

**EMERGENCY
MANAGEMENT
PLAN**

For Diocesan Schools and Centers

For

VISITATION
School/Center

Revised May 2014

School/Center
Emergency Management Plan

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In conjunction with:

(Names of Crisis /Safety Committee)

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Bridget Winget

Based on:

The Missouri Safe Schools Plan

by Russell S. Thompson

and

Catholic Schools Diocese of Kansas City-St. Joseph

Quick Guide to Crisis Management

Dated 2004

(Diocesan plan adapted with permission from the
Resource Guide for Crisis Management in Virginia Schools
Compiled and Edited by Anne J. Atkinson, Ph.D. PolicyWorks, Ltd
For the Virginia Department of Education, 2002.)

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Emergency Management Planning

Definition of Terms:

- Emergency: a situation (critical incident) involving the long-term risk to life and property from natural, technical or manmade hazards (multiple-hazards); other terms like crisis and critical incident, which are sometimes used interchangeably with “emergency,” will not be used in that sense within this program
- Incident Command System (ICS): a modular and expandable command structure that supports maintaining a span of control at between 3 and 7 individuals who directly report and a succession of command at least 3 deep

Appendix 1 to the basic emergency management plan format of the SEMA guide is the “Primary and Support Responsibilities Chart,” a matrix on which the principal/director assigns functional responsibility to staff positions for preparing/maintaining the functional annexes of the plan. The annexes should each address all the phases of the emergency management process: prevention, mitigation, preparation, response, and recovery:

- Prevention: actions taken to eliminate potential hazards
- Mitigation: actions taken to eliminate or reduce the degree of long-term risk to life and property from multiple hazards
- Preparedness: actions taken in advance to develop operational capabilities and facilitate effective response when an emergency occurs
- Response: actions taken immediately before, during or after an emergency to save lives, minimize damage and enhance the effectiveness of recovery, including post-trauma stress debriefing for those experiencing emotional crisis
- Recovery: actions to return vital life support systems to minimum operating standards and long-term measures designed to return facilities, programs and operations to normal or improved levels

Prevention/Mitigation/Preparation

1. Establish procedures for the conduct of periodic safety inspections using comprehensive checklists
2. Provide guidelines for securing objects and furnishings so that that they cannot become airborne or tip over in a storm or earthquake
3. Describe the alerting system, including the location and monitoring of the NOAA alerting radio(s) with battery backup
4. Designate shelter areas and arrange for emergency access to those areas
5. Outline measures for educating children/students and staff on what to do in the event of an emergency; establish guidelines for routinely conducting exercises to practice all emergency procedures
6. Include plans for assisting children/students and staff with special needs during emergency procedures
7. Provide for training of selected personnel in fire fighting, CPR, first aid and other emergency procedures

8. Present procedures to be followed by parents if there is a release of children/students under emergency circumstances, including contingency plans for off-site evacuation points

Response

1. Include classroom, building, and diocesan level procedures. Incorporate the terminology and organization of the Incident Command System (ICS). Provide for an internal incident command structure (incident commander, safety officer, public information officer, student/staff supervision team, health team, security team, student/parent reunion team, etc.) [When planning for earthquakes, the schools/centers should expect to wait up to 72 hours for emergency service support. When planning for other wide area emergencies (storms, flooding, etc.), the school/center's incident commander should expect to manage emergency response utilizing nothing but school/center assets for 3 or more hours.]
2. Establish procedures for the transition of command and control when community emergency responders do arrive on the scene.

Recovery

1. Incorporate coordination for counselor support when debriefing children/students and staff who are traumatized by an emergency.
2. Review arrangements for optional classroom space if the school/center building can no longer be occupied.
3. Establish guidelines for structural assessment if the building is damaged.

The Missouri Center for Safe Schools suggests that schools/centers extract, amplify, and compile the response phase entries from the basic emergency management plan to form what is referred to in the *School Emergency Operations Plan* guide as “Standard Operating Guidelines” (SOG) for classroom teachers/aides, incident commanders, and emergency response team leaders/members. In order to be useful in emergency circumstances, the SOG contains nothing but succinctly described actions that could be taken as part of a practical response. The term “guidelines” is used rather than “procedures” to give the incident commander the maximum latitude in responding to the situation.

The Missouri Center for Safe Schools (MCSS) is committed to:

1. Supporting the development of regional showcases of the School Emergency Management Program.
2. Providing examples of School Emergency Management Plans and related Standard Operating Guidelines for classroom teachers, incident commanders, and emergency response team leaders/members.
3. Presenting training to district safety coordinators on the School Emergency Management Program.

Resources:

- *Multi-hazard Planning For Schools Course* provided by the Federal Emergency Management Agency
- *IS-100.SC Introduction to the Incident Command System for Schools* provided online at <http://training.fema.gov/EMIWeb/IS/IS100SC.asp> by the Emergency Management Institute
- *School Emergency Operations Plan* guide provided by the State Emergency Management Agency (<http://sema.dps.mo.gov>). This document presents the standardized format for school emergency management planning in Missouri.
- *Missouri All-Hazards Planning Guide for Schools* (<http://sema.dps.mo.gov>). This document is the handout used to support training on the standard *School Emergency Operations Plan*.

Emergency Management Planning,
Based on Missouri Safe Schools - as of September 7, 2006

Distribution List
School/Center Emergency Management Plan

<u>Agency</u>	<u># Copies</u>
Superintendent.....	1
Pastor.....	1
Principal/Director.....	1
City Fire Marshall.....	1
School Nurse/Health Room.....	1
School Counselor.....	1
Custodian.....	1
Local Police Dept.....	1
Other.....	1

Catholic Schools Office / Diocese of Kansas City – St. Joseph
Crisis Planning and Response 2011-12

If you have an emergency of any kind please call CSO staff in this order:

- | | |
|------------------------|--|
| 1. Chris Ostrom | 816-714-2349
(C) 816-695-2028 |
| 2. Dan Peters | 816-714-2344
(C) 316-371-8231 |
| 3. Pat Burbach | 816-714-2347
(C) 816-853-6242 |
| 4. LeAnn Lakin | 816-714-2379
(C) 816-809-4484 |

If you cannot reach any of the Catholic Schools Office staff call 816-756-1850 and tell the switchboard there is an emergency and you need to notify a member of the Administrative Cabinet.

A call to the CSO should be part of every practice drill. Be sure someone is assigned to make the call.

This information will be passed onto the Superintendents:

- What has happened?
- Who is involved?
- Is anyone injured - how many, how seriously?
- Is anyone being taken to the hospital? What hospital(s)?
- When did it happen?
- Where did it happen?
- How did it occur (i.e. student, stranger, family, etc.)?
- Who else is there?
- Who else has been contacted?
- What actions have been taken to this point?
- Are you evacuating? Where are you going?
- Is there another phone number we should use to contact you?

Superintendent of Schools, Dan Peters, report to the site of the emergency after initiating implementation of plan

- Direct all operations of the Catholic Schools Office in the Management of the emergency.
- Gather information and assess the emergency situation and assign tasks based on the overall needs of managing the emergency.
- Collaborate with the principal/director who will assume the lead in the crisis response. Assume the lead if the principal or director is unable to lead. Collaborate with and give support to the leaders of the emergency service agencies and the law enforcement agencies working with the emergency. If necessary, coordinate and direct these activities.
- Collaborate with the Communications Director, Beck Summers ext. 256 to authorize the release of information to the public and to be sure everyone is saying the same thing.
- Keep the Bishop, the Administrative Cabinet, Diocesan School Board and legal counselors informed of the emergency status.
- Following the emergency, ensure that there is evaluation.

Associate Superintendent A: Pat Burbach, report to site

- Inform Clinical Supervisor of Catholic Charities for the purpose of activating Crisis Team.
- Collaborate with Catholic Charities to evaluate if additional local resources are needed.
- Collaborate with principal/director to notify and enlist help from appropriate agencies within the community.
- Collaborate with local school leaders/Catholic Charities to create letters to notify parents of continuing care that is available to students.
- Collaborate with local school and Catholic Charities Crisis Team to develop schedule of activities for the first day of school following the crisis - include prayer and food as needed. Continue support on following days as warranted.
- Assist with overflow telephone calls at the emergency site.
- Serve as a liaison between the emergency school site and the support teams that may be needed.
- If appropriate, coordinate communication between the emergency site and any city/county/state agencies.
- Contact Diocesan Buildings Manager if assistance is needed with utilities or buildings.
- Communicate need for food to the Office Manager.
- Keep the Superintendent updated as to the situation.

Associate Superintendent B: Chris Ostrom or Pat Burbach, report to hospital or 2nd site

- Report immediately to the local hospital if students or adults are being sent for treatment. Coordinate communication with the Catholic Schools Office.
- If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the Catholic Schools Office. Evaluate needs and engage other auxiliary personnel/Chancery staff as needed.
- Meet and talk with the family/friends of students and adults who have been admitted to the hospital.
- If it is not necessary to have someone at the hospital or a second site, assist Associate

- Superintendent A or Office Manager with duties as directed by the Superintendent.
- Keep the Superintendent updated as to the situation.

Office Manager, Chris Ostrom or LeAnn Lakin

- Ensure that the switchboard is informed whenever the office is not staffed and that the switchboard, as well as the Administrative Cabinet has current cell phone numbers for the Superintendent and Associate Superintendents.
- Maintain a current list of numbers needed for communication with schools/centers in the event of an emergency.
- Collect all information pertinent to the crisis but do not give information without approval.
- Direct all Catholic Schools Office support staff. Enlist other support staff as needed.
- Prior to the arrival of the Superintendent or Associate Superintendent, establish and maintain communication between the Catholic Schools Office and the emergency site.
- Utilize e-mail to communicate with schools and early childhood centers in a timely fashion as directed by the Superintendent or Associate Superintendent.
- Notify Chancery staff, including the Insurance Office, in a timely fashion as directed by the Superintendent or Associate Superintendent.
- If needed, arrange food for school/center staff as well as emergency personnel.
- See that appropriate thanks and acknowledgments are given following the emergency.
- Perform other tasks as assigned.

Crisis Response Guidelines for Cooperating with Catholic Charities

In the event a crisis occurs in a Catholic school/center, Catholic Charities can provide the resources of a Crisis Response Team (CRT). The following is a brief outline of how these particular services will operate.

Associate Superintendent A will contact the Director of Counseling Solutions, Heather Fitzcharles-Keller, or her designee. The Director will discuss the nature of the crisis to help decide whether CRT intervention is needed and to determine the appropriate course of action.

1. The Director will designate a Counseling Supervisor to assume the role of the on-site coordinator and contact the school/center personnel to discuss the situation, clarify needs and make arrangement for the team arrival.
2. The Director will contact team members to explain the situation and assign various tasks for management of the crisis. When the team arrives at the school/center, the Counseling Supervisor will be responsible for managing the planned response, in collaboration with the school principal/center director and the Catholic Schools Office.
3. The Director will notify Catholic Charities' CEO (Mike Halterman) and COO Stephanie Ray. Depending on where the crisis is, other pertinent staff will be called and informed.
4. The CRT will provide a suggested plan for the day. They will offer consultation to all

staff members throughout the intervention to provide direction and a sense of security and safety. Throughout the course of the day the team will work closely with the school/center staff and keep them informed of planned interventions and their implementation.

5. The CRT, in conjunction with the school principal/center director and designated personnel, will identify high-risk individuals before, during, and after the intervention.
6. Recommendations will also be made to the school principal/center director for individuals needing counseling/support services after the crisis.

Costs for Crisis Response Team

There will be a charge of \$35/per hour to schools charged through the diocese per counselor.

The CRT will be on-site for the one-day crisis intervention. Students, faculty and other staff who are in need of further counseling will be referred to other agencies that deal with issues stemming from the crisis.

**Catholic Charities Crisis Response Team Members
Kansas City Office**

Heather Fitzcharles-Keller
Director of Counseling and Community Education
Home: 816.525.5764 Cell: 826.679.8701
Office: 816.659.8279

Mike Halterman, CEO
Office: 816.659.8201 Cell: 816.309.4377

***Catholic Charities- Counseling Solutions, Director or Designee – Heather Fitzcharles-Keller
report to the site immediately***

- Arrange and coordinate the deployment of counselors.
- Arrange and conduct meetings with local staff for the purpose of giving information, direction and support. Ensure that prayer is a component of all meetings.
- Develop information sheets for parents, teachers and others. Include such topics as talking with students, signs of depression, and dealing with post trauma and stress. Have copies copied, collated and ready to distribute. Have prayer sheets ready for meetings with staff and parents.
- Collaborate with the Superintendent to ensure that needs are identified and met.
- Maintain follow-up activities such as referrals for additional counseling.
- Maintain active file of community persons, such as counselors, doctors, psychologists, ministers, who can give support and follow up services.
- Select and train two back up staff to coordinate crisis (if needed) to serve as liaison in his absence or if needed at multiple sites.
- Provide ongoing staff development and training to Counseling Solutions counselors to ensure their readiness to respond to any crisis situation.

Communications Officer, Jack Smith

- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Act as a liaison between the media, the emergency site and the Catholic Schools Office. Establish and maintain a clearinghouse for calls.
- Create and disseminate press releases.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Respond to rumors through the dissemination of accurate information.
- Give direction and establish boundaries and guidelines for media.
- Coordinate information to be shared during and after the crisis.
- Select and train associates who are able to serve as communication officers if needed to coordinate in her absence or if needed at multiple sites.

Principals/Early Childhood Directors with local Crisis Team

- Ensure that a local crisis plan is in place and that there is regular training of staff and students. Include parent procedures as a part of the plan. All must have knowledge of the emergency plan and understand their responsibilities.
- Include pastor and parish staff in all practices.
- Call the Catholic Schools Office as a part of every practice.
- Keep a current list of emergency numbers handy. If you have a cell phone, be sure that the Catholic Schools Office and Chancery numbers are on speed dial. Also, include home numbers of Superintendent, Associate Superintendents, and Director of Counseling Solutions of Catholic Charities.
- Work with pastor and parish staff members to ensure that they are part of the support team who can assist with immediate response. There should be annual walk-through and advance training of parish staff. Develop a means of helping the Parish Director of Religious Education and the Athletic Director to have a basic understanding of the crisis plan.
- Ensure that there is regular evaluation and updating of the crisis plan. Be sure there is an evacuation site that is kept secret until needed.
- Develop good working relationships with local agencies and organizations who might give support in the event of a crisis (Police, Fire, DARE, public school district, bus companies, etc.)
- Maintain an active file of helping agencies within the community including the names of contact persons (Police, Fire, DARE, public school district, Red Cross etc.)
- Agree in advance with the Catholic Schools Office Manager on how to maintain communication with the Chancery - have an extra telephone handy that can be plugged into facsimile line for when lines get jammed with incoming calls, have cellular phone numbers, and an e-mail station in the office.
- Take the lead in the crisis response while collaborating with the Superintendent/ Catholic Schools Office.
- Carefully script what is to be said to those within and without the community.
- Collaborate with and give support to the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Collaborate with the Superintendent in determining the types of information to include in statements or updates to the media, what to defer to law enforcement, what are the responsibility of the school/center, parish or diocese to release.
- Be familiar with the Catholic Schools Office and Chancery support that is available (Superintendents, Communications Officer, Counselors, Catholic Charities, diocesan lawyer, Insurance Office, building manager).
- Encourage staff members, parents and volunteers to alert the office of all situations that have any potential for violence.
- Communicate to parents through handbooks, newsletters and parent meetings that the safety of the student body is the highest priority; any suggestion that a conflict at home could travel to school/center requires the school/center to act in a proactive manner.

Health Program Coordinator, Nancy Greml

- Follow-up on any health issues such as exposure to blood-borne pathogens.
- Complete forms as necessary.
- Select and train an associate who is able to do this if needed to fill in.

Administrative Cabinet

- In the absence of the Superintendent or Associate Superintendents, initiate crisis response.
- Collaborate with the Superintendent to determine where the presence of key Chancery personnel is most needed.
- Ensure that there is funding for counselors to do initial response as well as necessary support and follow-up.

Counseling Solutions

A Program of Catholic Charities of Kansas City-St. Joseph, Inc.

Working in Partnership with

The Catholic Schools and the Diocese of Kansas City-St. Joseph

Crisis and Planning Response Guide

The attached information offers a plan of support for school personnel to effectively address and manage crisis situations. When called upon by the Diocese, the Counseling Solutions program will help individuals and groups effectively address the needs of people affected directly or indirectly by crisis. The goal is to work toward returning the environment to a healthy functioning setting.

Revised: 3/04

Crisis Response Guidelines

In the event that a crisis occurs in a Catholic School or Early Childhood Center, Catholic Charities can provide the resources of a Crisis Response Team (CRT). The following serves as a brief outline protocols to be followed:

1. Key persons from the impacted site will contact Heather Fitzcharles-Keller, Director, 816.679-8701 for direction and guidance. Heather will designate and call a Crisis Supervisor (depending on the geographic location) to discuss the nature of the crisis; to help decide whether CRT intervention is needed and to determine the appropriate course of action.
2. The Director's designee or Crisis Supervisor will assume the role of the coordinator and contact the school/center personnel to discuss the situation, clarify needs and plan for the appropriate response.
3. Heather's designee will contact team members to explain the situation and assign various tasks for management of the crisis. When the team arrives at the school/center, the Crisis Supervisor will be responsible for managing the planned response, in collaboration with the school principal/center director and the Catholic Schools Office.
4. The Director will notify Catholic Charities' CEO (Mike Halterman)
5. The CRT will provide a suggested plan for the day. They will offer consultation to all staff members throughout the intervention to provide direction and a sense of security and safety. Throughout the course of the day the team will work closely with the school/center staff and keep them informed of planned interventions and their implementation.
6. The CRT, in conjunction with the school principal/center director and designated personnel, will identify high-risk individuals before, during, and after the intervention.
7. Recommendations will also be made to the school principal/center director for individuals needing counseling/support services after the crisis.

Costs for Crisis Response Team

There will be **no** charge for CRT services at the schools where Catholic Charities provides contractual school counseling services. All other schools will be charged through the diocese \$35.00 hourly fee per counselor.

The CRT will be on-site for the one-day crisis intervention. Students, faculty and other staff who are in need of further counseling will be referred to Counseling Solutions, A Program of Catholic Charities or to other agencies that deal with issues stemming from the crisis. The contact at Counseling Solutions for this service is Donna Harmon (816) 659-8271 Monday through Thursday 8:30am till 5:00 pm.

Any questions regarding the crisis response team should be referred to Heather Fitzcharles-Keller Office (816)659-8279 Cell (816) 679-8701. This is inclusive of the Northwest Missouri Office, St. Joseph and the Heart of Missouri Office, Warrensburg, MO.

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Updates may be added at a later date

Crisis Response Team Members

Kansas City Office:

Marsha Scott, Clinical Supervisor

Home: 913.642.8307
Cell: 913.232.0563
School: 816.231.8874

Judy Thompson, Assoc. Director

Home: 816.224.9841
Work: 816.333.2040, ext. 104
Cell: 816.916.2484

Mike Halterman, CEO

Cell: 816.309.4377
Office: 816.221.4377, ext. 338

Frances Wolfe, Counselor

Home: 913.342.6730
School: 816.231.5227

Diane Keith, Counselor

Home: 816.331.1563

Cleveland Kersey, Counselor

Home: 816.587.0496
Cell: 816.898.6480
Office: 913.758.3759

Northwest Missouri Office, St. Joseph

Martin Goedken, Assoc. Director

Office: 816.232.2885
Cell: 816.261.3483

Carol Weipert, Clinical Supervisor

Office: 816.232.2885
Cell: 816.262.3424

Heart of Missouri Office, Warrensburg

Marsha Scott, Clinical Supervisor

Home: 913.642.8307
Cell: 913.232.0563
School: 816.231.8874

Judy Thompson, Assoc. Director

Home: 816.224.9841
Work: 816.333.2040, ext. 104
Cell: 816.916.2484

Date: _____

Dear Parent/Guardian:

School is one of the safest places that students may be located during most crisis or natural disasters. Our school has the highest concern for student safety. We have a thorough emergency response plan covering most natural and other emergencies. The plans are designed to efficiently utilize diocesan personnel and resources to provide a safe environment for our students, staff and visitors on campus. It supplies diocesan personnel the tools, information and training necessary to carry out a prompt and effective response to a potential emergency incident.

The plan provides for regular review and on-going training for staff and students. Part of the training component will include regularly scheduled practice drills throughout the school year. The plan also provides for parents and/or guardians to check their children out of school in the event of an emergency. If an emergency occurs, you will be given specific directions regarding when, where and how to collect them.

School Closing. Inclement weather is the most typical school emergency that results in school cancellation. If school is cancelled the decision will be made prior to 6 a.m. and the radio and television stations will be contacted with the information. In addition, parents will be contacted through our School Reach phone service.

Lock Down. If school safety is a potential threat, the building(s) may be locked down and all children kept inside, until the end of the school day or when they can be safely released.

Emergency Evacuation Sites. If the school needs to be evacuated due to fire or other concerns, we have a variety of options. Depending on the type of crisis situation, the administration would determine if students and staff would be safest in the building, outside the building, or at one of our evacuation sites. If students are evacuated, parents would be contacted and asked to pick up their child at the evacuation site. Children will only be signed out to their parent or someone authorized by their parent.

U.S. or Local Crisis. If there is a U.S. or local crisis, the diocese will work with law enforcement to determine the schools' appropriate response from for the safety of students and staff.

Early Dismissal. In some emergencies, such as an inclement weather, we may deem it prudent to send students home early. The diocese and this school has made the commitment to make any early dismissal decisions by 10 a.m. Early dismissal will be announced through the media. If there is a special situation, you may be contacted to pick up your child early.

BEFORE A CRISIS

Make sure our school office has current information regarding your child, including contact names and numbers and your child's medical history.

Please note that in the case of a crisis/emergency, staff personnel may not have time to gather students' medications. In such a case, please be assured that your child will be taken care of by medical emergency personnel assisting with the crisis.

Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures.

Teach your child to stay with school staff and follow their directions. Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders.

DURING A CRISIS:

Stay calm and do not come to the school so emergency responders can complete their mission.

Keep phone lines free so school personnel and community responders can communicate with each other

Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

AFTER A CRISIS:

Be a model of Calm, Control and Comfort: let your child know you will protect them.

Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared.

Seek assistance for negative behavior changes that persist after two weeks: you may need to contact the school, your family doctor, or Catholic Charities/community counselors or psychologists.

Keep in contact with the school and follow recommendations from the school and community experts.

Parents and guardians are an important part of the school's Emergency Management Plan. By working together we can keep our school a safe and effective environment for your children. If you would like more information about the Emergency Management Plan, contact the school office.

Thank you for your support on this most important matter. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Vincent Cascone, Ed.D
Principal

Glossary of Terms and Acronyms

After Action Review – The process facilitated by the principal/director immediately after the end of each incident or exercise to capture lessons learned and, as appropriate, to draft changes to this plan. The after action review will include a summary of situation reports, actions taken, and final status of personnel, facilities, equipment, and resources. The after action review will then reinforce the things that went well and identify areas needing improvement.

Buddy Room System – When two or more classes are paired together for emergencies. During an evacuation, one teacher leads the students and one trails them to assure their safety.

Command Post – The location from which the Incident Commander directs emergency operations.

DRC – The Disaster Recovery Center (DRC) is a place manned by local, state, and federal agencies and organizations where disaster victims can find out what types of assistance are available to them.

EMD – The Emergency Management Director (EMD) is responsible for developing and maintaining the EOP and EOC at each government level.

EOC – The Emergency Operations Center (EOC) is the centralized location that serves as the command center for emergency operations at the city level or above. Here information is collected, displayed and evaluated. Coordination between school/center administrators and emergency response agencies takes place in the EOC and resources are managed.

EOP – The Emergency Operations Plan

ERT – Emergency Response Teams (ERT) assume functional responsibilities as part of the Incident Command System (ICS)

Exercises – An activity designed to promote emergency preparedness; test or evaluate emergency management plans, procedures and facilities, train personnel in emergency response duties, and demonstrate operational capability. There are four types of exercises that can be utilized by this School/Center: drills, tabletops, functional, and full-scale.

HAZMAT – Hazardous Material

ICS – Incident Command System is the national model for command and control at the incident level in an emergency. See also NIMS.

JIC – The Joint Information Center (JIC) is the public information part of the EOC, where the unified command coordinates news releases, statements, and responses to media inquiries.

LEPC – Local Emergency Planning Committee, normally organized at the county level, oversees hazardous material response for the community.

Lockdown – A security precaution taken where students are locked into the classroom and they sit where they cannot be observed by anyone through any windows.

Mitigation – The on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced.

NIMS – National Incident Management System is the consistent nationwide template for coordination of government, private-sector, and nongovernmental organizations above the incident commander (ICS) level during emergencies.

PIO - The Public Information Officer is the individual within the Incident Command System responsible for informing the public and releasing information to the media.

Reverse Evacuation – A procedure where students/children move back into the school/center because there is a threat of some kind outside the building.

Recovery- Getting the school/center operation back to normal following an emergency.

Safe Zone – The designated safe destination of students/children during an evacuation.

Shelter in Place – To take refuge in a pre-selected, small, interior room, with zero or few windows. A precaution aimed at keeping people safe and indoors when there is a suspicion that hazardous materials have been released into the atmosphere.

Stakeholder- One who is involved in or affected by a course of action. In the schools/centers, it is the staff, students, parents and the surrounding community.

SOG – Standard Operating Guideline is a ready reference to those procedures that are unique to a situation and which are used for accomplishing specialized functions.

Stand Down – To inactivate emergency response teams and command posts, normally as part of recovery.

School/Center Emergency Operations Plan

Basic Plan

I. PURPOSE

This emergency operations plan has been developed to assist the school/center in protecting the lives of its children/students and staff should a disaster or emergency situation affect the school/center. This plan addresses many types of hazards and must account for activities before, during and after an occurrence.

II. SITUATION & ASSUMPTIONS

A. The enrollment and employment figures for the 2014-15 School Year are:

High School	Elementary School/ECC
0 Students	565 Students
0 9 th grade	0 ECC
0 10 th grade	44 Kindergarten
0 11 th grade	55 1 st grade
0 12 th grade	53 2 nd grade
	67 3 rd grade
	61 4 th grade
	68 5 th grade
	58 6 th grade
	72 7 th grade
38 teachers/aides	59 8 th grade

Other staff

- 1 Principal
- 1 Assistant Principal
- 1 Counselors
- 1 Nurse
- 4 Custodians
- 1 Kitchen staff
- 2 Secretaries
- 1 Resource Coordinator

1. The school nurse/health room staff will be responsible for maintaining a roster of students/staff that have sight, hearing, language, mobility, and other special health care needs. Principals/Directors will provide the staff with student rosters prior to each semester. The principals/directors will assign “buddy rooms” to ensure that a teacher with special needs is partnered with a teacher who can assist under emergency conditions. Classroom teachers will be provided the roster of students with special needs prior to the beginning of each semester, along with a copy of any existing individual Emergency Action Plans for the assigned students. The school nurse/health room staff will be responsible for updating the Emergency Action Plan as necessary. The teachers should annotate their class roster with the students’ special health care needs. During the first class period they should work with the special

needs students to identify and train an “emergency buddy” from within the same class who will help whenever emergency procedures are initiated.

2. Appendix 7 to this basic plan, is map of the campus/building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous material storage areas, and utility shut-offs.
 3. The building administration must be able to determine who is present and who is missing or unaccounted for in the event of an emergency. The master daily attendance roster for students/children, staff and guest attendance is maintained in the main office. If there is an emergency, the secretary is responsible for carrying these records.
- B. The Emergency Standard Operating Guidelines, providing quick-reference emergency response guidance, are posted in each instructional area (classrooms, gymnasium, library, and cafeteria) and on each school bus.
- C. It is assumed, in consultation with community emergency services, that in the event of a large-scale, area-wide disaster, professional emergency responders may not be able to get to a school for 3 or more hours. (As examples: local emergency resources may sustain losses from the disaster, emergency services may be overwhelmed by higher priority calls, or routes to the school/center may be blocked, etc.) This plan and the associated training enables school/center personnel to respond internally to the emergency in order to save lives and property, while preparing for the eventual arrival of emergency service professionals in a way that will expedite their work.
- D. This school/center is part of the following emergency mutual aid agreements:

In the event of an emergency evacuation, for temporary shelter, students may be moved to ***Tighe Hall***. If this temporary location

cannot be occupied, the second alternate shelter is ***St. Teresa’s Academy***.

In the event _____ is evacuated, they will be utilizing our (gym, cafeteria, etc.) for temporary shelter. Contingency class schedule revisions and associated lesson plans should ideally be prepared for both possibilities.

III. CONCEPT OF OPERATIONS

- A. Pre-emergency prevention and mitigation involves the on-going efforts to reduce hazards, the likelihood of their occurrence, and/or the severity of their impact if experienced. Details regarding the hazards inventories and analysis measures already taken are found at Appendix 2 and 3 of this plan.
- B. Preparation to increase readiness involves training and exercising. A review of this plan is included as part of new employee training. Four drills will be conducted during the first month of school (1 intruder alert, 1 earthquake, 1 fire, and 1 tornado). Each of these drills will be conducted at least once during the second half of the school year. Each drill will introduce some new challenges (closed off exit routes, students held for accountability checks, etc.). The incident command structure (incident commander, command group, and emergency response teams) will be exercised during at least 2 tabletop exercises, functional exercises, or full-scale exercises each year. Exercises will consider occurrences during passing periods, during cafeteria operation, during pre/post-school activities, etc. Every exercise (drill, tabletop, etc.) will be followed by a brief after action review, during which staff and students will provide input on lessons learned and recommended changes to the plan. The record at Appendix 6 (After Action Review Record) to this Basic Plan will be completed and a copy will be submitted to the Catholic Schools Office (e-mail: ostrom@diodesekcsj.org) and the school Crisis Committee.
- C. Response to the emergency includes continuous command and control, identifies the problem and assesses the damage, activates emergency response resources, and stabilizes the situation. The command and control mechanism is referred to as the incident command system. The incident command system is outlined in Annex A to this plan. The Incident Commander is responsible for all emergency response duties until those duties are delegated to someone else. Response procedures include:
1. The initial emergency procedures to be followed by classroom teachers/aides are outlined in the Standard Operating Guidelines posted in each instructional area. The buddy room system included in the emergency procedures improves command and control of children/students and makes it possible for some teachers/aides to be released from child/student supervision in order to participate as members of crisis response teams. Buddy room assignments are in Appendix 3 to Annex A.
 2. The initial emergency procedures to be followed by bus drivers are outlined in the Standard Operating Guidelines posted in each bus.
 3. The policy regarding early release of students in the event of an unforeseen emergency, is:
 - i. The decision to release students early is made by the principals/directors or the Catholic Schools Office.

- ii. The availability of transportation and the safety of routes will be considered whenever students are released early.

D. Recovery from the emergency involves getting the school operation back to normal. This may depend on arranging for an interim facility while the damaged school is repaired or replaced. There are two stages of recovery:

- Short-term recovery involves restoring crucial services and providing for basic needs.
- Long-term recovery is restoring the school/center to its pre-disaster condition.

Expensive reparations will involve insurance claims and perhaps government disaster relief funding. Record keeping is key to reimbursements from government disaster relief funds. Mental health concerns may take longer to address than property losses. Post traumatic stress disorder, even with skillful debriefings and counseling, can impact behavior for 3 to 5 years after the occurrence. Traumatized staff members may not be able to function effectively, and temporary or permanent replacement may be necessary. Recovery of the school/center may take a long time, but it is important to move toward recovery as expeditiously as possible because the recovery of the community and the futures of the children depend upon it.

IV. CONTINUITY OF SCHOOL /CENTER ADMINISTRATION

A. Essential records include:

1. Student academic, attendance, and discipline records, and student/staff emergency data, which are maintained by the secretary.
2. Child, student and staff emergency data is collected. This file is carried out of the building during emergency evacuations.
3. The secretary or school nurse should also evacuate the building with the consolidated file of material safety data sheets for all hazardous materials in the building. That file should include a floor plan indicating where the items are stored. The consolidated file is made available to the emergency service providers who respond to the school/center.

B. Principals should contact the Risk Manager at the Chancery for insurance information and questions.

V. PLAN MAINTENANCE

A. The principal/director will collect after action review recommendations for plan changes following each exercise (drill, tabletop, functional, full scale). The changes will be drafted by the Crisis Committee/School Safety Committee listed on page ii of this plan. The principal/director may either approve or disapprove the changes recommended by this committee.

B. Changes will be recorded on page ix of this plan.

C. Plan updates will be distributed in accordance with the Distribution List on page viii of this plan.

VI. AUTHORITIES & REFERENCES

- A. Federal Civil Defense Act of 1950, Public Law 81-920.
- B. United States Code (USC), Title 42, Chapter 68, Disaster Relief, Sections 5121-5204 [Robert T. Stafford Emergency Assistance and Disaster Relief Act, Federal Public Law 93-288, as amended].
- C. “Guide for State and Local All-hazard Emergency Operation Planning,” Federal Emergency Management Agency.
- D. Missouri Revised Statute 44.080
- E. Missouri Revised Statute 160.480
- F. Missouri Code of State Regulation, Title 11, Div 10, Chapter 11

Appendix 1

to the Basic Plan

PRIMARY AND SUPPORT RESPONSIBILITIES CHART

Example

FUNCTIONAL ANNEX	A	B	C	D	E	F	G	H	I	J
F U N C T I O N	C O M M A N D	C O M M U N I C A T I O N	P U B L I C I N F O	S E C U R I T Y	F I R E A R D	M E N T A L H E A L T H	H A Z A R D T O L E R A N C E	U T I L I T Y E S	L O G I S T I C S	F A M I L Y R E U N I O N
<i>STAFF POSITION</i>										
<i>Principal</i>	P								S1	
<i>Assistant Principal (Personnel Officer)</i>	S1	S2	S1						S2	
<i>Athletic Director/Coach (Operations Officer)</i>	S2			P	S1					
<i>School Resource Officer</i>	S3			S1	P					
<i>Nurse</i>						P	S1			S2
<i>Counselor</i>			S2				P			
<i>Custodian</i>					S2			P	P	S1
<i>Cafeteria Manager (Logistics Officer)</i>						S1				P
<i>Secretary</i>		P				S2				
<i>Language Arts Chair</i>			P				S2			
<i>Exploratories Chair</i>										
<i>Math Chair</i>				S2				S2		
<i>Science Chair</i>		S1						S1		
<i>Social Studies Chair</i>										

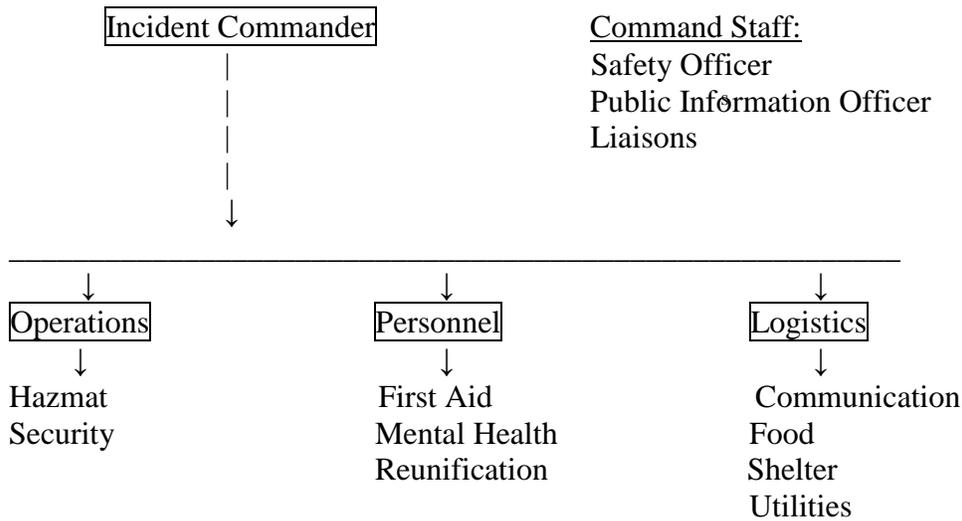
P=Primary S1=Support 1 (first alternate) S2=Support 2 (second alternate)

(The above chart is an example of how to set up your Emergency Response Team.)

When the primary designee is not able to perform the assigned functional leadership role then the first alternate (S1) assumes that responsibility. Likewise, if both the primary and first alternate are unable to perform the leadership responsibility, then the second alternate (S2) assumes the role. Therefore, all functional responsibilities are three deep.

The terminology of the incident command system will be utilized to make clear the role and relationships of the various school/center personnel and emergency responders. The first school/center official on the scene is initially the incident commander. As soon as the principal/director or his alternate (as indicated in the chart above) is ready (on the scene and informed regarding the situation) he/she assumes the incident command. The

incident commander should appoint a safety coordinator and liaisons (to the Catholic Schools Office and emergency service agencies as required) to serve within the command group. For most emergency operations the principal/director will turn over incident command to the first professional emergency responder on the scene. Initially, emergency response teams (Hazmat Team, Security Team, etc.), which are manned by school/center employees with leadership as indicated above, will continue to perform their incident command system function and respond to the direction of the incident commander, even when that role is assumed by a professional emergency responder. Eventually, professional emergency responders are likely to assume many of the functions addressed in the table. School/center employees who were performing as part of the incident command may then be released from those roles and made available to support student/family reunification and other designated functions as required for the school/center recovery, with the support of the community/county incident command system. The incident command system looks as follows:



PRIMARY AND SUPPORT RESPONSIBILITIES CHART

FUNCTIONAL ANNEX	A	B	C	D	E	F	G	H	I	J
FUNCTION TION	COM MUN D	COM MUN IC ATION	PUB LIC INFO	SEC UR ITY	FI RS T A ID	MEN TAL HEALTH	HA Z MAT	UTI LIT IES	LOG IST ICS	FAM ILY RE UNI ON
STAFF POSITION										
Principal	P		P							
Assistant Principal	S1			P				S1		
Administrative Assistant	S2	P	S1							
Nurse					P	S1				
Maintenance				S1			S1	P		
Counselor		S1				P				
Building Leadership Team Head		S2	S2							P
Art Teacher				S2			P	S2		
Computer Teacher									P	S2
Music Teacher						S2			S1	
Physical Education Teacher					S1		S2			
E.L.S. Teacher					S2				S2	S1

P=Primary S1=Support 1 (first alternate) S2=Support 2 (second alternate)

Appendix 2

to the Basic Plan

CRISIS TEAM INVENTORY

ITEM	PERSON RESPONSIBLE AND BACKUP PERSON	DATE
Map <ul style="list-style-type: none"> • Streets surrounding school/center • Intersections near school/center • Vacant lots 	Vince Cascone Kristina Rinard	
Campus Layout <ul style="list-style-type: none"> • Room numbers, phone numbers, computers, e-mail, cable TV • Threat areas, e.g. chemistry and biology labs, hazardous materials 	Kristina Rinard Vince Cascone	
Blueprint of School Buildings	Ben Casey Dave Kies	
Teacher/Employee Roster <ul style="list-style-type: none"> • Room and cell phone numbers • Staff Directory • Copy of employee photos • Emergency health information 	Bridget Winget AnnBeth Mulloy	
Keys clearly marked and master keys	Ben Casey Dave Kies	
Fire Alarm Turn-off Procedures How and where located	Ben Casey Kristina Rinard	
Sprinkler System Turn-off Procedures How and where located	Ben Casey Dave Kies	
Utility Shut-off Valves Where and how to shut off <ul style="list-style-type: none"> • Electric • Gas • Water 	Ben Casey Patrick Casey	

Cable Television Shut-off Identify where and how	Vince Cascone Kristina Rinard	
First Aid Supplies Location and how to access	AnnBeth Mulloy Christy Pointer	
Designated Command Posts <ul style="list-style-type: none"> • Law Enforcement, Emergency Personnel • Receiving Area for Media • Receiving Area for Parents 	Vince Cascone Kristina Rinard	
Student Photos <ul style="list-style-type: none"> • Copy of photo ID's of students • Current Yearbook 	Bridget Winget Patrick Casey	
Crisis Team Members Names, role and phone numbers Roles and Responsibilities	Sr. Sue Andrew Dave Rush	
Emergency Resource List <ul style="list-style-type: none"> • Pastor/parish office • Catholic Schools Office • Home numbers for superintendent and associates • Red Cross • Public School Administrator/Director of Counseling 	Sr. Sue Andrew Dave Rush	
Evacuation Sites Maps with routes to at least two evacuation sites; should also be posted in classrooms	Meghan Riley Allison Hennessey	
Release Forms/Alphabetical Family Lists Set of forms for parents/guardians/hospitals, EMT personnel to sign when a student has been released to them	AnnBeth Mulloy Bridget Winget	
Student Attendance Roster <ul style="list-style-type: none"> • Roster should be entered in the box daily • Teachers bring their classroom attendance 	Diana Edwin Beth VanDyke	

sheet to evacuation site		
<p>List of Students with Special Needs</p> <ul style="list-style-type: none"> • List of students with special medical needs requiring medications • List of students with a disability requiring assistance in an evacuation • Student emergency cards 	<p>Allison Hennessey</p> <p>Beth VanDyke</p>	
<p>Additional Items to be Included Depending Upon Local Decisions</p> <p>SOS Communication System from Classroom to Emergency Personnel</p> <p>(E.g. color-coded posters to alert outside help about life-threatening injuries, non life-threatening injuries or no injuries)</p>		

APPENDIX 3

(to the Basic Plan)

SCHOOL/CENTER HAZARDS ANALYSIS

Hazards for which the school/center plans are:

- Bomb Threat
- Bus Accident
- Civil Disturbance
- Earthquake
- Fire
- Flooding
- Hazardous Material Spill/Leak (internal spill with science lab or custodial chemicals, external spill on neighboring roadways)
- Health Emergency: Bioterrorism
- Hostage
- Intruder
- Severe Winter Storm/Blizzard/Ice Storm
- Suicide
- Tornado
- Traumatic Injury or Death of a Student or Staff Member

Risk Analysis—Information from several sources¹ was combined to produce the following analysis. This information will be used to better plan for those events posing the greatest threat to the school/center.

Definitions:

Probability: A subjective estimate of the likelihood (categorized as Low, Medium or High) that a hazard of disastrous proportions will occur in our area during the next (or any) ten-year period.

Vulnerability: A subjective estimate (categorized as Low, Medium or High) of the population, property, social infrastructure and economic resources vulnerable to a hazard.

Risk: A subjective combination of Probability and Vulnerability (categorized as Low, Medium or High) which provides a general assessment of the significance of a hazard and how much effort should go into planning for and mitigating against it.

¹ The risk matrix represents information compiled from material published by the State Emergency Management Agency, the American Red Cross, the National Weather Service, and local historical records.

This is an example of a hazard analysis. Remove this top form when the analysis below is completed.

HAZARD	Probability	Vulnerability	Risk
Natural Hazards			
<i>Severe Thunderstorm (large hail and high wind)</i>	<i>H</i>	<i>L</i>	<i>M</i>
<i>Tornado</i>	<i>M</i>	<i>H</i>	<i>H</i>
<i>Flood (slow rising)</i>	<i>M</i>	<i>H</i>	<i>H</i>
<i>Flood (flash)</i>	<i>M</i>	<i>H</i>	<i>H</i>
<i>Severe Winter Storm/Blizzard/Ice Storm</i>	<i>H</i>	<i>L</i>	<i>M</i>
<i>Earthquake</i>	<i>L</i>	<i>H</i>	<i>M</i>
Technological or Human Caused Hazards			
<i>Hazardous Material Spill or Release (fixed facility)</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>Hazardous Material Spill (transportation)</i>	<i>M</i>	<i>M</i>	<i>M</i>
<i>Epidemic</i>	<i>M</i>	<i>H</i>	<i>H</i>
<i>Terrorism (chemical, biological, radiological)</i>	<i>L</i>	<i>H</i>	<i>M</i>
<i>Terrorism (nuclear, explosive)</i>	<i>L</i>	<i>H</i>	<i>M</i>
<i>Civil Disorder</i>	<i>L</i>	<i>L</i>	<i>L</i>
<i>Major Fire (conflagration)</i>	<i>L</i>	<i>H</i>	<i>M</i>
<i>Bus Accident</i>	<i>M</i>	<i>H</i>	<i>H</i>
<i>Traumatic Injury or Death of a Student or Staff</i>	<i>M</i>	<i>H</i>	<i>H</i>

Hazards Analysis

HAZARD	Probability	Vulnerability	Risk
Natural Hazards			
Severe Thunderstorm (large hail and high wind)	<i>H</i>	<i>L</i>	<i>M</i>
Tornado	<i>M</i>	<i>H</i>	<i>H</i>
Flood (slow rising)	<i>M</i>	<i>H</i>	<i>H</i>
Flood (flash)	<i>M</i>	<i>H</i>	<i>H</i>
Severe Winter Storm/Blizzard/Ice Storm	<i>H</i>	<i>L</i>	<i>M</i>
Earthquake	<i>L</i>	<i>H</i>	<i>M</i>
Technological or Human Caused Hazards			
Hazardous Material Spill or Release (fixed facility)	<i>M</i>	<i>M</i>	<i>M</i>
Hazardous Material Spill (transportation)	<i>M</i>	<i>M</i>	<i>M</i>
Epidemic	<i>M</i>	<i>H</i>	<i>H</i>
Terrorism (chemical, biological, radiological)	<i>L</i>	<i>H</i>	<i>M</i>
Terrorism (nuclear, explosive)	<i>L</i>	<i>H</i>	<i>M</i>
Civil Disorder	<i>L</i>	<i>L</i>	<i>L</i>

Major Fire (conflagration)	<i>L</i>	<i>H</i>	<i>M</i>
Bus Accident	<i>M</i>	<i>H</i>	<i>H</i>
Traumatic Injury or Death of a Student or Staff	<i>M</i>	<i>H</i>	<i>H</i>

Appendix 4

to the Basic Plan

PREVENTION AND MITIGATION

Prevention involves the on-going efforts to eliminate hazards or reduce the likelihood of their occurrence. Mitigation consists of measures taken to reduce the severity of the impact if a hazard is experienced. Details regarding the prevention and mitigation measures include:

1. Bomb Threat
 - a. All entrances are secured against access from the outside.
 - b. All internal storage places, including custodial closets and student lockers, that may serve as hiding places for bombs, are secured at all times.
 - c. To facilitate searches, clutter in hallways and classrooms is minimized.
 - d. The presence of hazardous flammable/explosive materials, used as part of instructional and maintenance supplies, is minimal.
 - e. Designated staff know where and how to shut off the gas utility.

2. Earthquake
 - a. All shelves are secured to the walls with heavy items stored on the lower shelves.
 - b. Heavy items, like pianos and TV rolling stands, are anchored.
 - c. Glass is covered with a film to protect against shattering.
 - d. The ceiling connection of light fixtures is reinforced.
 - e. Emergency supplies for an extended stay at the school (up to 3 days), including water, food, first aid supplies, flashlights, batteries, etc. are maintained.

3. Fire
 - a. Only trained staff will operate fire extinguishers. The extinguishers are secured to the wall every 75 feet.
 - b. Smoke detectors and heat sensors are tied in with the fire alarm system.
 - c. Hallway fire doors, when activated, close automatically.

4. Hazardous Material Spill/Leak
 - a. All hazardous materials, inventoried prior to school/center opening each August, have Material Safety Data Sheets.
 - b. Procedures are in place to close windows and shut off the ventilation system when necessary.
 - c. Materials are pre-positioned in classrooms for sealing air vents, doors and windows during in-place sheltering.

5. Health Emergency: Bioterrorism
 - a. Students and staff are trained on epidemiology, symptoms of diseases, the importance of good hygiene/sanitation, and safeguarding against blood borne pathogens.
 - b. Information is provided to families about the 3 P's of bioterrorism preparedness (be Prepared, don't Panic, follow Procedures).
 - c. Staff wears vinyl gloves when sorting and opening mail.

6. Intruder
 - a. All entrances are secured against access from the outside.
 - b. The procedures for screening and monitoring visitors, including a visitor badge system, are assertively enforced.

7. Suicide
 - a. Mental health assistance is available through Catholic Charities.
 - b. A caring community is maintained including zero tolerance for bullying.
 - c. Staff is trained in suicide prevention procedures.

8. Tornado
 - a. Local emergency warning system is used.
 - b. Glass is covered with a film to protect against shattering.

9. Traumatic Injury or Death of a Student or Staff Member
 - a. Trained first aid team is available.
 - b. First aid kit is well stocked.
 - c. Staff is trained in CPR including External Automatic Defibrillator and first aid.
 - d. Mental health assistance is available through Catholic Charities.

Appendix 5 to the Basic Plan

THREAT ASSESSMENT PROCEDURES

Threats should be assessed before they can be acted upon. Threat assessment inquiry should be initiated if there is credible information that passes a threshold of concern. Individuals who become the focus of threat assessment inquiries may come to the attention of authorities in a number of ways, including communications that cause concern, weapons-seeking, weapons-use, tips from others, etc.

The assessment inquiry will be accomplished by the principal/director, teacher, counselor, nurse, and other staff. Staff complies with laws pertaining to information access and dissemination, as well as searches of persons or property. Information gathered is organized into 4 categories:

1. Information about the individual(s) suspected of making the threat
2. Information about “attack-related” behavior (planning, weapons acquisition/practice, casing out possible sites, rehearsing, etc.)
3. Motives
4. Target selection

Most threats are anonymous or under a false name. If the person’s identification cannot be determined, the assessment must be based on the information contained in the threat itself. There are three categories of threats:

- Low Level—the threat is vague/lacks detail, contains inconsistent information, and is not plausible.
- Medium Level—wording suggests the person making the threat has given thought to how the act will be carried out, providing general information about the place and time, but there is no strong indication of preparatory steps having been taken.
- High Level—wording is direct, specific and plausible. The threat suggests that concrete steps have been taken toward carrying out the act.

If, however, the identity of the person making the threat can be determined, then the 4-pronged Assessment Model should be used:

1. Assess the personality of the person, (how he/she copes with conflict, expresses anger, responds to rules, etc.)
2. Assess the family dynamics
3. Assess the school dynamics
4. Assess the social dynamics

The assessments of dynamics are based on patterns of behavior and thinking, attitudes, access to weapons/drugs, and choice of friends, activities, entertainment, reading material, etc. There are 11 key questions for threat assessment when the person making the threat can be identified:

1. What are his/her motives?
2. Have there been any communications suggesting ideas of intent to attack?
3. Has the subject shown inappropriate interest in any of the following: school attacks, weapons, incidents of violence?
4. Has the student engaged in attack-related behaviors?
5. Does the student have the capacity to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

Put it together by following four steps:

- ✓ Step One—Receipt of information
- ✓ Step Two—Assess the threat itself
- ✓ Step Three—Conduct a 4-pronged assessment if the ID of the person is known
- ✓ Step Four—Involve law enforcement in conducting a threat investigation as appropriate and in deciding on the threat level and appropriate response

All bomb threats are taken seriously and carefully analyzed. The bomb report is treated as genuine until investigated and until a search of the school/center has been completed. The decision-making process begins by gathering as much information about the bomb report as possible.

Factors considered include:

- Have there been national bomb incidents lately?
- Have there been other hoaxes lately?
- Has a hostile student been suspended lately?
- Are there exams scheduled for today?
- Is it senior skip day?
- Any unexplained student unrest?
- Any rumors circulating about a student threatening to harm others?
- How much information did the caller provide?
- How serious is the voice of the caller?
- Were specific details given?
- Are there any missing chemicals?
- Did the caller have knowledge of the design of the school?
- Have there been any recent break-ins?
- Did the caller give repeated warnings? (This seriously escalates the degree of danger.)

Check surveillance tapes.

Some large-scale bomb incidents received no warnings.

Response to a bomb threat: Immediate evacuation a common course of action. Evacuating personnel may, however, increase rather than decrease the risk of injury. Bombs are three times more likely to be planted outside buildings than inside. Bombs planted inside buildings are most often found in public areas. One obvious result of evacuation is the disruptive effect on the school community and the possibility of encouraging prank calls. To discourage this, students will be moved to another facility and held there. If released early, the students will be required to make up the school day.

General bomb search guidelines:

1. Turn off all electronic transmitters (radios, cell phones, etc.)
2. When inside, start at the bottom and work up. Divide the room into various search levels. First sweep all objects resting on the floor or built into the walls up to waist height. Second sweep the room from waist height to chin height. Finally sweep from the top of the head to the ceiling, including air ducts, window tops and light fixtures.
3. Listen for background noises.
4. If a suspicious object is found, do not touch it. Report it immediately.

Refer to the “Bomb Threat Record Form” located in the Emergency Standard Operating Guidelines for Classrooms. Also refer to the “Incident of a Threat-Summary” form and the “Weapons Incident Report-Summary” form. Complete the forms, as indicated, and give it to the principal/director.

Resources utilized in preparing the threat assessment plan are:

- *Threat Assessment In Schools: A Guide To Managing Threatening Situations and To Creating Safe School Climates*, U.S. Secret Service and U.S. Department of Education, May 2002
- *The School Shooter: A Threat Assessment Perspective*, FBI Academy, undated

The following is offered as a tool to help Principals and Directors evaluate the seriousness of an incident and plan the appropriate response.

Diocese of Kansas City - St. Joseph Incident of a Threat - Summary

Name of person preparing the report _____ Date filed
Name(s) of accused student(s):

Who was threatened? _____ Date of incident
Please describe what happened? Include the context of the incident.

What was (were) the object(s) named in the threat? (Gun, bomb...)

Does the person have access to the object(s)?
Do you believe the accused knew that it was against school policy to make the threat?
Do you believe that the accused intended any harm to another person?
Do you believe that the accused intended to threaten anyone?
Do you believe that the victim was afraid or felt in danger from the other person?
Do you believe that the accused is remorseful?
Did the accused have a plan?
If yes, how detailed was it?

Do you have any reason to believe the threat will be carried out?
Are you concerned that any similar incidents will be prompted since this has happened?
Are you concerned about any reprisals to the victim or others due to the incident?
Has the accused ever been previously involved in a negative incident with the person?
(If yes, please describe.)

Please describe the relationship between the individuals involved.

Have you made contact with the parent/guardian? If so, what background information have they given?

Have you consulted with anyone else? _____ If yes, who?
Notes

Based upon my review of the situation, my recommendation for action is:

Signed _____ Date _____

Contact the Catholic Schools Office for Notification and Consultation.
This report should be kept in a separate file for investigations. Do not place in the student file.

WEAPONS SITUATION

Steps:

1. Assess the situation.
2. Call 911. Stay on the line until you are told to disconnect. 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/center available for police.
3. Gather as much detailed information as possible. Try to determine:
 - a. Location, identity, and detailed description of the individual
 - b. Location and description of the weapon
 - c. Any pertinent background information on individual, including possible reason for carrying a weapon.
4. Isolate individual or weapon. (If weapon is in a locker or elsewhere, prevent access to it.)
5. Confer with police when they arrive. (They will advise how they intend to proceed.)
6. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.
7. Remain calm. Try not to raise your voice, but if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
8. Be certain that at least one other person (preferably someone from the Crisis Team) is aware of the situation, but limit information to staff and students on a need to know basis.
9. Notify the pastor/parish staff.
10. Notify the Catholic Schools Office. (816.756.1850 x 277.)
11. Use emergency signal to notify teachers/aides and staff of the threatening situation and have teachers institute lockdown procedures or keep children/students in classroom until all is clear.
12. Refer media questions to the Diocesan Communication Director.
13. After the incident, call an emergency staff meeting. It is important that staff members have accurate information about the incident and subsequent actions to be taken.

The following is offered as a tool to help Principals and Directors evaluate the seriousness of an incident and plan the appropriate response.

Diocese of Kansas City - St. Joseph Weapons Incident Report - Summary

Name of person preparing the report: _____ Date filed

Name(s) of accused student(s):

Name of victim (if applicable): _____ Date of incident

Please describe what happened? Include the context of the incident.

What was the object that was involved in the incident?

Why do you believe the person brought the object to school?

Do you believe the accused knew that it was against school policy to bring it to school?

Do you believe that the accused intended any harm to another person?

Do you believe that the accused intended to threaten anyone?

Do you believe that the victim was afraid or felt in danger from the other person?

Do you believe that the accused is remorseful?

Do you have any reason to believe the incident will be repeated?

Are you concerned that any similar incidents will be prompted since this has happened?

Are you concerned about any reprisals to the victim or others due to the incident?

Has the accused ever been previously involved in a negative incident with the person?

(If yes, please describe.)

Please describe the relationship between the individuals involved.

Have you made contact with the parent/guardian? If so, what background information have they given?

Have you consulted with anyone else?_____ If yes, who?
Notes:

Based upon my review of the situation, my recommendation for action is:

Signed_____ Date

Contact the Catholic Schools Office for Notification and Consultation.
This report should be kept in a separate file for investigations. It should not be kept in the student file.

Appendix 6
to the Basic Plan
AFTER ACTION REVIEW RECORD
EMERGENCY MANAGEMENT EXERCISE

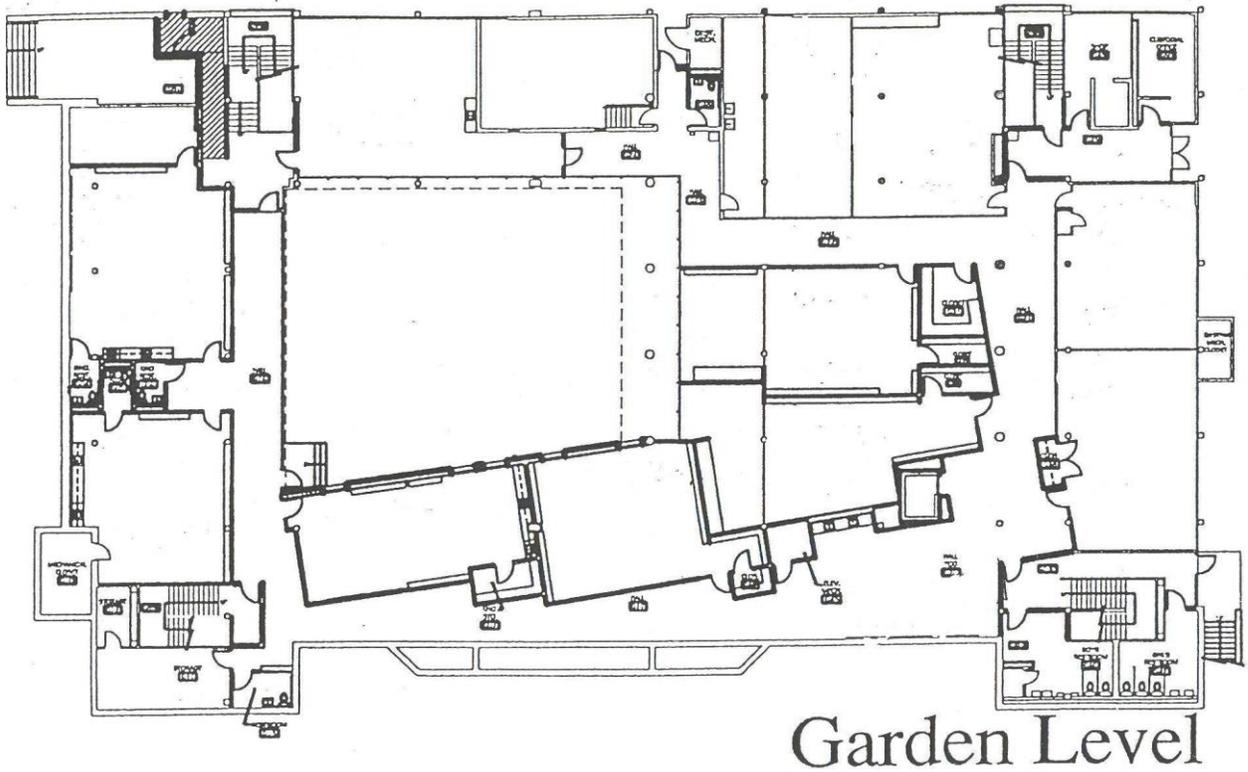
Name of School/Center	
Date of Exercise	
Type of Exercise (check box)	<input type="checkbox"/> Fire Drill <input type="checkbox"/> Tornado Drill <input type="checkbox"/> Earthquake Drill <input type="checkbox"/> Intruder Drill <input type="checkbox"/> Other Drill (specify type) _____ <input type="checkbox"/> Tabletop Exercise of _____
Time Exercise Initiated	
Time 100% Accountability Achieved	
Special challenges presented (i.e. route blocked, etc.)	
Emergency response teams activated (check boxes)	<input type="checkbox"/> Command Post <input type="checkbox"/> Family Reunification Team <input type="checkbox"/> First Aid Team <input type="checkbox"/> HAZMAT Team <input type="checkbox"/> Mental Health Team <input type="checkbox"/> Security Team <input type="checkbox"/> Utility Team <input type="checkbox"/> Logistics Team
Lessons Learned	
Record submitted by	

Appendix 7
to the Basic Plan

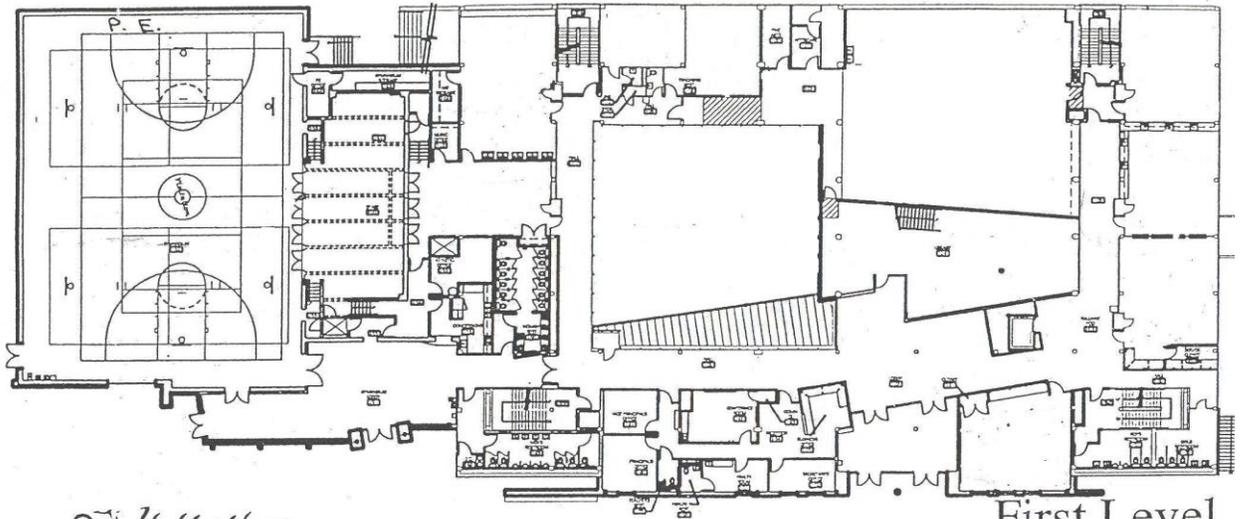
MAP OF SCHOOL/CENTER CAMPUS

Maps of each floor, as of *October 15th, 2010* appear on the following pages:

Garden Level:



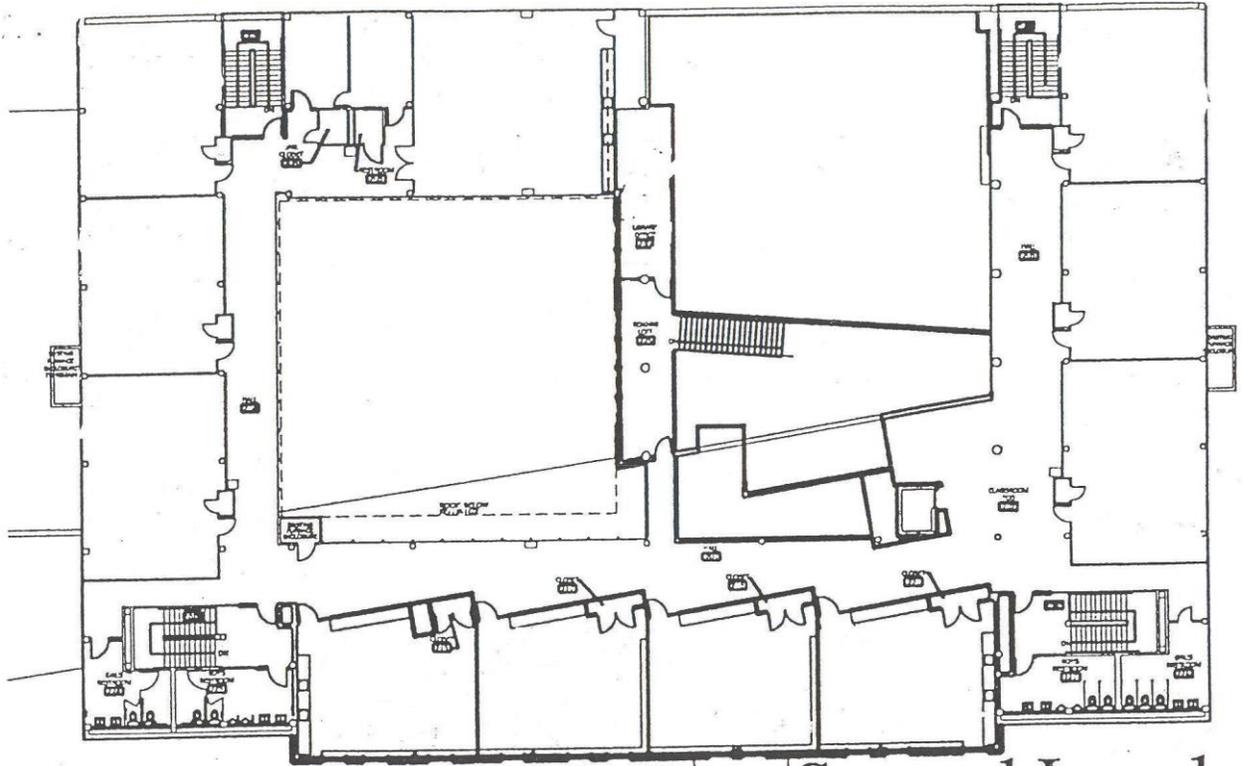
First Level



First Level



Second Level



Second Level

Appendix 8

to the Basic Plan

AFTER SCHOOL EVENTS

This school/center may experience an emergency during an after-hours event (i.e. parent meeting, sports event, concert, etc.). These may be outdoor or indoor events. There will be a school/center representative on duty at each event. The representative will be familiar with the emergency procedures for the facility being used and will be responsible for initiating their implementation. The representative will carry a cell phone, a building master key, the principal/director's contact information, and these instructions.

1. Severe weather conditions (heavy rain, hail, high winds, lightning, tornado, etc.):
 - a. Instruct all personnel to enter the designated and posted storm shelter area on the bottom floor of the building. The representative will have the building master key and be able to unlock the entrances to be used. All representatives will be familiar with light switches that may be needed. Use the small classrooms and interior hallways that have been designated as storm shelters. Do not allow individuals to enter/remain in the auditorium, cafeteria, and other spaces with large roof expanses; they are not safe under these conditions.
 - b. If the principal/director is not present, notify this person of the situation by calling him/her at home or on their cell phone. The superintendent will in turn be notified.
2. Group fight, disturbance
 - a. Notify the police.
 - b. If available, use the public address system to announce that all attendees need to return to the bleachers or seats and that anyone creating a disturbance will be arrested.
 - c. The representative should be ready to sign a police complaint if necessary to affect an arrest.
 - d. If the principal/director is not present, notify this person of the situation by calling him/her at home or on their cell phone. The superintendent will in turn be notified.
3. Gun fire
 - a. Notify the police and ask that an ambulance be dispatched. Be specific about the location of the threat and the best approach.
 - b. If available, use the public address system to give the following instructions: *Please remain where you are, get down on the ground or the floor, remain quiet, and await further instructions. Help is on the way. Do not panic.*
 - c. Open any closed doors/gates to facilitate the orderly exit from the danger area.

- d. If the principal/director is not present, notify this person of the situation by calling him/her at home or on their cell phone. The superintendent will in turn be notified.
4. Fire:
- a. If in the building, pull the closest fire alarm pull station and sound the alarm.
 - b. Ensure the fire department is notified.
 - c. Direct everyone to leave the building/stadium by going to the closest exit. Arrange assistance for those with mobility problems.
 - d. If the principal/director is not present, notify this person of the situation by calling him/her at home or on their cell phone. The superintendent will in turn be notified.