



York Academy Emergency Action Plan

**York Academy Regional Charter School
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CRISIS RESPONSE TEAM: DEFINITION AND FUNCTION

Definition

A **Crisis Response Team** is a group empowered to act in situations that are physically or psychologically dangerous to students or staff.

The objectives of this team are:

1. To provide for the safety, welfare, and care of the students and staff.
2. To provide order out of chaos.
3. To be prepared and professional.
4. To minimize liability by having a plan and following it.

Function

Crisis Response Teams may be utilized when the emotional or physical safety of students or staff is threatened. Such situations may be:

1. Medical emergency or natural emergency.
2. Violence in or around a school (from outsiders or students/staff).
3. Death of a student(s) or staff member(s).

The extent of Crisis Response is determined by the impact the tragedy has had on the school and staff.

THE CRISIS RESPONSE TEAM

A. Composition

Since the Crisis Team could be responsible for a wide variety of tasks, a Crisis Team should be comprised of approximately **seven to eight members**. A custodian, three teachers, a school administrator, a nurse, a school counselor, and an administrative assistant.

Faculty/staff members who know the students best would be considered likely candidates for the team. Careful attention should be used in selecting faculty/staff who relate well with students and who have the students' respect.

B. Qualities of the Team Members

It is important that the Crisis Team members have such qualities as:

1. Leadership ability
2. Training
3. Ability to be a team player, i.e., interactive cooperation
4. Calmness and the ability to maintain professional perspective
5. Decision-making ability
6. Availability

C. Team Leader

A Crisis Team leader and a "backup" should be designated in advance to be in charge during a crisis. Usually this will be the CEO/HEAD OF SCHOOL, but the "backup" would assume the team leader's role if necessary.

1. Leadership Criteria Include:

- a. Availability
- b. Confidence
- c. Knowledge of the students
- d. Knowledge of the community
- e. Seen as a leader

2. Duties of the Leader:

- a. Maintain a current record with the telephone numbers or persons and organizations who are to be contacted IMMEDIATELY (such as the police, emergency health service, and school staff).
- b. Designate a Crisis Team headquarters within school.
- c. Assemble the Crisis Team to review the overall plan and individual responsibilities at regular intervals.
- d. Arrange for staff in-service on crisis management.
- e. Assign an appropriate team member, plus backup, to log events and actions during the crisis. This will provide an accurate record for later use.
- f. Assess situation quickly as to who is involved, what is happening, and what should be done. The impact on students and staff determines the amount of involvement needed.
- g. When It Is Over: It is important that a DE-BRIEFING occur with the Crisis Team to talk over what happened, and to receive counseling on dealing with the stress they suffered during the event. Support services may need to be provided to team members.

D. Training of the Crisis Team

The Crisis Team should receive specialized training. This training may be provided to all team leaders. Each leader will be responsible for training the school team. Additionally, the counselor should receive training in crisis intervention techniques.

Crisis Team training should include, but not be limited to training in:

- 1. First aid/CPR-Advanced Cardio-Pulmonary Resuscitation
- 2. Warning signs of suicide and assessment tools and intervention skills with "at-risk" students
- 3. Local mental health resources (community and private)
- 4. Development and maintenance of local resource linkages
- 5. Development of interpersonal skills
 - a) Active listening and speaking skills
 - b) Crisis intervention skills
- 6. Training and assignment for specific administrative tasks
- 7. Steps to take for public safety regarding crisis

The skills to be used by the crisis team are intended for use in containing a crisis situation or to deter the development of an emergency, thereby keeping the school functioning as smoothly as possible.

TRAINING FOR CRISIS

Training is a critical element in establishing workable approaches to handling all crisis situations. Much of this training should be provided by the designated crisis team. This does not exclude the use of other trained school personnel and/or outside professionals.

Faculty/Staff Training

1. Identify and interpret school district policies regarding crisis response.
2. Identify and familiarize participants with the crisis team members and their functions.
3. Train faculty to identify at-risk students.
4. Prepare faculty to appropriately handle crisis contacts made by students after school hours.
5. Train teachers to lead constructive dialogue with their students following a crisis situation.
6. Train secretaries, custodians, food service personnel, and any other appropriate staff members in communication and crisis response.

Procedures for General Crisis Intervention

Unanticipated events, school bus crashes, natural disasters, or multiple injuries or deaths, can quickly escalate into a school wide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as:

A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

The following procedures should be implemented if a school wide crisis occurs. A General Crisis Intervention Checklist is provided at the end of this section to help you track the actions taken.

EMERGENCY CRISIS RESPONSE

Any unforeseen combination of circumstances that require some type of action to provide for the safety, welfare and care of students and staff can create an emergency crisis situation.

Knowing what to do if an emergency occurs will minimize the danger, chaos, and emotional and physical impact on students and staff, while providing for medical assistance to injure and the safety and security for all.

GENERAL EMERGENCY GUIDELINES

- Stay calm and think through your actions
- Know the emergency numbers:
 - Fire/Police/Ambulance 911
 - Internal Emergency Number 100 (Front desk)
 - Human Resources 102 (Business Manager)
 - Dial 190 from any phone to speak on the intercom system
- Know where the exits are located.
- **In the event of any emergency, do not take elevators; use the stairs.**
- Do not hesitate to call or alert others if you believe that an emergency is occurring; you will not "get in trouble."
- First aid supplies and emergency equipment are located in the nurse's office for use by those who are authorized and properly trained.

Immediately Following Notification of Crisis

The school administrator or designee should implement the following procedures when the school is notified of a crisis situation:

1. Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office until appropriate steps can be taken.
2. Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise.

Once verification of a crisis has occurred, the administrator and/or CRT designees must attend to the following:

1. Convene the Crisis Response Team. To not unnecessarily alarm others, use the coded message developed for these situations (**e.g., "CRT members, please report to the Health Room," or "A CRT meeting will convene in the Health Room in 10 minutes"**).
2. Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. A sample statement is included. Also, prepare statements for telephone inquiries.
3. Identify students, staff, and parents likely to be most affected by the news. These persons are targeted for additional support.
4. Determine if additional district/community resources are needed, or are needed to "stand by", to effectively manage the crisis, and notify them if appropriate.
5. Station staff/student support members as planned prior to making the announcement.

MEDICAL EMERGENCY

- Upon discovering a medical emergency, call 911.
- Notify the Chief Executive Officer/Chief Academic Officer/member of the Safety Committee and report the nature of the medical emergency and location.
- Administer first aid and/or CPR as needed.
- Stay with the person involved, being careful not to come in contact with any bodily fluids.
- If feasible, remove student(s) from the emergency situation and surrounding area.
- If a weapon is involved, immediately summon the police.
- Employees in the immediate vicinity of the emergency, but not directly involved, should leave the area.
- Human Resources will make any necessary notifications to family members of the person suffering the medical emergency.
- Designate a staff member to ride in the ambulance with student (if possible take health folder).
- If appropriate, a written accident report should be completed.

POSSESSION OF A WEAPON

A weapon on school property is a crime. A weapon on school property is evidence.

If a weapon is found on school property take the following actions:

- School staff member will immediately contact CEO/HEAD OF SCHOOL.
- CEO/HEAD OF SCHOOL will conduct an immediate investigation.

If suspicion of weapon or visual appearance of weapon on school property, take the following actions:

- If student is under suspicion of weapon, a request will be made for the student to submit to a voluntary search by a school official in the presence of a witness.
- If weapon is found, CEO/HEAD OF SCHOOL will notify the police, parents, and parents of any other students that may have been involved in the incident.
- Suspect student will remain isolated and supervised.
- Police official completes search and confiscates weapon.
- If visitor in building is under suspicion or displays weapon, call 911 immediately.

CEO/HEAD OF SCHOOL will inform all members of the Board of Trustees of the incident. In accordance with the Pennsylvania School Code, process of scheduling a formal hearing for the expulsion of the student in possession of a weapon will occur immediately.

BROWNOUT OR BLACKOUT

During a Brownout

Air conditioners, fans, freezers, refrigerators, or any type of electrical motor will run hot and possibly break down or burn out. Do not use projectors, televisions, computers, or audio-visual equipment. When a brownout begins, shut off all electricity-run equipment (including classroom lights). If the visibility is poor and weather permits, move students outside the building.

During a Blackout

Rooms without lights are equipped with emergency lighting systems. Open doors and window shades to permit light from outside to illuminate the classrooms and hallways then move students outside if necessary. Unplug all power equipment and turn off all computers and light switches. When power is returned, surges may occur and damage equipment in the "on" position.

PREPARATION FOR SEVERE WEATHER

These items should be considered:

- Cell phones for back up communication
- Flash lights with extra batteries
- Medical trauma kit and supplies
- Blankets
- Back up copies of class rosters
- Student emergency cards
- School building map showing location of all utility disconnects/hazardous chemicals
- List of all fire extinguisher locations
- Bottled water

SEVERE WEATHER

Snowstorms, blizzards, heavy rain/floods, and thunderstorms

Overnight storms and/or during school day- CEO/HEAD OF SCHOOL will make global call providing instructions, and notify media communications accordingly.

1. Each classroom should have a severe weather drill plan and instructions posted.
 2. The Head Custodian/Chief Executive Officer/Designee¹⁰ will monitor a weather alert radio. If a severe weather report is issued, he/she will immediately implement a page with instructions to follow. (This announcement will be repeated three times).
 3. When an announcement is made, please move to the designated area for your classroom (or outside of classroom) and assume a safety position.
 4. All students, teachers, and staff should remain in their designated area until the all-clear signal is heard.
 5. When the severe weather warning is cancelled, he/she will send runners to advise that it is safe to return to work areas. A general announcement will also be made.
 6. If it becomes necessary to evacuate the building due to severe weather damage, please follow the normal fire drill evacuation procedures.
- Teachers should check roll and account for every student.
 - While evacuating, watch for dangerous debris.
 - After evacuating the building, go directly to your assigned area away from the building and remain there for further instruction.
 - Keep all students together and keep driveways clear for emergency vehicles.

Earthquake

The first indication of a damaging earthquake may be a gentle shaking. A second or two later, one may feel serious shaking. During a major or moderate earthquake, the greatest immediate hazard to individuals is being struck by falling objects. Staff and teachers should immediately:

- Drop to the floor and cover the head area. Kneel down, draw knees to chest, and cover back of head with hands.
- If indoors, remain indoors. Hide under sturdy furniture and away from windows and glass.
- In halls, stairways, or other areas where no cover is available, move to an interior wall.
- In the library, immediately move away from windows and bookshelves.

Tornadoes

Announcements of an impending disaster of this nature will be made over the intercom with instructions. Stay inside or return inside immediately and close all interior and exterior doors.

FIRE ALARM EVACUATION

- Employees will be notified of a fire alarm either by the fire alarm system or by a paged announcement.
- Upon becoming aware of a fire alarm, teachers/educators should gather your roster and green (all students are accounted for) and red (a child is missing) indicator signs.
- Employees should immediately evacuate the building. Do not delay evacuation to get personal belongings or to wait for co-workers. Also, all doors should be closed as the last person passes through. **(Note: never use elevators during fire alarm situations.)**
- Supervisors should be the last persons to leave the area. Check the building to be sure that all personnel have evacuated.
- Any employee having mobility, visual, hearing, or other conditions, which may hinder them from becoming aware of an emergency or evacuating, should request special assistance through Human Resources.
- Upon exiting the building, all personnel should report for a head count.
- If any employee is missing, an immediate report should be made to the incident commander, who will in turn report to the first available fire department officer.
- Employees should stay together in a group so that periodic updates on the situation can be issued.
- The order to re-occupy an area or building will be issued by the incident commander.
- In the event of inclement weather, the incident commander will make arrangements for all personnel to move to one of the two emergency evacuation sites:

- o **St. John the Episcopal Baptist Church**

140 N. Beaver Street

York, PA 17401

717-848-1862

Hours of Operation: 9:00 a.m. – 4:00 p.m. Monday thru Friday

*Students will enter through the side entrance and utilize the parish hall in case of an emergency evacuation.

- o **Valencia Ball Room**

142 N. George Street

York, PA 17401

717-848-8257

Hours of Operation: 8:30 a.m. – 4:30 p.m. Monday thru Friday

*Students will enter through the front entrance on George Street and utilize the ballroom in case of an emergency evacuation



Fire Safety

- Alert other persons in the immediate hazard area.
- Activate a fire alarm or call the Administrative Assistant at the front desk to page an emergency announcement.
- If you have been trained, you can decide to use a fire extinguisher following these instructions:

P=Pull the safety pin.

A=Aim the nozzle at the base of the fire.

S=Squeeze the operating lever.

S=Sweep side to side covering the base of the fire.

** When using a fire extinguisher always stay between the fire and an exit; stay low and back away when the fire is extinguished.*

** Never feel that using a fire extinguisher is required. If the fire is too hot, too smoky, or you are frightened, evacuate.*

- Have someone notify the CEO/HEAD OF SCHOOL/Safety Committee of where the emergency is located. He/she will relay this information to the fire department.

BOMB THREATS

A threat to bomb a school should be taken seriously. The person taking the call shall report the threat immediately to the CEO/HEAD OF SCHOOL or his/her designee. The CEO/HEAD OF SCHOOL or designee shall:

1. The person receiving the call shall complete the "Bomb Threat Caller ID Sheet." **CELL PHONES AND WALKIE TALKIES MUST BE TURNED OFF AND TAKEN OUT OF THE BUILDING.** The completed Bomb Threat Caller ID sheet will be given to the police.
2. Notify CEO/HEAD OF SCHOOL and call 911

CEO/HEAD OF SCHOOL will give instructions. Execute evacuation plan. If the caller gave any indication as to the location of the bomb, avoid that area during evacuation.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed to explode.



WORKPLACE VIOLENCE

- Any employee who feels that she/he has been threatened should immediately report their concern to the Chief Executive Officer/Chief Academic Officer and to Human Resources.
- If any person is observed exhibiting threatening behavior or making threatening statements, the person discovering the situation should warn others in the area and immediately notify Human Resources and stay away from the person exhibiting threatening behavior.
- Depending upon the level of concern, the police department (911) should be called immediately.
- Never attempt to confront any person exhibiting threatening behavior.

If you have reason to believe that events in your personal life could result in acts of violence occurring at work, you are urged to confidentially discuss the issue with the CEO/HEAD OF SCHOOL/Human Resources so that

MISSING CHILD

- Notify CEO/HEAD OF SCHOOL immediately.
- CEO/HEAD OF SCHOOL will secure premises (building is in lockdown) and/or contact transportation (if applicable)
- Appropriate staff will respond in assisting to location child.
- If unable to be located, CEO/HEAD OF SCHOOL will notify parents/guardian and inform of situations and what steps taken.
- CEO/HEAD OF SCHOOL will notify 911 with the following information:
 - Child's name
 - Child's photograph, if available
 - Address
 - Physical and clothing description
 - Medical status, if appropriate
 - Time last seen

VIOLENCE IN AND AROUND THE SCHOOL

In the event of violence, unwanted intruders, kidnapping, the immediate concern is to aid the victim(s).

I. Violence

1. Contact the police - 911.
2. Follow medical procedures.
3. Isolate the situation as best as possible.

II. Unwanted intruder

Safety measures should be in place. They include:

1. Signs stating that all visitors are to report to the office posted on exterior doors.
2. Substitute teachers, parent volunteers, and visitors should be issued identification badges when they check in at the front office.
3. All visitors are required to sign in at the front office. Teachers in isolated areas of the building are provided either intercom or telephone service.
4. If an intruder is inside of school, secretary should hit alarm and if possible announce "Building is in lockdown."

III. Kidnapping

All parents will be asked to complete forms requesting names of persons to whom their children can be released. These names will be kept in the office, and limited to a list of three. Names of persons the student can be released to must be in the student's file.

1. Remain calm.
2. Students will be supervised before school, during lunch, and after school during bus loading period.
3. Any person in the building without a visitor's pass will be summoned.
4. Communicate with the perpetrator(s), if feasible.
5. Cooperate with the perpetrators in absence of bodily harm or threat to life.

IV. Terrorism or Hostage Situation

1. Announce "building in lock down."
2. Do not attempt to defuse situation, call 911;
 - Staff/teachers quickly scan for any students in the hall/bathroom and get them into a classroom.
 - Record names of any injured persons listing the condition of the individual. Assistance will be provided.
 - Lock down classes and main office doors.
 - Take attendance and inform CEO/HEAD OF SCHOOL of students absent or missing.
 - Move students towards the wall by classroom doors.
 - Turn off classroom lights
3. CEO/HEAD OF SCHOOL will evaluate situation until police arrive.
4. Secure entrances and exits to facility.

5. CEO/HEAD OF SCHOOL will have the custodian and building floor plans available upon police arrival.
6. CEO/HEAD OF SCHOOL will designate someone to meet police and medical personnel to direct to appropriate location.
7. CEO/HEAD OF SCHOOL will complete detailed incident report at the earliest opportunity possible.

SUICIDE OR SUDDEN DEATH

The circumstances surrounding the death may determine the degree of implementation of the general crisis intervention procedures, depending on the level of impact upon students and staff. Students and staff more directly involved with the victim should be monitored closely. A counselor will be made available for classroom intervention, individual crisis counseling and referral to appropriate outside agencies of any student (s) or staff member in need of further assistance.

Listen to parents and what they have to say; you may build integrity by not saying anything. Affirm that being a parent/friend sometimes involves having to deal with pain and grief that we do not want to deal with.

SYMPTOMS OF GRIEF IN YOUNGER CHILDREN

Nervousness	Uncontrollable rages	Frequent sickness	Antisocial behavior
Rebellious behavior	Hyperactivity	Nightmares	Depression

SYMPTOMS OF GRIEF IN OLDER CHILDREN

Poor concentrating	Forgetfulness	Poor schoolwork	Insomnia	Social withdrawal
Antisocial behavior	Destructive behavior	Resentment of authority	Resistance to discipline	Frequent sickness
Overeating	Truancy	Depression	Talk of or attempted suicide	Experimentation with drugs and/or alcohol

SUICIDE CRISIS

Few events in the life of a school are as potentially disruptive, chaotic, or painful as suicide.

Each employee of a school district should be involved in coordinated suicide prevention. The campus CEO/HEAD OF SCHOOL has a key role in providing leadership for implementation of campus suicide prevention activities. Classroom teachers, librarians, and other school personnel play a crucial role in the identification, referral, and monitoring of troubled and suicidal students. Students, likewise, have a role in the identification, referral process and, where appropriate, peer counseling. School counselors, along with other support personnel organized into "crisis teams," are central to implementing any effective intervention plan.

A. Referrals to Crisis Team

An at-risk student can be self-referred or referred by another student or a friend, parent, neighbor, teacher, or other school personnel to the crisis team for assessment.

Teachers, parents, or other school personnel who identify a potentially suicidal student will usually initially refer that student to the school counselor or designated crisis team member. As part of its referral procedures, a method to "red flag" students in need of immediate assistance from the crisis team. Referring personnel should be responsible for transmitting all relevant information concerning the student to the counselor at the time of referral.

When time permits, any referral information should be carefully reviewed prior to interviewing the student. This might include interviewing the referring person about his/her observations of the student's behavior and any other relevant information that is known. Interviewing those school personnel who best know the student could also be very helpful.

B. The Crisis Assessment Interview

A designated crisis team member should remove the identified student from class to a quiet and secure office to conduct the assessment interview.

C. Assessment of the Suicide At-Risk Student

The crisis team member receiving the referral should carefully interview the identified student in order to make an initial assessment as to the magnitude of risk (low, moderate, or high).

THE DETERMINATION OF RISK CAN BE DEFINED AS:

High	Imminent danger
Moderate	Potential danger high
Low	No immediate risk identified

HIGH RISK

Imminent Danger - Requires: **IMMEDIATE RESPONSE**

1. Contact **Crisis Response Team** leader immediately. **DO NOT LEAVE THE STUDENT UNATTENDED.**
2. Contact parents/guardians. If they don't respond, call protective services and report as medical neglect.
3. Call police and if required, an ambulance.
4. Call community mental health resource person and request his/her immediate assistance.
5. Complete Suicide Risk Screening Tool and prepare for follow up.

MODERATE RISK

Potentially Dangerous- Requires: **Thorough Evaluation/Referral**

1. Contact crisis team leader.
2. Obtain phone consultation from identified community mental health person.
3. Contact parents and request parents to pick up the student. Provide referral options.
4. Complete Suicide Risk Screening Tool.

LOW RISK

Requires: Short Term **Monitoring** as Needed

1. Contact crisis team leader.
2. Complete SPAR form within 24 hours.
3. If warning signs persist, set up an appointment to see student the following day.
4. Contact parents and set up a conference.

Should the situation become extremely critical (the student has ingested pills or poison or has possession of a gun or knife), the police must be notified immediately.

The following information should be gathered and made available to emergency personnel:

1. Name of student and parents/guardians
2. Student's home address
3. Exact nature of the threat
4. Exact location of student
5. Who else is near the student who could be helpful
6. Name, address, and phone number of person reporting the incident

One should delay contacting any other people until the immediate safety of the student is assured. Some situations are of such critical proportions that the teacher should remain on the phone with the student **AT ANY COST**. This contact should be maintained until the immediate crisis is resolved or emergency personnel have arrived on the scene. In such a case, the teacher remaining on the phone with the student might pass a note to someone else in close proximity (his/her spouse, companion, or friend) requesting assistance to summon emergency personnel.

An alternate method, which should be used only as **A LAST RESORT** due to the risk involved, is for the teacher to hang up for a minute to call another member of the crisis team. Then, while the teacher returns to the student, this second team member will contact all other necessary personnel.

SPECIAL NOTE:

It is crucial that prior cooperative agreements be achieved with local law enforcement officials to facilitate the smooth and efficient handling of a crisis event. School administrators and crisis team members need to be aware of how school personnel can best assist the police in any such situation.

A completed suicide, even when it occurs off campus and after hours is of such magnitude that virtually all students and school personnel will hear of the event quickly via the "rumor mill." The range of emotional reactions by everyone in the school to such information will vary greatly. Neither the pretense that "nothing has happened" nor the glorification of such a tragic event will help the survivors effectively cope with own emotions.



BUS ACCIDENT

No Injuries

1. Driver will report accident to dispatch and call 911.
2. Dispatcher will notify CEO/HEAD OF SCHOOL.
3. Arrangements will be made for students to be taken to school or home.
4. Dispatcher will report to the accident.
5. CEO/HEAD OF SCHOOL will notify school nurse to talk to students regarding their condition.
6. Parents of students involved will be notified by CEO/HEAD OF SCHOOL.
7. Students will be transported to home or school after all information is recorded.

Serious Injuries

1. Driver will report accident to dispatch and call 911.
2. Dispatcher will notify CEO/HEAD OF SCHOOL.
3. Dispatcher will make arrangements for uninjured students to be returned to school or home.
4. Dispatcher will report to the accident.
5. CEO/HEAD OF SCHOOL will be notified of students involved.
6. CEO/HEAD OF SCHOOL will notify school nurse to talk to students regarding their condition.
7. Parents of students involved will be notified by CEO/HEAD OF SCHOOL.
8. Emergency services will provide information to dispatch and CEO/HEAD OF SCHOOL of those students requiring additional care at hospital.
9. CEO/HEAD OF SCHOOL/school nurse will report to hospital.
10. CEO/HEAD OF SCHOOL/school nurse will remain at hospital until parents arrive.
11. Students not injured will be transported to home or school after all information is recorded.

TRAIN ACCIDENT

Impact on school grounds

1. CEO/HEAD OF SCHOOL immediately contact teachers/staff to provide directions.
2. If building or school grounds impacted by accident teachers/staff are to remain inside of building until notified by CEO/HEAD OF SCHOOL.
3. CEO/HEAD OF SCHOOL will work with York Railway to receive additional instruction of student/staff safety.
4. CEO/HEAD OF SCHOOL will provide school and families with necessary communication of the accident.

Individual involved

1. CEO/HEAD OF SCHOOL/staff member will call 911.
2. If individual has relationship with school, CEO/HEAD OF SCHOOL will immediately contact teachers/staff to provide directions.
3. Teachers/staff are to remain inside of building and have students report to classrooms away from visible site of accident.
4. CEO/HEAD OF SCHOOL will provide school and families with necessary communication of the accident.

UTILITIES EMERGENCY

General power outage - Conserve building heat/cool temperature.

- Gas line breaks - Evacuate the building and move to safe area.
- Notify custodian and CEO/HEAD OF SCHOOL.
 - Leave all switches and other electrical apparatus as is.
 - Call 911 as evacuation is taking place.
 - Custodian/CEO/HEAD OF SCHOOL should have available upon Fire Department arrival;
 - Location of leak (if known)
 - Knowledge of anyone remaining in the building
 - Floor plans and internal systems information

Water line break - Contact CEO/HEAD OF SCHOOL indicating where the problem exists and remove any items possible.

CHEMICAL EMERGENCIES AND HAZARDOUS MATERIALS

1. Prevent contact by students and staff.
2. Notify CEO/HEAD OF SCHOOL immediately.
3. If the release is a danger, students should be relocated to another area or evacuated. Evacuate the building according to the fire drill procedures.
4. Provide first aid if necessary.
5. CEO/HEAD OF SCHOOL will call 911 and describe condition and type of hazardous material if known.
6. Custodian/CEO/HEAD OF SCHOOL should have available upon Fire Department arrival;
 - Person knowing the location and type of hazardous material.
 - Knowledge and location of anyone remaining in the building.
 - Floor plans and internal systems information.

External Spills or Releases

A chemical spill may occur offsite and have an impact on the school. The local fire company will be the agency in charge of notifying the school. Emergency management will direct CEO/HEAD OF SCHOOL of appropriate actions that need to be taken.

In the event a person comes in direct contact with suspected hazardous material, follow safety precautions posted onsite or listed on container, and call the hospital emergency room.

EMERGENCY CRISIS SITUATION RESPONSE PLAN

ACTIVITY	Person(s) Responsible
----------	-----------------------

- | | |
|--|---------|
| 1. Remove other students from the area.
KEEP THE STUDENTS IN CLASS, UNLESS
THE BUILDING MUST BE EVACUATED. | Faculty |
|--|---------|

2. Call the police, fire department or for an ambulance, if needed.	Member involved
3. If a student has been injured, designate a nurse or other school personnel to ride in the ambulance to the hospital and take the student's health folder. The person at the hospital will contact the school to report on the current condition of the student.	Crisis Team
4. If death of student, contact the student's family to discuss how the family wishes to handle the situation. Information that will be released should be discussed with the family. Only the facts are to be released. If the incident is a suicide attempt, offer no speculation as to the reason.	CEO/Head of School
5. Post someone at the doors of buildings to monitor who goes into and comes out of the buildings.	Crisis Team
6. Convene the Crisis Team and make plans for the rest of the school day.	CEO/Head of School
a. Determine other school personnel needed such as counselors or special staff to help check students out of school, etc.	Crisis Team
b. Meet with counselors and special staff to inform them of the situation and determine strategies.	CEO/Head of School Crisis Team
c. Determine how and when students and faculty will be informed of the events and what information will be released.	Crisis Team
d. Determine process for releasing students from class to see a Counselor. Crisis Team	CEO/Head of School
e. Inform students where the Crisis Center is located and that counselors are available. Keep a list of students who come to the Crisis Center to be used for follow-up.	Counselor
f. Determine what, if any, written communication related to the incident to send home by students.	Crisis Team
g. Students may be checked out of school by established procedures. When checked out, they must leave the school premises and not return for the remainder of the day.	Secretary Special Staff
7. Convene a faculty meeting at the end of the school day to discuss events of the day, answer questions, and determine how to proceed the following day.	CEO/Head of School



DAY 1: First School Day Following the Crisis Emergency

Suggested Steps:

1. The Crisis Team and school personnel may meet prior to the beginning of the school day to review any special plans for Day 1 and to provide the faculty an opportunity to process their reactions to the event.
2. At the beginning of class, the students should be given the opportunity to talk about their reaction to the event. Teachers should be aware of any student who is having significant difficulty and refer such students to the Crisis Center for counseling. Teachers should attempt to resume normal class activities as soon as appropriate.
3. The faculty should be convened at the end of Day 1 to review the day's events, to provide support for each other, and plan for Day two.
 - a. Teachers should be encouraged to make calls during the evening to parents of students who seemed particularly upset during the day.
 - b. Any new information should be shared with staff and news media as appropriate.

Day 2: Second School Day Following the Crisis Emergency

Suggested Steps:

1. The Crisis Team and faculty could meet prior to the beginning of the school day to review any special plans for Day 2 and to provide the faculty an opportunity to process any of their reactions to the event.
2. The Crisis Center should remain open to any students needing brief counseling. "High risk" students should be referred outside for more intensive counseling.
3. Classes should be back to normal as much as possible.
3. Teachers should be asked to continue monitoring students' reactions and behaviors for signs of agitation or depression.
4. Counselors should receive absence reports the first few days after the crisis event to determine whether "high risk" students are absent, and if so, counselors should contact these students and offer assistance.
5. All school personnel should report all rumors regarding the crisis to the Crisis Team Leader and make appropriate efforts to correct or prevent the spread of any rumors.

EMERGENCY CONTACT INFORMATION

York Academy Safety Committee Contact Numbers:			Bldg. ext.
Dennis Baughman	Chief Executive Officer	801-3900	307
Tina Ziegler	Administrative Assistant	487-7483	100
Monik Johnson	Business Manager	841-6738	102
John Noel	Head Custodian	419-5229	202
Karen Richardson Marla Urey	School Nurse	318-2961 434-4488	205
Aislinn Cunningham Krystal Reese	School Counselor	332-7421 881-6960	304

****The Crisis team members are expected to report immediately to the emergency at hand ready to assist with their cell phones****

York Academy Emergency Contact Numbers:	
St. John the Baptist Episcopal Church	717-848-1862
Valencia Ballroom	717-848-8257
City Police Department/Ambulance	911
City Fire Department/Rescue	911
Columbia Gas Company	1-888-460-4332
Met Ed	1-800-545-7738
York Water (Daytime)	717-845-3601
York Water (Night/Weekends)	717-848-2984
FIRST (Resources/referral system)	717-755-1000
York Railway (Dave Hart)	717-577-2578
York Railway (Tom Jordan)	717-577-4754



GENERAL CRISIS INTERVENTION CHECKLIST

- _____ 1. Direct staff and others not to repeat information until verification is obtained.
- _____ 2. Notify CEO/HEAD OF SCHOOL.
- _____ 3. Convene CRT and assign duties.
- _____ 4. Notify building support staff, such as counselors, psychologists, and/or social workers.
- _____ 5. Prepare formal statement or announcement.
- _____ 6. Announce time and place of emergency staff meeting.
- _____ 7. Identify other/additional students, staff, and parents likely to be most affected by the news.
- _____ 8. Assess need for additional community resources.
- _____ 9. Assign trained staff or community professionals to:
- _____ 10. Provide grief support to students
- _____ 11. Review and distribute discussion questions to teachers
- _____ 12. Stand in for absent/affected/substitute teacher
- _____ 13. Distribute lists of community resources.
- _____ 14. Make official announcement.
- _____ 15. Hold emergency staff meeting.
- _____ 16. As needed, assign team members and other staff to monitor grounds.

Special Note:

Teachers should explain to their students that if they are ever in the bathroom or hallway and an emergency (fire, evacuation etc.) occurs to go to the nearest adult or nearest room with an adult for assistance.

CRISIS TEAM LEADER'S INFORMATION SHEET
EMERGENCY CRISIS SITUATION

Date : _____

1 . Obtain the following information:

A . What has happened? _____

B. Who has been notified?

_____ Police _____ Fire _____ Ambulance _____ Parent _____ Other

C. Is the building secure? _____ Yes _____ No

D. Injuries? _____ Yes _____ No

If Yes, how many? _____ What type of injuries? _____

E. Where are the injured? _____

F. Are other staff members needed? _____ Yes _____ No

G. Is transportation (buses) needed? _____ Yes _____ No

H. Is the Building Level Crisis Team functioning properly? _____ Yes _____ No



EMERGENCY CRISIS RESPONSE PLAN CHECKLIST

Student Injury

Date : _____

- _____ 1. Use voice command to manage student movement.
- _____ 2. Call 911 if needed.
- _____ 3. Designate nurse or other person to ride in ambulance, if needed.
- _____ 4. Call student's family.
- _____ 5. Post staff outside doors.
- _____ 6. Convene Crisis Team
- _____ 7. Meet with outside support personnel, if appropriate.
- _____ 8. Prepare written communication for distribution to students.
- _____ 9. Convene faculty meeting at the end of the day.

Bomb Threat Caller I.D. Sheet

Exact Time of Call: _____

Exact words of the Caller: _____

Critical Questions

When is the bomb going to explode? _____

Where is the bomb? _____

What does it look like? _____

What will cause explode? _____

Did you place the bomb? _____

Why did you place the bomb? _____

Where are you calling from? _____

What is your address? _____

What is your name? _____

Time reported: _____ a.m./p.m. Date: _____ How reported: _____

Description of Caller's Voice (Circle):

Male	Female	Young	Older	Middle aged
Crying	Slurred	Stutter	Deep	Loud
Broken	Giggling	Accent	Angry	Rapid
Stressed	Nasal	Lisp	Excited	Disguised
Sincere	Squeaky	Normal	Calm	Slow

Is voice familiar? _____ If so, whom did it sound like? _____

Background noises? _____ Yes _____ No If so describe: _____

Time caller hung up: _____ a.m./p.m.

Following the call, Hang-up then Pick-up the Hand set immediately and contact the Chief Executive Officer/Chief Academic Officer.

Person receiving call: _____

Telephone number where call was received: _____

If The Situation Is:	Then You Should:
<p> Fire Medical Emergency Person Brandishing Firearm/ Weapon Major Incident Bomb Threat Narcotics Drug Case Trespassers Vandalism Weapons Assault Bus incident Dangerous conditions Found contraband Minor accident Missing children Out-of-Control Parents Out-of-Control Students Reports of Serious Incidents Theft Truants Or if You're in Doubt..... </p>	<p> #1. CALL 911 AND #2. Notify Chief Executive Officer/Chief Academic Officer OR #3. Notify Head Custodian </p>



CLASSROOM DISCUSSION GUIDELINES

The following list provides guidelines for classroom discussions related to a school crisis. Teachers may want to use the open-ended questions provided at the bottom of the page to help them structure discussion following the announcement of a crisis situation.

1. Review the facts and dispel rumors.
2. If a suicide occurs, discuss myths and facts about suicide.
3. Inform students of locations for grief support.
4. Encourage students to express their reactions in a way that is appropriate for them, and affirm the appropriateness of all responses from severe upset to no visible reaction whatsoever.
5. Discuss possible guilt feelings or feelings of responsibility.
6. Discuss students' possible fears for their safety and that of their peers and siblings.
7. Ask students to support one another and to escort any friend who needs additional help to one of the designated locations for grief support.
8. Reassure students that any adult in the building is available to help.
9. Allow students to discuss other losses they have experienced. Help them understand this loss often brings up past losses; this is a normal occurrence.
10. Encourage students to discuss their feelings with their parents/families.

Suggested Questions

1. What was it like for you when you heard the news?
2. Did/will you discuss it at home? How did it go? How do you think it will go?
3. If you were a member of _____'s family, what do you think you would want at a time like this?
4. How can you students help each other through this?
5. What other losses have you experienced?
6. What thoughts and feelings does this bring up for you?