

St. Augustine School

School Safety Plan

St. Augustine School

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Crisis Intervention Plan

St. Augustine School

"Each crisis in the life of a child offers learning opportunities that may never come again. So instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching."

Introduction

Traumatic incidents, sudden death, and suicide ideation, attempts and completions are but a few of the situations that increasingly need to be dealt with in our schools. As these traumatic losses and events become more frequent occurrences in our society, there has developed a need to have a written plan and procedure in effect for our school personnel to refer to in the event of a crisis situation. Such a plan enhances the school and the community's effectiveness to respond immediately and effectively to such an event. It also provides the basis for the legal responsibility we have as a school.

The occurrence of a crisis situation has the potential of overwhelming the resources of an individual school. It demands the coordinated response which collectively utilizes the helping services of both our own school personnel and community resources. The following crisis intervention plan and procedure is designed to provide this coordinated and consistent response. The crisis intervention plan is designed to give building administrators and student services personnel a ready reference to both resources and recommended procedures in responding to a crisis/trauma situation.

Major Goals of the Crisis Intervention Plan

1. Reduce psychological suffering
2. Help the school community survive a trauma situation
3. Help the system get back to normal as soon as possible
4. Avoid confusion
5. Maintain follow-up
6. Avoid potential liability
7. Help maintain a supportive, positive learning environment

CRISIS FLOW CHART

Crisis Intervention Guidelines

LEVEL 1

THE PRINCIPAL WILL ...

Acquire correct information from authorities

Contact the Superintendent

Contact the Pastor

Contact bldg. crisis leader

LEVEL 2

THE PRINCIPAL & BUILDING CRISIS TEAM WILL ... *

Notify and/or meet with most directly affected staff members

Notify and/or meet with all staff

LEVEL 3

THE BUILDING CRISIS TEAM WILL ASSIST IN THE FOLLOWING. ...

Provide support services to staff & students

Meet with high-risk students

Be available to contact parents when necessary

organize small groups for "concerned" students if needed

Specific Personnel Contact Responsibilities Checklist

Building Principal Will Contact:

- _____ Pastor
- _____ Building Crisis Response Team
- _____ Rensselaer City Police/Jasper County Sheriff's Department
- _____ Superintendent
- _____ Professional and Support Staff (including custodians and R.C.S.C. Bus drivers). Use school's "phone tree" if after normal school hours.

Crisis Response Team

Terry Risner	Jasper County Sheriff	866-7334
Jeff Phillips	Chief, Rensselaer Police Department	866-7602
	Cell	219-863-0546
Ken Haun	Chief, Rensselaer Fire Department	866-5040
Nancy Bailey	Jasper County Health Department	866-4918
Amy Todd	Jasper County Health Department	866-4621
Karen Wilson	Jasper County Emergency Management	866-9423
Dr. Marie Williams	Superintendent, Catholic Schools	765-474-6644
		765-421-1114
Father Don Davison	Pastor, St. Augustine Church	866-5351
Anne Dumas	Principal, St. Augustine School	866-8539
Ned Speicher	Superintendent, R.C.S.C.	866-7822
Tim Schreeg	Administrator, Jasper County Hospital	866-5141
	Prompt Ambulance	866-3739
	Rensselaer Gas	866-5206
	Rensselaer Electric	866-8475

Building Crisis and Accident Response Team

Anne Dumas	Principal	866-8539, 863-0188
Father Don Davison	Pastor	866-5351
Juli Simmons	Secretary	613-5496
Imelda Mangas	Teacher	866-5374, 863-0621
Julie Holliday	Teacher	204-1002
Lynn Meeks	Teacher Aide	863-5812
Angela Nagel	Teacher	819-6809
John Hoferlin	Maintenance	956-2062
Marge Tillotta	Custodian	964-9371
Laura Benner	Teacher	863-9413

Crisis Intervention Guidelines

Policy Statement:

Our children and staff have a basic need for security and safety with any event which threatens their safety . There are unlimited possibilities for emergency situations that could impact the school and community. Those include, but are not limited to the following kinds of situations: natural disaster, accidents, hazardous material releases, acts of violence, trauma, death, suicide, fire, and tornado.

It is the intent of the Crisis Intervention Guidelines to provide the basis for, and to assist in:

1. Administrative support to this effort by allocating staff time and resources to the development of individual guidelines.
2. The training of all staff members in their roles in an emergency situation. The guidelines call for the involvement of all building staff including clerical, food services, custodians, bus drivers, and St. Joseph's College students who work in the school.

1. Organizational Structure

- A. The Pastor and or Superintendent, or designee, has overall decision making authority in the event of a crisis.
- B. The building principal, in conjunction with the Superintendent and Pastor, has decision making authority over his/her building.
- C. The building principal has responsibility for overall coordination of services.
- D. The Principal, or designee, has responsibility for providing information to the public and to the media.
- E. Counseling assistance to staff and students will be provided first by the building Crisis Response Team (CRT) and then by the Diocesan Crisis Response Team if needed, depending on the level of the crisis.

2. Crisis Management - Any Traumatic Event

The building principal will:

- A. Verify the event and acquire all information possible.
- B. Notify the Superintendent and Pastor
- C. Notify the building Crisis Response Team Leader who assists in determining the level of Crisis Plan to be implemented.

- D. Notify the staff in whatever manner is the most efficient (staff meeting, written communication, "Telephone tree," etc.)
- E. Notify and activate the building Crisis Response Team.
- F. Designate a person or persons to speak with staff members specifically involved with the crisis and to provide support to them as needed.
- G. Refer any and all questions from the media to the designated Public Information Officer.
- H. With the building Crisis Response Team, meet with all staff members to share information and to provide guidance, advice, etc., in dealing with affected students.
- I. Share information with students in the most appropriate and efficient manner.
- J. If necessary, arrange for modifications in the daily schedule so that students have time to ask questions and express feelings.
- K. In the event of a death, acquire information regarding services and the family's wishes to make this information available to staff and students through a family contact person.

3. Teachers and Other Staff

- A. Continue to provide accurate information, clarify facts, and squelch rumors.
- B. Request students' help in suppressing rumors and assisting building Crisis Response Team in locating affected students.
- C. Escort obviously upset students to the Crisis Center immediately. These students should have an escort because of their behavior.
- D. Explain procedures for seeing a counselor at a later time.
- E. Request the presence of a building Crisis Response Team member if they feel uncomfortable in dealing with whatever is occurring in their classroom, area, etc.
- F. Request consideration of bringing in substitute teachers as needed to assist in dealing with students, and/or possibly other staff members.
- G. **DO NOT** make evaluative statements regarding the event or the students reactions to it.
- H. **DO NOT** talk to the media.

4. The Crisis Response Team Immediately:

- A. Establishes an area of the school as the Crisis Center.
- B. Clears schedules to deal with the crisis.
- C. Meets with building principal to review facts/information.
- D. Along with the principal, meets with staff members to share information and provide guidance, advice, etc. in dealing with affected students.
- E. Meets with the school secretary and other office staff to set/review procedures regarding parent and/or media questions.
- F. Meets with individual students affected by the event, maintaining a "log" for follow-up.
- G. Generates a list of students thought to be affected by the event and may seek out involved students who do not self-refer.
- H. Contacts the parent/guardian of any student thought to be at-risk before the student leaves the building.
- I. Meets with classes, extracurricular groups, teams, etc. at teachers' requests.
- J. Assess the need for a parent meeting and schedule one, if appropriate.
- K. Contacts Crisis Team Leaders in other schools where affected students attend.

5. The Crisis Response Team By the End of the Week:

- A. Meets to discuss the total impact of the crisis.
- B. Assesses student needs through a series of individual conferences.
- C. Decides whether a need exists for "grief" group(s) for students, and makes arrangements for such groups if the need does exist.
- D. Meets with any staff member indicating a need for services.

6. The Crisis Response Team by the End of the Second Week:

- A. Evaluates the response to the crisis incident.
- B. Recommends changes, if needed.
- C. Offers an oral report to interested staff.

Crisis Response Team Checklist

Date _____

Crisis _____

Person Responsible for Checklist _____

- _____ 1. Assemble verifiable information
- _____ 2. Notify Superintendent's Office
- _____ 3. Assemble Crisis Response Team
- _____ 4. Assign Media contact person (if appropriate)
- _____ 5. Notify staff of crisis and inform them that all media inquiries are to be directed to _____ . Set time for Emergency Staff Meeting. _____ .
- _____ 6. Provide written communication to all staff as they arrive at school or as soon as possible as to when and how students will be informed of the situation; provide guidelines for class discussion, plans for the day, etc.

When? _____

How? _____

- _____ 7. If the crisis involves a student, or students, secure personal belongings of student(s). Remove name(s) from computer mailing list, if appropriate.
- _____ 8. If appropriate, assign a CRT member to follow the student's schedule for the day to handle the "empty desk" concept and any discussion that may arise from it.
- _____ 9. Discretely inform the student body, all at the same time, through a prepared statement. This should be done as soon as possible.
- _____ 10. Provide areas for students and staff to discuss their feelings and concerns.
- _____ 11. Inform administrators at other buildings where siblings, relatives, and very close friends may be affected. Middle School _____ High School _____
- _____ 12. Convene concerned adults in the community (parents, mental health professionals, clergy, etc.) to inform them of the school's response to the crisis and to enlist their help in working with students (if necessary and/or appropriate).
- _____ 13. Provide individualized counseling and/or outside referrals to students, staff members and others who require it.

- _____ 14. Coordinate efforts with wishes of the family, through an identified family contact person.
- _____ 15. Function as a Clearinghouse for information on funeral(s) and visiting hours, if appropriate.
- _____ 16. Convene the staff at the end of the first day to share, vent, and to evaluate the CRT's plans for the 2nd, 3rd, etc. days and to provide access to support which will enable students and staff to move forward.
- _____ 17. Convene the CRT about one week after the crisis to:
 - A. Evaluate the CRT actions and reactions
 - B. Revise procedures as necessary
 - C. Devise means of preparing for "anniversary" reactions
- _____ 18. Other

Lockout Procedures

Emergency Message Announced over intercom: Attention please: We are on lockout, all outside activities are canceled.

This means the following:

1. There is an event or situation outside the school area without immediate threat to the students inside the school.
2. All persons are to remain inside the school.
3. No outside activities are permitted until the situation is resolved.
4. No persons are allowed to leave the building until the situation is resolved.
5. Admittance into building will be closely monitored.
6. All outside doors locked.
7. All windows closed and locked.
8. Instruction and movement within the school continues as usual.
9. Stay in lockout mode until announcement is made over intercom: **The lockout is canceled.**

Lockdown Procedures

Emergency Message Announced over intercom: Attention Please: We have an emergency situation, lock down classrooms.

This means the following:

1. There is a threat or hazard inside the building.
2. Get all the students into classroom from the halls and restrooms.
3. Lock classroom door.
3. 911 is being called by office staff.
4. Pull down window shades and cover window in door.
5. Stay in the room with the students.
6. Keep the students quiet and away from the door and windows.
7. **Stay in your room, stay calm, and do not discuss anything with the students.**
8. When everything is clear and secure, this announcement will be made:

Everything is in order

Lock Down With Evacuation Procedures

During some lockdowns, an evacuation may be necessary.

1. Evacuate only if you are instructed to do so by a law enforcement official. (**Note:** The law enforcement official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your class and with ensuring that students understand the instructions that are given.)
2. Follow the evacuation route established by the Police. This may or may not be the Fire Drill Evacuation route for your classroom.
3. Take your cell phone, gradebook/class list. When you arrive at the post-evacuation assembly point, keep your class together.
4. **Further instructions will be given as soon as possible.** Wait; reassure students. **Remember** that police officials are dealing with volatile situation and may have to ask questions or in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to effort an escape.
5. Departure from the school site **MAY** be necessary. If this is to occur, school buses and the Evacuation Site for your school will be used wherever possible.
6. **Do not dismiss any students until the official word has been given to do so.**

One manmade occurrence disaster drill with lockdown procedures will take place each semester.

Guidelines for a Building Evacuation

If the building must be evacuated, the church basement will be the nearby shelter and Van Rensselaer school will be the distant shelter.

1. Classroom teachers:

- A. Depending on the emergency evacuate to the Church first, and Van Rensselaer School second.
- B. Plan to evacuate with your class, and be prepared to ride the bus with your students.
- C. Take emergency instructional materials in the event the evacuation lasts for several hours.
- E. The teacher in charge of a particular grade is to take charge of student accountability after evacuation of building using class list or grade book.
- F. If there is a student enrolled with disabilities which require special warning or evacuation procedures, the teacher in charge of the student will be responsible for the safe and efficient evacuation of the student and notify the principal.

2. Host Building Site: the first choice for building evacuation would be the church.

- A. Notify the pastor.
- B. Have a plan for how students will be fed, if needed, and how restroom needs will be met.
- C. Activate the building Crisis Intervention Team to deal with possible emotional trauma.
- D. Provide an area, and materials, for parents who may arrive to pick up students.

3. Transportation for School Evacuation: When an emergency situation occurs which will require the school site to be evacuated to Van Rensselaer School, the following procedure will be used:

- A. Transportation will be sought from the public school by calling the central office and providing the following information:
 1. Type of emergency
 2. Time frame for evacuation
 3. Number of students and staff to be transported
 4. Emergency shelter location - Public School or National Guard Armory.
- B. Transportation Director or designee will:
 1. Contact drivers assigned to the building(s).
 2. Contact drivers residing near the school site(s).
 3. Contact drivers using the emergency radios in the busses.
 4. Use any available bus and employee with a CDL license.

Should additional busses be needed and/or a more timely response be required, Jasper County Emergency Office may be contacted at 911 or 866-4901. State the nature of the emergency.

Procedures for Visitors/Intruders

Visitors and guests are always welcome at St. Augustine School. Staff members will have name tags available to be worn in case of an emergency.

1. **All visitors should report and sign in at the school office.** Visitors should be prepared to provide identification to school personnel if it is requested. All visitors should respect school rules.
2. **The principal should:**
 - A. Insure that all exterior doors are marked with a notice that visitors are to report to the office as soon as they enter the building.
 - B. Be sure that all exterior doors are locked.
 - C. All staff members should greet visitors with "May I help you?"
 - D. Any "intruder" found roaming the building should be **escorted** to the office by a staff member. (NOTE: an "intruder" is anyone lacking visible identification stating who they are.)
3. **Visitors who fail to comply with school procedures:**
 - A. Should be verbally informed they are in violation of school policy. (Ex., "Sir, you must report to the office immediately).
 - B. If the verbal warning fails, notify the office of the situation. Continue to follow the person, and continue to give the person notice of the violation of school rules.
 - C. Call 911 and report a trespasser in the building.
 - D. The office should activate a building- wide notification plan concerning an intruder in the building. All classroom doors should be closed and locked. Students are to remain in the current areas- if in the halls, go to the nearest classroom.

Guidelines for Assault

1. Ensure the safety of students and staff first.
2. Notify building administrator. Work as a team.
3. Notify law enforcement.
4. Seal off area to preserve evidence and disperse onlookers.
5. If victim requires medical attention, follow medical procedures, do not leave victim alone
6. Notify parents/guardians and superintendent per guidelines.
7. Document all activities witnessed by staff.
8. Assess counseling needs and implement post-crisis procedures as needed.

Procedures for Dealing with Hostage Situations

1. **If the hostage situation occurs in your classroom or area of supervision:**
 - A. **Do Not Panic!** Remain calm and under control. Help keep the students calm. Avoid quick movements.
 - B. **Follow the instructions of the hostage taker(s)**, and inform your students to do so as well.
 - C. **Do NOT try to be a hero or heroine** by attacking or trying to disarm the hostage taker. The same should be true for your students.
 - D. **Do NOT try to negotiate with the hostage taker(s)**. This is the responsibility of the trained professionals.
 - E. **Keep your grade book and seating chart**. Make a list of who is absent from your class.
 - F. **Follow the instructions** of the law enforcement hostage negotiator(s).
 - G. **Trust the negotiator(s)**. Do not criticize their actions. Accommodate the captor. Ask permission to speak. Face the captor when speaking. Don't crowd his/her space. Be respectful - never argue.
 - H. **Stay alert**. Attempt escape only if the hostage taker(s) fall asleep from exhaustion. Evacuate the students first.

2. **If a staff member observes a hostage situation:**
 - A. **Make no personal intervention** into the situation.
 - B. **Quietly** remove yourself from the area.
 - C. **Contact the office** and notify them of the situation as soon as possible.
 - D. **Remain out of sight** of the hostage taker(s).
 - E. **Remain in proximity** to the hostage area so that other staff members and students can be kept from entering the area. Enlist other staff members to help secure the area.

Gun, Weapon or Shooting in Building

1. **For Any Gun Crisis:**
 - A. Tell the principal any time you hear that a gun or weapon may be present in school.
 - B. Only ask an adult to report presence of gun or weapon, not a student.
 - C. Take all talk of guns or impending use of guns in school seriously.
 - D. Administrator will conduct an immediate lockdown and implement disaster plan guidelines for students.
 - E. Contact 911
 - F. Respond to the classroom/location.
 - G. Have enlarged floor plans of the building ready for the law enforcement agents.
 - H. Assess the situation as to:
 1. The shooter's location
 2. Injuries
 3. Potential for additional shooting

2. **Gun suspected in classroom:**
 - A. Do not leave room
 - B. Ask neighboring teacher to come to your door.

- C. Confidentially tell the colleague that you suspect a student has a gun/weapon.
 - D. Colleague tells office immediately.
 - E. Continue class. Administration and police will arrive promptly.
3. **Gun pulled or displayed:**
 - A. If a student or intruder pulls a gun, **DO NOT** try to disarm the individual.
 - B. Remain calm. **Tell the class to remain seated and stay calm.**
 - C. **Stay away** from the person with the gun and talk to the person calmly.
 - D. Ask the student to put the gun down and move away from it.
 - E. Summon help by intercom to office or getting attention of another colleague.
 4. **Gun on a Student or Intruder in the Hall:**
 - A. If you see a gun on a student in the hall, **do not let the student or intruder out of your sight.**
 - B. Contact principal or ask colleague to make this contact.
 - C. Wait for help. **Do not leave the student or intruder.**
 5. **If gunshots are heard or shooting:**
 - A. If possible, determine where shooting is taking place.
 - B. Seek safe shelter: if outside, stay low to the ground and seek any kind of cover, if inside, go to lockdown procedures.
 - C. Teachers take attendance and notify principal if any missing students, when safe to do so.
 - D. Care for injured if it is safe to do so until emergency personnel arrive.

Family Reunification Procedure

If circumstances occur at the school such as severe weather, a power outage, chemical release or crisis, parents may be required to pick up their students in a process of controlled release, reunification.

The following procedure will be implemented:

1. Parents will be notified by phone, text or email if there will be a controlled release and when and where to pick up their child.
2. Location could be the school gym, church basement, or offsite location such as another Rensselaer school, depending on the situation.
3. A parent check-in location will be established.
4. Parents/guardians or student's emergency contact may be asked to present identification.
5. Students will be brought to the parent/guardian.
6. If parent cannot arrive in reasonable amount of time, student will only be released to individuals previously identified as the student's emergency contact. Otherwise the school will hold students until parents can pick up their child.
7. Parent/guardian will sign out student.

Unauthorized Removal of Students (Kidnapping)

Prevention is the key to the unauthorized removal of students. This guideline suggests steps to take prior to an incident occurring.

A. Prevention

1. Have a list of those students who are not to be released to anyone except a specific parent or authorized person; tag enrollment cards and emergency health records of such students.
2. Check with custodial parent/guardian for approval before releasing a student to anyone else; record the time and date of phone approval
3. Verify the identity of any parent who telephones a request for a student's release, with a return phone call to parents' number listed in the student's folder; tell parents when a student is added to this list, what the procedure will be, and if not at a number listed in the student records, the child will not be released.
4. Presume that custodial and non-custodial parents should have equal opportunity to see the child at school and pick up the child from schools. Where either parents disputes the right of the other, the parent disputing the right of the other should produce a file-stamped copy of the most current court order governing custody of the child. If the order does not specify that the non-custodial parent shall have the right to visit the child at school or pick up the child from school, the non-custodial parent should be denied those rights. Tag enrollment and health records of such students to indicate the situation. Keep a file of all relevant court records.

B. When a Removal is attempted

1. Hold in the office any student who seems reluctant to go with the person picking up the student.
 - a. Ask for the person's drivers license or other picture identification and record the name address, date of birth and driver's license number.
 - b. Notify the custodial parent/guardian of the student's reluctance and abide by the parent's wishes.
2. If law enforcement has been called try to use your best verbal intervention skills to keep the possible abductor at school. Do not physically attempt to keep the child at school and have someone obtain the vehicle description and license plate number.
3. Notify the pastor, principal and superintendent.
4. Do not release any information about the incident to the media.
5. Isolate any other siblings of the child involved who may have information about the event.
6. When law enforcement arrive share all information and records with them.

Guidelines for Fire, Tornado and Earthquake Drills

Fire Drill Guidelines - once a month

1. School's alarm sounds.
2. Take your gradebook or classlist.
3. Close classroom windows and door.
4. Lead the students and follow the evacuation route for your room/area.
5. NO TALKING: silence will allow everyone to hear emergency instructions.
6. After exiting the building:
 - Walk well clear of the building
 - Keep the class/group together
 - Take attendance, report any missing student to school administrator
7. Wait for "all clear signal" to re-enter the building, or wait for further instructions

Fire Evacuation Routes:

Exit A (front door): Grades 2 and 3

Exit B (back door): Kindergarten, Grade 1, computer lab, girls and boys restrooms

Exit C (door by 5th grade classroom): Grades 4 and 5

Exit D (gym door): Gym and little Library

Preschool: Front door

Tornado Drill Guidelines - once per semester

Tornado Watch: weather conditions are favorable for the development of a tornado

Tornado Warning: A tornado has been sighted or detected on radar. Take shelter now.

1. School's alarm sounds.
2. Take your gradebook or classlist.
3. Close classroom windows and door.
4. Lead the students to pre-designed Tornado Safety area.
5. NO TALKING: silence will allow everyone to hear emergency instructions.
6. Ensure that students take the proper safety position as pictured below.
7. Wait for instructions before returning to classrooms.

Tornado Safety Areas

Preschool – Hallway to bathroom

Kindergarten – Boys bathroom

Grade One – Girls bathroom

Grade Two – Hallway under coat hooks

Grade Three – Hallway under coat hooks

Grade Four – Hallway under coat hooks

Grade Five – Hallway wall opposite fourth grade



Earthquake Drill Guidelines

1. Announcement over the PA system: “ The earthquake drill has begun, *Drop, Cover, and Hold On.*”
2. While dropping under a sturdy desk or table, students and teachers will want to look around at what would be falling on them in a real earthquake; these items could be secured or moved after the drill.
3. After three minutes there will be another PA announcement that the shaking is over.

Guidelines for Earthquakes

1. **In the classroom:** At the first feeling of a tremor, teachers should instruct students to:
 - A. Immediately take cover under desks or tables, turn bodies away from windows.
 - B. Remain in the sheltered position until instructed otherwise.
 - C. Remain silent and listen for instructions
 - D. Evacuate the classroom or area once the tremor has subsided, use the fire drill procedure and exit route.
2. **In the gym or hall:** Staff should instruct the students to:
 - A. Move to an interior wall and use “tornado drill” position.
 - B. Turn bodies away from any windows
4. **Outside areas:** Staff should instruct students to:
 - A. Move to an open space away from the building and away from all overhead power lines.
 - B. Lie down or crouch low
 - C. Be aware of dangers that may demand movement
5. **On the Bus:** The bus driver should:
 - A. Stop the bus away from power lines, bridges, overpasses, and buildings
 - B. Instruct students to remain in their seats quietly, and to listen for the driver's instructions
6. **After the earthquake:**
 - A. Evacuate the building as soon as possible using fire evacuation routes
 - B. Injured persons are not to be moved unless building condition is life threatening.
 - C. Anticipate an "after shock." It will be coming.
 - D. Predetermine an outdoor assembly area- Susan Lot
 - E. Predetermine a way of having teachers account for all of their students.

Extreme Weather Conditions

When it is necessary to cancel, delay, or dismiss school due to extreme weather, or public crisis, St. Augustine School follows the decisions made by the Rensselaer Central School Corporation and it is announced on WLQI local radio and WLFY Lafayette TV, WLFY website and an email will be sent through SchoolSpeak.

Chemicals, Gas Leaks, and Other Hazardous Materials

Should a chemical spill, gas leak, high voltage wires, or other hazardous materials/situations be discovered in the school and present a danger to students and staff, the following guidelines should be followed:

1. Evacuate the building, using fire drill procedures unless the hazardous situation restricts evacuation in specific areas. Use alternative evacuation routes if necessary and move the students as far away from the building as possible
2. Call the pastor and superintendent, make them aware of the situation.
3. Call the appropriate fire/law enforcement agencies.
4. Students will be supervised, by teachers and all other staff available at all times.
5. If a decision is made to evacuate the school site, the guidelines on p. 10 of this handbook will be used.
6. Only the principal and pastor, will respond to the media to represent the school .
7. All directions from emergency personnel will be followed to the fullest extent.

Guidelines for Contamination of Air or Water Supply

1. **Contamination of Water Supply:**
 - A. Intercom announcement will be made to alert everyone of problem
 - B. No water should be consumed for any reason from the building's water supply.
2. **Contamination of Air Supply:**
 - A. If the air supply is contaminated **INSIDE** the building, then a Fire Drill procedure will be initiated.
 - B. If the air supply is contaminated **OUTSIDE** the building, then the air conditioners will be shutdown and instructions given over intercom for evacuation.
3. **Communication:**
 - A. Once the water or air contamination is detected, the principal will contact 911, pastor, superintendent, and director of transportation.
4. **Evacuation:**
 - A. If the water supply cannot be restored, the building will be evacuated.
 - B. If the air supply **INSIDE** the building is contaminated, students will be gathered in the school's outdoor "safety zone" and evacuated by bus.
 - C. If the air supply **OUTSIDE** the building is contaminated, students and staff will remain inside until it is safe to evacuate by bus.

Special Hazards

Pesticides will be applied by certified pesticide applicators when student and staff are not present such as during non-instructional time or school vacation periods. Questions concerning hazardous materials should be addressed to the principal.

In the case of Nuclear Contamination, the guidelines for a Building Evacuation on page 10 of this handbook will be used.

Guidelines for Loss of Utilities

For loss of utilities at the school site, the following procedures should be implemented:

1. Upon notice of loss of utilities, the Principal will initiate an appropriate response action, either stand by, secure building or evacuate building.
2. Work with utility company to determine potential length of time service will be interrupted.
3. Notify Pastor and Superintendent of the situation.
4. If the building needs to be evacuated, the guidelines on p. 10 of this handbook will be used.
5. **Loss of water:**
 - a. bottled water will be brought in
 - b. toilets in church will be used
6. **Loss of electricity:**
 - a. use cell phones as necessary
 - b. if during nighttime/dark hours, evacuate building
7. **Loss of natural gas:**
 - a. depending on outside temperature, determine if school needs to be closed

Student Medical Conditions

The final pages of this handbook are completed copies of Student Medical Health Information forms for those students who have medical conditions that may require special treatment.

Procedures for Illness and/or Injury

In the event of several persons being injured or becoming ill, the following guidelines are to be followed:

1. The principal, will notify emergency medical assistance, if appropriate.
2. The principal will notify: parents of all students involved, pastor, and superintendent.
3. If the parent/guardian cannot be reached and evaluations suggest that the student(s) need immediate medical attention, inform medical personnel that parent has not been notified.
4. The principal may activate the crisis teams to help deal with emotional trauma or injured/ill students, as well as other students.
5. The principal or designee must complete the “Injury Report” as soon as possible.

Exposure to Body Fluids

Bloodborne pathogens are transmitted by contact with blood or other potentially infectious fluids (urine, saliva, semen, vaginal secretions, etc.) through the following routes of exposure: directly through the skin, mucas membrane contact, or contact with non-intact skin.

1. Report the exposure incident to the principal who contacts a trained person to administer proper medical evaluation and care, if needed. For serious injury call 911.
2. Contact parent/guardian.
3. Always treat all contact with blood or body fluids as if known to be infectious.
4. Gloves must always be worn. Additional personal protective equipment such as eye, nose and mouth protection, may be needed for profuse bleeding.
5. If skin or mucous membrane comes in direct contact with blood, wash or flush with water as soon as possible with a 10% bleach solution or other antiseptic soap. Always wash hands after removing gloves.
6. Immediately remove any contaminated clothing.
7. If needed, complete Employee Exposure Incident Report Form; arrange medical follow-up.
8. Any blood splashes/body fluids on the floor or on any of the fixtures are to be cleaned with a 10% bleach solution or other approved germ killing agent.
9. Gloves, other personal protective equipment, contaminated clothing and items used to clean up blood or bodily fluids should be disposed of into red plastic bags imprinted with the Bio Hazard label.

Guidelines for Pandemic Flu and Infection Control

Persons with flu symptoms should:

- Stay at home;
 - Cover nose and mouth when coughing or sneezing;
 - Wash hands with soap and water or use alcohol-based hand sanitizers frequently; and
 - Try to maintain spatial separation of at least three feet from others if possible.
- Hand, Cough and Sneeze Hygiene
- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available.
 - Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose.
 - Use warm water and soap or alcohol-based hand sanitizers to clean hands.
 - Wash hands before eating or touching eyes, nose, or mouth.

Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. School closure and cancellation of public gatherings may be effective in reducing transmission risks.

Measures to limit the spread of the flu:

Seasonal Flu:

- Promote hand washing and cough hygiene via school-wide campaigns and modeling by school staff.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed by appropriate officials not to return until they are well.

Mild to Moderate Pandemic:

All of the seasonal flu methods plus the following:

- Encourage the use of social distancing at the work place, at school and in the community.
- Possible school closure for a short amount of time (possibly days to a couple of weeks).
- Work with community flu-planning team to assess whether any additional measures should be taken.

Severe Pandemic

All of the seasonal and mild to moderate flu methods plus:

- Possible extended school closure, which could range from weeks to up to 3 months. Presently, the Department of Health and Human Services, the Centers for Disease Control and Prevention, the Department of Education, and other agencies are conducting a comprehensive review of school closure and its feasibility and effects in mitigating a severe pandemic. The results of this study will be shared in the coming months.
- Promote social distancing of children and teens outside the school setting by reducing their social circulation and contacts to the greatest extent possible. This could include canceling extracurricular activities.

Preparing for the Flu

1. Steps for Our School to Prevent the Spread of Flu:

Educate and encourage students and staff to cover their mouth and nose with a tissue when they cough or sneeze. Also, provide them with easy access to tissues and running water and soap or alcohol-based hand cleaners. Remind them to cover coughs or sneezes using their elbow instead of their hand when a tissue is not available.

Remind teachers, staff, and students to practice good hand hygiene and provide the time and supplies for them to wash their hands as often as necessary.

Send sick students, teachers, and staff home and advise them and their families that sick people should stay at home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of fever-reducing medicine).

Clean surfaces and items that are more likely to have frequent hand contact such as desks, door knobs, keyboards, or pens, with cleaning agents that are usually used in these areas.

Move students, teachers, and staff to a separate room if they become sick at school until they can be sent home. Limit the number of staff who take care of the sick person and provide a surgical mask for the sick person to wear if they can tolerate it.

Have Personal Protective Equipment (PPE) such as masks available and ensure the equipment is worn by school staff caring for sick people at school.

Encourage early medical evaluation for sick students and staff at higher risk of complications from flu. People at high risk of flu complications who get sick will benefit from early treatment with antiviral medicines.

Stay in regular communication with local public health officials.

2. Steps for Parents to Protect Your Child and Family From the Flu This School Year:

Practice good hand hygiene by washing your hands often with soap and water, especially after coughing or sneezing. Alcohol-based hand cleaners are also effective.

Cover your mouth and nose with a tissue when you cough or sneeze. If you don't have a tissue, cough or sneeze into your elbow or shoulder; not into your hands.

Stay home if you or your child is sick for at least 24 hours after there is no longer a fever or signs of a fever (without the use of fever-reducing medicine).

Get your family vaccinated for seasonal flu and 2009 H1N1 flu when vaccines are available.

3. Steps for Parents if School is Dismissed or Children are Sick and Must Stay Home:

Be prepared to support home learning activities if the school makes them available. Your child's school may offer web-based lessons, instructional phone calls, and other types of distance learning. Have school materials, such as text books, workbooks, and homework packets available at home.

Have activities for your children to do while at home. Pull together games, books, DVDs and other items to keep your family entertained.

Find out if your employer will allow you to stay at home to care for sick household members or children dismissed from school. Ask if you can work from home. If this is not possible, find other ways to care for your children at home.

If school is dismissed, monitor the school's website, local news, and other sources for information about returning to school.

Tips for taking care of children (and other household members) with the flu:

Stay home if you or your child is sick until at least 24 hours after there is no longer a fever or signs of a fever (without the use of a fever-reducing medicine).

Keeping sick students at home means that they keep their viruses to themselves rather than sharing them with others. Stay home even if taking antiviral medicines.

Cover coughs and sneezes. Clean hands with soap and water or an alcohol-based hand rub often and especially after coughing or sneezing.

Keep sick household members in a separate room (a sick room) in the house as much as possible to limit contact with household members who are not sick

Monitor the health of the sick child and any other household members by checking for fever and other symptoms of flu. A fever is a temperature taken with a thermometer that is equal to or greater than 100 degrees Fahrenheit

Watch for emergency warning signs that need urgent medical attention. These warning signs include:

- . Fast breathing or trouble breathing
- . Bluish or gray skin color
- . Not drinking enough fluids
- . Not urinating or no tears when crying
- . Severe or persistent vomiting

4. Steps for Teachers to Prevent the Spread of Flu or any other Illness All the Time:

Educate and encourage students to cover their mouth and nose with a tissue when they cough or sneeze. Also, provide them with easy access to tissues. Remind them to cover coughs or sneezes using their elbow instead of their hand when a tissue is not available.

Remind students to practice good hygiene and provide the time and supplies (easy access to running water and soap or alcohol-based hand cleaners) for them to wash their hands often.

Be a good role model by practicing good hand hygiene and covering your mouth and nose when coughing or sneezing.

Keep an eye out for sick students and send them to the school office for further evaluation. Sick people should stay at home until at least 24 hours after they no longer have a fever or signs of a fever (without the use of fever-reducing medicine).

Clean surfaces and items that are more likely to have frequent hand contact such as desks, door knobs, keyboards, or pens, with cleaning agents that are usually used in these areas.

Teachers should also stay home when sick. Stay home until at least 24 hours after you no longer have a fever or signs of a fever (without the use of fever-reducing medicine).

Please monitor the local news and newsletters in the future. We will keep you informed and strive to communicate all important information concerning the flu.

Suggested Response Plan for Suicide or Sudden Death

Day of Sudden Death

1. Knowledge of suicide or sudden death reaches school
 - A. Person receiving information contacts building principal.
 - B. Principal verifies information .
 - C. All media contact should be referred to the principal. All other staff are requested **NOT** to discuss the matter with the media.
 - D. Principal contacts pastor, superintendent and staff.
 - E. Secure personal belongings of student(s).
2. Meeting is held with all building Crisis Response Team members:
 1. Principal
 2. Pastor
 3. Principal's Secretary
 4. Teachers
 5. Other staff designated by the principal
3. The meeting will deal with:
 - A. What are the facts of the death?
 - B. Based on those facts, what potential impact will the death have on the school community?
 - C. Family rights to privacy must be respected at all times. The family has suffered a terrible loss. The first concern must be **to do nothing** that will disturb the family.
 - D. Development of the day's activities in response to the death.
4. A Crisis Center is established in the building, as identified by the principal. A member of the crisis team makes phone calls to parents of students who are particularly upset.
5. The family of the deceased will be contacted by the principal or designee to inform them of the plan, to obtain permission for use of specific items of information to be announced at school, and to offer assistance.
6. The principal makes contact with **all** building staff.
7. Students and staff will be informed in a school assembly. All students will be informed at an assigned time, using a prepared statement. Counseling will be provided when necessary.

8. The school staff may be assembled by the building principal at the end of the day if it is deemed necessary in order to:
 - A. Allow for expressions of feeling and mutual support
 - B. Review the events of the day
 - C. Review characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well)
 - D. Secure from staff members a confidential list of observations that were made during the day regarding student behavior
 - E. Announce the funeral arrangements. Staff may be encouraged to attend in order to provide support to students and their families.

Days Following Death

1. Meeting may be called by the building principal at the end of the second, and if necessary, the third day following the death to discuss concerns regarding events of the day.
2. The crisis team members and other involved staff will continue crisis intervention, answer phone calls from anxious parents, and meet with concerned staff.
3. The principal (or designee) may continue to make contact with families of distressed students.
4. The building principal may arrange for "front-line" staff who have been dealing directly with the crisis to meet with the consultants for expressions of feeling and mutual support. This is a very necessary ingredient, as "burn-out" can be a problem with crisis situations.

Guidelines for At-risk Students Following a Sudden Death

1. It is to be expected that some students will cry. Students who have been unable to control crying by the end of a given class period are obvious choices for possible referral.
2. The other end of the continuum will be students who are showing no visible emotion at all. "Expected reaction" is a function of the degree of closeness between the victim and the student. In the cases where it is known that a student was close to the victim, yet is showing no reactions, a referral should be strongly considered. This category is the most difficult to assess. Any students who were not close to the victim, will feel very little. Also, a numb, dumb-founded response is a common response to tragedy. Finding the "emotionally over-controlled" among these groups will depend primarily on a teacher's knowledge of social relationships.
3. Anger, silliness and "class clowning" as well as grief are normal responses to suicide. However, if a classroom is responding predominately by grieving then an angry student may feel compelled to remain silent. This student would be a good candidate for counseling .

Guidelines for Handling Bomb Threats

1. Always take a bomb threat seriously.
2. The person receiving the call will make every attempt to get as much information as possible (see **Bomb threat Checklist**). Prolong the conversation - **DO NOT HANG UP THE PHONE**. If the caller hangs up, dial *69 to trace the call.
3. If bomb threat is received by **email DO NOT DELETE THE MESSAGE** – call 911.
4. The person receiving the threat will notify the principal who will use a cell phone to call 911 and notify pastor and superintendent.
5. Only evacuate the building according to the practiced procedure if instructed by law enforcement/fire department personnel or if something suspicious is found.
6. Use alternate routes if regular evacuation route is blocked or if it is known that a bomb is in that particular area.
7. The custodial staff will direct all non-emergency traffic away from the building.
8. Volunteer staff and custodian may be asked to participate in the search with the police/fire department. If anything suspicious is found, **DO NOT TOUCH!** Anything that doesn't belong in the classroom (briefcase, toolbox, pieces of pipe, etc.) may be a concealed bomb. Mirrors are kept in the Emergency Kit to aid in searching under furniture. **Turn off cell phones and FM radio while conducting the search.**
9. Once the room has been searched, place a piece of tape on the door.
10. What to look for and where to look:

A. Any unusual article out of place	G. Waste baskets
B. Under bleachers	H. Floor level air vents
C. Toilet water tanks	I. Piano, typewriters, cases, etc.
D. Articles suspended from pipes	J. Behind pictures and/or clocks
E. Coat area	K. Inside of coolers, refrigerators,
F. Plants	and cabinets
11. If a bomb or article suspected of being explosive is found:
 - A. Notify the authorities at once, stay a safe distance from the area. **DO NOT TOUCH!**
 - B. If not already evacuated, evacuate all students by announcement over PA system, do not use fire alarm.
 - C. After students are evacuated, open windows and doors and remove any flammable materials that might be in the area.
 - D. Shut off gas to the area, if possible.
12. If evacuation was warranted, only re-occupy the building :
 - A. After search is complete and it's beyond the time for the bomb to go off.
 - B. When law enforcement and/or fire department personnel give permission.
13. Be sure to document in writing all of the events relating to the bomb threat.

BOMB THREAT AND SUSPICIOUS PACKAGE CHECKLIST

DO NOT USE YOUR FM RADIO OR CELL PHONE!

Time _____ Date _____

Time caller hung up _____ Phone # where call received _____

Person receiving threat will immediately notify the principal.

DO NOT HANG UP. USE ANOTHER PHONE TO CALL POLICE.

Record the exact words used by the caller _____

ASK:

When will the bomb go off? _____

Where is the bomb? _____

What does the bomb look like? _____

What kind of bomb is it? _____

Why are you doing this? _____

Who are you? _____

Evaluate the voice of the caller:

_____ Man	_____ Accent	_____ Fast	_____ Stutter
_____ Woman	_____ Speech impediment	_____ Slow	_____ Loud
_____ Child	_____ Intoxicated	_____ Angry	_____ Quite
_____ Age (approx.)	_____ Foul/Profanity	_____ Excited	_____ Familiar
_____ Tape/Read	_____ Whispered	_____ Disguised	_____ Other

Background noise:

_____ Music	_____ Static - Long Distance
_____ Children	_____ Machine noise
_____ Typing	_____ Traffic
_____ Airplanes	_____ Other _____
_____ Animals	

Estimated age of caller _____

Familiar voice? Yes No If so, who does it sound like? _____

Call received by _____

Guidelines for Child Abuse Reporting

School personnel who have cause to suspect child abuse or neglect have a legal responsibility and moral obligation to report such a case to the principal who in turn reports to the Child Protection Services (CPS) in the county where the child resides.

1. The school should make no attempt to investigate suspected child abuse, nor should the school inform parents of suspicions, or that a report has been made. At the point you determine that CPS should be called, your investigation ends. If you suspect child abuse, you do not need further information. **CPS and law enforcement are responsible for the investigation, not the school.**
Interviews will be conducted at school ONLY when necessary and when pre-arranged with the school. These interviews will include those cases where the abuse is reported by the school, or if the alleged abuse involves a family member and the child is at school at the time the report is received. Witnesses to alleged abuse WILL NOT be interviewed at the school if they are not family members.
2. Parents of the child to be interviewed should not be notified by the school at this time. The responsibility of notification of parents/guardian belongs with CPS or law enforcement. The school's only responsibility is to make a report to the CPS.
The school will provide law enforcement/CPS with emergency telephone numbers, if available, of parents/caretakers of the child. If the school does not provide this information, law enforcement and CPS must ask for that information in order to be able to contact the parents/caretakers regarding the protective custody.
3. When at all possible, the Child Protection Service (CPS)/law enforcement team investigating a reported abuse will notify the principal or school district designee they intend to visit at the school on that date.
4. Upon entering the school building, the investigative team will immediately report to the office for an in depth discussion regarding disclosure and information on how the investigation should proceed. Both CPS case managers and law enforcement personnel shall/will present proper identification documents to the school representative.
5. The school district designee will arrange to have the child brought from the classroom to a designated area which ensures maximum privacy.
6. The detective or CPS case manager will conduct the interview.
7. At the conclusion of the interview, the investigative team may decide that protection of the child requires the immediate placement of the child into custody. This decision will be promptly and clearly communicated to the principal or school district designee.
At this point, this decision also needs to be explained to the child before removal from the school.
8. The superintendent and Pastor must be informed that the CPS has been notified regarding a suspected child abuse/neglect situation.

Procedures for School Bus Crisis Situations

1. **Guns/Weapons - the following is a procedure for dealing with a situation where guns/weapons are concerned:**
 - A. If a gun is seen on the bus, calmly radio the information to the Supervisor of Transportation and give ETA to school, or to the stop where the student lives who is in possession of the weapon/gun.
 - B. Transportation will notify the proper authorities and assistance will be sent immediately.
 - C. If necessary, "waste time" driving so as to give the authorities time to get to the bus.
 - D. Do the "paper work" regarding the incident as soon as possible, while facts are still fresh in mind. Turn in copy to Transportation Department, and appropriate law enforcement agencies, as required.

2. **Should a weapon be seen at or near a bus stop:**
 - A. Calmly radio details to the Supervisor of Transportation.
 - B. Drivers should distance themselves from the weapon as much as possible. If the incident occurs at a bus stop, check on using alternative routing the next day.
 - C. File a report as soon as possible, while facts are still fresh in mind.

3. **Fighting on the Bus:**
 - A. Use verbal intervention to inform those fighting to stop. Try to keep from physical intervention if possible.
 - B. Be observant - names, clothing descriptions, what is happening, witnesses.
 - C. If fighting does not stop with verbal intervention, and physical intervention is required, do so with extreme caution.

4. **Hostage Situation on the Bus:**
 - A. Follow the instructions of the hostage taker.
 - B. Do not try to disarm the hostage taker. Neither you, as the driver, nor any of your students should try to be a hero or a heroine.
 - C. Be Calm! Inform students to remain seated and calm.
 - D. Do not radio for assistance, unless you are instructed to do so by the hostage taker. Quick or erroneous moves on your part could endanger your students.
 - E. Have a "common code word" that is used, if the driver is permitted to relay a message to the Transportation Department. (Code word: Tri-State)
 - F. If the hostage taker allows certain students to get off of the bus, write down their names and where they got off.
 - G. Do not offer yourself as a hostage in exchange for any favors from the hostage taker.
 - H. Do not try to negotiate with the hostage taker. If and when hostage negotiators arrive, trust them and listen to them.

Guidelines for Dealing with Rumors

Establishing reliable communication networks is critical for dealing effectively with a potentially detrimental phenomenon always present in crises: rumors. People are going to talk about an emergency and when accurate information is not available, rumors begin.

The most effective strategy for combating rumors is to provide facts as soon as possible.

1. Identify and notify internal groups including administrators, pastor, teachers, and staff with accurate information. Conduct faculty/staff meeting before staff members go home so that all facts can be clearly communicated.
2. Secretaries should know which information can and cannot be shared. They should be kept informed of inaccurate information which is circulating so they can help correct misinformation.
3. Use of key communicators in the community will also combat rumors.
4. Ask the media to provide frequent updates to the public of accurate information.
5. Immediately after the crisis has passed, hold a public meeting to provide an opportunity for people to ask questions and receive accurate information. A follow-up meeting may also be helpful in restoring the community's confidence in the school's ability to manage crises and provide a safe environment.

Guidelines for Dealing with Threats

1. Have specific, well-articulated procedures for exploring allegations of actual or potential violence. These matters require prompt, discrete, and responsible action on the part of school officials.
2. Evaluate and interview the potential offender
3. Notify and work with parents
4. Interview other students and staff
5. Determine the level of intervention required
6. Bring in additional professionals (e.g., mental health, social service, law enforcement)
7. Provide follow-up observation and services
8. Respond to media should the need arise

Bullying Prevention

1. Statement

St. Augustine School prohibits acts of bullying of a student. The school is to be free of discrimination and inappropriate and unlawful harassment and bullying. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, disability, or religion are inappropriate and will not be tolerated in our Catholic school environment. Verbal or written threats made against the physical or emotional well-being of any individual are taken very seriously. Students making such threats (seriously or in jest or online) face disciplinary action by the principal. Bullying is a conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. A safe and civil environment in school is necessary for students to learn and achieve high academic standards.

2. Definitions

Categories of Bullying:

- Physical
- Verbal
- Social/Relational
- Electronic or Written Communication

"Bullying" (per IC 20-33-8-.2) means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other targeted student and create for the targeted student an objectively hostile school environment that:

- (1) places the targeted student in reasonable fear of harm to the targeted student's person or property;
- (2) has a substantially detrimental effect on the targeted student's physical or mental health;
- (3) has the effect of substantially interfering with the targeted student's academic performance; or
- (4) has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

Bullying fosters a climate of fear and disrespect that can seriously impair the physical and psychological health of its victims and create conditions that negatively affect learning. Bullying includes unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, or popularity to access embarrassing information to control or harm others. Bullying can occur anywhere (in-school or outside of school) and at any time – both during and after school hours. Bullying can include **physical bullying, verbal bullying, social/relational bullying, and electronic/written communication.**

Physical bullying involves hurting a person's body or possessions. It includes hitting/kicking/punching, spitting, tripping or pushing, taking or breaking someone's things, and making mean or rude hand gestures.

Verbal bullying involves saying mean things. It can include teasing, name-calling, inappropriate sexual comments, taunting, or threatening to cause harm.

Social/relational bullying involves hurting someone's reputation or relationships. Social bullying involves telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone, or embarrassing someone in public.

Electronic/written communication involves cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer, cell phones).

Considerations in determining if the behavior meets the definition of bullying:

- The history between the individuals. Have there been past conflicts? Have these individuals had a dating relationship? (This may not be considered bullying)
- Power differential. Is there an imbalance of power? (Power imbalance is not limited to physical strength.)
- Repetition. Has this or a similar incident happened before? Is the individual worried that it may happen again?
- Are any of the individuals involved with a gang? (This may result in interventions different from bullying.)

3. Program

- a. Survey staff, students, parents and community to gather baseline data information to monitor program effectiveness.
- b. Staff Professional Development
- c. Ongoing Student Education
 - 1. group support
 - 2. anti-bullying activities
 - 3. bullying prevention education infused in curriculum
- d. Parent Education
- e. Community Education and Outreach

Procedures for Working with Media During a Crisis Situation

1. Establish a pre-determined communication center for the media (large room or a room near the site).
2. The principal and the pastor will be the designated representative dealing with the media, as well as law enforcement agencies.
3. The media should be updated on a regular basis (try to help them meet their deadlines).
4. The principal and pastor should provide any and all information in written form to the media. The same information will go to all concerned.
5. Establish "Ground Rules" for the media:
 - A. Topics to be discussed
 - B. Length
 - C. When
 - D. Where
 - E. Facts
 - F. Succinct
 - G. Clear language
 - H. Don't be evasive
6. A school hostage situation will attract nation-wide media attention. Police and school personnel must be prepared to respond to the "Media attention."
7. Never say "no comment," and never say anything "off the record."
8. Acknowledge the problem, but do not offer solutions.
9. Don't ever argue or get defensive with the media.
10. Always remember to put the student (and staff) and their safety first.
11. Stick with the facts.
12. Respect the privacy rights of individuals.
13. Do not release student or staff names to the media.
14. Give the impression that a sense of order will prevail.
15. Do not release ANY unfounded information.
16. Avoid sensationalism, distortions, exaggerations, speculations, or hysterics.

Media Considerations

1. Crisis Interview

- A. All information must go through the superintendent and Pastor , if possible.
- B. Always tell the truth.
- C. Don't go "off the record."
- D. Don't speculate.
- E. "No comment" is a "no-no."
- F. Don't volunteer information.
- G. Throw back negatives.
- H. Watch out for the 'set-up!'
- I. Don't offer advice.
- J. Watch out for multi-part questions.
- K. Speak in plain English
- L. Be brief!

3. Media Demands during a crisis

- A. History/background information
- B. Access to records
- C. Updated information/authorities to respond
- D. Who is in charge?
- E. Command post - news conferences

4. Media Questions

- A. What happened?
- B. Where is the "media" center and command center?
- D. Who will be the official source for information?
- E. How many victims, if any and where are they being treated?
- F. Is anyone being evacuated?
- G. What are you doing about the crisis?
- H. What caused the situation to occur?
- I. Who caused the situation to occur?
- J. What are the options that are available to you?
- K. Who is involved in the crisis response? What local agencies are/will be involved?
- L. What are the inherent risks, if any?

5. Television Presentation Tips

- A. Act as if the camera is "always on."
- B. Control "off-guard" comments.
- C. Pay attention to your personal appearance.
- D. Avoid nervous gestures.
- E. Check out the surroundings. Know what is going on.
- F. Be cool, natural, pleasant, and sincere.

Emergency Management Kit

Every building should have an Emergency Management Kit prepared in advance of any crisis or catastrophe. Every employee should know the location of the kit. The principal, secretary, or other designated individual should take this kit and **CELL PHONE** with them if the building is ever evacuated.

****LOCATION** Principals Office, behind door on wall hook

Contents:

1. Paper
2. Pens
3. Magic marker
4. Scotch Tape
6. Local phone book
7. Whistle
8. First Aid Kit
9. Copy of the Crisis Intervention and School Safety Plan
10. Flashlight
11. School directory
12. White peel-off labels