St. Patrick School
Emergency and Crisis Response Plans

100 Harvey Street
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(309) 444-4345

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Emergency Contact Directory
- City of Washington Police Department--------------------------------444-2313/ 911
- Tazewell Sheriff's Department--309-477-2250
- Illinois State Police Department-------------------------------------309-383-2133
- Washington Fire & Rescue Department-------------------------------309-444-8642/ 911
- Northern Tazewell Fire & Rescue Department-----------------------309-699-0421/ 911

Hospitals
- St. Francis Hospital--309-655-2000
- UnityPoint Health--309-444-3627
- Carle Hospital--309-691-1000

Emergency Disaster Agencies
- Tazewell County Emergency Management ---------------------------309-925-2271

Radio/TV Stations

- WMBD/WIRLRadio--309-637-3700
- WEEK/WHOI TV---309-698-2525
- WMBD TV--309-688-3131

Gas/Electric/Utilites

- Ameren Illinois---800-755-5000

General Security Measures

- All exterior entrance doors will be locked and secured while classes are in session. · All visitors must sign in at the main office and receive a visitor's name tag and must wear this tag while in the building. The visitor must sign out when leaving. · All exterior doors will be numbered and will start at the main office entrance going clockwise around the building.
- Visible numbering will also be placed on the windows of each classroom, which corresponds with the room number.
- There should be ample lighting on the exterior of the building.
- All classroom doors should remain in the locked position while school is in session.
- In case of a lockdown situation, each classroom should be locked and the lights turned off.
- All school employees should wear or have on their person a school identification card and radio.
- School employees will be trained on emergency procedures for each location of the school campus.

Classroom Emergency Kits

Each classroom should be equipped with a container which will hold the following items which can be used in case of a situation where a lockdown of the school is in progress.

- Bottle water
- Snack foods
- Notebook paper
- Pens and pencils
- First aid supplies
- Blankets
- Toilet paper
- Garbage bags
- Personal medications for special needs children
- Batteries
- Flashlights
- Battery operated radio

Standard Response Protocol

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS	ADULTS
Clear the hallways and remain in room or area until the "All Clear" is announced	Close and lock the door
	Account for students and adults
Do business as usual	Do business as usual

SECURE!
Get inside. Lock outside doors.

STUDENTS	ADULTS
Return to inside of building	Bring everyone indoors
Do business as usual	Lock outside doors
	Increase situational awareness
	Account for students and adults
	Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS	ADULTS
Move away from sight	Recover students from hallway if possible
Maintain silence	Lock the classroom door
Do not open the door	Turn out the lights
	Move away from sight
	Maintain silence
	Do not open the door
	Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS	ADULTS
Leave stuff behind if required to	Lead students to Evacuation location
If possible, bring your phone	Account for students and adults
Follow instructions	Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS	ADULTS
Use appropriate safety strategy for the hazard	Lead safety strategy
	Account for students and adults
	Notify if missing, extra or injured students or adults

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

K12 2021
STANDARD RESPONSE PROTOCOL

Additional Safety Notes:
- Only law enforcement and necessary personnel can enter or exit classrooms.
- Contact your building administrator, if it can be done safely, to inform of missing students, extra students in your room, or any student emergencies.
- All Clear: Classes and school day may resume as scheduled.

IN AN EMERGENCY
TAKE ACTION

HOLD   **SECURE**   **LOCKDOWN**   **EVACUATE**   **SHELTER**

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

During a Safety Event Administration will:
- Monitor the building for safety. Do NOT open your door once locked.
- Communicate to families and staff about the emergency as information becomes available.
- Keep in constant communication with Law Enforcement.
- Students are not to be sent to the office. Contact an administrator for medical emergencies.

I. Introduction

The purpose of this Emergency and Crisis Response Plan is to ensure the safety and well-being of students, staff, and visitors in the event of an emergency. The plan includes guidelines for responding to a range of crisis situations, including natural disasters, medical emergencies, violent incidents, and other unforeseen events.

II. Crisis Management Team (CMT)

A team of school leaders and staff will oversee crisis management efforts. The team will meet regularly to review and practice protocols.

1. Cassi Smith - Principal
2. Lori Biagini - Administrative Assistant/Communication
3. Don Jones - Maintenance/Safety
4. Jeff Draeger - Teacher Representative/Safety
5. Kurt Draeger - Teacher Representative/Safety
6. Office Taylor - Washington Police Department

III. Types of Crises

1. Natural Disasters
   - Earthquakes
   - Tornadoes
   - Floods
2. Medical Emergencies
   - Student health issues (seizures, severe allergic reactions, etc.)
   - Epidemic outbreaks (flu, COVID-19)
3. Violent Incidents
   - School shootings
   - Threats of violence
   - Student fights
4. Other Emergencies
   - Fire
   - Chemical spills
   - Missing students

IV. Standard Response Protocol (SRP)

The Standard Response Protocol is a set of actions and procedures for responding to crises. The goal is to have a quick, coordinated, and effective response. It includes the following basic actions:

1. Hold
   - A "hold" means that students and staff remain in their current locations without leaving for any reason.

- This action may be used for less dangerous situations (e.g., medical emergencies or a situation that requires police presence).Secure the Building
2. Secure
   - Lock doors, close windows, and ensure all exits are secure.
   - Turn off lights and keep students quiet and out of sight.
   - Communicate immediately with the Crisis Management Team (CMT).
3. Lockdown
   - In the event of an imminent threat (e.g., an active shooter), initiate a lockdown.
   - All rooms should lock, blinds should be closed, and lights should be turned off.
   - Students and staff should remain out of sight and stay quiet.
4. Evacuate
   - Evacuate students and staff to a designated safe area if necessary.
   - Follow established evacuation routes and assembly points.
   - Account for all students and staff members after evacuation.
5. Shelter
   - Move students and staff to a safe, designated area, such as an interior room or basement, if evacuation is not possible.
   - Maintain a calm environment and provide necessary supplies (food, water, first-aid kits).
6. Evacuation of Specific Areas
   - If a particular part of the building is compromised, evacuation of that specific area will be necessary while the rest of the school remains in lockdown or secure mode.
7. Communication with Outside Authorities
   - Call emergency services (911) immediately when needed.
   - Notify local law enforcement and emergency medical services of the crisis situation.
   - The Crisis Management Team will also liaise with local government and media.

V. Communication Protocol

Effective communication is critical in a crisis. The school will ensure that information is quickly disseminated to key stakeholders, including:

1. Internal Communication (Staff and Students)
   - Use the public address (PA) system or radios to alert staff and students of the situation.
   - Ensure that teachers know when to implement lockdown, evacuation, or other protocols.
2. External Communication (Parents and Community)
   - Once the situation is secure, the Principal or designee will notify parents via automated messages, the school website, or social media.
   - Information will be factual and concise, avoiding unnecessary panic.
3. Post-Crisis Communication
   - Follow-up communication will be sent regarding any ongoing risks, closures, or counseling services available.

- ○ A final report or update will be provided to parents and community members.

VI. Training and Drills

1. Regular Drills: All staff and students should participate in regular drills for lockdowns, evacuations, and sheltering. Drills will be scheduled throughout the school year.
2. Staff Training: Teachers and staff will receive annual training on crisis management protocols, including first aid, CPR, and how to manage various emergency scenarios.
3. Counseling Support: After any crisis, the school will help provide counseling services to students and staff affected by the event.

VII. Post-Crisis Recovery

1. Debriefing Session: The Crisis Management Team will hold a debriefing to assess how well the situation was handled and identify areas for improvement.
2. Student and Staff Support: The school will work to offer mental health resources to students and staff, including counseling and trauma support.
3. Continuing Education: The school will ensure that students resume their educational activities as soon as possible, with additional support as needed.

VIII. Conclusion

This Crisis Management Plan is designed to protect the safety and well-being of everyone at the school during an emergency. All staff and students should be familiar with these protocols and respond calmly and efficiently when a crisis occurs. Regular reviews and updates to this plan will ensure preparedness for any potential crisis.

<h1 style="text-align: center;">**Reallocation and Reunification Plan**</h1>

I. Reunification Process

1. Evacuation and Transport to Reunification Site
    ○ After securing the school building, students will be evacuated to a predetermined location through use of local public school transportation.
    ○ Students will be accounted for and grouped according to homeroom to maintain order.
    ○ Staff will transport students to the reunification site using buses or other available means.
2. Parent Arrival and Check-In
    ○ Designated Entry Points: Parents will be directed to a designated entrance where they will check in before receiving their child.
    ○ ID Verification: Parents or guardians must present valid identification (driver's license, ID card, etc.) to verify their identity. If someone other than the parent or legal guardian is picking up the student, parent permission must have been given.
    ○ Check-In Area: Staff will have a system to verify that each student is present and accounted for, matching them with their assigned parents/guardians in the student database or attendance list.
3. Student Check-Out Process
    ○ Student Information Retrieval: Once parents check in, they will be given a student-specific check-out form.
    ○ Staff Coordination: The staff will call for the student by name, and a designated adult (teacher, school staff) will escort the student from the waiting area.
    ○ Confirmation of Student Release: A staff member will verify the release of the child to the correct parent/guardian, ensuring safety and preventing confusion.
4. Safety and Security
    ○ No Release Without ID: If parents or guardians are unable to present proper ID or the child's assigned pickup individual is not listed in the school records, the student will not be released until proper documentation or verification is obtained.
    ○ Ongoing Monitoring: School personnel and security officers will be present throughout the process to monitor the crowd, direct families, and ensure that no unauthorized individuals are attempting to take students.
5. Special Considerations for Students with Disabilities
    ○ For students with medical or physical needs, designated staff or trained personnel will assist in the evacuation, transport, and reunification process.
    ○ Specialized medical staff will be available to support students who need medical assistance before reunification.

III. Communication During the Reunification Process

1. Initial Notification
    ○ As soon as the decision to evacuate the school is made, parents will be notified using automated systems (phone calls, texts, emails) and social media, indicating the reunification process and where they should go to pick up their child.

- This message will include:
  - The location of the reunification site.
  - The reason for the evacuation (in general terms, without causing panic).
  - The time the reunification process will begin.
2. Ongoing Updates
   - Once the reunification process is underway, ongoing updates will be provided to parents via the school's website, social media, and automated messaging systems.
   - Updates should include estimated waiting times and any changes to the process.
   - If the reunification site or evacuation location changes, parents will be immediately notified.

II. Post-Reunification Procedures

1. Student Debriefing and Support
   - After reunification, students who were involved in a crisis will have access to counseling and emotional support. The school will work with outside mental health professionals to assist students in processing the event.
   - Special care will be given to students who may have witnessed traumatic events or experienced high stress.
2. Reunification Review
   - Once the reunification is complete, the Crisis Management Team will meet to evaluate the process. The team will assess:
     - The efficiency of the reunification process.
     - Communication effectiveness with parents and staff.
     - Any issues that arose during reunification, and improvements that can be made for future crises.
3. Final Parent Communication
   - Parents will receive a follow-up message from the school once all students have been safely reunited and the crisis has passed.
   - This communication will include information on any ongoing support services available, such as counseling for students and staff.

III. Conclusion

The Reunification Process ensures that in the event of a crisis requiring evacuation, students are safely and efficiently reunited with their parents or guardians. Clear communication, a designated reunification site, and strict security measures will help maintain order and minimize panic. Through training, preparation, and collaboration with local emergency services, the school aims to ensure the safety of all involved during these critical situations.

St. Patrick Behavioral Threat Assessment and Management Plan

Recent tragic events have increased the need for reacting to violent acts in our schools and proactively identifying students of concern by assessing their risk for engaging in violence or other harmful activities and identifying intervention strategies to manage that risk. This plan, based on guidelines from the United States Secret Service, is intended to establish a comprehensive targeted violence prevention process that will:

1. Establish a multidisciplinary threat assessment team of school personnel including faculty, staff, administrators, coaches, and available school resource officers who will direct, manage and document the threat assessment process.
2. Define Behaviors, including those that are prohibited and should trigger immediate intervention (e.g., threats, violent acts, and weapons on campus) and other concerning behaviors that require a threat assessment.
3. Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smai1phone application, or other mechanisms. Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.
4. Determine the threshold for law enforcement intervention, especially if there is a safety risk.
5. Establish threat assessment procedures that include practices for maintaining documentation, identifying sources of information, reviewing records and conducting interviews. Procedures should include the following investigative themes to guide the assessment process:

   1) Motive: What motivated the student to engage in the behavior of concern? What is the student trying to solve?
   2) Communications: Have there been concerning, unusual, threatening, or violent communications? Are there communications about thoughts of suicide, hopelessness, or information relevant to the other investigative themes?
   3) Inappropriate Interests: Does the student have inappropriate interests in weapons, school attacks or attackers, mass attacks, other violence? Is there a fixation on an issue or a person?
   4) Weapons Access: Is there access to weapons? Is there evidence of manufactured explosives or incendiary devices†
   5) Stressors: Have there been any recent setbacks, losses, or challenges? How is the student coping with stressors?
   6) Emotional and Developmental Issues: Is the student dealing with mental health issues or developmental disabilities? Is the student's behavior a product of those

issues? What resources does the student need?

7) Desperation or Despair: Has the student felt hopeless, desperate, or like they are out of options?
8) Violence as an Option: Does the student think that violence is a way to solve a problem? Have they in the past?
9) Concerned Others: Has the student's behavior elicited concern? Was the concern related to safety?
10) Capacity: Is the student organized enough to plan and execute an attack? Does the student have the resources?
11) Planning: Has the student initiated an attack plan, researched tactics, selected targets, or practiced with a weapon?
12) Consistency: Are the student's statements consistent with his or her actions or what others observe? If not, Why?
13) Protective Factors: Are there positive and prosocial influences in the student's life? Does the student have a positive and trusting relationship with an adult at school? Does the student feel emotionally connected to other students?
14) Develop risk management options to enact once an assessment is complete. Create individualized management plans to mitigate identified risks. Notify law enforcement immediately if the student is thinking about an attack, ensure the safety of potential targets, create a situation less prone to violence, redirect the student's motive, and reduce the effect of stressors.
15) Create and promote a safe school climate built on a culture of safety, respect, trust, and emotional support. Encourage communication, intervene in conflicts and bullying, and empower students to share their concerns.
16) Provide training for all stakeholders, including school personnel, students, parents and law enforcement.

St. Patrick School Multidisciplinary Threat Assessment Team:
Cassi Smith, Principal
Jeff Draeger, Athletic Director and 8th Grade Teacher
Kurt Draeger, 6th Grade Teacher
Father John Steffen, Pastor
Officer Dramane Taylor, DARE

Prohibited Behaviors
The following behaviors will trigger immediate intervention by the Assessment Team:
- Threats against a student or staff member
- Violent acts
- Online Posts containing violent or threatening content
- Weapon brought to bus stop or campus
- Other concerning behaviors

Threat Assessment Flow Chart
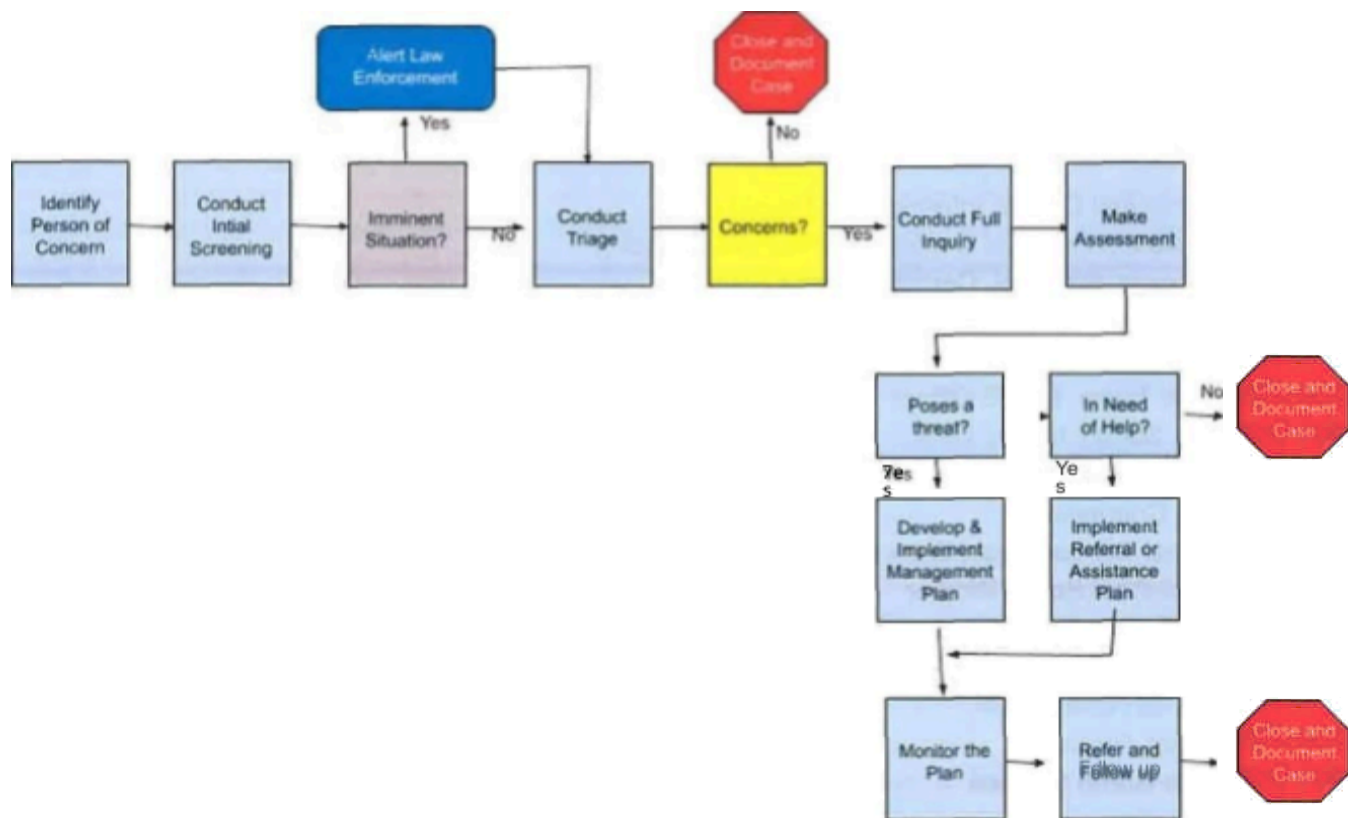
Principles of School Threat Assessment and Management
The following principles guide school threat assessment and management. These principles were first articulated in Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates (2002)23. These principles are intended to underlie the overall work of a threat assessment team, whether operating within an individual school or at the district level.

Principle 1: Does the Person Pose a Threat
The central question of a threat assessment is whether the subject does pose a threat, NOT whether they are a threat. A threat assessment team should take all potential threatening behaviors seriously, not just those that have been verbalized or expressed in some other way. Similarly, just because a person has expressed intent to do harm does not necessarily mean that he/she poses a legitimate threat.

Principle 2: Targeted Violence Can Often Be Prevented
Targeted violence in schools is typically the end result of a logical and potentially detectable progression of behavior. Attackers typically come up with an idea to do harm, develop a plan, acquire the means to do harm (e.g. get access to weapons), and then carry out the attack. A threat assessment team can look for information that may indicate that a person is on such a trajectory toward violence, and if so, the team then determines where it might be able to intervene to prevent harm.

Principle 3: Targeted Violence is a Function of Several Factors
Threat assessment should examine facts about the individual, the context of behavior, the environment in which the individual lives, the individual's current situation, factors that may precipitate violence or other negative behavior, and ways to make a target less accessible or vulnerable.

Principle 4: Corroboration is Critical
Being skeptical about information received and corroborating information through multiple sources are critical to successful threat assessment and management. This means that it is important to check facts where possible.

Principle 5: Threat Assessment is about Behavior, not Profiles
There is no single "type" of person who perpetrates targeted violence in schools. Instead, threat assessment is evidence-based, focusing on the specific behaviors a person has exhibited and determining whether the person poses a threat (or is at risk) based upon those behaviors.

Principle 6: **Cooperating Systems** are **Critical Resources**

Communication, collaboration, and coordination among various departments and agencies are critical throughout the process of threat assessment and management. Using different systems throughout campus as well as outside resources provides more eyes and ears on the process of both assessing and managing a potentially violent situation.

Above all, safety should be the primary goal of ali threat assessment and management efforts. The threat assessment team's ultimate purpose is to ensure the safety of the school community by identifying, assessing, and managing threats. Any particular interventions such as counseling, support, suspension, confrontation, termination, arrest, hospitalization, etc., are tools to achieve the goals of safety. They do not end unto themselves.

Analysis and Evaluation Questions for School Threat Assessments

Analyze the Information Gathered

After a threat assessment team has gathered and documented for a school threat assessment, we recommend that the team use this information to answer several key analysis questions. These questions for school threat assessment were first articulated in Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates (2002) and further cited in Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines (2016).These questions are designed to help organize the information gathered, as well as demonstrate where information may be missing.

What are the person's motive(s) and goals?

The purpose of this question is to understand the overall context of the behavior that first brought the person to the attention of the threat assessment team, and also to understand whether those conditions or situations still exist. If those conditions still exist, the team can use that information in crafting a management or referral/monitoring plan if necessary.

Have there been any communications suggesting ideas or intent to attack?

If the team finds that the person in question has communicated an idea or plan to do harm (and that the source of that information is credible) this is a strong indication that the person may be on a pathway toward violence and therefore poses a threat. The team should try to confirm or corroborate this information through another source, or through other information.

Has the person shown inappropriate interest in any of the following?
- School, campus, or other rampage attacks or attackers;
- Weapons (including recent acquisition of any relevant weapon);
- Incidents of mass violence (terrorism, workplace violence, mass murderers);
- Obsessive pursuit, stalking or monitoring others.

A "yes" to this question alone does not necessarily indicate that the person in question poses a threat or is otherwise in need of some assistance. Many people are interested in these topics but never pose any threat. However, if a person shows some fascination or fixation on any of these topics and has raised concern in another way, such as by expressing an idea to do harm to others or to himself/herself, recently purchasing a weapon, or showing helplessness or despair, the combination of these facts should increase the team's concern about the person in question.

Has the person engaged in attack-related behaviors (i.e., any behavior that moves an idea of harm forward toward actual harm)?
If the team determines that the person has engaged in any attack-related behavior, this is an indication that the person is on a pathway toward violence and has taken a step(s) forward toward carrying out an idea to do harm. Any of these behaviors should prompt the team to try to corroborate or confirm these behaviors through other sources (or confirm the reliability of the source reporting these behaviors). Any attack-related behaviors should be seen as a serious indication of potential violence.

Does the person have the capacity to carry out an act of targeted violence?
It is important for the team to recognize that in some regions, it is quite common to own weapons and to have experience using weapons from a young age. Therefore, what the team should focus on is the combination of the person owning or having access to weapons AND some indication that the person has an idea or plan to do harm. Similarly, the team should be concerned if the person develops an idea to do harm and THEN starts showing an interest in weapons. Either combination should raise the team's concern, and move the team toward determining that the person poses a threat.

Is the person experiencing hopelessness, desperation and/or despair?
If the team determines that the person in question is experiencing — or has recently experienced — desperation, hopelessness, and/or thoughts of suicide and there is NO other information indicating the person has thoughts or plans to harm other people, the team should develop a plan to refer the person to necessary mental health care or emergency psychiatric intervention, possibly involving the institution's counseling center and/or police or local law enforcement if necessary. If the team determines that the person in question is experiencing (or has recently experienced) desperation, hopelessness, and/or thoughts of suicide and there IS information that the person also has thoughts or plans to harm other people, the team should determine that the person poses a threat and move to develop and implement a management plan to intervene with the person. The management plan should include resources to evaluate and treat the person's desperation and/or suicidal thoughts/plans.

Does the person have a trusting relationship with at least one responsible person (e.g., a parent, teacher, coach, advisor, etc.)?

If the team decides that the person in question poses a threat of harm, the team can solicit the help of this responsible person. The responsible person can also be encouraged to take a more active role in discouraging the person from engaging in any harm, whether to himself/herself, others, or both.

Does the person see violence as an acceptable, desirable, or only way to solve problems?
A "yes" to this question should increase the team's concern about the person in question. But it should also lead the team to consider what options they may have for helping the person solve their problems or improve their situation so that the person no longer looks toward violence to solve the problem.

Is the person's conversation and "story" consistent with his or her actions?
If the team decides to interview the person of concern, the interview can be used as an opportunity to determine how forthcoming or truthful the person is being with the team. The less forthcoming the person is, the more work the team may have to do to develop an alliance if a management plan is needed.

Are other people concerned about the person's potential for violence?
As people are often reluctant to see violence as a possibility, if the team learns that someone in the person's life does think the person is capable of violence, this should raise the team's concern considerably. However, the team should recognize that those in close relationships with the person may be too close to the person/situation to admit violence is possible or even likely.

What circumstances might affect the likelihood of violence?
All of us are capable of violence under the right (or wrong) circumstances. By asking this question, the team can identify what factors in the person's life might change in the near- to mid-term, and whether those changes could make things better or worse for the person in question. If things look like they might improve for the person, the team could monitor the person and situation for a while and re- assess after some time has passed. If things look like they might deteriorate, the team can develop a management plan (if they believe the person poses a threat of harm or self-harm) or a referral plan (if the person does not pose a threat but appears in need of help) to help counteract the downturn in the person's circumstances.

Make the Assessment

Once the team has answered the above questions (recognizing that a team may not be able to obtain information regarding all of the questions) and documented its answers, it then assesses the threat posed by the individual by answering the following two ultimate assessment questions:

1. Does the situation pose a threat to self or others? Is there a need for intervention? Consider: subject, target, environment, precipitating events.
2. Are there actions the threat assessment team can facilitate to reduce risk, beyond that already being done?

Steps in the Threat Assessment Process

1. Identify/Learn about a subject of concern
   a. Teacher
   b. Co-worker
   c. Student
   d. Parent
   e. Anonymous tip line
   f. Law enforcement
2. Gather information about the subject/situation
   a. Review Relevant Records
   b. Prior threat assessment team contacts
   c. Work or school performance history
   d. Disciplinary or personnel actions
   e. Law enforcement or security contacts at school and in the community
   f. Prior critical involvement with mental health or social services
   g. Presence of known problems, grievances, or losses
   h. Current or historical grievances that may be related to the behavior of concern
   i. Online searches: internet, social media, email, etc.
3. Conduct interviews to verify report
   a. Person(s) reporting the threat
   b. Person(s) receiving report of threat
   c. Recipient(s) of the threat
   d. witness(es)
   e. Subject who made the threat
   f. Other potential sources
   g. Peers: Friends/Classmates/Co-workers
   h. Employer, teachers. coaches
   i. Parents
   j. Local law enforcement/Community services
4. Utilize multiple collateral data sources
   a. Credible
   b. First-hand knowledge
   c. Evaluate and minimize the impact of bias.
5. Use information to answer Key Questions Develop and Implement case management plan.

Threat Assessment Form

This document should be used as a starting point for areas to consider during threat assessment. This should not limit other sources of information that may be invaluable in assessing a threat.

Today's Date:_____

Person Reporting Threat: _____

Date of Threat: _____   Time of Threat: _____

Intended Targets/Victims: _____

 Exact wording and nature of the threat:

_____

_____

_____

Precipitating Events:

_____

_____

_____

Relevant Information/Records Reviewed:

_____

_____

_____

Individuals to interview:

_____

_____

_____

Other sources of information utilized:

_____

_____

_____

Key Questions:

What are the person's motive(s) and goals?

_____

_____

Have there been any communications suggesting ideas or intent to attack?

_____

_____

Has the person shown inappropriate interest in any of the following?
- School, campus, or other rampage attacks or attackers;
- Weapons (including recent acquisition of any relevant weapon);
- Incident of mass violence (terrorism, workplace violence, mass murderers);
- Obsessive pursuit, stalking or monitoring others.

Has the person engaged in attack-related behaviors (i.e., any behavior that moves an idea of harm forward toward actual harm)?

_____

_____

Does the person have the capacity to carry out an act of targeted violence?

_____

_____

Is the person experiencing hopelessness, desperation and/or despair?

_____

_____

Does the person have a trusting relationship with at least one responsible person (e.g., a parent, teacher, coach, advisor, etc.)?

_____

_____

Does the person see violence as an acceptable, desirable, or only way to solve problems?

_____

Is the person's conversation and "story" consistent with his or her actions?

_____

Are other people concerned about the person's potential for violence?

_____

What circumstances might affect the likelihood of violence?

_____

_____

Make the Assessment
Priority Classification

Priority 1 (Critical) - Immediate and/or severe risk with capability of significant harm or impact. Requires immediate subject containment, law enforcement notification, reduction of target vulnerability, ongoing case management plan; Active monitoring.

Priority 2 (High) - Urgent/rapidly escalating and/or developing capability for risk of serious harm / significant impact. Law enforcement/security notification. Requires target protection, ongoing case management plan. Typically requires intervention with environmental factors or precipitating events. Active monitoring.

Priority 3 (Moderate) - On-going, and/or moderate risk with minimal capability of harm; some impact; Environmental or precipitating factors may be present. Consider law enforcement/security notification. Requires ongoing assessment & case management plan; May require interventions with target, environment or precipitating events. Referrals as appropriate; Active monitoring.

Priority 4 (Low) - Minimal and/or low risk of harm / impact. Environmental factors or precipitating events may need intervention. May involve some ongoing assessment & case management; Referrals as appropriate; Passive monitoring; May close case if no Team interventions necessary.

Priority 5 (No Identified Risk) - No known threat of harm or impact. No environmental factors or precipitants that need team intervention. Close case.

Does the situation pose a threat to self or others? Is there a need for intervention? Consider: Subject, Target, Environment, Precipitating Events

If not, who will the individual be referred to for assistance?

If yes, will the team develop and implement a Management Plan?

Development of a Case Management Plan
Develop individual plans based on information gathered in the investigation and other facts known about the subject.
- More of an art than a science
- Plan must be fact-based and subject-specific
- Engagement is essential, even when dealing with someone who is very angry
- Distancing makes monitoring and intervention more difficult
- Personalities involved matter

Team will involve someone whom the subject trusts:
- Team Member
- Teacher
- Academic Advisor
- School Counselor
- School Nurse
- Parent/Family Member
- Coach
- Outside Counselor
- Pastor
- Other

Use concept of "Crew Resource Management"
- Team leader may make ultimate decision, but everyone is obligated to share opinions and raise concerns and ideas
- Focus on what still works--for the subject and their situation
- Focus on what the team, or school/district, can change or fix.
- Think creatively about resources, as well as "eyes and ears"
- Anticipate what might change in the short and mid-term, and how the subject may react, or situation may change.
- Monitor using available resources. Who sees the subject regularly, inside school, outside, on weekends, online, etc. ?
- Document decision-making, implementation, and progress,
- **Develop and implement relevant interventions**

If the subject poses a threat of violence, the threat assessment team will develop, implement, and monitor an individualized plan to intervene and reduce the threat. The plan will help to:
- De-escalate, contain, control, or assist the subject who may take violent action
- Decrease vulnerabilities of the target
- Modify environment and systems to discourage escalation and improve climate
- Prepare for and mitigate against precipitating events that may trigger adverse reactions.

Case Management plan may include:
- Mentoring relationship
- Engagement/alliance building
- Academic accommodations
- Check-in/Check-out
- Alternative schooling/homeschooling
- Involvement in extracurricular activities
- Outpatient counseling/mental health care
- Social skills training
- Behavioral contract
- Parent involvement
- Disciplinary measures

- Emergency psychiatric evaluation
- Suspension/expulsion
- Law enforcement involvement
- Diversion programs
- Others as situations dictate

Are there actions the threat assessment team can facilitate to reduce risk, beyond that already being done?

Successful management may involve interventions in one or more domains:
- Subject
  - Control, contain, de-escalate behavior
- Target
  - Provide support and guidance for dealing with concerns
  - Increase Situational awareness
  - Take protective actions / Minimize contact with subject
- Environment
  - Address school/Climate bullying
  - Modify ineffectual practices
  - Enhancing School Climate
  - Assess and enhance school climate:
    Surveys for faculty, staff, students, parents, others Data-driven enhancements
    Student input for solutions and implementation
    Connection with all students
- Precipitating Events

Record Keeping for Incidents
- Check with legal counsel
- Incident tracking database (Skyward or other database)
- Document steps taken, process followed
- Document answers to Key Questions, assessment, management plan, progress.

Encouraging Reporting
- Bystanders play a critical role in prevention.
- Role of threat assessment team is not punitive
- Goals are to maintain safety and connect person with necessary help
- Earlier reporting allows greater range of options
- Reporting allows something to be done

What can be reported
- Any concerns about potential violence
- Threats
- Any concerns about potential suicide/self harm
- Behavior that disrupts the learning or living environment
- Behavior that seems troubling or disturbing
- Anyone unknown to the school
- Anything out of the ordinary

St. Patrick School Cardiac Emergency Response Plan

Cardiac emergency response team members

1. Cassi Smith - Principal

2. Sue Shannon - Cafeteria/Secretary

3. Don Jones - Maintenance

4. Jeff Draeger - Teacher/Athletic Director   .

Please note that while CER Team members will be called to the scene of a cardiac emergency, the first person on the scene who witnessed or discovered the sudden cardiac arrest victim should coordinate with other bystanders to call 911, start hands-only CPR and retrieve and use the onsite AED.

School Plan

1. The person who finds the individual designates someone near the victim to call 911 or have the office call 911. (If the person who finds the victim is a young child he or she will get an adult or tell the closest teacher. An older student can begin the school plan.)

2. The person who finds the individual should also designate someone to retrieve the onsite AED (in the gym) and bring it back to the location of the emergency.

3. The first person on scene should start CPR (hands-only if not CPR certified).

4. Once 911 has been called, if the office did not call 911, the person who called should then notify the Front office or Administration by saying, **"There is a CARDIAC EMERGENCY in (specify location) and 911 has been called."**

5. The office will make an announcement on the PA system **TWICE** to place the school in a "**HOLD**", "Hold in your classroom or area until the all clear has been called."

6. The office staff should then make an announcement on the PA system **TWICE: "**CER Team to report to (specify location)".

7. All Team members should report to the victim's location.

8. When AED arrives, it should be activated immediately.

9. Follow the audio/visual instructions provided by the AED. (The AED will only deliver shocks if needed, if no shock is needed, no shock will be delivered. Continue CPR until the patient is responsive or a professional takes over).

10. A team member should direct EMS to the scene.

11. A team member should document the emergency (note the time event occurred, when CPR was started, when and if the AED delivered a shock(s), when EMS arrived and the victim's condition when EMS arrived).

12. Front office staff should call an emergency contact for the victim if available.

13. Transition care to EMS upon arrival.

14. The medical provider will need to know what the heart was doing at the time of the event to properly determine treatment, so the data from the AED will need to be sent to the victim's medical practitioner. If you are unsure how to download the information, you can contact the manufacturer of the AED device and they will walk you through the steps.

School Wide Response

1. All students remain in a "**HOLD**" until an *all clear announcement*.

2. Students who are temporarily out of the classroom should return to class immediately.

3. Cafeteria and gymnasium will be treated the same as a classroom.

4. This is a learning opportunity; the classroom teacher may explain possible reasons for the emergency and the importance of a defibrillator. The teacher may also continue teaching.

AED

- AED can be found in the gymnasium on the entrance wall.
- AED check will be performed at the beginning of each school year.
- All faculty and staff are trained on the AED every two years.

Emergency Action Plan (EAP) for Athletic Practice/Competition

Purpose: The purpose of this Emergency Action Plan (EAP) is to ensure a coordinated and effective response to any emergency that may occur during athletic practice or competition in the middle school gym. This plan addresses potential medical emergencies, safety incidents, severe weather, fire, electrical failure, bomb threats, criminal behavior, and other emergencies involving athletes, staff, officials, and spectators.

1. Medical Emergencies (Athletes, Staff, and Officials)

Immediate Actions:

- **Assess the situation**: Ensure safety for all involved. Identify if the emergency is life-threatening (e.g., cardiac arrest, head injury, severe bleeding, etc.).
- **Call 911**: Designate a staff member to call emergency services immediately. Provide the exact location (middle school gymnasium), nature of the injury, and any specific medical details.
- **Activate the Emergency Response Team (ERT)**:
  - **Trained medical staff** (e.g., athletic trainer, school nurse) should assess and provide first aid.
  - **CPR/First Aid**: If the emergency is severe (e.g., cardiac arrest), start CPR and use an AED if available, following established protocols.
- **Ensure access for emergency responders**: Clear paths for ambulances or emergency personnel to enter the gym.
- **Document the incident**: Record details of the injury/incident, the response, and any treatments provided for school records.

2. Spectator Injuries

Immediate Actions:

- **Assess the injury**: Ensure the safety of the spectator and assess the severity of the injury.
- **First Aid**: If trained staff is present, provide first aid care until emergency personnel arrive.
- **Call 911**: In the case of serious injury (e.g., head trauma, severe bleeding), call 911 immediately.
- **Notify Event Staff**: Notify gymnasium staff and volunteers to assist with clearing the area and maintaining order.
- **Ensure Medical Attention**: If necessary, arrange for the injured person to be transported to a medical facility.

3. Severe Weather (e.g., Lightning, Tornado, Flooding)

Immediate Actions:

- **Monitor Weather**: Continuously monitor weather conditions through reliable sources

(e.g., weather apps, NOAA, or local alerts).

- **Lightning Protocol**: If lightning is detected within 10 miles, **halt all activities** and move everyone to an indoor shelter immediately. Stay indoors until there has been no lightning for 30 minutes.
- **Tornado Warning**: If a tornado warning is issued, move athletes, officials, and spectators to the **designated safe area** (e.g., interior hallways, locker rooms, or bathrooms without windows).
- **Flooding**: If flooding is expected, evacuate the gym to higher ground or a designated safe area.

Communication:

- Use public address systems or mobile devices to inform all attendees of the situation and instructions.

4. Fire Emergency

Immediate Actions:

- **Activate the Fire Alarm**: If a fire is suspected or detected, immediately activate the fire alarm to alert everyone.
- **Evacuate the Gym**: All athletes, staff, officials, and spectators should evacuate the gym via the nearest exit, following designated evacuation routes.
- **Call 911**: Designate someone to call emergency services and provide location and nature of the emergency.
- **Do Not Use Elevators**: Ensure that no one uses elevators during a fire evacuation.
- **Account for Everyone**: Once outside, conduct a roll call of all athletes, staff, officials, and spectators to ensure everyone is accounted for.

5. Electrical Failure

Immediate Actions:

- **Stay Calm**: Maintain order and ensure everyone is safe.
- **Assess the Situation**: Determine the extent of the electrical failure (lights, scoreboard, PA system, etc.).
- **Use Backup Lighting**: If available, switch on backup lighting or use portable flashlights.
- **Call Maintenance/911**: Report the failure to the school's maintenance team, and if necessary, call 911 for assistance (e.g., if the failure is caused by a fire or other hazardous condition).
- **Evacuate if Needed**: If there is a risk of fire or electrical shock, evacuate the gym immediately following proper procedures.

6. Bomb Threat

Immediate Actions:

- **Evacuate the Gym**: If a bomb threat is received, evacuate the gymnasium immediately using the designated emergency exits.
- **Do Not Touch Suspicious Objects**: Instruct staff, athletes, officials, and spectators to stay away from any suspicious packages or objects.
- **Call 911**: Alert local authorities about the bomb threat and follow their instructions.
- **Communicate**: Use clear and calm communication through PA or other systems to ensure the evacuation is organized and safe.

7. Criminal Behavior or Violent Incidents

Immediate Actions:

- **Ensure Safety**: Assess the situation and ensure that students, staff, and spectators are safe.
- **Alert Authorities**: Call 911 immediately if there is any violent behavior, threats, or criminal activity in the gym.
- **Follow School Protocol**: Involve school security or law enforcement personnel as needed.
- **Lockdown if Necessary**: If there is an immediate threat to safety, initiate a lockdown procedure, keeping all students, staff, and spectators in safe areas.
- **Provide Clear Communication**: Maintain communication with authorities and provide updates as necessary.

8. Other Emergencies (e.g., Medical Issues, Hazards)

Immediate Actions:

- **Assess and Respond**: Evaluate the emergency and take appropriate action.
    - For a medical issue, follow medical emergency protocols.
    - For environmental hazards (e.g., spills, injuries), clean up and provide first aid as needed.
- **Contact Authorities**: For any non-medical emergencies that require assistance, contact the appropriate personnel (maintenance, local authorities, etc.).
- **Clear Communication**: Keep all participants informed of the situation and provide clear directions for safety.

General Considerations:

Communication System:

- Ensure all staff and event personnel are equipped with walkie-talkies or mobile phones for communication.
- Use PA systems, megaphones, or mobile devices to alert attendees of emergencies.

Staff Roles & Responsibilities:

- **Designated Emergency Personnel**: Assign specific roles to staff members (e.g., calling

911, crowd control, first aid).
- **First Aid Trained Personnel**: Ensure that trained medical staff or volunteers are available during every event.

Evacuation Routes:

- Identify and clearly mark emergency exits.
- Ensure that exit routes are free of obstacles and accessible.

Review and Drills:

- Conduct regular emergency drills (fire, severe weather, evacuation) to ensure preparedness.
- Review the EAP with all staff and athletes at the beginning of each season.

Conclusion: This Emergency Action Plan ensures that all staff, athletes, officials, and spectators are prepared to respond swiftly and safely to any emergency that might occur during athletic practice or competition in the middle school gym. Regular review and practice of this plan are essential for ensuring the safety of all individuals involved.

Asthma Episode Emergency Response Protocol

Purpose

The purpose of this document is to aid a student experiencing asthma exacerbation as evidenced by wheezing, coughing, shortness of breath, chest tightness, and/or breathing difficulty.

Equipment and Supplies

1. Prescribed quick-relief medication (albuterol, ProAir, Proventil, Ventolin, etc.).

2. Many students have their own inhaler on their person, as allowed by state law PA 100-726. If asthma medication is not on the student, immediately summon school staff members who have access to the medication. All equipment and supplies necessary for administering asthma medication (spacer, nebulizer machine, etc.)

3. Student's Asthma Action Plan (if available)

Procedures

Step	Condition	Action
1	<u>Asthma Episode</u> wheezing, coughing, shortness of breath, chest tightness, or difficulty breathing	• Assess student for any asthma episode symptoms. • Student report of "needing my inhaler" should be given primary weight even in the absence of other symptoms. • Summon or notify office of student's condition regardless of severity of symptoms and report findings
2	Severe Asthma Episode Very fast or hard breathing, Nasal flaring, Skin retracting/sucking over child's neck, stomach, or ribs with breaths, Breathing so hard they cannot walk or speak, Lips or fingernail beds turn blue	• CALL 911 IMMEDIATELY • CALL SCHOOL OFFICE • CALL PARENT/GUARDIAN • Continue to step 5 "Quick-Relief Medication"
3	Loss of Consciousness If student appears to lose consciousness or ability to participate in own treatment	• Call 911, if not already summoned.
4	No Quick Relief Medication available Student has no quick relief medication.	• CALL 911 IMMEDIATELY • CALL SCHOOL OFFICE

		• CALL PARENT/GUARDIAN
5	Quick-Relief Medication If student has quick relief medication available and the episode is not an emergency	• Assess respiratory status using peak flow meter. • Give/assist with giving prescribed asthma quick relief medication (with delivery device) as authorized by student's Asthma Action Plan or medical orders. • Stay with the student and observe for improvement. • Do not permit student to lie down or fall asleep.
6	Improvement If student improves after quick-relief medication given	Monitor student for 15-20 minutes then allow student to return to class and resume activities. • Repeat quick-relief medication every 10-20 minutes, or as authorized in student's Asthma Action Plan, until help arrives, or student's breathing improves. Stay with the student until transferred or recovers. Call parent/guardian or direct someone else to contact parent/guardian.
7	No Improvement If no improvement within 10 minutes of quick- relief medication administration, if symptoms worsen, or if student develops any one of the following symptoms: Very fast or hard breathing, Nasal flaring, Skin retracting/sucking over child's neck, stomach, or ribs with breaths, Breathing so hard they cannot walk or speak, Lips or fingernail beds turn blue	CALL 911 IMMEDIATELY
8	Recording Incidents	• Record all incident information per school or district's emergency medical response guidelines. If needed, work with parent/guardian to obtain Asthma Action Plan for the student.