**Emergency Procedures Manual**

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**Office of Catholic Schools**

**Diocese of Peoria**

**2022-2023 School Year**

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[**1. How to Use This Guide**](http://www.catholicschools.org/manual/?go=2&sub=1)

A copy of this guide should be available to all members of the school community. It outlines recommended procedures for responding to emergencies. Since the information is general, each school should tailor procedures to fit its own environment and capabilities. Schools may use this guide as a framework for developing a comprehensive crisis management plan. For the most effective responses, present the guide to staff and review procedures at the beginning of each school year.

***This guide is intended as a reference for staff and students, and should not replace sound judgment and common sense.***

The following resources were consulted in compiling the information found in this guide:

 *Emergency Procedures Guide*, Catholic Schools Office, Diocese of Providence

 *Guide for All-Hazard Emergency Operations Planning: State and Local Guide*, Federal Emergency

 Management Administration (FEMA)

 *Illinois School Emergency Planning Guide*, Illinois Emergency Management Agency (IEMA)

*Management of Chronic Infectious Diseases in Schoolchildren*, Illinois State Board of Education and Illinois Department of Public Health

 *Model School Crisis Management Plan*, Virginia Department of Education

 *Practical Information on Crisis Planning: A Guide for Schools and Communities*, Office of Safe and

Drug-Free Schools, U.S. Department of Education

 *Safe at School: A Resource Manual for Self-Assessment, Planning and Training to Improve School*

 *Safety*, Illinois State Board of Education

 *Safe Schools: Unified Emergency Contingency Plan for Schools*, Illinois State Police

*School District (K-12) Pandemic Influenza Planning Checklist*, U.S. Department of Health and Human Services

 *School Emergency Preparedness Plan*, City of Providence, RI

 *School Safety Procedures Guide*, Delaware Emergency Management Agency (DEMA)

[**2. Response to Any Emergency**](http://www.catholicschools.org/manual/?go=2&sub=2)

* Notify Principal and 911, if necessary. Principal notifies Pastor and Superintendent/Office of Catholic Schools.
* Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in *Section 24: Crisis Team Members*.
* Seal off high-risk area(s).
* Take charge of area until incident is contained or relieved by the appropriate officials.
* Assemble crisis team.
* Preserve evidence. Keep detailed notes of incident.
* Refer media to Diocesan Office (contact information in *Section 29: Emergency Phone Numbers*).

[**3. Staff Responsibilities**](http://www.catholicschools.org/manual/?go=2&sub=3)

**Principal or designee:**

* Verify information.
* Call 911 (if necessary).
* Seal off high-risk area(s).
* Convene crisis team and implement crisis response procedures.
* Notify Pastor and Office of Catholic Schools.
* Notify students and staff (depending on emergency; students may be notified by teachers).
* Evacuate students and staff if necessary.
* Refer media to Diocesan Office (contact information in *Section 29: Emergency Phone Numbers*).
* Notify community agencies (if necessary).
* Implement post-crisis procedures.
* Keep detailed notes of crisis event.

**Teachers:**

* Verify information.
* Lock classroom doors, unless evacuation orders are issued.
* Warn students, if advised.
* Account for all students.
* Stay with students during an evacuation. Take class roster.
* Refer media to Diocesan Office (contact information in *Section 29: Emergency Phone Numbers*).
* Keep detailed notes of crisis event.

[**4. Tornado**](http://www.catholicschools.org/manual/?go=2&sub=4)

***Tornado Watch* has been issued in an area near school:**

* Monitor Emergency Alert System (EAS) radio stations and/or NOAA weather stations (see *Section 23: Emergency Alert System*).
* Bring all persons inside building(s).
* Close windows and blinds.
* Review tornado drill procedures and location of safe areas. Tornado safe areas are
under desks and interior hallways away from windows and large rooms.
* Review “drop and tuck” procedures with students.

***Tornado Warning* has been issued in an area near school or tornado has been spotted near school:**

* Shut off gas.
* Move students and staff to safe areas.
* Remind teachers to take class rosters.
* Ensure that students are in “tuck” positions.
* Account for all students.
* Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

[**5. Fire**](http://www.catholicschools.org/manual/?go=2&sub=5)

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

* Pull fire alarm.
* Evacuate students and staff to a safe distance outside of building.
* Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
* Teachers take class roster and lead students out of building.
* Principal notifies police (call 911), Pastor, and Superintendent/Office of Catholic Schools. Principal must report incident to local Fire Marshal.
* Teachers take roll after evacuating students.
* Principal may move students to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (primary relocation center) if weather is inclement or building is damaged (see Section 28: Evacuation/Relocation Centers).
* No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
* Principal notifies students and staff of termination of emergency. Resume normal operations.

**6. Earthquakes**

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

**At the first signs of an earthquake:**

* Direct students to implement safety procedures (drop and cover).
* Do not strike a match (possible gas leaks).
* Do not evacuate building until instructed.
* To evacuate, use fire escape routes.

**Teachers:**

* Stay under table or desk until tremors stop.
* Be prepared to evacuate immediately if there is a fire.
* Stay calm and review evacuation procedures with students.
* Report injuries to school office and account for all students.
* When instructed to evacuate, lead the students along evacuation route in a calm manner. Bring class roster.
* Take roll after evacuation is completed.
* Remain with any critically injured students unable to evacuate with classmates.

**Principal:**

* After tremors stop, assess need for evacuation.
* Contact 911 for rescue personnel (if necessary).
* Signal building evacuation if needed.
* Alert staff to any hazards along evacuation route.
* Assemble Crisis Management Team to respond to injuries, trauma, etc.
* Shut off gas and electricity, if possible.
* Turn off electronic bell system.
* Be alert for aftershocks.

[**7. Hazardous Materials**](http://www.catholicschools.org/manual/?go=2&sub=6)

**Incident occurred in school:**

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

**Incident occurred near school property:**

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

[**8. Radiological Incident**](http://www.catholicschools.org/manual/?go=2&sub=7)

**School Receives Sheltering Notification:**

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

**Evacuation:**

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

**Radiological Incident / Accident**

An accident or incident involving radiological materials at or near a school is possible. Consequently, certain precautionary actions should be taken. The *three basic actions* are:

* Time: *minimize* the amount of time near and exposed to the source.
* Distance:*maximize* the distance away from the source.
* Shielding:maximize the amount of material (i.e. wood, concrete, earth, etc.) between the individual and radioactive source.

[**9. Assault / Fights**](http://www.catholicschools.org/manual/?go=2&sub=8)

* Ensure the safety of students and staff first.
* Call 911, if necessary.
* Notify CPR/first aid certified persons in school building of medical emergency (names of CPR/first aid certified persons are listed in *Section 24: Crisis Team Members).*
* Notify Principal. Principal assembles crisis team.
* Seal off area where assault took place.
* Defuse situation, if possible.
* Principal notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition.
* Sexual misconduct or harassment – refer to Diocesan policy and procedure on sexual misconduct and harassment (see web site at[**https://cdop.org/**](https://cdop.org/))and follow notification guidelines.
* Principal notifies Pastor, Superintendent/Office of Catholic Schools, and parents of students involved in assault.
* Document all activities. Ask victim(s)/witness(es) for their account of incident.
* Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

[**10. Bomb Threat**](http://www.catholicschools.org/manual/?go=2&sub=9)

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

* Ask where the bomb is located, when will bomb go off, what materials are in bomb, who is calling, why is the caller doing this (see *Section 11: Bomb Threat Checklist*).
* Listen closely to caller’s voice and speech patterns and to noises in background.
* Notify Principal or designee.
* Do not use radios or electronic bells (bombs can be activated by radio signals).
* Principal orders evacuation of all persons inside school building(s).
* Principal notifies police (call 911), Pastor, and Superintendent/ Office of Catholic Schools. Principal must report incident to local Fire Marshal.

**Evacuation procedures:**

* Principal warns students and staff. Do not mention “Bomb Threat.” Use standard fire drill procedures.
* Students and staff must be evacuated to a safe distance (suggested distance at least 1000 ft.) outside of school building(s). After consulting with Pastor, Principal may move students to primary relocation center (*Section 28: Evacuation/Relocation Centers*) if weather is inclement or building is damaged.
* When evacuating students, teachers take their class roster with them and lead students along the evacuation route. After evacuating the building(s), teachers shall take roll.
* No one may reenter building(s) until entire building(s) is declared safe by fire or police personnel.
* Principal notifies students and staff of termination of emergency. Resume normal operations.

[**11. Bomb**](http://www.catholicschools.org/manual/?go=2&sub=22) **Threat Checklist**

**Questions to Ask:**

1.    When is the bomb going to explode?

2.    Where is it right now?

3.    What does it look like?

4.    What kind of bomb is it?

5.    What will cause it to explode?

6.    Did you place the bomb?

7.    Why?

8.    What is your address?

9. What is your name?

**Exact Wording Of The Threat:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Sex of caller: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Race: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Length of call: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number at which call received: \_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Callers Voice:**

\_\_\_\_\_\_\_ Calm \_\_\_\_\_\_\_ Nasal

\_\_\_\_\_\_\_ Angry \_\_\_\_\_\_\_ Stutter

\_\_\_\_\_\_\_ Excited \_\_\_\_\_\_\_ Lisp

\_\_\_\_\_\_\_ Slow \_\_\_\_\_\_\_ Raspy

\_\_\_\_\_\_\_ Soft \_\_\_\_\_\_\_ Ragged

\_\_\_\_\_\_\_ Rapid \_\_\_\_\_\_\_ Deep

\_\_\_\_\_\_\_ Loud \_\_\_\_\_\_\_ Clearing Throat

\_\_\_\_\_\_\_ Laughter \_\_\_\_\_\_\_ Deep Breathing

\_\_\_\_\_\_\_ Crying \_\_\_\_\_\_\_ Cracked Voice

If voice is familiar, who did it sound like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background sounds:**

\_\_\_\_\_\_\_ Music \_\_\_\_\_\_\_ Factory Machines

\_\_\_\_\_\_\_ Crockery \_\_\_\_\_\_\_ Animal Noises

\_\_\_\_\_\_\_ PA System \_\_\_\_\_\_\_ Street Noises

\_\_\_\_\_\_\_ Booth \_\_\_\_\_\_\_ House Noises

\_\_\_\_\_\_\_ Clear \_\_\_\_\_\_\_ Static

\_\_\_\_\_\_\_ Motor \_\_\_\_\_\_\_ Local

\_\_\_\_\_\_\_ Office \_\_\_\_\_\_\_ Long Distance

\_\_\_\_\_\_\_ Other \_\_\_\_\_\_\_ Cellular

Caller ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Threat Language:**

\_\_\_\_\_\_ Foul \_\_\_\_\_\_\_ Well spoken

\_\_\_\_\_\_\_ Taped \_\_\_\_\_\_\_ Incoherent

\_\_\_\_\_\_\_ Message read by threat maker

**REMARKS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Call reported immediately to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_/\_\_\_\_\_\_\_/\_\_\_\_\_\_\_

[**12. Intruder/Hostage**](http://www.catholicschools.org/manual/?go=2&sub=10)

**Intruder (an unauthorized person who enters school property):**

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

***If intruder refuses to leave:***

* Warn intruder of consequence for staying on school property. Inform him/her that you will call police.
* Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder.
* Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
* Principal notifies Pastor and Superintendent/Office of Catholic Schools. Principal may issue lock-down procedures (*Section 26: Lock-Down Procedures*).

**Hostage situation:**

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

***If taken hostage:***

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

[**13. Childnapping**](http://www.catholicschools.org/manual/?go=2&sub=31) **/ Attempted Childnapping**

**Childnapping or lost child – actions to take:**

**Teachers:**

* Call 911 immediately after it has been determined that a child has been lost/taken.
* Notify the Principal.

**Principal (or designee):**

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

[**Attempted childnapping**](http://www.catholicschools.org/manual/?go=2&sub=32) **– actions to take:**

* Follow first five bullets described above.
* Review personal safety lessons/precautions with students.
* Alert parents of school children of any dangers school staff may be aware of.

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[**14. Serious Injury/Death**](http://www.catholicschools.org/manual/?go=2&sub=11)

**If incident occurred in school:**

* Call 911.
* Notify CPR/first aid certified persons in school building of medical emergencies (names of CPR/first aid certified persons are listed in *Section 24:* *Crisis Team Members*).
* If possible, isolate affected student/staff member.
* Notify Principal. Principal notifies Pastor and Superintendent/Office of Catholic Schools.
* Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
* Principal notifies parent(s) or guardian(s) of affected student.
* Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
* Determine method of notifying students, staff, and parents.
* Refer media to Diocesan Office (contact information in *Section 29: Emergency Phone Numbers*).

**If incident occurred outside of school:**

* Principal confirms the accuracy of the report with law enforcement or family.
* Activate school crisis team if appropriate.
* Notify staff before normal operating hours.
* Determine method of notifying students and parents.
* Announce availability of counseling services for those who need assistance.
* Refer media to Diocesan Office (contact information in *Section 29: Emergency Phone Numbers*).

**Post-crisis intervention**

* Meet with the following to determine level of intervention for staff and students:
	+ School counselors
	+ Other local mental health workers such as The Antioch Group (refer to contact information in *Section 29: Emergency Phone Numbers*).
* Designate rooms as private counseling areas.
* Contact parents if students are sent to psychologist/counselor.
* Escort affected student’s siblings and close friends and other “highly stressed” students to counselors.
* Assess stress level of staff. Recommend counseling to overly stressed staff.
* Follow-up with students and staff who received counseling.
* Designate staff person(s) to attend funeral.
* Allow for changes in normal routines or test schedules to address injury or death.

[**15. Student Unrest**](http://www.catholicschools.org/manual/?go=2&sub=12)

**Principal:**

* Notify police, if necessary.
* Ensure the safety of students and staff.
* Contain unrest. Seal off area of disturbance.
* Notify Pastor and Superintendent/Office of Catholic Schools.
* Warn staff. Principal may issue lock-down (*Section 26:* *Lock-Down Procedures*).
* Turn off electronic bells.
* Move students involved in disturbance to an isolated area.
* Meet with student representative to address concerns.
* Document incidents with cassette recorder or take detailed notes.

**Teachers:**

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

[**16. Suicide / Attempt**](http://www.catholicschools.org/manual/?go=2&sub=13)**ed Suicide**

**Attempted Suicide**

* Verify Information.
* Call 911 if person requires medical attention, has a weapon, or needs to be restrained.
* Notify the following:
	+ Principal
	+ School or outside psychologist/counselor
	+ Other suicide intervention services.
* Principal calls Pastor, Superintendent/Office of Catholic Schools, and parent(s) or guardians(s) if suicidal person is student.
* Principal may schedule meeting with parents and school psychologist/counselor to determine course of action.
* Calm suicidal person.
* Try to isolate suicidal person from other students.
* Stay with person until counselor/suicide intervention arrives. DO NOT LEAVE SUICIDAL PERSON ALONE.
* Notify staff in advance of next school day following attempted suicide.

**Suicide/Serious Injury**

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

**Post-crisis Intervention:**

* Meet with the following:
	+ School counselors
	+ Other mental health workers (refer to contact information in *Section 29: Emergency Phone Numbers*).
* Designate rooms as private counseling areas.
* Escort siblings, close friends and other “highly stressed” students to counselors.
* Assess stress level of staff. Recommend counseling to overly stressed staff.
* Refer media to Diocesan Office (see contact information in *Section 29: Emergency Phone Numbers*).
* Do not let media question students or staff.
* Follow-up with students and staff who received counseling.
* Resume normal routines as soon as possible.

[**Suicide Follow-up**](http://www.catholicschools.org/manual/?go=2&sub=42)**:**

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

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

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

[**17. Weapons**](http://www.catholicschools.org/manual/?go=2&sub=14)

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

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

**Principal:**

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

***If shots are fired on school grounds:***

* + Take cover and direct others to do the same.
	+ Immediately call 911 and notify police. If safe to do so, remain on the line to relay intelligence to the police.
	+ Report to police as much information as possible, including:
		- Location of shooting
		- Description or identity of shooter
		- Present location of shooter
		- How many people have been shot and extent of injuries.
	+ Turn off electronic bell system.
	+ Direct teachers, students, and staff to stay under cover in their classrooms until otherwise directed by police or school administration.
	+ Instruct teachers to use class rosters to account for all students.
	+ Assess the situation. Continue to inform teachers and staff of the situation until an “all clear” notice can be given. Encourage everyone to remain calm.
	+ Do not allow phone lines to be tied up by incoming and outgoing calls. Keep a phone line free for emergency calls.
	+ If needed, direct appropriate personnel to offer medical assistance until paramedics arrive.
	+ When police give permission, issue an “all clear” notice to everyone in building.

[**18. Accidents at School**](http://www.catholicschools.org/manual/?go=2&sub=27)

**For major accidents, injuries:**

* Call 911.
* If student, notify parents. If adult, notify spouse/emergency contact.
* If adult is injured, complete Accident Report and submit to Catholic Mutual. For students, send Student Accident Insurance claim form to parents.
* Notify pastor and Office of Catholic Schools.

**For minor accidents, injuries:**

* Have students taken to office for assistance by a responsible person.
* If adult is injured, complete Accident Report and submit to Catholic Mutual. For students, send Student Accident Insurance claim form to parents.

**Other suggested preventive/supportive actions:**

* Post in the school office:
	+ Names of building staff who have completed paramedic training, Red Cross First Aid Training, or other special lifesaving or life sustaining training (e.g., CPR).
	+ Include name, schedule and phone numbers of trained personnel behind this list.
* Post general procedures in the office explaining when parents are to be notified of minor mishaps and by whom.
* Provide all staff with a list of emergency procedures in case of an accident or injury on the playground or in the building. Examples:
	+ School’s first aid manual.
	+ Blood-borne Pathogen Procedures (see *Section 45: Blood-borne Pathogens Universal Precautions Checklist*).
* Provide in-service training for staff utilizing a trained health professional.
* Provide a standard location for placement of classroom emergency procedures.
* Provide each teacher with information about students in his/her classroom having special medical or physical needs. Such conditions might include:
	+ Allergies
	+ Fainting
	+ Seizures
	+ Diabetes
* Include procedures that the teacher may follow in these specific emergencies.

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**19. Bus Accident**](http://www.catholicschools.org/manual/?go=2&sub=28)**s**

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

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

**In the event of a Bus Accident:**

* Principal or designee will attempt to ascertain the names of any injured students and the nearest location of any medical treatment facility.
* Parents/guardians of all students on the bus will be notified as soon as accurate information is available.
* School staff at the scene of a school bus accident will move all uninjured students to a safe place.
* The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school using the bus radio or any other available equipment.
* As soon as the injured are cared for, a complete roster of students will be taken to ensure that no students are missing.
* Designated school staff will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate.
* As soon as reasonably possible, the Principal shall notify the Pastor and the Superintendent/Office of Catholic Schools.

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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[**20. Allergic Reaction**](http://www.catholicschools.org/manual/?go=2&sub=29)

**Possible Symptoms:**

* Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue.
* Restlessness, sweating, fright, shock.
* Shortness of breath, vomiting, cough, hoarseness.

**First Actions:**

* Assess situation – help student/employee to be comfortable.
* Notify Principal.
* Move only for safety reasons.
* Send for help & medication kit (cases of known allergies).
* Assist in getting “Epi pen” (Epinephrine) for individuals who carry them, and medications (kept in office).
* If an insect sting, remove stinger immediately.
* Notify 911, depending on circumstances.
* Principal or designee shall notify parent or guardian.
* Observe for respiratory difficulty.
* Record the time and site of insect sting or food ingested, and name of medicine, dosage and time administered, if appropriate.

**Preventive/Supportive Actions:**

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

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**21. Pandemic Flu**

During all stages of a pandemic flu outbreak, it will be essential to collaborate with public health officials and the Office of Catholic Schools for detailed instructions on the appropriate response. The school may be asked to monitor and report the number of students and staff who are absent due to influenza. This data will help public health officials determine when and whether to close schools, whether to declare an epidemic, and to know whether the epidemic is increasing in scope.

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

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

**22. Terrorism**

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

**Conventional Weapons:**

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

* Move students and staff to basement rooms, if possible.
* Move students and staff to interior hallways, away from windows, closing doors to exterior rooms.
* Direct students and staff to assume a “duck and cover” position.
* Shut off gas utilities.
* If the school has been specifically targeted, evacuate to either the primary or secondary relocation center as directed by local law enforcement officials.
* Release students to their parents/guardians in accordance with emergency release procedures (*Section 43: Student Release Procedures*).

**Chemical Weapons:**

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

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

**Biological Weapons:**

Biological agents are organisms or toxins that have illness-producing effects on people, livestock, and crops. They can be dispersed as aerosols or airborne particles. Biological weapons present a particular challenge because symptoms may not be present for days or weeks following exposure.

* If an attack is identified while it is occurring, the school should get students into building(s), close all doors and windows, and shut down HVAC systems. Just as with chemical weapons, the goal is to prevent or reduce exposure to the substance.
* Release students to their parents/guardians in accordance with emergency release procedures (*Section 43: Student Release Procedures*).
* Because many biological weapons are contagious, the school will likely remain closed following the attack pending clearance from medical authorities.

**Nuclear Weapons:**

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

* Move to interior hallways, away from windows. Close doors to exterior rooms.
* Students and staff should be directed to assume a “duck and cover” position.
* Shut off gas utilities and turn off electronic bell system.
* Release students to their parents/guardians in accordance with emergency release procedures (*Section 43: Student Release Procedures*).

[**23. Emergency Alert System (EAS)**](http://www.catholicschools.org/manual/?go=2&sub=15)

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

**AREA 1 - Springfield**

WDBR-FM 103.7

WNNS-FM 98.7

WTAX-AM 1240

WMAY-AM 970

WUIS-FM 91.5

**COUNTIES SERVED:**

CASS, CALHOUN, CHRISTIAN, GREENE, LOGAN, MENARD, MORGAN, MONTGOMERY, MACOUPIN, SANGAMON, and SCOTT

**AREA 2 - Quincy**

WGEM-FM 105.1

WCGA-FM 88.5

WIUM-FM 91.3

WGEM-TV DT10

**COUNTIES SERVED:**

ADAMS, BROWN, HANCOCK, McDONOUGH, PIKE, and SCHUYLER

**AREA 3 - Peoria**

WSWT-FM 106.9 WXCL-FM 104.9

WPBG-FM 93.3 WDQX-FM 102.3

WIRL-AM 1290 WCIC-FM 91.5

WMBD-AM 1470

WCBU-FM 89.9

**COUNTIES SERVED:**

FULTON, LIVINGSTON, MASON, McLEAN, PEORIA, TAZEWELL, and WOODFORD

**AREA 4 - Quad Cities**

WKBF-AM 1270

KUUL-FM 101.3

WHTS-FM 98.9

**COUNTIES SERVED:**

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

**AREA 5B - OTTAWA**

WAJK-FM 99.3

WBBM-AM 780

**COUNTIES SERVED:**

BUREAU, LaSALLE, MARSHALL, and PUTNAM

**AREA 7 - CHAMPAIGN**

WHMS-FM 97.5

WSOY-FM 102.9

WDWS-AM 1400

WILL-FM 90.9

**COUNTIES SERVED:**

CHAMPAIGN, COLES, DOUGLAS, DE WITT, EDGAR, FORD, IRQUOIS, MOULTRIE, MACON, PIATT, SHELBY, and VERMILION

The National Weather Service operates the following NOAA Weather Radio transmitters to service the counties comprising the Diocese of Peoria:

 **Transmitter**

**County Location Call Sign Frequency**

Bureau Dixon KZZ55 162.525

Bureau Princeton WXL22 162.425

Champaign Champaign WXJ76 162.550

De Witt Champaign WXJ76 162.550

De Witt Springfield WXJ75 162.400

Fulton Macomb WXJ92 162.500

Fulton Peoria WXJ71 162.475

Hancock Burlington WXN83 162.525

Hancock Kahoka WXL99 162.450

Hancock Macomb WXJ92 162.500

Henderson Burlington WXN83 162.525

Henderson Macomb WXJ92 162.500

Henry Princeton WXL22 162.425

Henry Quad Cities WXJ73 162.550

Knox Galesburg KZZ66 162.400

Knox Macomb WXJ92 162.500

Knox Peoria WXJ71 162.475

La Salle Odell WXK24 162.450

La Salle Plano KXI58 162.400

La Salle Princeton WXL22 162.425

Livingston Odell WXK24 162.450

Logan Springfield WXJ75 162.400

Marshall Odell WXK24 162.450

Marshall Peoria WXJ71 162.475

Marshall Princeton WXL22 162.425

Mason Macomb WXJ92 162.500

Mason Peoria WXJ71 162.475

Mason Springfield WXJ75 162.400

McDonough Macomb WXJ92 162.500

McLean Bloomington KZZ65 162.525

McLean Odell WXK24 162.450

McLean Peoria WXJ71 162.475

Mercer Burlington WXN83 162.525

Mercer Quad Cities WXJ73 162.550

Peoria Peoria WXJ71 162.475

Piatt Champaign WXJ76 162.550

Putnam Peoria WXJ71 162.475

Putnam Princeton WXL22 162.425

Rock Island Quad Cities WXJ73 162.550

Schuyler Macomb WXJ92 162.500

Stark Peoria WXJ71 162.475

Stark Princeton WXL22 162.425

Tazewell Bloomington KZZ65 162.525

Tazewell Peoria WXJ71 162.475

Vermilion Champaign WXJ76 162.550

Vermilion Crescent City KXI86 162.500

Warren Burlington WXN83 162.525

Warren Galesburg KZZ66 162.400

Warren Macomb WXJ92 162.500

Woodford Bloomington KZZ65 162.525

Woodford Odell WXK24 162.450

Woodford Peoria WXJ71 162.475

[**24. Crisis Team Members**](http://www.catholicschools.org/manual/?go=2&sub=16)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School Crisis Team** |  |  |  |  |  |
| **Position** | **Name** | **Work Phone** | **Home Phone** | **Mobile** | **Room #** |
| Principal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| Asst. Principal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| Psychologist | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| Counselor | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| Nurse | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| Secretary | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |
| **CPR/First Aid Certified Persons in School Building** |  |  |  |  |  |
| **Name** | **Room #** | **Certification**  | **(circle)** |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | CPR | FIRST AID | AED |  |
| **School Crisis Committee** |  |  |  |  |  |
| **Position** | **Name** | **Work Phone** | **Home Phone** | **Mobile** |  |
| Coodinator (Principal) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |
| Alternate Coordinator | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |
| Assistant Principal | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |
| Pastor | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |
| Media Spokesperson (Diocesan Communications Office) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |
| Counseling: school counselor and/or mental health agency (*Section 29*) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_ |  |

[**25. Warning and Notification**](http://www.catholicschools.org/manual/?go=2&sub=17)

* Call 911 (if necessary). Assess life and safety issues first.
* Inform:
	+ Principal or designee.
	+ As soon as reasonably possible, Principal notifies Pastor and the Superintendent/Office of Catholic Schools.
* Warn students and staff. If an emergency requires immediate action to protect the safety of students and staff, activate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
*Warning system (i.e. PA announcement, sounding of bell)*
* Use coded words in warning, if necessary. Codes should be used in situations in which immediate notification is necessary, but the safety of students and staff may be compromised if everyone in the school building knows of emergency. For example, a hostile intruder may panic if principal announces intruder’s presence over the PA system. The codes will inform personnel of the type of emergency and appropriate actions. The codes are as follows:

|  |  |  |
| --- | --- | --- |
| **Code words** | **Emergency** | **Actions** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* If immediate action is not required, notify staff at a meeting before or after school hours. Teachers will debrief students during class unless assembly or announcement over PA is preferred.
* Principal notifies parent(s) or guardian(s) of victim(s), if necessary.
* Principal notifies other schools in area. The school(s) with siblings of the victim(s) should be called first.

[**26. Lock-Down Procedures**](http://www.catholicschools.org/manual/?go=2&sub=18)

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

* Principal will issue lock-down procedures by announcing warning over PA system, by sending a messenger to each classroom, by sounding bells, or another method determined by the administration and communicated to staff at beginning of each school year.
* PA announcement may be a coded or basic alert (see *Section 25:* *Warning and Notification* for coded warnings).

**Teachers:**

* In case of hard lock-down, direct all students, staff and visitors into classrooms. *Note: Students or staff outside the building at the time a hard lockdown is initiated should report immediately to the designated off campus student relocation site.*
* Lock classroom doors.
* Cover windows of classrooms.
* Move all persons away from windows and doors.
* Using class roster, take roll and account for all students.
* Allow no one outside of classroom until principal gives all-clear signal.

**Soft Lock-Down**

* School entrance is locked and no one is permitted to enter or exit building unless approved by principal or police. However, staff and students are permitted to move about in building.
* A soft lock-down can be announced over the PA: "Your attention please: We are now on soft lockdown. All outside activities are canceled. Staff and students are to remain in the building until further notice.”

**Soft Lockdown Scenarios**: Civil demonstration/protest, violent injury or threat in vicinity of school grounds, unknown person wandering campus or school vicinity, etc.

**Hard Lockdown Scenarios:** Armed intruder, hostage situation, etc.

[**27. Sheltering Procedures**](http://www.catholicschools.org/manual/?go=2&sub=19)

*Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.*

* Identify safe area(s) in each school building.
* Principal warns students and staff to assemble in safe areas. Bring all persons inside building(s).
* Turn off any ventilation leading outdoors.

**Teachers:**

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

[**28. Evacuation / Relocation Centers**](http://www.catholicschools.org/manual/?go=2&sub=20)

**Evacuation**

* Call 911 (if necessary).
* Principal issues evacuation procedures and consults with Pastor and Office of Catholic Schools.
* Principal determines if students and staff should be evacuated outside of building or to relocation centers. Crisis Team Member, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ coordinates transportation if students are evacuated to relocation center. Crisis Team Member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contacts Transportation Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and informs him/her that evacuation is taking place.
* Principal notifies relocation center.
* Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is too dangerous.
* Close all windows.
* Turn off lights\*, electrical equipment such as bell system, gas, water faucets, air conditioning and heating system (\**except in the case of a bomb scare – leave lights on*).
* Place evacuation sign in window.
* Lock doors.

**Teachers:**

* Direct students to follow normal fire drill procedures unless Principal alters route.
* Take class roster.
* Close classroom doors and turn out lights.
* Lead students along evacuation route.
* When outside building, account for all students. Inform Principal immediately if student(s) is/are missing.
* If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

**Relocation Centers**

List primary and secondary student relocation centers for school. The primary site is located close to school. The secondary site is located further away from school (in case of community-wide emergency).

|  |  |
| --- | --- |
| **Primary Relocation Center** | **Secondary Relocation Center** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Address: | Address: |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Phone: | Phone: |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

[**29. Emergency Phone Numbers**](http://www.catholicschools.org/manual/?go=2&sub=21)

|  |  |
| --- | --- |
| ***EMERGENCY SERVICES*** |  |
|  **Fire**  | 911 |
|  **Ambulance**  | 911 |
|  **Police**  | 911 |
|  **Emergency Services & Disaster Agency (ESDA) – local office** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Illinois Emergency Management Agency (IEMA)** | (800) 782-7860 |
| **POLICE** |  |
|  **Local Police (Non-Emergency)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **County Sheriff’s Office (Non-Emergency)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Illinois State Police (Non-Emergency) – district office** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***UTILITIES*** |  |
|  **Electric** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Gas** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Telephone** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Water** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***MEDICAL CENTERS / HOSPITALS*** |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ***CRISIS INTERVENTION / REFERRALS*** |  |
|  **The Antioch Group, Inc.** | (309) 692-6622 |
|   |  |
|  |  |
| ***Counseling Program Contacts:*** |  |
|  |  |
|  |  |
|   |  |
|  |  |
|  |  |
|  |  |
|  **Diocese of Peoria (Spalding Pastoral Center)** | (309) 671-1550 |
|  ***Office of Catholic Schools*** | (309) 677-7022 |
|  |  |
|  **Department of Children and Family Services (DCFS)** | (217) 785-2509 |
|  ***Child Abuse Hotline*** | (800) 25-ABUSE |
|  **Local Mental Health Center** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **American Red Cross – local office** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **Local Public Health Department** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  **National Domestic Violence Hotline** | (800) 799-SAFE |
| ***OTHER IMPORTANT CONTACTS*** |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

[**30. Building a Chain of Command**](http://www.catholicschools.org/manual/?go=2&sub=23)

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

|  |  |  |
| --- | --- | --- |
| **Principal/Director Name** | **Room/Location** | **Phone Numbers** |
| 1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Office)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | (Home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Office)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | (Home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Office)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | (Home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Office)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | (Home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ | (Office)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | (Home)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

[**31. Emergency Management Team Assignments**](http://www.catholicschools.org/manual/?go=2&sub=24)

|  |  |
| --- | --- |
| **ASSIGNMENT/ROLE** | **NAME & ROOM/PHONE NUMBER** |
| **Decision Making/Lead Contact** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Communication (Within School)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Communication (With Media)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Evacuation and Shelter** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Student Accounting and Release** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Building Safety and Security** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Family Contact/Liaison** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Emergency Medical Coordinator** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Counseling for Students or Staff** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

[**32. Emergency Team "Toolbox"**](http://www.catholicschools.org/manual/?go=2&sub=25)

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

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

[**33. School Communication: Dealing With Rumors**](http://www.catholicschools.org/manual/?go=2&sub=26)

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon always present in emergencies: rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts, people begin to speculate and the speculations soon come to be thought of as facts. Rumors create a negative perception of the school’s ability to manage an emergency and provide for the safety and well-being of the children. The most effective strategy for combating rumors is to provide facts as soon as possible. The Diocesan Office of Communications should be consulted in the event of an emergency to assist the school in communicating accurate and reliable information.

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

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

[**34. Angry Parent, Employee, or Patron**](http://www.catholicschools.org/manual/?go=2&sub=30)

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

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

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[**35. Perceived Emergency**](http://www.catholicschools.org/manual/?go=2&sub=33)

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

**Prevention:**

* Identify situations in advance that may be perceived as emergencies.
* Establish open lines of communication with students and staff.
* Develop a procedure for dealing with the public and the media.

**Intervention:**

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

**Postvention:**

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

**Additional steps for our school/facility (if any):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[**36. General Strategies for Follow-up to Emergencies**](http://www.catholicschools.org/manual/?go=2&sub=35)

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

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

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

***Long-Term Follow-up and Evaluation:***

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

[**37. Disasters and Their Effects**](http://www.catholicschools.org/manual/?go=2&sub=36)

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

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

[**38. Teachers Helping Children after a Disaster**](http://www.catholicschools.org/manual/?go=2&sub=37)

This section is designed to help teachers assist children and is useful for general disasters as well as mini-disasters that occur in the lives of individual children.

Disasters hit children hard. It’s difficult for them to understand and accept that there are events in their lives that can’t be controlled or predicted. Worst of all, adults can’t “fix” a disaster, can’t solve it, can’t keep it from happening again.

**Ways Teachers Can Assist Students:**

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

[**39. Symptoms of Distress in Children**](http://www.catholicschools.org/manual/?go=2&sub=38)

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

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

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

|  |  |  |
| --- | --- | --- |
| **Physical** | **Cognitive** | **Emotional** |
| Nausea | Slowed thinking | Anxiety |
| Upset stomach | Difficulty making decisions | Fear |
| Tremors (lips/hands) | Difficulty in problem solving | Guilt |
| Dizziness | Confusion | Depression |
| Uncoordinated | Disoriented to place and time | Sadness |
| Sweating | Difficulty calculating | Feeling hurt |
| Chills | Difficulty concentrating | Feeling abandoned |
| Diarrhea | Seeing the event over and over | Worry about others |
| Chest pains (should be checked at hospital) | Distressing dreams | Wanting to hide |
| Rapid heartbeat | Poor attention span | Wanting to limit contact with others |
| Rapid breathing |  | Anger |
| Increased blood pressure |  | Irritability |
| Headaches |  | Feeling numb |
| Muscle aches |  | Easily startled |
| Sleep disturbances |  | Shock |

[**40. Caring for the Caretaker**](http://www.catholicschools.org/manual/?go=2&sub=40)

**Symptoms of Reaction to Emergency or Disaster in Adults:**

***First Reactions:***

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

***Ongoing Reactions:***

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

***Some Things That Can Be Helpful:***

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

[**41. Memorials**](http://www.catholicschools.org/manual/?go=2&sub=41)

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

Consider these points and examples:

* Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide (see *Section 16: Suicide/Attempted Suicide*).
* Yearbook memorials should be a regular sized picture with a simple statement such as “We’ll miss you.”
* If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.
* A school community that planted a tree for a student who died realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as “the graveyard” by students. Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.
* There are many wonderful ways to support the need of students and loved ones to remember. Examples include Masses, prayer, cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
* Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.

[**42. Procedures for Dealing with the Media**](http://www.catholicschools.org/manual/?go=2&sub=43)

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

**Spokesperson:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Numbers (home, work, mobile)

**Alternate Spokesperson:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Numbers (home, work, mobile)

**Office of Catholic Schools:**

Phone: (309) 671-1550

**During an emergency, adhere to the following procedures:**

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

**Media statement**

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

**When the Emergency Is Under Control:**

* Notify the Office of Catholic Schools of all news media activity.

[**43. Student Release Procedure**](http://www.catholicschools.org/manual/?go=2&sub=44)

* As soon as a crisis is recognized, account for all students, staff and visitors. Emergency responders treat a situation very differently when people are missing.
* Keep in mind that the earliest possible safe release of students is a desired goal.
* Create a student release form to be used in time of crisis and store them with the Emergency Team Toolbox (see *Section 32: Emergency Team Toolbox*).
* Designate student release areas and communicate these to families.
* Create student release procedures for reuniting students with their parents or guardians during an emergency in an efficient and orderly manner.
* Release procedures should be flexible yet simple. Families will want immediate access to their children. Emotions will be running high. Train staff to expect this.
* Procedures should require proof of identity. Do not release students to a non-custodial guardian. In a typical student release procedure:
	+ Parents report to assigned release area, give their names to person(s) in charge of parent check-in table, and present proper identification.
	+ A designated “runner” gets the child from the student assembly area and accompanies the child back to the pick-up area.
	+ Parents sign a form indicating that they have picked up their child.
	+ Person in charge of release area notes date and time of pick-up on the release form.
* Have a plan to transport students home who have not been picked up by authorized family. Also have a plan for shelter and provisions, if necessary.

***Responsibilities of staff in charge of student release area:***

* Check student attendance records. Pull emergency cards of absent students, note status on cards and file alphabetically in back of file box. Check on student status as reported by teachers. Pull emergency cards of missing and injured students, note status on cards, and store separately.
* Distribute student release forms to parents/guardians as they arrive to pick up students.
* Verify ID and review student emergency card to determine if adult is authorized to pick up student. Note verification on student release form.
* Send designated “runner” with student release form to the student assembly area to retrieve student.
* Check that parent has signed student release form and indicated their destination and phone number.
* Release student to parent/guardian along with student’s medication, if applicable. Note time on student release form.
* Alphabetize signed student release forms.
* Respond to requests for release/destination information only to parents and guardians (names indicated on student emergency card) and/or law enforcement officials.

**44. Blood-borne Pathogens Universal Precautions Checklist**

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

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

The Principal shall ensure that in-service training on the methods of Universal Precautions is provided for all employees within two weeks of initial employment, with training updates provided annually.

In the event of an accident or illness, the caretaker must create and maintain a barrier between themselves and the student’s blood/bodily fluids. The Universal Precautions listed below are to be observed when administering first aid and/or cleaning up blood and other bodily fluids which potentially contain infectious materials.

***Did the caretaker follow these procedures?***

YES NO

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

\_\_\_ \_\_\_ Use bandages or gauze to control bleeding.

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

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

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

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

\_\_\_ \_\_\_ Needles and other sharp objects are placed in a metal or other puncture-proof container that is leak-proof on the bottom and sides. The school’s biohazard “sharps” container is kept in the following location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

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

**45. Active Shooter**

Call 911 as soon as it is safe to do so.

Provide as much of the following information as possible:

• Number of shooters

• Location of shooters

• Physical description of shooters

• Number of victims and potential victims

• Types of weapons held by shooters

**Run – Hide – Fight**

1. **Evacuate the Area** – If you can safely leave the area, do so.

a. Have an escape route and plan in mind.

b. Leave your belongings behind.

c. Keep your hands visible.

2. **Hide** – If you are unable to leave the area safely, hide.

a. Hide in an area out of the shooter’s view. Give critical priority to areas you can best secure.

b. Block entry to your hiding place.

c. Lock the doors, if possible.

d. Move objects in front of doors, if possible.

e. Silence cell phones.

f. Remain in place until released by law enforcement officer.

3. **Take Action\*** – If unable to leave the area or hide, take action only as a last resort.

a. Attempt to incapacitate the shooter.

b. Act with physical aggression.

c. Look for items to throw at the shooter or to use in an attack.

\*As part of your Active Shooter response plan, it is recommended to first review **Take Action –**

 **Fight Back** measures with local law enforcement.

Please note: When law enforcement arrives, their first priority will be containing the shooter, not helping victims. Do not stop officers to ask for help or direction when evacuating. Evacuate the premises as quickly as it is safe to do so.

• Remain calm and quiet.

• Follow instructions.

• Keep your hands visible at all times.

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