

## Diocese of Covington

Policies & Procedures Manual

Section: Compliance – Insurance & Parish Events

Policy: Security & Emergency Response Policy

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### INTRODUCTION

The single largest tangible asset owned by any parish, school or diocesan institution is undoubtedly the physical property, plant and equipment. It is vitally important that this asset be protected from any impairment, damage or loss.

Due to the large disparity in size, complexity and geographical location of our parishes, it would be very difficult, if not impossible, to create a 'one-size fits all' security and emergency response policy. However, that does not relieve the parishes of their fiduciary responsibility to insure that policies and procedures are in place to protect their largest asset. To that end, each parish, school and diocesan institution shall document in writing a set of policies designed to protect these assets.

The following pages were provided by the Dioceses insurance carrier (Catholic Mutual Group) as a guide to the types of policies and procedures that will secure our facilities for our parishioners, employees, students and the general public.

The first two pages are issues that need to be considered by the parish as they document their policies and procedures. The pages that follow that are documents that are designed to assist the parish, school or institution as they create policies and implement procedures at our various locations.



**SECURITY POLICY  
CONTROLLED ENTRY AND ACCESS TO FACILITIES AND  
EMERGENCY RESPONSE GUIDELINES**

Each institution must be capable of demonstrating that appropriate steps have been taken to secure its facilities for the safety of its students and staff. In fulfilling that requirement and as part of the risk management inspections conducted by Catholic Mutual, the following issues should be considered as they pertain to your particular premises:

**I. SECURITY**

- a. Facility Safety Plan (Is your facility safety plan satisfactory?)
  - i. Visitor Reporting
    - 1. Written visitor reporting procedure reviewed and updated annually by administration and school board
  - ii. Training
    - 1. Annual review of safety plan with staff, parents and students
    - 2. Safety plan booklets and receipt sign off sheets supplied
- b. Facility Monitoring (Is your facility properly monitored?)
  - i. Entrance Monitoring
    - 1. Active monitoring of outside and connecting entrances
      - a. Line of sight by staff
      - b. Video monitoring by staff
      - c. Buzzer/sign in-sign out sheet
      - d. Consider plant modifications as necessary
  - ii. Outside Use of Facilities
    - 1. Staff present during events
    - 2. Accountable sponsor at each event
- c. Facility Access (Is access to your facility properly restricted?)
  - i. Keys/Badges
    - 1. Annual evaluation of key system adequacy
    - 2. Signature control of keys/master keys
    - 3. Appropriate response to loss of keys
    - 4. Install badge system to replace keys
  - ii. Hours of Use
    - 1. Restricted hours of available use posted and enforced
  - iii. Alarm System
    - 1. Install and utilize exterior door/window alarm system
    - 2. Establish procedure to manually check exterior doors and windows
- d. General Measures (Are extra precautions addressed for the exterior of your facility?)
  - i. The following should be assessed for potential security concerns:
    - 1. Doors, windows, skylights, roof access
    - 2. Landscaping
    - 3. Adequate lighting
    - 4. Neighborhood watch



**II. EMERGENCY RESPONSE**

- a. Each institution should be capable of demonstrating that appropriate steps have been taken to ensure emergency procedures are in place.
  - i. The following emergencies should be addressed with a written plan.
    1. Accident, Injury, Illness
    2. Bomb Threat
    3. Fire
    4. Hostage and Civil Disturbance
    5. Student Abduction
    6. Natural Disasters
    7. Exposure to Blood and Bodily Fluids

Attached are various documents that will assist parishes & schools in implementing these policies.



## KEY CONTROL

### ESTABLISHING A KEY CONTROL POLICY WILL ENHANCE SECURITY

Parishes and schools can improve security by establishing a key control policy. The first step toward key control is developing an adequate method to key each building. A building can be keyed in a number of different ways, but not all are effective. Listed below is information on how a physical plant should be keyed.

#### VARIETY OF KEYS

- *Great grand master key* – This key opens executive offices, all building, and all locks. Great grand master keys should be kept by top personnel (for example, the pastor or the principal).
- *Grand master key* – This key opens all buildings and all locks, with the exception of executive offices. Distribute grand master keys to top personnel or highly trusted employees (for example, the pastor, principal, or plant manager).
- *Sub master key* – This key opens all locks in a specific building. Distribute this key to employees who have responsibilities which require a sub-master key for each building.
- *Common keys* – These keys are for individual interior doors like offices, classrooms, or storage rooms. Distribute these keys to employees for their own offices or classrooms.

Stamp all master keys, “Do not duplicate,” to prevent copying. Unfortunately, this stamp is not always effective, as some unethical key duplicators will copy any standard key.

#### RESTRICTED KEYS

One way to prevent your keys from being duplicated is to purchase restricted keys. A worldwide Swedish organization, ASSA, produces keys which cannot be duplicated anywhere other than where the key was purchased and then, only by the original purchaser. By using restricted keys, if all keys are returned when employees terminate employment, one is assured there are not extra keys in the wrong hands. This could save re-keying the entire physical plant. Information about restricted keys should be available from your local locksmith.

#### KEY LOGS

Another positive step is establishing a key log. Each key in the key log can be checked out by authorized personnel when required. The log should include why the key is being used, who is using the key, and when it will be returned. Keep all keys in a locked cabinet and controlled by one person.

#### CARD ACCESS SYSTEMS

An ideal way to increase security for your facility is to install a card access system. With this type of system, you can control access to any part of a building without worrying about extra keys floating around. Each employee/volunteer/student is simply given a card which will limit access to areas on an “as needed” basis which is predetermined by management. You can also control when an individual would have access to the building based on the time of day, day of the week, etc.

Each card has its own specific number which is assigned to an individual. The cards can be programmed on different levels to provide access much like a grand master, sub-master, etc. standard key would

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provide. If a card happened to be lost or stolen, it can quickly be removed from the system once management is notified without having to re-key the facility.

The added benefit of this system is that a detailed printout can be obtained at anytime listing the times, dates, and locations that a card had been used; thus allowing you to better monitor who is entering and what is happening in your facility.

The costs of these systems can vary depending on the type of system installed, the number of doors involved, and the number of users. The initial investment is often well worth the increased security it provides for your facility.

### **OTHER PRECAUTIONS**

Finally, while adequate key control is essential, it is important to ensure that all windows and other entry points are adequately secured. Install proper lighting, locks and alarms. Catholic Mutual's Risk Management Department can assist you with these additional subjects.



### **SECURITY RECOMMENDATIONS**

1. All exterior doors should be secured with a double cylinder or single cylinder dead bolt lock with a minimum 1" bolt throw and a steel cylinder guard.
2. All exterior doors should be of solid construction, a minimum of 1 ¾" thick.
3. All exterior doors with exposed hinge pins should have non-removable or welded pins.
4. All exterior doors with glass panels should use a double cylinder dead bolt lock, same specifications as #1. (When locking from the inside, always have a key readily available if emergency exit is required.)
5. Glass may be replaced with burglar-resistant glazing such as poly-carbonite glazing.
6. All solid exterior doors should be equipped with a wide-angle viewer to allow the occupant of the residence to view any visitor without opening the door.
7. Door frames should be reinforced by adding shims between the door frame and studs where necessary.
8. Reinforced strike plates and strike boxes must be used with any good dead-bolt lock. Use screws of sufficient length to reach into the studding.
9. Sliding glass doors should be equipped with an auxiliary deadlocking device. Doors that slide on the inside track may be secured with a "charlie bar" or broom handle laid in the track. Two large screws placed in the upper track will prevent the door from being lifted out when in the closed position.
10. Double hung windows may be secured by drilling a hole on a downward slant through the upper corners of the inside sash and partway into the outer sash. Nails or metal pins placed in these holes will prevent forcing the window. (If this is done, make sure everyone is aware of how an emergency exit may be achieved.)
11. Sliding windows may be secured much the same as sliding doors. A dowel or broom handle in the track, two large screws in the upper track, and two large screws in the lower track will prevent lifting the window out when in the closed position. Auxiliary locking devices may also be used.
12. Garage doors may be secured by placing a case-hardened padlock on the roller tracks to prevent the garage door from being opened from the outside. Doors with panels less than ½" thick should be replaced or reinforced.
13. Basement windows could be secured with strong ornamental grills or screens. (These should not be used if the area is used as a bedroom or if there is only one exit from the basement).
14. Lighting: Care should be given to provide adequate lighting for the exterior of the residence, particularly in areas offering concealment. The address should be illuminated during hours of darkness making it viewable from the street.
15. All personal property should be engraved with an identifiable marking or your name and address. All serial numbers of this property should be recorded. Warning labels should also be posted in conspicuous places stating that you participate in "Operation Identification".

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16. Landscaping: Avoid the placement of any shrubbery, foliage, or decorative items that may offer concealment to a potential burglar. All existing plants and shrubbery should be trimmed to expose doors and windows.
17. Keys should not be left under a doormat, in the mailbox, hanging from a nail outside, or anywhere else a burglar could easily find it. Don't give your house keys to a parking attendant, a casual acquaintance, or leave them in your coat pocket if you check your coat.
18. Don't leave ladders or tools outside the house where a thief can get to them and use them for break-in purposes.
19. Don't let your home look unoccupied or advertise your absence.
20. Be wary of strange phone calls aimed at finding out when you will or will not be home.
21. Don't let a stranger inside your home unless he can show proper identification indicating he has a legitimate reason to be there.
22. Before employing household help, check the person's references to make sure they are not sizing up your house and your schedule for a potential break-in.
23. Know how to deal with a burglar if you meet him face-to-face.
24. If you become a burglary victim, get help from the nearest law enforcement agency immediately and then contact your insurance company.



## **SCHOOL VIOLENCE PREVENTION AND PREPAREDNESS**

### **A PLANNING GUIDE FOR SCHOOLS**

Historically, the violence occurring at schools was limited to shouting matches and occasional fistfights. School was considered a safe haven for children where they could learn in a structured environment and socially interact with their peers.

Unfortunately, violence with fatal results has increased in schools in the last several years. This is evidenced by the numerous school shootings in places such as Westside Middle School in Jonesboro, Arkansas; Columbine High School in Littleton, Colorado; and Buell Elementary School in Mt. Morris Township, Michigan. Given the vast attention paid to these tragedies, every night on television, every day in the paper, every day in the conversations of parents and school staff, the very essence of what it means to a child to “go to school” is shaken. These tragedies can occur anywhere. No school is immune to the potential impact of violence.

All Schools should develop a Violence Prevention and Preparedness Plan. This plan should be designed to suit the school and community’s specific needs. The plan should be an ongoing, systematic, and comprehensive process that addresses both short and long-term safety measures to eliminate violent attitudes and behaviors in the school. The following guidelines are provided for your school to use in developing a School Violence Prevention and Preparedness Plan. This information can be used as a model for constructing a plan that meets the needs of each individual facility and your community.

### **ROLE OF THE ADMINISTRATORS**

In conjunction with assisting in the development, implementation and continued management of the plan, the role of Administrators is to provide leadership and direction to the school community. Failure of school authorities to implement a school safety plan could lead to legal liability for harm that comes to their students. In some cases, liability may extend to students who are off-campus or who are participating in school-sponsored after school activities.

### **ESTABLISHING CRISIS/THREAT MANAGEMENT TEAMS**

Before developing the plan, Crisis/Threat Management Teams should be established. These teams should consist of teams of individuals with specific duties utilizing their skills to prepare for, perform and respond to any given violent situation. Administration may appoint a team responsible for development of procedures and protocols as a framework for action and a foundation on which to build an effective plan.





## **PREVENTION**

### **LIGHTING**

Care should be given to provide adequate lighting throughout the facility and grounds. Well-lighted facilities deter suspicious activities for fear of being seen. Remember to take into account the effects of glare, shadows, and blind spots. “Pedestrian friendly” lighting will allow faces of individuals to be seen within 25 yards. Consideration should be given to the line of vision between the location of fixtures and objects that cast a shadow. All exterior doorways and windows should be well lit in the evening hours to prevent easy access into the building by unwanted individuals.

### **PHYSICAL SECURITY**

Care should be taken to ensure that trees or bushes do not block sight of the school. Bushes near the building should be such as to not provide a hiding place or unseen access through the windows.

Any objects that could damage the school such as large rocks, bricks, etc. should be removed from the property. Also, care should be taken to ensure that access into the building cannot be gained through skylights or roof access ladders.

### **MONITORED ENTRANCES INTO THE BUILDING**

All secondary entrance doors into the building should be kept locked during school hours. One door should be designated as the main entrance for all students and visitors. An individual who can keep track of anyone entering the building should monitor this door. Due to the layout of certain school buildings, additional entrance doors may be needed. If this is the case at your school, these doors need to be continuously monitored by a responsible individual such as a teacher or security guard. Signs should be installed on all doors indicating that visitors should check in with the office.

It is not recommended to allow secondary exit doors to be propped open for ventilation purposes or to allow entry unless the doors are properly monitored. Be aware of any rugs, chairs, or other movable objects located near the exit doors that could be used to prop them open and allow access into the building.

Some schools have gone to the extreme of installing metal detectors at the entrance to their buildings. This is a good security measure for those schools in high crime areas.

Visitors should be required to sign-in at the office and be given an identification tag prior to being allowed to walk through the building. This identification tag will allow all personnel to recognize any unwanted individuals that have “slipped through” the monitoring process. Visitors should also be required to sign-out when leaving the building.

Depending on your particular facility, the installation of surveillance cameras is a good safeguard to ensure the safety of your school. These cameras should be monitored from a remote location to watch for any conduct that is considered improper.

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Schools should implement a “closed campus” policy, which would not allow students to leave the school for lunch or during open periods. If “open campus” is practiced at your school, all students should be required to enter/exit through the main doors or a monitored secondary door.

The school should have a “key” policy ensuring that all keys to the building are accounted for and documented.

#### **CLASSROOMS**

Classroom doors should be equipped with locks that automatically lock from the outside of the room, but can be immediately opened from inside the classroom for immediate egress. This would prevent an unwanted individual from randomly entering a classroom.

All classrooms should also have at least one window to allow a secondary emergency exit if needed.

Classrooms should also be equipped with some type of communication service, such as a cellular telephone, intercom or 2-way radio. Emergency numbers should be posted in an area where it would be immediately accessible in case of an emergency. A PA system should be installed throughout the school so that the office could efficiently warn all personnel if a problem was occurring within the school and relay what action should be taken.

#### **RESTROOMS/LOCKER ROOMS**

Student restrooms and locker rooms present opportunities for victimization and other conduct violations. They also allow a place for intruders to conceal themselves.

All restrooms and locker rooms should have a well-lighted entry that allows quick ingress and egress for students and good supervision by staff. Toilet stalls should allow staff to see below and above the partitions. We recommend avoiding the use of acoustical tiles in the ceilings of these areas.

In locker rooms, the gym instructor’s office should be located near the main entrance/exit with windows to monitor the locker area.

#### **ADDITIONAL SECURITY FEATURES**

Some administrators feel additional security is needed for their schools. Hiring security guards can provide additional security for the building. These guards should be trained in how to deal with potential problems and situations. They also can provide a sense of security for the students in the school.

The most common school security measure used to prevent violence or other disruptive acts requires school staff, in particular teachers and security staff, to monitor students’ movements in and around the school. Thus, staff should be required to monitor hallways, doorways, restrooms, cafeteria or lunchrooms, and the areas of the school where students tend to congregate.

Schools should consider conducting periodic locker searches to ensure that weapons or drugs are not brought onto school property. Parents and teachers should be informed prior to the start of the school year that these searches will be conducted to ensure the safety of the students in their school.

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Many schools have started a confidential “hot-line” for the reporting of any suspicious activities or problems within the school. These tips have led to the confiscation of weapons brought onto school property as well as the intervention of potential violent and criminal activities.

#### STAFF AWARENESS

While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, staff should be made aware of the early warning signs. These signs include:

- Social withdrawal
- Excessive feelings of rejection
- Feeling bullied or persecuted
- Lack of interest/low performance
- Uncontrolled anger
- Intolerance or prejudice
- Gang affiliation
- Threats of violence
- Pattern of impulsive or aggressive behaviors
- Excessive feelings of isolation
- Being a victim of violence
- Low self-esteem
- Violent writings or drawings
- History of discipline problems
- Substance use
- Access to firearms
- History of violent behavior



## **SCHOOL SAFETY PLANNING SURVEY**

Attached is a School Safety Planning Survey. This survey can be used as a guide to assist you in assessing the potential of violence at your school.

### **POST-VENTION**

If, and when an incident has occurred and the safety of the school has been restored, follow-up measures to effectively measure the aftermath of a violent situation and its impact on future operations of the school should be implemented.

### **THE DAY AFTER**

Administrators should meet with the Crisis/Threat Management Teams and Faculty/Staff members to update them with any additional information and procedures:

- Discuss successes and problems;
- Discuss things to do differently next time;
- Allow staff the opportunity to discuss feelings and reactions.

In case of death, provide funeral information. Often people will want to find ways to memorialize the student or staff member. Carefully think through the kind of tribute paid to a person who has died. Parents and loved ones especially want to know people miss the person, that there was great sadness at the loss, and that assistance was given to the grieving friends.

Identify vulnerable students/families in need of follow-up support and assign staff members to monitor and assist them:

- Coordinate counseling opportunities;
- Call Student Assembly to announce support and offer post-trauma counseling for those in need;
- Provide parents/families with a list of community resources available to them.

### **LONG-TERM FOLLOW UP AND EVALUATION**

- Provide a list of suggested readings to teachers, parents and students;
- Review your preventive and preparedness policies with the Crisis/Threat Teams for improvement amending management protocols, if needed;
- 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;
- Be aware of common reactions, which may be displayed following a traumatic event. Teachers can assist students by:
  - Coping with their own feelings of helplessness, fear, and anger in order to effectively help the students;
  - Learn to recognize the signs and symptoms of distress and post traumatic stress reactions;
  - Put the situation in context providing a perspective. Communicate a positive attitude;

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- Start the healing process by helping students feel relieved and soothed. Help them “talk it out”.

Continued violence prevention in the schools will depend upon the involvement of administration in:

- Developing a school discipline code of student behavior and conduct;
- Developing extended day programs, extracurricular activities and recreation plans that provide positive alternatives to juvenile crime and violence;
- Developing a referral system for the abused;
- Developing specific plans directed at eliminating gang influence in schools;
- Preventing school drug trafficking;
- Communicating to the community a clear directive of zero-tolerance for school violence;
- Continued inspection and maintenance of security and preventative measures including the physical plant.

The faculty and staff must continue (on a daily basis) to:

- Focus on academic achievement;
- Continue to involve families in meaningful ways;
- Develop links to the community;
- Support student/staff relationships treating students with equal respect;
- Discuss safety issues openly with their peers and students;
- Emphasize safe expression of student feelings;
- Promote stewardship, citizenship and character;
- Be aware of imminent warning signs for violent situations;
- See problems and assess progress in reducing the potential for violent behavior;
- Keep open lines of communication among the school and local community.

The goal is to maintain a positive, safe and welcoming environment, which promotes well-being and growth of all students, and in which all members take pride (free of drugs, gangs, violence, intimidation, fear, and shaming). At the same time, the school should continue to provide firm, consistent rules and guidelines for appropriate behavior.

Before finalizing your plan, Catholic Mutual recommends consulting with the Catholic Center, local law enforcement, firefighting, civil defense and mental health authorities to assure the plan is individualized to fit your school and community’s needs.

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### **An effective School Violence Prevention and Preparedness Plan should include the following:**

1. A clear definition of school violence
2. A clear directive of zero-tolerance for school violence
3. Lines of authority and responsibility involving participation from:
  - a. Crisis Management
  - b. Threat Assessment Team
4. Disciplinary strategies for teachers
5. Communication strategies including:
  - a. equipment
  - b. speaking to the Media
  - c. dealing with rumors
  - d. school communication
  - e. students
  - f. faculty
  - g. faculty meetings post-incident
  - h. parents
  - i. community
  - j. Board of Education
  - k. Police department
  - l. Other outside agencies (i.e., mental health)
6. A school discipline code:
  - a. a means to implement
  - b. evaluate
  - c. supervise the code
7. Enhancements to safety and security:
  - a. exterior and interior hallway cameras
  - b. cameras on school buses
  - c. visitor passes and badges
  - d. metal detectors
  - e. security personnel
  - f. maps/site plans of all buildings
  - g. emergency exits
  - h. fire lanes
  - i. PA equipment & radios
  - j. emergency lighting
  - k. first-aid equipment
  - l. fire extinguisher locations
  - m. utility shut-off
  - n. supply locations
  - o. designated disaster area
8. Protocols for:
  - a. Angry Parent/Employee/Patron
  - b. Assault
  - c. Bomb Threat (should include what to do if a bomb or suspicious package is found)

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- d. Child Abduction
  - e. Drugs
  - f. Fighting
  - g. Hostage
  - h. Rape/Sexual Abuse
  - i. Riot
  - j. Trespasser/Intruder
  - k. Violent Behavior
  - l. Weapons
  - m. symptoms common to each
  - n. first actions to take
  - o. procedures
  - p. preventive/supportive actions
  - q. reporting of violent incidents and threats
  - r. post incident response
  - s. traumatic-stress disorder counseling
9. Staff in-service training:
- a. for cultural and ethnic sensitivity
  - b. conflict resolution
    - i. preventive
    - ii. post-incident
    - iii. for students needing special assistance (i.e., serious warning signs for violent behavior are noticeable)
10. Operational procedures for extremely violent incidents:
- a. 1<sup>st</sup> hour priorities
  - b. 1<sup>st</sup> 12-hour priority
  - c. 2<sup>nd</sup> 12-hour priority
  - d. additional 12 hour periods
  - e. emergency supplies and food for long-term violent situations such as terrorism or a hostage situation
11. Establishing code/distress signals
12. Comprehensive violence prevention and preparedness approaches
13. Comprehensive postvention procedures
14. Procedures for interagency partnerships
15. Backup location in case an evacuation is necessary
16. Lock out and physical plant shutdown procedures



**ESSENTIAL QUESTIONS FOR SCHOOL SAFETY PLANNING**

<b>Section One: Assessment of Risk Factors for School Safety and Violence</b>	<b>Rating</b>				
<i>Indicate the extent to which these factors exist in your school and neighborhood:</i>	<i>Not At All</i>	<i>Minimally</i>	<i>Moderately</i>	<i>Extensively</i>	<i>Don't Know</i>
1. Illegal weapons					
2. Vandalism					
3. Student transiency (i.e., changes in school enrollment)					
4. Graffiti					
5. Gang activity					
6. Truancy					
7. Student suspensions and expulsions					
8. Students on adjudicated by the court					
9. Parents withdrawing students from school because of safety concerns					
10. Child abuse in the home					
11. Trespassing on school grounds					
12. Acceptance of diversity					
13. Poverty					
14. Crimes (e.g., theft, extortion, hazing)					
15. Illegal drug and alcohol use					
16. Fights, conflict and assault					
17. Incidence of bullying, intimidation, and harassment					
<b>Section Two: Assessment of Response Plans for School Safety and Violence</b>	<b>Rating</b>				
<i>Indicate the extent to which these factors exist in your school and neighborhood:</i>	<i>Not At All</i>	<i>Minimally</i>	<i>Moderately</i>	<i>Extensively</i>	<i>Don't Know</i>
1. Opportunity for extracurricular programs and sports activities					
2. Professional development and staff training					
3. Crisis and emergency response plans					
4. Consistently implemented school-wide discipline plans					
5. Student support services in school (e.g., counseling, monitoring, support team systems)					
6. Parent involvement in the school (e.g., efforts to enhance school safety, student support)					
7. Student preparation for crises and emergencies					
8. Supervision of students across all settings					
9. Suicide prevention/response plans					
10. Student participation and involvement in academic activities					



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11. Positive school climate for learning					
12. Response to conflict and problem solving					
13. Collaboration with community resources					
14. High expectations for student learning and productivity					
15. Effective student-teacher relationships					



## **BLOOD BORNE PATHOGENS EXPOSURE CONTROL PLAN**

In order to protect our employees as much as possible from the dangers of Hepatitis B, each school should make the Hepatitis B vaccinations available to:

- at least one person in the school office
- the coach of each athletic team
- at least one member of the maintenance or custodial staff

If the employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school will make the vaccination available at that time. The cost of the vaccination shall be borne by the school.

The individuals who have had the vaccinations will be responsible for responding when there is an incident involving spurting blood or large quantities of blood.

Do not allow any student to assist in the first aid or transportation of the injured person unless the situation is desperate. If students must assist, make sure they have gloves on. If no gloves are available, make sure students have no breaks in the skin of their hands.

All employees who have taken the Hepatitis B vaccinations or who perform first aid functions on a regular basis but have declined the vaccination will go through an annual retraining program which will be conducted by a trained professional and will include the following:

- the blood borne Pathogens Standard itself;
- the epidemiology and symptoms of blood borne diseases; transmission of blood borne diseases;
- the facility's Exposure Control Plan;
- an explanation of how to recognize tasks that may involve exposure;
- a review of methods that will prevent or reduce exposure (such as engineering controls, work practices, personal protective equipment, etc.);
- how to select and use personal protective equipment; the use of biohazard labels, signs and container "color-coding";
- information on the Hepatitis B vaccine, including efficacy, safety and benefits; also information on the facility's free vaccination program;
- actions to take in case of emergencies involving bloodborne pathogens;
- an explanation of the procedures to follow if an exposure incident occurs, including reporting and medical follow up information on the post-exposure evaluation and follow-up that is provided to employees in case of an exposure incident.

All employees shall have a training session annually in which this exposure control plan is reviewed in its entirety.



## **PROCEDURES**

The following procedures will be followed for any incident which includes an employee of the school coming into contact with blood or other bodily fluids:

1. Consider all human blood and other bodily fluids to be infectious.
2. Emergency first aid kits should be maintained in each classroom. The kit should be inside a plastic bag and should contain:
  - one or more pair of rubber gloves;
  - one or more compression bandages;
  - a plastic bag to put the gloves and bandages in after they are used;
  - a plastic bottle with a germ-killing solution;
  - paper towels.

In addition to the classroom first aid kits, larger kits will also be maintained:

- in the school office;
- with a teacher or coach on the playground during the school day when children are on the playground;
- in the gym during PE classes;
- with all athletic teams when participating in events or practices where the coaches are employees of the school;
- with all groups who go on the field trips if an employee of the school is present. (It is recommended that the kits are kept with all athletic teams and all field trip groups but it is only required if an employee of the school is involved.)

The larger kit will include:

- one or more pair of rubber gloves;
  - one or more compression bandages;
  - a plastic bag to hold any used materials that will be thrown away;
  - a plastic bottle with germ killing solution;
  - paper towels;
  - protective eyewear with sideshields;
  - a mask to cover the nose and mouth;
  - CPR micro shield.
3. The school shall maintain a supply of red plastic bags which are imprinted with the biohazard label, rubber gloves to replace those that are used, and extra supplies of all the items in the kit so they can replenish the supplies used.
  4. Wear gloves whenever administering first aid, particularly if it is likely that there will be contact with any patient's body fluids, mucous membranes, or non-intact skin, or any item or surface contaminated with body fluids.
  5. Wear a mask and protective eyewear when it is likely that there will be contact with droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose and eyes. If one of the students were to cut an artery, for example, blood might splatter and get into someone's eyes or mouth.
  6. In any cases when people have to deal with body fluids, they should immediately wash their hands and other skin surfaces with a 10 percent bleach solution or other antiseptic soap.

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7. Any employee who has cuts, sores, or any other breaks in the skin of their hands and arms should not contact blood or other bodily fluids unless it is an emergency and there is no one else available to help. Even if you are wearing gloves, it is far better to allow someone who does not have any breaks in their skin to handle the situation.
8. Pregnant health care workers are not known to be at increased risk for acquiring blood and body fluid borne disease. However, the unborn baby cannot protect himself or herself, and depends upon the practices of his or her mother to decrease as much as possible the risk of disease transmission. Pregnant employees should be especially familiar with and strictly adhere to universal precautions.
9. Minimize the need for mouth to mouth resuscitation by keeping mouth-pieces and resuscitation bags in a readily accessible location.
10. Clean blood and body fluid spills promptly with a solution of bleach and water or an approved hospital disinfectant.
11. Place patient linen or towels that are wet with blood and body fluids in a clean water soluble bag. Wet in this case means that if you wring the towel or linen, blood or bodily fluids would come out.
12. The clean bag should be placed inside the red plastic bag and then they should be put in a container with a lid. This container will then be kept in a limited access area. Arrangements for disposal of the waste must be made with a contractor approved to dispose of hazardous waste.
13. In the event that any employee is exposed to blood or bodily fluids that come into contact with any breaks in their skin or gets into their mouth, eyes or nose, he or she should immediately notify the principal of the school.

The individual who has been exposed should have their blood tested for HBV and HIV. They can see their own doctor or the facility will arrange for a doctor to examine them. In either case, any expenses will be born by the facility.

If the individual who was the source of the bodily fluids or blood will agree, his or her blood should be tested. The results of the source individual's testing shall be made available to the exposed employee and the employee shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.

The employer shall obtain and provide the employee with a copy of the evaluating doctor's written opinion within fifteen days of the completion of the evaluation.

If the doctor recommends vaccination for Hepatitis B, the employee shall be given the opportunity to obtain the vaccination at no expense to them. If the employee declines to accept the vaccination, he or she must sign a statement that it was offered but he or she declined.

If the exposed employee initially declines the Hepatitis B vaccination but at a later date while still performing the same duties decides to accept the vaccination, the school shall make the vaccination available at that time. The school will provide the Catholic Center a written report on the incident and a copy of all correspondence and reports involved in the incident. The Catholic Center must keep all of these medical records for the duration of the person's employment plus thirty years.



14. In order to reduce the chance of exposure, the following procedures will be followed.
  - Broken glass which has any chance of being contaminated will be cleaned up with a dust pan and broom or tongs. It will not be picked up by hand. The glass will then be disposed of in a container that is puncture proof.
  - Disposable gloves will never be reused. They are to be disposed of immediately after use.
  - Any blood or other bodily fluids on the floor or on any of the fixtures or equipment will be cleaned with a 10 percent bleach solution or other approved germ killing agent.
  - Maintenance and custodial personnel shall wear gloves whenever there is a chance of coming into contact with blood and bodily fluids. This would specifically include any time they are working in restrooms.
  - All restrooms, toilets, urinals etc. will be cleaned with a 10 percent bleach solution or disinfectant daily.
  - Maintenance personnel who are going to make repairs to a bathroom fixture will wear gloves and wash the fixture with a 10 percent bleach solution before beginning work.
15. Whenever a new employee is hired, this policy should be reviewed as part of his/her initial training, and there must be a retraining session conducted once per year.
16. If after having the policy and dangers of exposures explained to them, an employee feels that he/she does have occupational exposure, he/she should contact the principal for a review of his/her duties and a determination if he/she should be vaccinated. Any vaccinations will be provided at no expense to the employee.
17. All incidents that involve blood or other bodily fluids must be handled in accordance with this policy. If we follow these procedures, we can greatly reduce the risk of infection.



**DECLINING OF HEPATITIS B VACCINE  
(Mandatory; if declining)**

I understand that due to my occupational exposure to blood and other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine at no charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood and other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Employee Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Printed Name

\_\_\_\_\_  
Witness Title



# ***EMERGENCY PROCEDURES***

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**EMERGENCY PHONE NUMBERS**

In the event of an emergency, call the appropriate emergency numbers.

Local Police: \_\_\_\_\_

Kentucky State Police: \_\_\_\_\_

Fire: \_\_\_\_\_

Paramedics: \_\_\_\_\_

Poison Control Center: \_\_\_\_\_

Water Company: \_\_\_\_\_

Gas Company: \_\_\_\_\_

Electric Company: \_\_\_\_\_





## EMERGENCY PLAN

1. **CALL 911**

The call to 911 should be prompted by a signal, verbal or nonverbal, prechosen by Administration. A designated person should make the call (away from the building, if necessary).
2. **ALERT STAFF**

Interior crisis - with intercom available  
Sound a signal designated by Administration. An effective signal is two blasts of the bell, repeated three times. The signal means crisis; stay in your classroom.

Interior Crisis - without intercom available  
A staff member walks from room to room with either a green or a red folder with a large black star covering the folder.

  - The green folder with a star means a crisis exists; exit the building.
  - The red folder with a star means a crisis exists; stay in the classroom. Do not go into the hallway.

Specific emergencies  
A fire alarm means evacuate the building.  
A tornado warning alarm means go to a designated, protected area.

External crisis  
Teachers on outside duty should carry whistles. An external crisis could be signified by two blasts of a whistle, repeated three times. Remember that an external crisis involving disruptive students can become an internal crisis if the students enter the building.
3. **CONTACT DIOCESAN SUPERINTENDENT OF SCHOOLS; DIOCESAN DIRECTOR OF BUILDING & PROPERTY; AND DIOCESAN CHIEF FINANCIAL OFFICER**
4. **HAVE A PRIOR ARRANGEMENT WITH FACILITIES WHICH COULD ACCOMMODATE STUDENTS IN THE EVENT THAT EVACUATION OF THE SCHOOL IS NECESSARY.**
5. **DESIGNATE STAFF MEMBERS TO FILL THE FOLLOWING ROLES:**
  - a. Teacher Coordinator – Notifies and updates staff on the status of the emergency.
  - b. Parent Coordinator – Handles phone calls from parents.
  - c. Media Coordinator – Contacts Diocesan Communications office for assistance in responding to phone calls and inquiries from news media.
6. **WHEN THE CRISIS IS RESOLVED, SOUND A DESIGNATED “ALL CLEAR” SIGNAL.**



### **FIRST AID PRIORITIES**

- Call 911. *In a serious emergency in which medical care is needed at once, call the rescue squad immediately.*
  - Survey the scene to make sure it's safe. You can't help if you become a victim yourself.
  - Don't move a victim if you suspect a neck or back injury.
  - Ensure the person is breathing.
  - Ensure the person's heart is beating.
  - Control severe bleeding.
  - Do CPR as necessary.
  - Treat all body fluids as potentially infectious.
  - List staff members trained in First Aid/CPR.
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### **HEALTH PRECAUTIONS**

- Assume that all body fluids of all persons could be contaminated with infectious agents. If possible, avoid direct contact with body fluids. Disposable gloves are required in a First Aid kit. Consider keeping gloves with you while supervising children.
- If no gloves are available, wash hands vigorously if you come into contact with body fluids.
- Use disposable gloves, plastic bags, and disinfectant to clean up emergency sites.
- If used materials (such as bandages or disposable diapers) contain body fluids, dispose of them in a securely tied plastic bag.



## HEALTH AND SAFETY

### Procedure in Case of Illness or Injury:

1. Administer first aid in accordance with stated practices. Make the student as comfortable as possible.
2. Promptly notify parents or guardian. Wait for instructions from the parents before proceeding further. The responsibility for arranging for or providing medical care rests with the parents. However, in a serious emergency in which urgent medical care is needed, call 911 at once. (Promptly notify the person designated by the parents in the student's file if attempts to reach the parents are unsuccessful.)
3. If instructed to do so by the parents or guardian, have an adult designated by the parents safely transport the student home or to a physician as promptly as possible.
4. Do not dismiss a student from school until a parent or an adult designated by the parents has been contacted. No ill or injured child should be sent home alone.
5. If a serious emergency exists and 911 is called:
  - a. Notify parents of the emergency as soon as possible. Inform them that the rescue squad was called and the hospital to which the student was taken. The rescue squad will transport the student to the closest hospital. (For minor emergencies, students may be transported by designated staff.)
  - b. If the rescue squad determines the situation does not warrant use of their service, notify the parents or the physician designated by the parents. If you are unable to reach the student's physician, seek advice from the closest emergency room.
  - c. If the parents wish to use a private ambulance, advise them that they will bear the cost.



## **BOMB THREATS**

Employees receiving or discovering a bomb threat or similar emergency should immediately notify the police at 911, the Principal, and the Diocesan Superintendent of Schools.

*NOTE: Do not use radios. Radio transmission may set off a bomb.*

Procedure:

1. The Principal will notify personnel and staff.
2. After notifying the police, evacuate the building if directed to do so by the police.
3. If the bomb threat is received by telephone, alert other key personnel that a threat is being received through a prearranged signal. Use the building's silent emergency plan.

If the bomb threat is received by telephone, ask the caller these questions:

- When will the bomb explode?
- Where has the bomb been placed?
- What does the bomb look like?
- What kind of bomb is it?
- Why was it placed in this building?
- Who put it here?
- Who are you?

Keep the caller on the phone as long as possible. Record the following information for police and school administration:

- the time of the call.
  - the date of the call.
  - the exact words of the caller.
  - the sex and age of the caller.
  - the caller's speech pattern or accent.
  - any background noises.
4. If a suspected bomb is received by mail or if a suspicious object is discovered, follow these guidelines:
    - If the object is received by mail, do not handle the package unnecessarily. If a suspicious object is discovered, do not attempt to touch or move the object.
    - Evacuate the building immediately.
    - Call 911 and the Diocesan Superintendents of Schools from a phone outside the building.
    - Secure the area to prevent re-entry.
    - Follow the building's emergency plan as you wait for police to arrive.
    - Notify required school authorities.



## **FIRE**

1. Activate the school fire alarm system and evacuate the buildings.
2. Call the fire department at 911.
3. If the telephone is out of service, use an emergency phone to report the fire.
4. Follow Fire Emergency Procedures.
5. Immediately after implementing Fire Emergency Procedures, notify the Diocesan Superintendent of Schools.
6. *Do not* re-enter the building unless instructed to do so by authorized personnel. (If the building is not able to be re-entered, activate your plan to move students to another site.)

### Fire Emergency Procedures

Every classroom must have an evacuation plan and a backup evacuation plan and practice both.

1. Sound the fire alarm.
2. Evacuate immediately. Do not use elevators.
  - Do not wait for fire patrol members to lead lines or open doors.
  - Do not stop to retrieve personal items.
3. Have teachers ensure that no one is left behind. Shut classroom doors but not windows.
4. Have classes line up at an assigned area a safe distance from the building. Keep students away from fire equipment and hydrants.
5. Have teachers check to see if all are present. If a student is found missing, the teacher should immediately report the missing student to the Principal and a fire fighter. Use assigned patrol inspectors to carry messages between teachers and the Principal.
6. If the Principal determines the emergency will be of a considerable duration or if remaining at the school site presents a hazard, he or she will give directions to follow the alternate site plan.

*No one should re-enter the building until the “all clear” signal has sounded.*

To be effective, fire drills must be unannounced and unexpected. Each drill should be planned for a different period.



## **TORNADOES AND EARTHQUAKES**

### **TORNADOS**

A tornado watch means weather conditions may cause a tornado to develop. Continue normal operations.

A tornado warning means a tornado has been detected. Take cover and put your safety plan into operation. Tornado warnings will be issued by the National Weather Service and sounded by Civil Defense. The warnings will be relayed to school over the Emergency Radio System or by emergency sirens. (Emergency sirens are tested on the first Saturday of each month.)

Tornado warning procedures:

- During the school day
  - Take students to the point of greatest safety according to the safety plan.
- Near the end of the school day
  - Unless there's sufficient time for students to reach home, buses and cars should be delayed and students should remain inside the school for the duration of the warning. *Do not allow students to board vehicles once a Tornado Warning has been issued.*
- Outside students
  - If students are outside, a designated person will blow a whistle two blasts three times then repeat to alert students and staff to seek emergency shelter.
- If buses are en route to or from school when the warning is issued, drivers should proceed as follows:
  - Return or continue to the event if not more than five minutes away, unless there is immediate danger.
  - Go to the nearest school, if not more than five minutes away. Make certain all students go inside the building.
  - If the nearest school is more than five minutes away, file the students off the bus and into the nearest basement or underground shelter.
  - If there is immediate danger and no shelter available, file the students off the bus and into the nearest ditch or culvert at least 100 feet away from the bus.

"All clear" signals will be relayed to schools over the Emergency Radio System. Dismissal may be delayed at the discretion of the Principal who will determine when it's safe to dismiss students.

### **EARTHQUAKE**

Earthquake Procedures:

- Stay in the building.
- Issue DROP instructions. Assume Civil Defense position.
- If possible, take shelter under desks, tables, or furniture. Hold onto a leg of furniture.
- Stay away from windows, electrical equipment, and cabinets.
- If outdoors, stay clear of buildings, trees, and power lines. Stay outside.



## **TRAFFIC SAFETY**

If a traffic emergency occurs:

- Call 911.
- Keep students away from the emergency. Assign any available personnel to isolate the emergency.
- Delay dismissal if necessary.

There are various traffic safety issues to consider as you and your police liaison officer evaluate your school:

- Are school/pedestrian signs posted at designated crossings and at appropriate intervals?
- Are speed limit signs posted?
- Determine the name and phone number of the department which will help with the following issues:
  - installing parking and speed limit signs
  - traffic flow problems
  - parking lot traffic flow
- Consider providing an adult crossing guard if one is not available through the local public jurisdiction.

Contact the local police department for information on guidelines and training of adult crossing guards and student safety patrols.

Designate an adult coordinator to review guidelines with student safety patrols.



## **BUS SAFETY**

### **If a bus accident occurs near school grounds —**

A teacher or adult supervisor should:

- evacuate the bus if necessary for the safety of the passengers.
- provide emergency first aid or treatment of passengers. Do not move victims unless absolutely necessary.
- call 911 by radio or telephone. Identify yourself, the type of accident, and the exact location of the accident, if possible. If the exact location is not known, identify the nearest intersection, street, road, or city. Report the extent of injuries and request medical assistance.
- notify the Principal and report all above information. The Principal should notify all personnel who need to be aware of the accident.

### **If a bus accident occurs while transporting students after hours —**

The driver should first check to see if anyone is injured. The driver should then call the school and report the location of the accident. If anyone is injured, the driver should request a rescue squad. The Principal or designated person from the school will immediately make the following calls:

- to a rescue squad if requested by the driver.
- for a police/sheriff county patrol car.
- to dispatch a bus to replace the one involved in the accident.
- to designated personnel who should know of the accident.

The driver should keep all students on the bus, unless there is reason to evacuate the bus. The driver should check the student roll to obtain an accurate list of students on the bus. Injured students should be taken to the nearest hospital by the rescue squad. Parents of injured students should be called immediately. Other students should be transported back to school.

Depending on the seriousness of the accident, the Principal will inform the Parent Coordinator if the phone tree should be used.





## **SUICIDE AND DEATH**

### **Threat of suicide in the school**

Any note or threat of suicide should be taken seriously. Contact the Principal and Guidance Counselor immediately.

- If a Guidance Counselor is available, he or she should evaluate the situation and request services as needed.
- If a Guidance Counselor is not available, contact the Principal or parent to determine if evaluation or medical assistance is needed immediately.
- Contact the local suicide crisis line. Phone number: \_\_\_\_\_

### **Suicide or death outside of school**

- Contact the Principal and the Diocesan Superintendent of Schools.
- The Principal will implement the Crisis Assistance Team (if one exists).

### **Suicide or death in the school**

- The Principal is to call 911.
- The Principal is to contact the Diocesan Superintendent of Schools and the School Guidance Counselor.
- Implement the Crisis Assistance Team (if one exists).



### **SCHOOL PROCEDURE AFTER A DEATH OCCURS:**

#### First day

- Begin and end the day with a faculty meeting.
- Assign roles.
- Set up the faculty work room as a crisis center.
- Have the Student Coordinator and designees explain facts to students.
- Have the Guidance Counselor visit each of the decedent's classes.
- Gather the decedent's personal property to be returned later.
- Provide individual interventions.
- Notify community support agencies if needed.

#### Second day

- Begin with a faculty meeting to review the situation, including feelings of students and staff. Stress normalizing the routine as much as possible. Review procedures for excused absences and discuss questions regarding a memorial service and the funeral.
- Continue faculty work room crisis center support.
- If possible, schedule an in-service meeting for the staff to review skills for working through grief and, if the death was a suicide, review risk factors, how to diffuse and alleviate guilt, and how to respond to questions and feelings about suicide.
- Review or provide a list of crisis services and phone numbers for referral to parents or students.

#### Third day

- Have the Principal and Crisis Team meet.
- Provide a written announcement to be read by staff concerning funeral arrangements. Make faculty aware of the details so they can answer student questions that may arise.
- Ask that the Principal or a chosen staff member visit or communicate expressions of sympathy to the family.
- Monitor "at risk" students and, if appropriate, begin referrals for continued support.
- If the death resulted in a high level of community awareness or media coverage, schedule an evening meeting to answer questions.

#### Follow-up

- Arrange for the return of the decedent's personal property to the family.
- Remind faculty to be aware that students may question the spiritual aspects of death.
- Provide a list of emergency agencies and phone numbers to the parents of the student body.
- Schedule a staff meeting to discuss the interventions that took place and to remind people to continue to monitor the behavior of students.



## **DISRUPTIONS**

It is always best to respond to a disruption according to its level of intensity; neither over nor under reacting. Generally, there are three levels of disruptions as discussed below.

### **Level 1 Disruption**

A Level 1 disruption is one that is confined to one area and poses no threat to students, staff or other persons.

- You are better off dealing with this one yourself. Avoid the implications that may arise with the massive use of outside resources.
- Inform the Principal after dealing with the incident.
- The overall policy in these situations should be containment and removal, with minimum interruption of educational processes.

### **Level 2 Disruption**

A Level 2 disruption occurs when disruption forces are mobile and/or pose a direct threat to persons or members of the school community.

- Request police assistance to control and remove.
- If necessary, bring in selected community representatives to assist in the stabilization effort.
- Finally, activate your school's Community Advisory Council if one exists.

### **Level 3 Disruption**

A Level 3 disruption occurs when educational processes have ended for most students and there are serious threats to students, staff and others. In short, the situation is out of control.

- Immediately request police assistance. Generally, the school should be closed.

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### **Prevention and Preparation**

#### Identify potential problem sites.

- Internal: exits, restrooms, gyms, cafeterias, shops, boiler rooms, etc.
- External: parking areas, adjacent property, athletic grounds, etc.

#### List available resource people who could quickly respond to the above sites.

- These include school security, staff, student leadership community, and police.

#### Specify tasks for each resource person and develop a communication network.

- Clearly define chain of command for both school and police officials.
- Initiate a program of presenting critical information to school and police officials.

#### Other considerations

- Provide separate and joint in-service training to police and school personnel on skills and techniques for dealing with school disruption.
- Give school staff clear operational instructions.
- Establish a signal system for announcing an emergency and its termination.
- Have an emergency list of telephone numbers available.
- Establish a central command post.
- Develop a way of assisting injured people.
- Develop a method for isolating and removing disruptive students from school premises.
- Develop ways of communicating quickly with parents and community groups.
- Establish a written reporting process to be used in disruptive situations.
- Develop a coordinated press relations policy in cooperation with police.
- Advise police of any specific problem for the school created by the police plan.

#### Review, update, and reissue school security plan

- Develop a procedure requiring annual review and updating of all the foregoing. Reissue revised plan to all involved personnel.

### **Requesting police**

#### Who calls the police?

- Discuss with staff the conditions for calling the police.
- Provide a “call back” number so the police can verify the call as legitimate.

#### Who will be in charge?

- The Principal or his authorized designee remains in charge of school premises and personnel.

The police will have primary responsibility for the enforcement of the law and will insist on making the final decision on all matters involving their sworn obligations. (School officials retain a responsibility to support the police as appropriate.)



## **CRISIS MANAGEMENT TIPS**

These tips focus on response to an emergency by your organization when you are its leader. How do you know you have an emergency? Do you have a major problem? Is no one telling you how to do your job? Is everyone looking toward you for a magic solution? If so, rest assured you may be dealing with an emergency.

### **Tip 1**

Don't make the emergency worse. Not making the situation worse may be the best you can do. Don't let people take foolish chances and become part of the problem.

### **Tip 2**

Control the information flow. Generally, there is too much information, rather than too little. Reliable filters must be established. Equally important is the formulation of a plan to pass information to others quickly. Others need to have an overview of what you are doing in order to support the logistics efforts needed to bring in additional resources.

### **Tip 3**

Delegate! You can't possibly deal with everything, so try to identify coherent aspects of the problem to give to someone else. Insist on feedback, including a review and summary of actions taken and results.

### **Tip 4**

Refuse to be drawn into trivia. Many people will constantly demand that you personally deal with mundane problems. Don't do it! Keep your focus on major issues and refuse to deal with smaller issues.

### **Tip 5**

Be sensitive to other people. You may feel you're dealing with all that one person can handle and that everyone should understand your problems, state of mind, and fatigue and act accordingly. Some people will, but some won't. Also, rivalries on staffs will surface and people will act irrationally. Be prepared to deal with these facts of human nature and don't let them frustrate you.

### **Tip 6**

Insist that subordinates get adequate rest. Many won't otherwise, and you will be left with people who perform poorly because of exhaustion. This rule also applies to you.

### **Tip 7**

Bring organizations and people together often to disseminate information and exchange views. People and organizations react negatively or irrationally when there is a dearth of information. Counter this by scheduled meetings. Here and in everyday management, insist on economy of communications.

### **Tip 8**

In the face of uncertainty, remember to select the option that leaves the greatest freedom for subsequent actions. You won't have enough information available in many cases to be comfortable with your decision. Face the need for possible future reversals and act to minimize their impact.

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#### **Tip 9**

Remember accountability. Litigation may follow! Keep a good audit trail of actions, conditions, and decisions to facilitate your defense should it be necessary. Establish from the outset a systematic effort to gather and store data to assist you in the future.

#### **Tip 10**

Do not let individuals or organizations abdicate their responsibilities. Insist they carry out their responsibilities.

#### **Tip 11**

Establish relationships with other organizations and determine their capabilities, limitations, and lines of communications well in advance. A time of crisis is not time to get to know people.

#### **Tip 12**

Critically re-examine assumptions. Here and in everyday management, most of our decisions are based on assumptions. Some of these are in the forefront of our thought processes — many are not. Critical reviews and updates of all assumptions going into the decision making process are vital.

#### **Tip 13**

Return to normal operations as soon as possible. In the meantime, appoint a responsible staff officer whose only job is to supervise normal day to day operations.

### **ASSIGNING CLEAR ROLES AND RESPONSIBILITIES**

In developing a crisis plan, the first step is to assign specific roles to individual staff members which they will take on if an emergency occurs. Personnel should be designated:

- to go to the hospital or emergency medical site where injured students have been taken.
- to answer the telephones.
- to inform administrators about the emergency and how it is being dealt with.
- to work with the media.
- to oversee transportation needs.
- to assist in identifying students and adults who may be injured.
- to review students and personnel records and to notify parents and spouses.

Administrators should describe in writing what needs to be done and who is responsible for each task.

Also keep on hand a list of who has keys and a floor plan that shows room numbers and the locations of windows, doors, storerooms, restrooms, and offices.



**CRISIS MANAGEMENT REFERENCE GUIDE**

<i>THREAT</i>	<i>ACTION</i>	<i>SITE ACTION PLAN</i>
<b>EXTERNAL CRISIS</b>		
Disturbance on school ground	Keep students inside.	
	Delay dismissal.	
	Go to designated areas.	
	Stay out of hallways.	
Intruder on school grounds with weapon	Keep students inside.	
	Delay dismissal.	
	Go to designated areas.	
	Stay out of hallways.	
Shots fired at students on grounds Civil Defense earthquake, air crash Civil Defense/weather	Drop to the ground.	
	Crawl to building.	
	Get students outside away from buildings.	
<b>INTERNAL CRISIS</b>		
Unauthorized individual(s) in building	Give crisis signal.	
	Notify staff to remain in room – no admittance to halls.	
	Student Coordinator goes to office to help	
Intruder in the building with weapon	Give crisis signal.	
	Notify staff to remain in rooms – no admittance to halls.	
	Student Coordinator goes to office to help.	
Student/adult with disruption or assaultive behavior	Give crisis signal.	
	Notify staff.	
	Student & Teacher Coordinator go to office.	
	Evacuate some sections.	
Hostage situation	Give crisis signal.	
	Notify staff.	
	Student & Teacher Coordinator go to office.	
	Evacuate some sections.	
Bomb threat	Evacuate building only as directed by police.	
	Fire alarm may activate bomb. Use intercom or green folder signal.	
	Extended time out of building (cold weather) – make arrangements with close, large facility to house students.	
Explosion	Fire drill to get students out of building.	
	Extended time out of building (cold weather) – make arrangements with close, large facility to house students.	