

PROJECT FOR NACBA CERTIFICATION

DEVELOPING A CRISIS MANAGEMENT PLAN

FIELD OF STUDY:

PROPERTY MANAGEMENT

BY

WARREN P. ECK

BUSINESS ADMINISTRATOR

THE FIRST ACADEMY

A MINISTRY OF FIRST BAPTIST CHURCH ORLANDO

JUNE 2002

UNION THEOLOGICAL SEMINARY AND

PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

CERTIFICATION CENTER

Dedicated to
Bob Epperson,

FCBA, CCBA, colleague, brother in Christ, friend, and
chief encourager in my journey from the start to the completion of my project

CONTENTS

ABSTRACT	v
PREFACE	vii
INTRODUCTION	xi
STATEMENT OF OBJECTIVES	xv
DEVELOPING A CRISIS MANAGEMENT PLAN.....	1
Planning History	1
Preparation of the Plan.....	14
Organization of the Plan	15
Format of the Plan.....	16
Application of the Plan	16
Employee Crisis Management Team	19
Response Team	20
Conclusion and Evaluation	27
Suggested Elements For Crisis Planning	31
APPENDIX I	35
APPENDIX II	36
NOTES.....	41
BIBLIOGRAPHY	42

ABSTRACT

My mind first envisioned a potential threat as a fire in a building. But then it became tornadoes that level a section of town. Then it became students who shoot fifteen children at school. And then it became airliners used as missiles to destroy buildings and their occupants.

What will it take to convince your church or church school that it is time to have a planned response?

Call it a disaster, an emergency, or a crisis. There must be an organized response, tailor-made to suit the buildings of your physical plant and the people who use them. During a crisis is not the time to stop and think of all that needs to be done, and in what order. The luxury of time and thought process only exists before the event occurs.

These were the chilling realities that prompted the creation of our church school's Crisis Management Plan. The object was to identify a comprehensive list of reasonably possible crisis events and write a step by step plan to respond to each one. The plan would specifically address the unique protocols and characteristics of our administrative structure and campus buildings.

Over a period of a few years an assembled team collected and read resources, interviewed community emergency response personnel, attended training seminars, and wrote the comprehensive management plan. The result is a thirty chapter (thirty crises) plan of responses for thirty potential crisis events. A Response Team has been established, and they typically meet weekly to review, drill, and update the plan. While God has spared us from a significant campus calamity so far; nevertheless, over the time the plan was being completed there have been numerous occasions to need and use it.

This project takes the reader through the process of developing the plan, and includes the finished product in the Appendices.

PREFACE

First Baptist Church of Orlando is highly regarded as a “flagship” church of the Southern Baptist Convention. From its humble beginning with a pastor and eighteen people in 1871, the church has enjoyed tremendous growth over these past 131 years. Its membership is now over 10,000 people!

The church first met in a small courthouse built of logs near the center of town. Today, worship takes place in a 6,100 seat sanctuary that takes up almost four acres within its walls. The room is equipped with significant technology, including television lighting and cameras, nearly 300 microphone jacks, a jumbo video screen with ancillary monitors, and a 30,000 watt sound system.

Over 500,000 square feet of space have been constructed on approximately 133 acres of ground. The value of the physical plant is estimated at close to \$45 million dollars. The property is free of long term debt and carries only a few million dollars of short-term loans for recent construction and land acquisition that the congregation is paying off now. Mortgages are not used, as the congregation typically pays for improvements using giving campaigns that last relatively few years.

Fifteen pastors minister in areas of administration, counseling, youth, singles, equipping, adults, senior adults, pastoral care, music, worship, and media. Nearly twenty different ministries function to reach all ages and offer them a place to serve and grow in Christ. Outreach includes a weekly regional television program and over one million dollars given annually to Southern Baptist missions, the largest amount from any church in the denomination. Our senior pastor, Dr. James Henry, served two terms as President of the Southern Baptist Convention, from 1995 through 1997.

In 1985 the church moved from its facilities in downtown Orlando to its new and present site on the southwest side. The amount of property at the new location afforded new opportunities. One opportunity that a committee listed for future planning was a Christian school. But prior to the move God had already blessed and used an individual in a mighty way. Tom Gurney was a remarkable servant of the Lord. He was full of passion and vision. He came to the pastor and offered some “seed money” of one million dollars if the church would start a school!

After the move and committee’s planning, the challenge was accepted, and in August of 1987 the ribbon was cut on two new buildings housing The First Academy. Classes began that month with 238 students. At the time of this writing, the school is finishing its fourteenth year, with well over 1,000 students enrolled! Facility use has grown from the original 35,000 square feet to approximately 154,000 square feet this year.

Through the unique hand of God and plan of God, He brought the family of professional golfer Payne Stewart to The First Academy. Payne trusted Christ as his Savior, and his testimony became a story of its own in the public media. The media covered the story of his tragic, accidental death with great intensity. This included the two hour, non-stop CNN coverage of his funeral from our sanctuary.

As a result The First Academy has been blessed with world-wide recognition, from the funeral service, books that have subsequently been written, and television stories of Payne’s life that have aired on the Golf Channel on cable television. Through gifts of his own and gifts that have come in memory of Payne, God has blessed the school with

the advancement of a multi-million dollar athletic complex for our students. The facility bears Payne's name.

While the mid-eighties and early nineties history of First Baptist Church of Orlando and The First Academy was unfolding, I was living and working in the suburbs of Philadelphia where I owned a small design-build corporation. My wife is a professionally licensed Christian counselor, and I have two daughters. For a period of time prior to my marriage I served as a volunteer fireman. (Decades later I would draw on that experience, as the reader will see in my project.)

My formal training and license is as a registered architect. When my practice developed into more and more specialty work, I hired my own construction crew and produced work doing both design and construction. The business grew into a corporation, which I owned and operated for well over a decade.

Throughout my life I had remained tender to the call and hand of God on me. I was confident that I had followed His direction for me, but I was also becoming more and more confident that He was changing that direction to one of a ministry vocation. After twenty years in design and construction, and after a full year of my wife and I praying for a specific leading, I was called into ministry to serve as a vice president of a Christian college in Florida.

I had served on the board of trustees of the school for a number of years, so while the location was new to me, the people, mission, and business aspects of the school were not. During the time I served at the college my family began worshipping and serving at First Baptist Church of Orlando.

In an incredible example of God's perfect timing, when, three years later, the board of the college decided to move it another part of the state, the Headmaster of The First Academy offered me a position at the school. He told me that he hired me for three reasons: he had seen my character through the church and Sunday School, he was confident that my design and construction background would be invaluable for what he believed was about to be major facility growth at the school, and he was confident with my experience in the business of education at the college.

It was a plan the Lord had obviously designed. The move to the college had been understandable because of the history I had with that ministry. But the opportunity I was given at First Baptist seemed unbelievable. Six and a half years later some of the shock, and the amazement at the size, and the sense of sheer privilege to be used of the Lord at this place still has not "worn off." I am blessed. I say with David of old, "Who am I, O Sovereign LORD, and what is my family, that you have brought me this far?" (II Samuel 7:18, The Holy Bible, New International Version)

INTRODUCTION

Good conscience, prudence, caution, sound judgment, reasonable and rational actions, and due diligence: These are the positive qualities that a church business administrator (CBA) is expected to use in his or her duties. The employment and exercising of these qualities in carrying out the CBA's responsibilities should prompt and motivate him or her to ensure that a crisis management plan has been developed and implemented for their physical plant and those who come on site.

In the worst case scenario, it will be these same qualities which will be called into question in court should a crisis occur and people needlessly lose their lives or sustain serious injury because no orderly response had been predetermined and put into action when the need arose. If a church, church school, or church daycare does not have such a response plan, it would indicate that these qualities have not been sufficiently exercised.

We administrators must recognize and be prepared to deal with the fact that, as paid professionals, it is human nature for us to be perceived as having a responsibility to "know what to do." When churches and church ministries depict themselves as aspiring to "excellence in ministry," this translates to certain expectations in the minds of the congregation, parent body, and other groups who may use the facilities or campus.

At a time when there is no crisis involving potential or actual physical harm and danger, it is quite possible and even very likely that few people, if any, will come forward to inquire about the plan and procedures the church has for responding to a crisis. However, should a crisis event or a "near miss" occur, there may be many who will demand to know where the plan was and what had been done to prepare the church for such an event.

On any given weekday there can be close to two thousand people on our campus at one time who are involved in school or church ministries at First Baptist Church Orlando. That number may grow to five or six thousand or more on Sunday. It is responsible management and prudent planning to determine ahead of time how these people will best be cared for in case a calamity of one form or another takes place.

However, the necessity of planning is not only a response to the expectations of good management. Another realm of expectations which CBAs are also bound to respond to involves theological implications from the teachings of the Scriptures.

When we think of stewardship, most often we consider it in terms of one entrusted with the care and management of finances for the sake of Christ. In the biblical sense, being a good steward carries with it the expectation and responsibility of being “faithful,” “wise,” “just,” “blameless,” “good,” and able to “give an account” of one’s stewardship (see Luke 12:42, Luke 16:8, Titus 1:7, I Peter 4:10, Luke 16:2, from The Holy Bible, New King James Version).

On occasion we may consider the stewardship of property God has entrusted to us, or perhaps the stewardship of the gifts and talents He has given. However, it is the intent of this project to consider and respond to the stewardship of the people God has entrusted to us. It is important for we who are CBAs to see ourselves as those entrusted with the care and management of that portion of the Body of Christ which He has brought to our ministry. What a noble calling! Yet it also carries with it the expectation and responsibility of being faithful, wise, just, blameless, good, and able to give an account of our stewardship.

Just as prudence, sound judgment, due diligence, and the other business qualities of the CBA can and should be applied to crisis management, so too should the biblical qualities of a steward be applied. If they are, clearly the care and management of the people God has entrusted to us while they are on our property must include caring for and managing them in and through a crisis event.

We have only to look to our Lord, Himself, to see examples of the perfect model of One who cares for His own in time of crisis.

The ultimate crisis of the ages occurred when man, created in innocence and free of death, sinned in disobedience to God. This brought death to all of mankind and the prospect of separation from God for all eternity.

But, because of God's great love for mankind, He provided the ultimate crisis plan to redeem man back to Himself, offering eternal life free to all who would put their trust in Him! (See Genesis 2, 3; John 3, in The Holy Bible.)

Because mankind had become thoroughly corrupt and evil a cataclysmic crisis was to come upon the whole earth by means of a flood. But, by His grace, God was faithful to Noah to keep him in His care, as he walked with God. God provided a detailed response plan in the depiction of the ark so that Noah could manage his family and God's creatures through the crisis. Noah followed the plan, and, for just over a year, the response plan worked, and the people and the creatures were safely delivered back to dry land. (See Genesis 6, 7, 8 in The Holy Bible.)

In the magnitude of the realities of the life we live today we can appeal to, and rely upon, this same God to again show forth His grace and allow us to be used of Him to provide a way to manage His people through another crisis, should it come to the place

where we serve. This is *our* calling. This is *our* ministry. This is *our* opportunity to follow our Model, and care for His own in time of great need.

STATEMENT OF OBJECTIVES

This paper will chronicle the development of a crisis management plan for our church's Christian school. But while it will serve to tell that particular story, my desire has been to recount it in a manner that will allow other ministries without such a plan to identify with the issues involved, and, hopefully, be moved by the Holy Spirit to create their own planning manual.

My specific objectives toward that end include the following:

- a. to gain the attention of established ministries that may find themselves to be complacent about safety matters and crisis planning
- b. to convey that while a crisis may not be highly probable, it surely is highly possible, and thus, it is a very serious responsibility to develop a plan
- c. to stress the point that if God is to be called upon to help in time of crisis need, He needs to not only be in the planning, but He also needs to be in the plan
- d. to have the reader realize that some events that may very likely befall a campus, though short of a true crisis, can still be mitigated by an orderly plan
- e. to depict the realities of attitudes, obstacles, and time pressures that come to bear on the planning and implementation process
- f. to delineate the role of a crisis response team, and who should be on such a team
- g. to identify what I would change if I were to begin the process again, but to also identify the important elements I would not change, but would strongly recommend

(Appendix I is our completed plan. It is included to provide an example of a comprehensive document that we have found to be very effective.)

DEVELOPING A CRISIS MANAGEMENT PLAN

Planning History

For a number of years The First Academy has appeared to have fully achieved its quest. The undertaking of starting, growing, and successfully establishing a mature Christian school seemed to have been accomplished.

It is now one of the largest private, Christian schools, with over 1,000 students enrolled in grades K to 12. Evidence of the Hand of God at work are many, and without question, all that we call “our school” has come about at the Lord’s decision to bless our efforts.

The First Academy (TFA) was born out of a “mega-church,” First Baptist Church of Orlando, in Central Florida. With some 10,000 members, it is one of the “flagship” churches of the Southern Baptist Convention.

The notoriety of the church brings with it a high profile for the school. And again, what people “see” is deemed so “successful,” the school is often recognized as a model.

Over 200 full and part-time employees and substitutes work along with over 450 volunteers to produce the content, environment, and nurturing that fosters a quality Christian education.

What this team chooses to do is depicted in the school’s official Mission Statement.

TFA Mission Statement

“Preparing children for life as Christian leaders who choose character before career, wisdom beyond scholarship, service before self, and participation as a way of life.”

How we choose to do it is set forth in the school's Vision Statement, which is:

TFA Vision Statement

“To lead, model, and inspire excellence in Christian education by continually

- defining emerging opportunities for teaching,
- designing products and plant for effective response, and
- refining current curricula and programs for optimum learning,

all with a Christian world view.”

In terms of ministry, the school has been effective in its efforts to help fulfill the key aspects of the mission of First Baptist Church of Orlando (FBCO), which is:

FBCO Mission Statement

“The mission of First Baptist Church of Orlando is to
bring people to Jesus Christ and membership in His family,
grow them in spiritual maturity, and
equip them for ministry in the church and life mission in the world,
 in order to magnify God.”

These include the endeavor to bring people (parents and students) to trust in Jesus Christ as their Savior, to help them grow in their spiritual maturity, and to equip them to have a part in the ministry for Christ. Examples include:

“Bring”

TFA is a significant “entry point” for salvation and church attendance, touching some 700 families and 1,100 children all day, all week, nine and one-half months per year, year after year. Survey results show that 37 percent of TFA families have had children trust Christ as Savior through TFA. About 17 percent said their children have attended church more frequently than before coming to TFA. Over 20 percent said their family has joined or has begun to attend FBCO as a result of TFA, with most saying the TFA influence was “very strong.”

“Grow”

The TFA ministry develops spiritual maturity in students and parents. Survey results show that over 89 percent of families state that TFA has had a “somewhat to very positive impact on their spiritual life.” Maturity is also seen in their involvement. Of the new families at FBCO as a result of TFA, 75 percent say they attend services weekly or more often.

“Equip”

TFA students are influenced in “head knowledge” and “heart passion” to become involved in a life mission for Christ. Most of our initial graduates are still in college and have not launched their own life career and area of service yet. However, in one example of having a part of the ministry, new TFA entry families to FBCO show by the survey that they contribute combined new offerings to FBCO in the amount of \$403,000 annually, and give another \$101,000 to TFA each year.

The net result of these efforts has been the following impacts, which TFA has at the church:

- the largest on-campus ministry (other than worship services) of FBCO (attendees and staff)
- the most employees of any FBCO ministry
- the largest budget of any FBCO ministry (\$7.8 million), which is 75 percent of the size of FBCO’s budget
- the largest self-generated revenue of any FBCO ministry
- the most direct-contact operating hours of any FBCO ministry

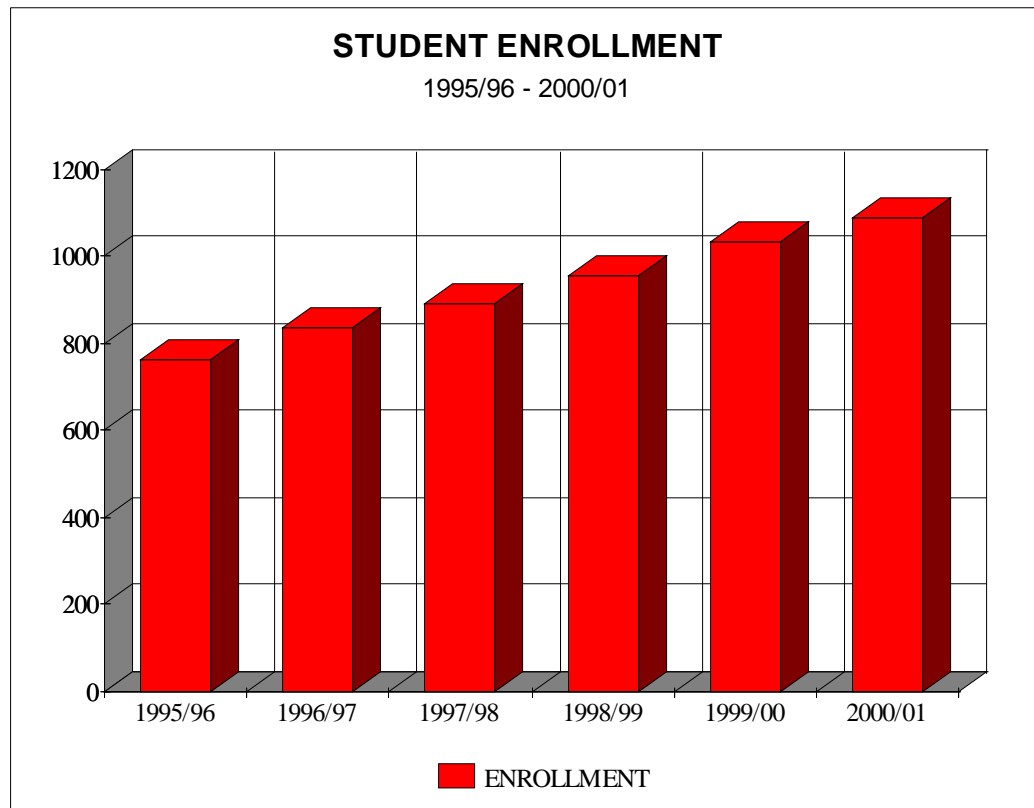
- the largest “customer” of the fellowship hall’s food services (approximately \$500,000 per year)
- the largest cost reimbursement to FBCO of any of its ministries (approximately \$600,000 per year)
- the largest ministry user of square footage of campus buildings (154,000 square feet)
- the largest ministry user of classrooms (75)

The net effect on enrollment has been growth, as a recent five-year comparison depicts:

Enrollment (beginning):

1995/96	=	762
1996/97	=	838
1997/98	=	890
1998/99	=	955
1999/00	=	1035
2000/01	=	1090

(a 43 percent increase since 1995/96)



The five-year average enrollment increase is 7.43 percent per year. TFA has grown 458 percent since its first enrollment in 1987. On average, the student body has more than doubled every six years.

So, it does appear, at first glance or close inspection, that The First Academy has successfully established a complete, mature Christian school. For some, we actually have become a model. In terms of “pulling it all together” some might say we have “made it to the goal line.” Some might say we are “done.”

But in the fall of 1997 the Lord allowed me to realize that we were not “done.” A most important “piece of the puzzle” was missing.

This occurred as the Lord literally, and on repeated occasions, would not let me sleep because of a most sobering thought. The “success” of the ministry is seen by many

in the things that have seemingly “gone right.” But what would happen if something went wrong? What would happen if something went very, very wrong? What if there were a crisis--a fire, a tornado, an explosion, a shooting? What would we do? How would we respond? How would we care for over 1,000 children?

For more than a decade in the life of the school there had not been a crisis plan. More incredibly, for over 130 years in the life of the church there had not been a comprehensive crisis plan. From what I could see, there were no administrators from either the school or the church who were voicing a concern over this. Up to now I had not either. It was not so much that we were oblivious to the magnitude of what could happen and the far-reaching effects it could have upon the church and school. It was more that we had unconsciously by-passed any formal action to deal with it.

These things that I pondered late at night broadened after a short time to include the question of who would be responsible for creating such a crisis plan. The Lord gave me the ominous answer that as a former volunteer fireman, as the administrator in charge of the physical plant and school health services, and as the school representative on the campus safety committee, the logical person to oversee the creation of a crisis management plan was me.

At that revelation the weight of this looming task only became a greater burden. Whether my thinking was right or wrong, I then saw that the preparations and plans for managing our students and employees through a school crisis were my responsibility. It became a self-imposed assignment.

As I looked around, no one else seemed to have the “calling,” passion, or determination to take on such a wide-ranging, comprehensive project on top of their own already bulging workload.

My workload was also bulging, but to me the issue was not a matter of, “Do we have time to do this?” It was more, “Do we have time to do this before the crisis hits?” To me, the issue was, “This must be done, and we must start now.” And so we did.

It was clear from the start that one person, including me, could not develop such a comprehensive plan. This would require a team effort. My background in management, the design and construction of buildings, and in volunteer fire fighting would be a helpful start.

But to this I added our school nurse. She had spent many years meeting the physical and, to some degree, psychological needs of a large student body. She was already educated and trained to respond to a medical crisis, at least in a small to modest scope. Since her husband worked for the Sheriff’s Department, she also was able to bring a large amount of resources to the team.

In addition, we added an assistant skilled in the orderly assembly and production of written documents. We knew that beyond a time of research lay the creation and typing of a comprehensive manual addressing many potential crisis events. The typing alone would be a very significant amount of work.

This “team” of three would become the nucleus of a group that would later include the primary people involved in carrying out the response steps listed in the manual. Together, we would become the school “response team.” (The term “response team” was selected over “crisis team” in an effort to have people psychologically relate to

the team in a positive manner. No one likes to be reminded that a “crisis” may be upon us. But everyone feels more at ease to know that some people are “responding” to whatever situation may be occurring on campus.)

Work began by starting a collection of any and all articles written about crisis events that we could find related to the school or church setting. We began to specifically scan the newspapers and news magazines. (Such a collecting process does not really ever end. Each article offers the potential for learning something new about an incident that we might be faced with ourselves one day. A full list of resources collected appears in the “References” section of the Crisis Management Plan included in Appendix I.)

In addition, the Lord allowed us to come upon a book which we ordered and read. It was titled the *School Crisis Survival Guide*, sub-titled *Management Techniques and Materials for Counselors and Administrators*” by Suni Petersen and Ron L. Straub.¹ This volume was one of our very first resources; and, after years of work have been completed, it remains one of a few sources we still consult. Comprehensive in scope, the book helped us to see the broad implications that one deals with in a crisis, as well as a sampling of the details that must be addressed. We began to get educated.

We also began to list what events would actually be a crisis, and which ones could likely affect our campus. What started as a short list of the most obvious events, such as a fire, a tornado, or some type of life-threatening accident, over time, kept growing. It became a formidable, long list of calamity and potential horror that we realized God had to date, out of His mercy and grace, protected us from.

The addition to the list of crises of events such as explosions, child abuse, suicide, and shootings left the team all the more sobered and convinced that the task ahead would be difficult, burdensome, emotional . . . and long. We also realized, however, how important the project would be to the safety and well-being of our students and employees.

Now that we were watching for anything and everything related to dealing with a school or church crisis, our eyes came upon a one-day crisis management workshop to be held by an association of independent schools in Atlanta. Our “team” of three flew to Atlanta and participated in the workshop in early February of 1998.

The basic format was a seemingly endless depiction of “make sure you do this” and “make sure you do that” tasks to undertake. Interspersed with this were some group exercises and a talk by Bruce T. Blythe, President of Crisis Management International, Inc. in Atlanta. Bruce had been the individual in charge of crisis management at the scene of the Oklahoma City bombing, and at the crash of TWA flight 800 in New York.

Mr. Blythe opened with this illustration: You have arrived for a back-stage tour of a playhouse. You are escorted through the many dark corners and curtains, and then you are allowed to quietly walk out onto center stage. But as soon as you arrive at that spot, all of the bright lights come on and there is a full house in the audience, watching you! This, he said, is what happens in a crisis. Something completely unexpected happens, you have no script, there is high visibility, and you are expected to act...now!²

As a result of his remarks I later determined that one thing could change in his illustration. And this would have a marked effect on the outcome. There could be a script! There could be a script, so long as it was written before the curtain went up on the

crisis. And so, with additional resolve, we committed to writing our crisis management plan.

One of the group exercises at the workshop had us draw a rough, large scale drawing of our campus and its principle buildings. We were then to depict things like where group “safe areas” could be identified, where parents could park and meet if coming to the campus all at once, where there might likely be traffic problems, etc. This gave us a fresh understanding of the magnitude of space we would have to deal with and manage control over. In our case, that was huge--approximately 140 acres of ground and hundreds of thousands of square feet of buildings.

The workshop proved to be a very sobering day. But it was good that it was, for it helped to prepare us mentally for the shock of what was about to happen. On Monday, February 23, 1998--just twenty days after the workshop--in the early hours after midnight, central Florida was hit with the worst tornadoes in the history of the state, and the nation’s deadliest tornado disaster in nearly thirteen years.³

Four Category 4 tornadoes touched down with winds between 207 and 260 miles per hour! In a brief period of time over 2800 buildings were damaged or destroyed, over 40 people were dead, and some 257 were injured.⁴ (In contrast, the infamous Hurricane Andrew killed 14 in 1992.) Later, some 8,000 insurance claims would be filed. Damages were estimated at first to reach about \$56 million, then \$70 million, then \$87 million.⁵

When I plotted the tornado sites on a map I found that three of the four tornado destruction areas formed a triangle, with our church and school located right in the middle of the triangle. The storms were as close as ten miles from the campus.

With the now incredibly heightened burden of developing a crisis plan central on my mind, I spent a total of four days inspecting the tornado touch down locations. I asked for and received police permission to go behind the barricades around damaged buildings to photograph and get a first hand, up close view of what happens when a building “falls up,” as I would later describe it. As a licensed architect, I wanted to gain an understanding from an engineering perspective and then go back to campus and evaluate the potential outcomes of the same kind of damage. What “safe” was, and where “safe” was would later be translated into action steps in our response plan.

If the situation ever existed where significant motivation was needed to undertake the creation of the plan and manual, at this point our team was sufficiently motivated! We began to hold formal meetings where we would search our resources, our minds, and our hearts for just how we should respond under given, critical events.

Because all three on our team already had demanding jobs, and were called upon by many during the normal work day, we quickly found that trying to write the plan would be next to impossible in one of our offices. Plus, with the quantity of resources constantly mounting, space was becoming a real problem. We determined to dedicate the time that would be required, realizing we would be “in for a long haul.” We set specific days on our calendars to pull away from our offices and work solely on this project. We also knew we needed a “place.”

When all else failed, we found a somewhat secluded location on campus with an unused room. There we set up a “war room” and filled it with tables displaying all of the resources, bulletin boards to hang print-outs of our growing volume of text, paper, pens and markers, soft chairs, snacks, and a computer. As the nurse and I would voice our

thoughts and convictions about each crisis event and what should be done, our assistant typed what she heard, as though it were dictation. Later this somewhat rambling text was edited, rearranged, and culled down to become the actual information that formed the manual.

The production of the work product did not, and could not, occur all at once. We worked on it continually, but only as we had time to pull away from our other duties. What might have been conceived as something to complete in terms of months if one had less to do, instead became something to complete in terms of years.

Besides dealing with normal work responsibilities, time was also taken to meet and interview people from police, fire, SWAT, and sheriff departments and to have them come and tour the campus. We attempted to gain an understanding of what would be happening, and what would need to happen in a crisis, from the very people who would be coming to the campus to help us. This proved to be invaluable.

Such a concentration on crisis events, including those we were seeing in the news over the time we worked on the plan, caused us to marvel over how the times seemed to be changing. Years before, who would have even thought that a plan would be necessary to respond to students who were being shot by other students?

There was a time when the only visible “emergency preparedness plan” at a school was a fire drill and perhaps a tornado drill. At one time a school that had a written “crisis management plan” was considered unique. Such a plan was considered a curiosity that drew attention and serious questions. Today, a school *without* such a plan is cause for attention and serious questions.

Schools and churches used to be places where the safety of children was taken for granted. But now we live in a different day. Besides the seeming increase in weather related disasters, in the period of 1998 and 1999 there were at least ten shooting rampages at schools and churches, leaving over fifty injured and at least twenty-seven killed. In eight of the ten incidents the shooters were teenagers, and most were suicidal.⁶

When the 1999-2000 school-year started, thousands of schools that previously had “wide open” campuses began to utilize security fences, surveillance cameras, photo-ID student badges, and airport-style metal detectors. One school formed an alliance with a company that designs security systems for plants that manufacture nuclear weapons.⁷

Violence struck again in 2001 as a 15-year-old student killed two and injured thirteen. Two days later an eighth grade girl repeatedly fired a handgun in a crowded cafeteria.⁸ Two weeks later, an 18-year-old student opened fire at his high school, wounding four and injuring five more before being shot by police.

The magnitude of situations that were previously “unthinkable” continues to grow. Following the terrorist attacks of September 11, 2001, and the events that occurred thereafter, the entire nation found itself in a seriously heightened state of shock, alert, anxiety, and, to a great extent, fear.

It is understandable that among parents and educators today there remains a heightened state of concern over the potential for a school crisis. A “crisis” can be generally defined as any sudden event that threatens life, property or general well being, and heightens the emotions of those involved. And many things besides a tornado or a shooting can be a crisis, such as an accident, a poisoning, a fire, rape, or medical emergency.

In order for effective learning to take place, where students and faculty feel safe and secure, it is essential to create an orderly, disciplined, violence-free environment that is protected from, or *managed through*, the effects of such emergencies.

Preparation Of The Plan

In the end, it was over the course of four years that staff from the Business, Operations, and Health Services departments collected resources, read manuals, articles and publications, received training, inspected crisis sites, and sought and received counsel from fire and law enforcement agencies. The objective was to bring together the knowledge and especially the procedures necessary for developing the comprehensive crisis management plan for The First Academy.

As a part of these efforts, twenty-nine potential crisis events were identified that could occur on our campus, and response plans were drafted, reviewed, and edited. The probability of a crisis event was not addressed because the purpose of the plan is not to debate the chances of a given event happening. The purpose of the plan is to organize and record the responses that would be necessary and prudent in case the incident did occur. We cannot necessarily predict a crisis, but we can prepare for one.

The key to management of a crisis is prior planning. Developing a manual allows the luxury of being able to thoughtfully and systematically plan all that would need to be done during a given event, at a time when there is no crisis.

In their article, "Components of a School Crisis Management Plan," David E. Gullatt and Douglas Long wrote that, ". . . crisis is not a situation in which a person's or group's management skills are inadequate, but rather a time when we are not ourselves and the world around us is completely changed. Crisis parallels disorientation."⁹ Put

another way, the issue is not that someone could not think of the essential steps to take in a crisis. The issue is that during the stress and confusion of a crisis is not the time to stop and think of what to do next. The issue is to plan ahead.

The information in our plan is a balance of attempting to be brief, and thus workable, yet comprehensive, and thus effective.

Organization Of The Plan

It is my opinion that three levels can be identified that encompass the realm of prevention and management of potential emergencies which could occur on a church or school campus. The three levels are security, safety, and crisis management.

For purposes of our manual, we have defined these three levels as follows:

Security – pre-empting event measures. These are measures that are taken in order to help prevent an emergency from occurring. They would include utilizing locks, guards, fences, cameras, shutters, quality of construction, restricted access, ID tags, campus communication, etc. “Security” establishes a sense of well-being.

Safety – pre-event measures. These are measures that are taken before a crisis event occurs in order to lessen the potentially harmful effects of that event. They would include fire drills, tornado drills, drills that relate to the actions outlined in the crisis management plan, and awareness and actions called for in a safety program manual. “Safety” establishes a sense of cautiousness and readiness.

Crisis Management – present event/post-event measures. These are measures that are taken to respond to an event that is happening now. They

address steps to follow while the emergency is in progress and in the aftermath.

They would include an evacuation plan; emergency traffic plans; a lock down plan; and response procedures to accidents, injuries, storms, violence, or death.

“Crisis management” establishes order in chaos and true readiness for a significant event. It is this level of preparedness and management that our manual was written to address.

Format Of The Plan

The manual was written to serve three purposes for those who will use it, and the information for each crisis is, therefore, presented in three corresponding sections:

Know – this section is to educate. It is important to understand some very basic facts and background about the type of crisis the user will seek to prepare for and manage.

Expect – this section is to engage. It is critical that the users move beyond a casual awareness and come to grips with the potential conditions and outcomes of a given crisis, should it occur. This section will begin to prepare the user emotionally for what may take place.

Do – this section is to equip. It is imperative that the crisis manager has an orderly plan of action, with specific steps to take in response to a real crisis event.

Application Of The Plan

The Business, Operations, and Health Services departments, as facilitators, seek to apply this Crisis Management Plan to The First Academy campus. The desire is to do so in cooperation, co-authorship, co-ownership, and team-ship with the Headmaster,

principals, educators, and staff of the school, as well as the administration and staff of First Baptist Church of Orlando, with whom we share the campus.

While most of the response steps to a specific crisis are gained from resource materials, emergency personnel, and common sense, the drafting of the general procedures that would apply to many crisis events requires direct involvement of the educators. This is because of the direct impact on the students and/or their parents that such procedures would have.

Further, a plan such as this is most effective only when all employees of the school realize its realities, importance, and relevance. It is critical that the administration be a partner in the plan in order to instill a sense of awareness, personal responsibility, introspection of one's own preparedness, and the serious consideration of "what could happen." It is essential that the school administration posture the plan as an immediate, valid, and vital need. (Much of the above became the written introduction to our Crisis Management Plan.)

TFA's actual response in a true crisis is most affected by how prepared we are to deal with it. How prepared we are is a matter of how committed each individual is to personal preparedness.

The matter of introspection into one's own personal preparedness became an uncomfortable issue that slowly grew beneath the surface in the minds and hearts of the response team we were training. (By now the team had been expanded to include the nurse from the second clinic on campus, as well as the Director of Operations and his assistant, who knew the campus physical plant best.) Over time the discomfort erupted through the surface. Thinking about "what could happen" became burdensome to the

team. Thoughts were at first within individuals. But, as degrees of fears and anxieties grew, they began talking to one another. As time went by attitudes began to evidence themselves as obstacles to a unified team and a ready plan.

Finally, at one point there was something of a “blow up” in one of our weekly crisis management team meetings. Emotions had come to a head. Perhaps determined and planned among themselves ahead of the meeting, the group stopped the agenda to take time to “vent” their feelings. Statements were expressed such as, “Why are we doing this?” and, “I never signed up for this” and, “I’m not going into a burning building” and, “Why are we doing this by ourselves? Where is everybody else?”

Obviously, the continual focus on traumatic events was instilling its own sense of being traumatized. Either the context of the work of the response team had not been adequately communicated, or the constant discussion of what could happen and what we would need to do overwhelmed the understanding of what was and what was not the role of the team.

In fact, the Response Team was not the only group of people with a role in a crisis; in fact, they were only the facilitators for helping others respond in a safe manner. In reality, we were not asking or presuming that a team member would function in a way that would clearly put their own life in danger; in reality, every employee had a role to play. It was clear, however, that this needed to be stated again, clarified, and ultimately communicated and instilled.

The clarification was to sort out the roles. There are actually two crisis teams who participate in response to crisis events that may occur on our campus.

Employee Crisis Management Team

Every employee of The First Academy may be needed and may be called upon for help and assistance in the event a crisis strikes the campus. Thus, every employee is considered a member of the Employee Crisis Management Team, and shall participate in the orderly management of a crisis, according to their area of responsibility.

To this end, every employee has been issued a copy of the Crisis Management Plan. They are expected to read it, periodically review it, and have it available at all times. They are to pay particular attention to the sub-sections titled “Know” and “Expect” so that they will have at least a minimum understanding of events that could take place.

No one knows ahead of time when or where a crisis event may occur. Nor do we know who may be injured or otherwise incapacitated and who may be spared and able to assume duties. Therefore, it is prudent and important that each and every employee be familiar with the plan and be able to assume their own responsibilities. They should further be familiar enough with the plan to assume the responsibilities of others, should the need arise. The very basic organizational structure of responsibilities is as follows:

RESPONSE TEAM - act as the first responders to perform the steps of the crisis “Do” list (see the full listing of the school “Response Team” responsibilities beginning on page 22 of this report)

NON-ACADEMIC SUPPORT STAFF - support the needs of the school Response Team; support general telephone and other communication needs; offer general service help and assistance

ACADEMIC SUPPORT STAFF - support the needs of the faculty and principal; man telephone banks for mass parent calls, out-bound and in-bound; meet and direct parents who are arriving on campus; assist the school Response Team as needed

FACULTY - stay with their class of students to maintain order and a sense of well-being; facilitate the Crisis Management Plan; report the status of their students to the principal; assist the school Response Team as needed

PRINCIPALS - know the continuing status of their faculty, staff, and students, and be the voice of authority to the Headmaster to report the same; assist the school Response Team as needed

HEADMASTER - know and report the continuing official status of the faculty, staff, and students to the Media Spokesperson; act as the official voice to the parent body in declaring the status of the students; participate in writing news releases with the Media Spokesperson; assist the school Response Team as needed

MEDIA SPOKESPERSON - collect the official status of the faculty, staff, and students from the Headmaster; act as the single and authoritative voice to the media to declare the official status; write news releases with the Headmaster; assist the school Response Team as needed

Response Team

Members of the school Response Team are the school's organized and drilled support base who serve as the first responders in the event of a crisis on campus. They serve (1) in carrying out the steps of the Crisis Management Plan "Do" list, (2) in

assisting the school population to follow the Crisis Management Plan, and (3) in preparation for and in support of public emergency services personnel.

Requirements

Members of the school Response Team include:

- a. persons who are not directly responsible for students and their care
- b. persons who have the ability to leave their job responsibilities at a moment's notice, without a significant disruption of critical processes
- c. persons who have the ready ability to be available for instant communication, such as by campus radio
- d. persons who have a work schedule that permits them to attend regular, weekly team meetings and training sessions to drill response plans and develop their knowledge, skills, and "teamship"
- e. persons who know each of the TFA buildings on campus well in terms of description, layout, and general construction so as to be able to assist staff and students in alternate exiting and to assist emergency personnel in understanding the building(s)
- f. persons who have a basic knowledge of available support implements, tools, and materials on campus
- g. persons who have skills in treating injured people and in performing CPR
- h. persons who have read, studied, and are familiar with the specific chapters of the Crisis Management Plan, and are prepared to respond and carry out the same

Responsibilities

The responsibilities of school Response Team members do NOT include the following:

1. doing the work of firemen, including entering/re-entering a burning building, extinguishing a building fire, or rescuing people from a burning building
2. doing the work of policemen, including putting one's own life in danger or in harm's way, sweeping buildings after a bomb scare, going into the potential line of fire of a weapon, or confronting or apprehending an obviously dangerous person
3. doing the work of paramedics or emergency medical transport personnel, including rendering emergency medical care (if beyond one's degree of training) or rendering treatment to severely traumatized people

A person is responsible for their own actions should they choose, on their own, to become involved in such activities. All school employees are to obey public emergency response personnel once they arrive on campus.

The responsibilities of school Response Team members DO include the following:

1. to report with dispatch to the scene of a reported event as first responders, and to call 911 if needed
2. to assess the scene and initiate and follow through with the Crisis Management Plan "Do" list if needed
3. to activate the Response Team in the event of a crisis, if they have not been activated already

4. to follow the directives of public emergency response personnel once they arrive on campus
5. to assist public emergency response personnel if and as called upon by them
6. to assist in the needs of the school Health Services staff when and as needed, including serving as a “runner” for supplies or health files
7. to help establish a sense of order, and help people understand that “it will be OK” and “it’s OK now”
8. to communicate need and status reports and inform pertinent administrators
9. to assist in searching the campus for a missing student
10. to disperse people who may be gathering around a clinic during the confidential treatment of someone needing care
11. to attempt to spot and keep an eye on (but not apprehend) an offender while the police are called in
12. to meet and escort police or emergency services personnel to the building or location of an event
13. to help prepare the campus physically for a severe storm, including securing elements from the wind, and distributing plastic bags for use as rain protection for equipment and computers
14. to identify issues ahead of a crisis, and to plan measures to address and respond to these issues

Once this material was put in print form, handed out, and reviewed with the team, there was a collective sense of relief, along with the exhortation that all employees need to see and understand this as soon as possible.

Getting the Response Team to become comfortable with the planning and with their role was one hurdle to get over. At least they had the advantage of spending a lot of time working with the plan and helping it grow and come together.

There were two other hurdles to deal with as well. One was the school's Leadership Team. They had spent relatively little time "hands on" while the plan was being written. This group is made up of the administrators and a few key director level employees. To their credit their hesitation to immediately "climb on" and go with the planning--another obstacle to going forward--turned out to be something the Lord would use to include an important theological contribution.

After the overview presentation of the Crisis Management Plan was presented to the Leadership Team, the group was generally very supportive, yet at the same time seemed "stuck" in their inability to bless and launch the plan. They grappled within themselves, striving to find the reason for an inner sense that something was not right. This feeling centered around one particular individual who was clearly "having a problem with this," but could not state why.

Finally, there was a breakthrough, and this individual, and then the Team, realized what was wrong. Something very important was conspicuous by its absence in the plan. Each of the thirty identified potential crisis events had its comprehensive list of the steps that would be taken, but nowhere in the plan was there a step to invite God into the responses. Here were possible traumatic, life threatening calamities that we were supposed to respond to, yet nowhere was there evidence that we recognized we could not effectively respond without God's help in what was so obviously way beyond our own capabilities.

There was no rationale for why such a thing would have been left out. It just was. As a result, we all agreed that one of the first steps to take in every case, as important as calling “911,” was to call the “Heavenly 911” and cry out for His mercy, wisdom, guidance, and provision on our behalf. To each response list we added the step to call the individual on the Leadership Team who brought the issue to light. She would gather a group, a “prayer team,” and call them to prayer, as the Response Team would “go into action.”

The lesson learned here was significant. Do not leave God out of what we would later be begging Him to help us get through! Once God came into the plan we all felt better about it.

God “showed up” again as we took the Crisis Management Plan to yet another “hurdle.”

Each summer our Christian school holds a two and one-half day Leadership Retreat. This is a time to consider important issues that can or will have an impact on the future of the school. The Leadership Team attends the retreat, along with other director level employees--often those who may specifically relate to the topics to be discussed.

For two consecutive summer retreats the Crisis Management Plan was on the agenda. The first time it was more of a “FYI” introduction--a “here’s what’s coming” sneak preview of the work that was being completed. It was mostly an informational overview. Copies of the plan draft were handed out so that people would begin to get acquainted with it. It was received well, and people were glad that something was being done in this area. Some general ideas and comments were shared.

The second summer retreat was the time to make the formal introduction and to let people know we were about to launch the comprehensive plan. The concern of the Response Team was that people would take the planning and the plan seriously. We knew it is fairly easy for those not deeply involved in the planning process to lack a sense of importance or urgency about the plan. Yet that is exactly what a crisis plan demands.

To this end the Response Team designed a presentation for the retreat. After introducing the key goals of the presentation we asked those in attendance to think about and discuss what a real campus crisis would be. We asked that they consider specific events that might take place that would be a true crisis. After a few minutes of contemplating and discussing what a real crisis might be, we called attention to the TV monitor that had been set up. We then played three consecutive video clips.

The first was a vivid scene from *Back Draft*, the Hollywood film about fire in buildings. That was immediately followed by a gripping scene from *Twister*, the Hollywood film about tornadoes. After those clips we said, “Those scenes were just acting. But this one is real.” We then played a clip of actual news footage of the Columbine High School shooting taken while the event was still in progress.¹⁰

The impact of these combined video pieces was more than we could have imagined. When we turned off the last piece of tape, the group immediately responded with a spontaneous call for prayer. Everything stopped, and people began to pray, thanking God for sparing the campus from such horrible events and beseeching Him to continue to put His hand of protection upon us. They asked for His blessing to be upon our crisis planning.

In terms of motivation for a serious sense of importance and urgency about the planning, God moved upon us in a wonderful way, beyond what we could have asked for or thought of. After this pivotal point of acceptance and endorsement in the planning process, the balance of the work was underway to complete the final editing, prepare copies for distribution, and begin drill plans, procedures, and schedules.

Conclusion and Evaluation

I have learned that the motivations and lessons that help the ministry get finished with their crisis plan do not all come from books, videos, helpful resources, and key people to interview. Seemingly concurrent with the school's changing consciousness about a crisis plan, and the need for one, came a changing world around us, and/or our fresh awareness of what was already "under our noses." I would suggest that the reader become aware and alert to realities that can precipitate a crisis.

The final year of efforts with our plan was punctuated with a seemingly endless stream of people calling on the Response Team to help with incidents that were occurring. While no campus-wide calamity took place, such as a fire or severe storm, there were many "storms" of a smaller scale, but storms nonetheless, for those having to handle the situations. I kept a list of all the things our team responded to in one way or another. Sometimes we were called to the scene; sometimes we were just called in for consultation. The list looked like this:

- student making threats of violence
- another student making threats of violence
- another student making threats of violence
- sexual battery on a minor
- student with anorexia/bulimia
- student in much fear over father's injunction

- | | |
|--|---|
| -severe storm warning | -family crisis over father getting long jail term |
| -missing student - campus search | -death of father in well-known campus family |
| -faculty resignation over moral failure | -employee termination over child molestation |
| -teacher finds man hiding in classroom | -child with severe eating disorder |
| -father violates injunction on campus | -gang of youths overwhelm teacher |
| -student's uncle shot dead nearby | -10 th grader killed in auto accident |
| -parent becomes completely unstable on campus the last day of school | |

It was not a good year! The sexual offenses did not occur on campus, and the threats of violence were not carried out. But, the emotional and psychological weight of these and the other incidents took a real toll on those who were aware of them. Some were felt school-wide.

However, our school Response Team had crisis chapters on child abuse, student violence, death of a student, severe storms, injunctions, missing students, and unstable people, so we were fairly well prepared. We were able to give good counsel on the steps to take to respond and mitigate the situations. The school's headmaster developed a true respect for the planning and came to rely on it. I was getting repeated messages from him to, "Come to the office, and bring your book!"

While the plan was not completely polished, edited, and "done" at that point; nevertheless, it was certainly the first year the plan was in full implementation. There was no waiting for finishing touches. Such a history did, however, spur the Response Team to take a final look at all of the chapters and finish the editing "before the big one

hits.” It was during this “final look” that yet another impact came upon the team. Whatever the “big one” had been conceived as being, now that scale had been redefined. Following the events of September 11, 2001, it became necessary to do the unimaginable, and that was to write chapter number thirty on responding to the crisis of “Weapons of Mass Destruction.”

Through all of these events we came to realize that most likely a crisis plan will never be “done.” We found that often the incident you respond to incorporates its own learning experience, and something may occur that provides the opportunity, or necessity, to “fine tune” the plan to make it even more effective. But we planned for that, too. We chose a three ring binder as the means to bind and distribute the plan. This way any given page can be updated and replaced at any time.

At this point, we probably are not anxious to encounter another crisis. But if such an event does occur, at least we have worked with “due diligence” to take prudent steps in order to render the campus in a better state of “readiness.”

This project began with the theory and assumption that a crisis management plan was not an option, that it would be needed one day, that it would be important for an orderly response to a critical event, that we could be considered negligent for not having a plan, and that the plan would prove itself to be valid and trustworthy given time and events that would draw upon its responses.

We further theorized that if we could just get it finished, others would come to respect it as situations would occur that caused them to consult it and rely upon it.

These theories and assumptions were proven in two fundamental ways. First, the plan was enthusiastically affirmed by community emergency response personnel. Fire,

police, and sheriff agencies gave us strong support that we were doing the necessary thing, and the right thing. As they reviewed the draft they gave us comments such as this from Captain Peter Gauntlett of the Orlando Police Department: “You have done a great job with your plan. You are light years ahead of most places!” They were glad that we would be prepared for their arrival on campus, were that ever to be necessary.

On the issue of negligence and liability they also supported the plan. Captain Gauntlett continued, “Understand that you are already liable. Having a plan only helps to reduce liability. An in-depth plan reduces liability. You are directing people out of harms way, not into it.”

The second proof of the validity of our theories and assumptions about the plan came as incidents did occur where the plan had to be consulted. While situations happened that were short of a full “crisis” stage, nevertheless, the response steps directly assisted the administration in helping to keep issues at hand from developing into a crisis. The worthiness of the plan was seen just in this service alone. When and as the highest-ranking authority (in our case the headmaster) gave credibility to the plan by using it and respecting it, others in the ministry also respected it.

Some of what is learned in the process of developing a crisis management plan are things that one would do differently, were the process to begin again. I would note the following as the more significant changes I would endeavor to make:

- a. gather a wider awareness and endorsement of the planning process from the beginning so that the necessary “buy in,” acceptance, and support of the plan can be facilitated easier and earlier

- b. determine the roles of the response team very early, and have a specific recruitment to the team early in the process, allowing for a conscious, comfortable decision to be made by those who would take part, thus reducing anxiety later
- c. gain an early understanding of the magnitude of the work that would be required to develop the plan, and seek administrative support to endorse adequate time spent at an out of the office location so that the entire process could be completed in a more timely fashion (our planning process took a total of over 500 man-hours)

Suggested Elements For Crisis Planning

Going through the planning process yields an awareness of things that might be better done differently were the task to be undertaken again. But it also yields a conscious awareness of some things that proved to be very important and should be included in any such project. Some of the most important steps that I would recommend are:

- a. collect and read as many related articles and resources as time will allow to gain a broad understanding of crisis management, as it is fast becoming a field of its own with recognized experts, science, expertise, and publications
- b. review early document drafts with local emergency response personnel so that they can offer specific content and guidance; include a time for them to come to your facility and work out some planning first hand, on the spot. (Our time spent with these agencies yielded a long list of what we came to call the “Police Non-negotiables.” In the end, the police will exercise their authority to “tell” you how things are to be done. There are many things that they will

declare which are not up for debate. It is most helpful to learn these before an event happens. See Appendix II for a copy of the list we developed.)

- c. it is important to cull out the specific crises “Do” lists from the main body of the crisis management plan, as it is the crisis “Do” list that the response team must have at once, not the entire training chapter; reformat a second manual just for the response team by creating a new document of only the crises titles and response steps; this can be used at the scene as a manual, or the specific pages can be pulled out for a quick, clear response
- d. in times of crisis or potential crisis response the response team must be seen as acting with authority; to that end the team must have recognized tools of authority, such as brightly colored safety vests, whistles, a bull horn, two-way radios, yellow caution tape, safety kits, and the like
- e. beyond physical damage to buildings or physical injuries to people it must be understood that a crisis can also create psychological trauma in those witnessing an event (even in a relatively small event the psychological trauma can be significant if the damage seen relates closely to the witness); steps must be taken to help people “process” what they have witnessed (in severe cases trained counselors will be necessary); allowing each and every effected person to verbalize the answers to the following questions, in the following order, will accelerate the healing process:
 1. What happened, what did you see? (allow them to “get it out”)
 2. Where were you, how were you involved? (personalize it)
 3. How did it make you feel? (deal with the emotional impact)

4. What has been the worst part of it for you? (dig deep)
5. What do you think should have been done? (reconcile “wrongs”)
6. What do you think should be done now? (turn to positive response)
7. Who should lead and what can you do? (find order and their productive role)

I have already used these questions and seen remarkable recovery from observable trauma. Have them pre-typed, copied, and available as a handout for those leading small groups through the healing process.¹¹

Finally, it is important that the reader understand and grasp one of the most significant outcomes and realizations that I learned over the time we wrote and reached the conclusion of the crisis planning endeavor. What had begun as my “ominous, looming task” and “great burden” of responsibility had become an incredible personal blessing--the special privilege of being allowed to serve Jesus Christ in a most unique way to care for His precious children.

The “self-imposed assignment” had really been the calling of God on my life, for this particular purpose, for this particular time. Almighty God, who had been guarding the campus all along, had given me, and those who assisted, the opportunity to join Him in such a worthy calling. In response to all of the prayers that our team had prayed as we opened each planning, review, and training session over the years, God had answered by revealing Himself in putting His will and His way into our hearts, minds, and ultimately, into our plan.

We have been His hand extended to our people and to our campus. There can be a no more noble opportunity, calling, or privilege. I would implore those who study this

project to seriously consider this challenge: If in the reading of this paper you have been gripped with a conviction that such a crisis plan is not only needed and necessary for your church or church school campus, but it “burns” within you as imperative, seek the Lord to comprehend the meaning and intent of such a conviction.

Through serious prayer, discern if God has used this project to speak to you--not to burden you with “one more thing to do,” but to give you a calling and a privilege to be His hand extended to your ministry. If so, follow His leading, and do something significant--for the cause of safety, and for the sake of Christ!

APPENDIX I

**THE FIRST ACADEMY
CRISIS
MANAGEMENT
PLAN**

APPENDIX II

POLICE NON-NEGOTIABLES

TFA CRISIS MANAGEMENT PLAN POLICE “NON-NEGOTIABLES”

Callin/Sheriff

1. Call 911 first, then do CPR, run the plan, etc.
2. Do not put a 911 call into campus security first. Vital time is lost. You get sued for this. The first five to eight minutes are an eternity.
3. Follow the response pyramid: only one person is in charge of the scene; second person is there only to help the person in charge; third person is there to keep others away.
4. In a crisis teachers must stay with their students and must keep talking to their students the whole time to avoid panic.
5. Never talk one-on-one with an attempted suicide person. Always have a witness on the response team who does not say a word but listens intently.
6. Do not release an attempted suicide student to their parents until you speak with the parents and share what you have learned from the student. This is to inform the parent of what could yet happen.
7. A crisis management person must be declared “in charge” for every day. Post their name in the lobbies.
8. Absolutely the signage on campus must be corrected to label every building with a very big number, with buildings numbered clockwise around Loop Road (building 4, 5, 6, etc.). Building names (Faith Hall, etc.) may be posted in smaller letters under the numbers. Someone could live or die on the clarity of the signage.
9. For liability reasons, always give at least three options of “what to do next” to an effected family. If you only give one option, you are liable if it does not work.
10. Have students carry required I.D. of some form. Police and fire personnel need to know “who is this?”
11. You need just one way in and out of campus. When the starting bell rings shut all of the entrances but one. There check IDs, car stickers, etc.
12. Follow the crisis plan! It is the principal’s “neck” if his school does not follow the plan! The biggest problem police have is that principals do not follow their own plan.

Ricks/Sheriff

13. When emergency personnel arrive on campus expect that they will not be in the friendliest of moods. They will do what they are there to do!
14. When police and fire personnel arrive, they call the shots.
15. Be aware that OEM is trying to recruit churches to be pre-planned shelters for the community. Be prepared for their call. For example, if a tornado hit Richmond Heights, those people would likely be brought to FBCO. Plan ahead where you would put them!
16. Simple line drawings of all building floor plans must be prepared and copied for emergency personnel. Campus map should show only existing buildings. Thirty copies.
17. Create fifty copies of laminated cards with a very simple campus map on one side and a list of all emergency phone numbers on the other side.
18. Give teachers only one or two things to be responsible for. Their responsibility is the children in their class.

Weathersby/Sheriff

19. If a shooter is anywhere on campus, there must be an immediate lockdown of all buildings.
20. If at all possible, try to slow incidents down to await police.
21. The media will respond in major force. Prepare for a circus. Decide where you want them to be (away from the action).
22. Decide where you will put the incoming parents and their cars. Also have a back-up location.
23. One TFA response team person will remain at the police command post on campus.
24. Be prepared for the newest trend: “suicide by cop.” Students are doing this for religious reasons so that they do not have to kill themselves.
25. “See a gun – call 911.” Immediately lock down all buildings and keep an eye on the suspect from a distance.
26. “Hear a rumor of a gun – call OPD (not 911).” Do not confront the student. Let him remain in class. Police will confront him during the next class change.
27. Lock down the buildings if there is a police chase through the campus. Call OPD to get the word when all is clear.

Gauntlett/OPD SWAT

28. Have a maintenance staff person available at once when police arrive.
29. Bring fifteen sets of master keys to the SWAT commander upon his arrival.
30. SWAT will control the phone system in and out once they arrive. Have a manual ready to show them how to tap into it.
31. Interior doors must have “big and bold” signs.
32. Simplify the parking lot names with big numbers. Names can be smaller.
33. Building numbers must be seen from the road, including at night.
34. Try all doorknobs on every security round.
35. Have medical histories available for fire personnel.
36. Have bright team vests for the crisis response team. Once police have control they will only talk to crisis response people. Have staff ID’s to show police.
37. Note that a church or school administrator cannot declare that he is in charge and set aside the crisis plan. OPD has people assigned to keep problem administrators out of the way.
38. Prepare church and school administrators to be on site for the duration of an event. Note that s 1999 hostage event in Orlando lasted for 68 hours.
39. Make a simple videotape tour of all buildings, one tape for each building. These should be quick, only a few minutes long each.
40. Have student locker master keys available.
41. Have student school and health records available for police in cases of a distressed student.
42. Have a communications link to all critical locations (command post, faculty meeting, parents meeting, etc.).
43. Have a private place to isolate immediate families involved. Distressed families must be separated from the rest.
44. Have a plan for getting the word out of what is to happen the next school day.

45. Have a set up with the phone company to roll incoming calls to another location. Have an information hot line.
46. When you do your mock drills do not let anyone know that it is a drill. You must drill. It is paramount.
47. The biggest issue on campus may be the locations where the children are the youngest. Have the map say “babies here” or “kindergarten here”.
48. Limit vehicle access, especially at night.
49. Regarding a crisis plan and liability issues – you are already liable. Having a plan only helps reduce your liability. An in-depth plan reduces liability. You are directing people out of harms way, not into it. But you must also train. Do not let a teacher say, “I have never been trained.” That is liability.
50. “You have done a great job with your plan. You are light years ahead of most places!”

NOTES

1. Suni Petersen and Ron L. Straub, *School Crisis Survival Guide: Management Techniques and Materials for Counselors and Administrators*, (West Nyack: The Center for Applied Research in Education, 1992)
2. Bruce T. Blythe, "Preparing a Crisis Management Plan," *Crisis Management Workshop*, Atlanta (3 February 1998)
3. Jeff Kunerth and Chris Cobbs, "Deaths rise to 39 – aid starts to reach victims," *The Orlando Sentinel*, 26 February 1998, sec. A, p. 1.
4. National Weather Service Melbourne, "Night of Fury," *The Orlando Sentinel*, 1 March 1998, sec. M, p. 2
5. David W. Wersinger, "Tornadoes' Toll," *The Orlando Sentinel*, 15 November 1998, sec. A, p. 15.
6. Amanda Bower, "Scorecard of Hatred," *Time*, 19 March 2001, p. 30, 31
7. F. C. Gwynne, "Is Any Place Safe?," *Time*, 23 August 1999, p. 30
8. *ibid*, 31
9. David E. Gullatt and Douglas Long, "Components of a School Crisis Management Plan," *American Secondary Education*, vol. 24, no. 2 (April 1996): 26
10. *Crisis on Campus: Mass Emergency Training* (Carrollton: Prime Media Workplace Learning, 1999), videocassette.
11. See Scott Poland and Jami S. McCormick, *Coping With Crisis: Lessons Learned*, (Longmont: Sopris West, 1999), 165-168; Suni Petersen and Ron L. Straub, *School Crisis Survival Guide: Management Techniques and Materials for Counselors and Administrators*, (West Nyack: The Center for Applied Research in Education, 1992), 96-98; and Scott Poland, "Responding to a Crisis," *Responding to Crisis: Working Together*, Kissimmee (15 June 2000).

BIBLIOGRAPHY

- Blythe, Bruce T. "Preparing a Crisis Management Plan." *Crisis Management Workshop*. 3 February 1998.
- Bower, Admand. "Scorecard of Hatred." *Time*. 19 March 2001. 30, 31
- Crisis on Campus: Mass Emergency Training*. Produced by Prime Media Workplace Learning. 24 min. Law Enforcement Television Network, 1999. Videocassette.
- Gullatt, David E. and Douglas Long. "Components of a School Crisis Management Plan." *American Secondary Education*. Vol. 24, no. 2 (April 1996). p. 26.
- Gwynne, S. C. "Is Any Place Safe?". *Time*. 23 August 1999. 30
- Kunerth, Jeff and Chris Cobbs. "Deaths rise to 39 – aid starts to reach victims." *The Orlando Sentinel*. 18 February 1998. sec. A. p. 1.
- National Weather Service Melbourne. "Night of Fury." *The Orlando Sentinel*. 1 March 1998. sec. M. p. 2.
- Petersen, Suni, and Ron L. Straub. *School Crisis Survival Guide: Management Tecdhniques and Materials for Counselors and Administrators*. West Nyack: The Center for Applied Research in Education, 1992.
- Petersen, Suni, and Ron L. Straub. *School Crisis Survival Guide: Management Tecdhniques and Materials for Counselors and Administrators*. West Nyack: The Center for Applied Research in Education, 1992.
- Poland, Scott and Jami S. McCormick. *Coping With Crisis: Lessons Learned*. Longmont: Sopris West, 1999.
- Poland, Scott. "Responding to a Crisis." *Responding to Crisis: Working Together*. 15 June 2000.
- Wersinger, David W. "Tornadoes' Toll." *The Orlando Sentinel*. 15 November 1998. sec A. p. 15.

THE FIRST ACADEMY

CRISIS MANAGEMENT PLAN

**TO REPORT A POTENTIAL CRISIS EVENT
DIAL EXT. 8600 OR CALL 407-206-8600**

*“Have no fear of sudden disaster. . .
for the LORD will be your confidence . . .”*
Proverbs 3:25, 26 NIV

REMEMBER YOUR A, B, C’s:

- A. ASSUME YOUR POSITION AND RESPONSIBILITIES**
- B. BE AVAILABLE FOR CONTACT**
- C. COMPLY WITH THE PLAN**

**OCTOBER 1999
REVISED APRIL 2002**

THE FIRST ACADEMY
2667 Bruton Boulevard
Orlando, Florida 32805

407-206-8600

HEADMASTER: Ed Gamble

PRINCIPALS: Amber Lail, Lower School, K-3rd
Carol Grosshans, 4th, 5th, and Middle School
Alan Stock, Upper School

PLAN FACILITATORS: Warren Eck, Business Administrator
Ellen Lutrell, School Nurse
Brenda Wilson, Staff Assistant
Melissa Soule, Administrative Assistant

TO REPORT A POTENTIAL CRISIS
DIAL EXT. 8600 OR CALL 407-206-8600

INTRODUCTION AND RATIONALE

FROM THE FACILITATORS

There was a time when the only visible “emergency preparedness plan” at a school was a fire drill, and perhaps a tornado drill. At one time a school that had a written “crisis management plan” was considered unique. Such a plan was considered a curiosity that drew attention and serious questions. Today, a school *without* such a plan is cause for attention and serious questions.

Schools and churches used to be places where the safety of children was taken for granted. But now we live in a different day. Besides the seeming increase in weather related disasters, in the period of 1998 and 1999 there were at least 10 shooting rampages at schools and churches, leaving over 50 injured and at least 27 killed. In 8 of the 10 incidents the shooters were teenagers, and most were suicidal.

When the 1999-2000 school-year started, thousands of schools that previously had “wide open” campuses began to utilize security fences, surveillance cameras, photo-ID student badges, and airport-style metal detectors. One school formed an alliance with a company that designs security systems for plants that manufacture nuclear weapons.

Violence struck again in 2001 as a 15-year-old student killed two and injured thirteen. Two days later an eighth grade girl repeatedly fired a handgun in a crowded cafeteria. Two weeks later, an 18-year-old student opened fire at his high school, wounding four and injuring five more before being shot by police.

The magnitude of situations that were previously “unthinkable” continues to grow. Following the terrorism attacks of September 11, 2001, and the events that occurred thereafter, the entire nation found itself in a seriously heightened state of shock, alert, anxiety, and, to a great extent, fear.

It is understandable that among parents and educators today there remains a heightened state of concern over the potential for a school crisis. A “crisis” is generally defined as any sudden event that threatens life, property or general well being, and heightens emotions in those involved. And many things besides a tornado or a shooting can be a crisis, such as an accident, a poisoning, a fire, rape, or medical emergency.

In order for effective learning to take place, where students and faculty feel safe and secure, it is essential to create an orderly, disciplined, violence-free environment that is protected from, or *managed through*, the effects of such emergencies.

PREPARATION

Over the course of four years staff from the Business, Operations, and Health Services departments collected resources, read manuals, articles and publications, received training, inspected crisis sites, and sought and received counsel from fire and law enforcement agencies. The objective was to bring together the knowledge and procedures necessary for developing a comprehensive crisis management plan for The First Academy.

As a part of these efforts, 30 potential crisis events were identified that could occur on our campus, and response plans were drafted, reviewed, and edited. The probability of a crisis event was not addressed because the purpose of the plan is not to debate the chances of a given event happening. The purpose of the plan is to organize and record the responses that would be necessary and prudent in case the incident did occur. We cannot necessarily predict a crisis, but we can prepare for one.

The key to management of a crisis is prior planning. Developing a manual allows the luxury of being able to thoughtfully and systematically plan all that would need to be done during a given event, at a time when there is no crisis.

Smiar (1992) explains that, “A crisis is not a situation in which a person’s or group’s management skills are inadequate, but rather a time when we are not ourselves and the world around us is completely changed. Crisis parallels disorientation.” Put another way, the issue is not that someone could not think of the essential steps to take in a crisis. The issue is that during the stress and confusion of a crisis is not the time to stop and think of what to do next. The issue is to plan ahead.

The information in this plan is a balance of attempting to be brief, and thus workable, yet comprehensive, and thus effective.

ORGANIZATION

It is the opinion of this writer that three levels can be identified that encompass the realm of prevention and management of potential emergencies which could occur on a school campus. The three levels are security, safety, and crisis management.

For the purpose of this manual, we have defined these three levels as follows:

SECURITY – *pre-empting event measures*. These are measures that are taken in order to help prevent an emergency from occurring. They would include utilizing locks, guards, fences, cameras, shutters, quality of construction, restricted access, ID tags, campus communication, etc. “Security” establishes a sense of well being.

SAFETY – *pre-event measures.* These are measures that are taken before a crisis event occurs in order to lessen the potentially harmful effects of that event. They would include fire drills, tornado drills, drills that relate to the actions outlined in the crisis management plan, and awareness and actions called for in the Safety Program Manual. “Safety” establishes a sense of cautiousness and readiness.

CRISIS MANAGEMENT – *present event/post-event measures.* These are measures that are taken to respond to an event that is happening now. They address steps to follow while the emergency is in progress and in the aftermath. They would include an evacuation plan; emergency traffic plans; a lock down plan; and response procedures to accidents, injuries, storms, violence, or death. “Crisis management” establishes order in chaos and true readiness for a significant event. It is this level of preparedness and management that this manual was written to address.

FORMAT

The manual was written to serve three purposes for those who will use it, and the information for each crisis is, therefore, presented in three corresponding sections:

KNOW – *this section is to educate.* It is important to understand some very basic facts and background about the type of crisis the user will seek to prepare for and manage.

EXPECT – *this section is to engage.* It is critical that the users move beyond a casual awareness and come to grips with the potential conditions and outcomes of a given crisis, should it occur. This section will begin to prepare the user emotionally for what may take place.

DO – *this section is to equip.* It is imperative that the crisis manager has an orderly plan of action, with specific steps to take in response to a real crisis event.

APPLICATION

The Business, Operations, and Health Services departments, as facilitators, seek to apply this Crisis Management Plan to The First Academy campus. The desire is to do so in cooperation, co-authorship, co-ownership, and team-ship with the Headmaster, principals, educators, and staff of the school, as well as the administration and staff of First Baptist Church/Orlando, which shares the campus.

While most of the response steps to a specific crisis are gained from resource materials, emergency personnel, and common sense, the drafting of the general procedures that would apply to many crisis events requires direct involvement of the educators. This is because of the direct impact on the students and/or their parents that such procedures would have.

Further, a plan such as this is most effective only when all employees of the school realize its realities, importance, and relevance. It is critical that the administration be a partner in the plan in order to instill a sense of awareness, personal responsibility, introspection of one’s own

preparedness, and the serious consideration of “what could happen.” It is essential that the school administration posture the plan as an immediate, valid, and vital need.

TFA’s actual response in a true crisis is most affected by our capabilities. Our capabilities are the net outcome of our combined commitment to preparedness.

PRACTICAL AND THEOLOGICAL IMPLICATIONS

Good conscience, prudence, caution, sound judgment, reasonable and rational actions, and due diligence: These are the positive qualities that a school administration is expected to use in its duties. The employment and exercising of these qualities in carrying out their responsibilities should prompt and motivate them to ensure that a crisis management plan has been developed and implemented for their physical plant and those who come on site.

In the worst case scenario, it will be these same qualities which will be called into question in court should a crisis occur and people needlessly lose their lives or sustain serious injury because no orderly response had been predetermined and put into action when the need arose. If a church, church school, or church daycare does not have such a response plan, it would indicate that these qualities have not been sufficiently exercised.

Administrators must recognize and be prepared to deal with the fact that, as paid professionals, it is human nature for us to be perceived as having a responsibility to “know what to do.” When churches and church ministries depict themselves as aspiring to “excellence in ministry,” this translates to certain expectations in the minds of the congregation, parent body, and other groups who may use the facilities or campus.

At a time when there is no crisis involving potential or actual physical harm and danger, it is quite possible and even very likely that few people, if any, will come forward to inquire about the plan and procedures the church has for responding to a crisis. However, should a crisis event or a “near miss” occur, there may be many who will demand to know where the plan was and what had been done to prepare the church for such an event.

On any given weekday there can be close to two thousand people on our campus at one time who are involved in school or church ministries at First Baptist Church of Orlando. That number may grow to five or six thousand or more on Sunday. It is responsible management and prudent planning to determine ahead of time how these people will best be cared for in case a calamity of one form or another takes place.

The necessity of planning is not only a response to the expectations of good management. The other realm of expectations which administrators are also bound to respond to involves theological implications from the teachings of the Scriptures.

When we think of stewardship, most often we consider it in terms of one entrusted with the care and management of finances for the sake of Christ. In the biblical sense, being a good steward carries with it the expectation and responsibility of being “faithful,” “wise,” “just,” “blameless,”

“good,” and able to “give an account” of one’s stewardship (see Luke 12:42, Luke 16:8, Titus 1:7, I Peter 4:10, Luke 16:2, from The Holy Bible, New King James Version).

On occasion we may consider the stewardship of property God has entrusted to us, or perhaps the stewardship of the gifts and talents He has given. However, it is the intent of this project to consider and respond to the stewardship of the people God has entrusted to us. It is important for administrators to see themselves as those entrusted with the care and management of the that portion of the Body of Christ which He has brought to our ministry. What a noble calling! Yet it also carries with it the expectation and responsibility of being faithful, wise, just, blameless, good, and able to give an account of our stewardship.

Just as prudence, sound judgment, due diligence, and the other business qualities of the administration can and should be applied to crisis management, so too should the biblical qualities of a steward be applied. If they are, clearly the care and management of the people God has entrusted to us while they are on our property must include caring for and managing them in and through a crisis event.

We have only to look to our Lord, Himself, to see examples of the perfect model of One who cares for His own in time of crisis.

The ultimate crisis of the ages occurred when man, created in innocence and free of death, sinned in disobedience to God. This brought death to all of mankind and the prospect of separation from God for all eternity.

But, because of God’s great love for mankind, He provided the ultimate crisis plan to redeem man back to Himself, offering eternal life free to all who would put their trust in Him! (See Genesis 2, 3; John 3, in The Holy Bible.)

Because mankind had become thoroughly corrupt and evil a cataclysmic crisis was to come upon the whole earth by means of a flood. But, by His grace, God was faithful to Noah to keep him in His care, as he walked with God. God provided a detailed response plan in the depiction of the ark so that Noah could manage his family and God’s creatures through the crisis. Noah followed the plan, and, for just over a year, the response plan worked, and the people and the creatures were safely delivered back to dry land. (See Genesis 6, 7, 8 in The Holy Bible.)

In the magnitude of the realities of the life we live today we can appeal to, and rely upon, this same God to again show forth His grace and allow us to be used of Him to provide a way to manage His people through another crisis, should it come to the place where we serve. This is *our* calling. This is *our* ministry. This is *our* opportunity to follow our Model, and care for His own in time of great need.

TABLE OF CONTENTS

POTENTIAL CRISIS EVENTS

CHAPTER	PAGE
1. Abduction of Student/Employee -----	1.1
2. Aircraft Accident-----	2.1
3. Attempted Suicide -----	3.1
4. Auto/Auto - Pedestrian Accident -----	4.1
5. Bomb/Bomb Threats-----	5.1
6. Chemical Exposure/Gas Leak -----	6.1
7. Child Abuse by Parent or Employee -----	7.1
8. Death of Student/Teacher/Employee -----	8.1
9. Domestic Violence/Injunction-----	9.1
10. Drugs - Illegal Possession/Overdose -----	10.1
11. Escaped Criminal -----	11.1
12. Explosion-----	12.1
13. Field Trip/Bus Accident-----	13.1
14. Fire -----	14.1
15. Food Poisoning-----	15.1
16. Hostage Situation -----	16.1
17. Hurricane-----	17.1
18. Lightning/Severe Thunderstorm -----	18.1
19. Medical Emergency-----	19.1
20. Missing Child/Lost/Runaway -----	20.1
21. Rabid/Injured Animal -----	21.1
22. Rape-----	22.1
23. Riot/Community Incident -----	23.1
24. Shooting: Actual or Threat-----	24.1
25. Tornado-----	25.1
26. Trespass -----	26.1
27. Unstable Person -----	27.1
28. Utility Failure-----	28.1
29. Weapon on Campus-----	29.1
30. Weapons of Mass Destruction-----	30.1

**TO REPORT A POTENTIAL CRISIS EVENT
DIAL EXT. 8600 OR CALL 407-206-8600**

GENERAL PROCEDURES

CHAPTER	PAGE
GP1. Alternate Traffic Plan-----	1
GP2. Alternative Education Sites -----	1
GP3. Campus Evacuation -----	2
GP4. Campus Signage-----	2
GP5. Clinic Back-up-----	2
GP6. Counseling and Stress Management-----	3
GP7. CPR/First Aid-----	6
GP8. Disabled Students -----	6
GP9. Emergency School Closure -----	6
GP10. Campus Lock Down -----	7
GP11. Media Management-----	9
GP12. Parent Communication Letter -----	12
GP13. Parent Mass Communication -----	12
GP14. Response Team-----	14

REFERENCES

In their research the plan facilitators consulted the listed sources for information and assistance in writing the plan chapters-----	18
---	----

REFERRALS

The plan facilitators interviewed the listed community emergency response personnel for information and assistance in writing the plan chapters -----	25
---	----

POST-CRISIS MANUAL

This resource guide for crisis follow-up is available in the office of the Business Administrator. Its table of contents is listed -----	27
--	----

1. **ABDUCTION OF A STUDENT/EMPLOYEE**

KNOW

Abduction is regarded as a situation where a student or employee is physically removed from the campus without their/parental prior consent. Many times abduction of a child occurs in divorce and custody situations. **If the abductor is a parent under an injunction, go to Domestic Violence/Injunction, Chapter 9. If the abductor remains on campus, go to Hostage Situation, Chapter 16.** Abduction of an employee is more unlikely. Abduction may occur as a spontaneous event perpetrated by a suspect who is being chased by police.

EXPECT

In an abduction, it is expected that the attending faculty, as well as any students who witness the event, would be frightened. Emotions expected from a parent after notification could range from frightened and fearful to extreme anger. That anger could be addressed toward the school for (in their mind) “letting” someone take the child. The attending faculty may also experience fear due to a feeling of responsibility for not stopping the abductor.

Some students may be traumatized, if they witnessed an abduction that was particularly physical or vocal. In a police chase, the abductor may harm others (as well as property) with his vehicle as he attempts a fast “get away.” The vehicle may leave the roadway and travel across sidewalks and grass areas.

DO

1. Call 911 and report the following information:
 - a. Full name of child/employee
 - b. Birth date, approximate age, and description of child/employee
 - c. Description of suspect, if seen
 - d. Description of vehicle, license tag number, and direction of travel, if known.
2. Notify FBC/O security at 407-514-4434, or direct inside dial to extension 4434, or call by radio to “Control” on channel 1.
3. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.

4. Confirm and document all pertinent facts, including names of witnesses, times and order of events, existence of restraining order (if applicable), etc.
5. Protect any evidence at the scene by leaving it in place, circled with caution tape, and keeping people away.
6. Identify and isolate witnesses for law enforcement. NOTE: witnesses must be isolated from one another to ensure that evidence/statements are not contaminated.
7. Gather any student records, staff files, or other information needed for law enforcement.
8. Contact the campus media office at extension 4375/4394 and brief them on the incident.
9. If possible, the Headmaster or designee should notify the parents of an abducted child, since this is a more personal/sensitive approach than notification from the police department.
10. If other security measures are required (such as closing the school) the Headmaster and principals will make an evaluation as the situation progresses.
11. Communicate that “order has been restored and the campus is secure” as soon as possible.
12. Refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6, if circumstances warrant.
13. Notify the school attorney and the school insurance agent of the incident.
14. Response Team and administrators meet to discuss the incident and determine any next steps.

2. AIRCRAFT ACCIDENT

KNOW

The First Academy campus is located near the flight patterns of Orlando International Airport, Orlando Executive Airport, I-4 traffic monitoring, tourist advertising banner flights and Clear Lake private pontoon aircraft. The potential exists for one of these aircraft to attempt an emergency landing on or near the campus, John Young Parkway, or the lake. In the event of an accident near the campus, status of the situation may be obtained from the Orange County Emergency Management Office at 407-836-9140.

EXPECT

Emergency aircraft landings typically result in some form of accident, crash, injury, and/or death. They can easily involve a subsequent fire or explosion. They may also involve damage to buildings and/or vehicles in the flight path. Depending on the size of the aircraft and the success or failure of the landing, the incident can be anything from a spectacle for sightseers to a highly traumatic crisis. The aircraft may be cordoned off and left “as is” for a considerable period of time while the FAA investigates the incident. An accident will command attention of on-lookers. A bad accident will greatly hinder getting the educational process “back to normal.”

DO

1. Call 911
2. Notify FBC/O security at 407-514-4434, or direct dial to extension 4434.
3. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
4. Contact the campus media office at extension 4375/4394 and brief them on the incident.
5. Establish a security barrier line a safe distance from the aircraft given the potential for fire or explosion.
6. Keep students and employees behind the security barrier and away from traffic lanes that will be used by emergency vehicles.
7. Determine alternate parent traffic patterns as may be necessary to avoid the emergency area. Inform FBC/O security of this plan.

8. Refer to chapter on Campus Evacuation in General Procedures, Chapter GP3, in case the 911 units determine such is necessary for emergency traffic or safety concerns.
9. Make assessment of any damage to campus property and whether school programs may or may not continue.
10. Refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6, if circumstances warrant.
11. Notify the school insurance agent in the event that any school property has been damaged.
12. Notify the school attorney in the event there has been serious stress, trauma, or injury to any TFA employee or student.

3.

ATTEMPTED SUICIDE

KNOW

Suicide is the self-inflicted loss of life. Firearms are the cause of over 60 percent of suicides. Most suicides occur in the white population and by more males than females. Adolescent suicides have tripled in the past three decades. Guns, drugs, divorce, media, and stress are some reasons that have been proposed.

In general three to nine times as many female adolescents attempt suicide, but three to five times as many male adolescents succeed. Primarily this is because boys choose more lethal methods of attempting suicide—guns, hanging, jumping, carbon monoxide poisoning—rather than ingestion.

Adolescents who attempt suicide have 30 to 40 percent higher rates of current illness than other groups. Affective disorders (mood disorders), conduct disorders (delinquent behavior), and substance abuse are the most common psychiatric disorders associated with adolescent suicide.

Teenage suicide represents the third leading cause of death among adolescents age 15 to 19 (after accidents and homicides), and the second leading cause of death among young people age 15 to 24 (after accidents). The number of completed suicides represents a “tip of the iceberg” phenomenon. Statistically, attempts outnumber completions by an estimated 100 to 200:1. Many studies have found that suicidal ideation is common among adolescents. Various surveys have documented that 12 to 42 percent of adolescents have some form of suicidal ideation, including serious intent to harm themselves.

All suicide attempts are serious and should be taken seriously. Teenagers who attempt suicide warrant hospitalization in an adolescent medical unit, at least overnight.

Adolescents who commit suicide can be divided into four broad categories: (1) teenagers with a long history of school and behavioral problems, fighting at school and with parents, and impulsiveness (50%). (2) anxious, perfectionistic, rigid teenagers—“model children,” performing well at school (20 to 25%). (3) depressed girls (20 to 25 %). (4) psychotic adolescents (1 to 2%). It is the second category that parents and educators find most troubling.

EXPECT

Adolescent suicide is a complex and multi-factorial disorder, but *loss*, especially a humiliating loss, is a key feature in most cases. It can be loss of a relationship, loss of a parent through divorce, loss of self-esteem, or even loss of a good grade on a test. Many teenagers commit suicide in the interval between the loss and the impending humiliation or presumed disciplinary action. The stress-suicide interval can be brief. Adolescents who have been sexually abused are at a three times greater risk of attempting suicide.

An estimated two-thirds of those who attempt suicide do not want to die. Rather, they make impulsive attempts, seeking to communicate anger, escape a difficult situation, or influence others, such as with a “cry for help” in some form.

Early signs of suicidal intent include depression, expressions of guilt, tension and agitation, insomnia, loss of weight and appetite, neglect of personal appearance, and direct or indirect threats to commit suicide.

Other students who become aware of the attempt may take on an inordinate sense of responsibility for the act, stating that they “should have done something” for the person. They may also have an inner struggle over whether or not to report the attempt for fear of damaging the relationship they have with this person. Adults who become aware of the attempt may become angry at the “attempter” for various reasons, including the potential “wasted life,” the perceived “lack of faith,” or the perception of such a “horrible thing to do.” Parents may seek to lay blame on the school for the actions of their child.

A controlled study evaluating 1,000 high school students concluded that between 5 and 20 percent of the students had high-risk views about suicide, and that educational programs against suicide did not alter their views.

DO

SUICIDE

Refer to the chapter on Death of a Student/Teacher/Employee, Chapter 8.

ATTEMPTED SUICIDE - WITH INJURY/INGESTION

1. Provide any obvious first aid that is required by the patient, to the extent possible. If life threatening injury, call 911.
2. Activate school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. School Response Team should assess the situation and render required care directly.
4. If injury is minor and all required care has been dispensed, turn the situation over to the principal and school counselor.

5. If injury is significant, school Response Team should assess the situation and render required care directly, or activate number 7 below. The team shall assist the Health Services staff, acting as a runner for supplies, etc.
6. Retrieve student's/employee's medical records to assist the Health Services staff and 911.
7. Notify FBC/O security at 407-514-4434 or extension 4434.
8. Isolate class members or other children/persons from the area where care is being given.
9. School Response Team shall clear an unobstructed route for emergency personnel to reach the patient.
10. School Response Team shall notify the effected principal and the Headmaster of the status of the situation.
11. Headmaster or designee shall contact the parent/guardian/spouse and inform them of the status of the patient.
12. Care and directives for the patient are transferred to 911 personnel upon their arrival.
13. Update the parent/guardian/spouse, the principal and Headmaster with the latest status from 911 and with the name of the hospital where patient is being transported.
14. 911 transports patient.
15. The school Response Team and faculty/staff shall seek to establish a sense of order and reassurance and calm all effected students as soon as possible (refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6, if the situation warrants).
16. Notify the school attorney and school insurance agent, if applicable.
17. Response Team and administrators meet to discuss the incident and determine the next steps.
18. If the final outcome of the attempted suicide is death of a student or employee, follow procedures in the chapter Death of a Student/Teacher/Employee, Chapter 8.

THREATENED SUICIDE – REPORT OF PENDING ATTEMPT/PLAN

1. Confirm name and location of attempter.
2. Call Health Services at extension 8607 for Lower campus, or 8707 for Upper campus.
3. If student has remained under supervision in their class, Health Services staff shall alert school counselor.
4. If there is no immediate impending threat, Health Services staff shall turn the matter over to the school counselor (refer to the chapter on Counseling and Stress Management in General Procedures, Chapter GP6).
5. If student has removed themselves from their class and there is an immediate impending threat, activate school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600.
6. Health Services staff member and school counselor approach the attempter to open communication and begin counsel.
7. School Response Team cordons off the immediate area to provide privacy and confidentiality.
8. Health Services staff calls 911, if subject voices a threat of suicide.
9. Notify FBC/O security at extension 4434 and brief them on the incident.
10. School Response Team shall clear an unobstructed route for emergency personnel to reach the patient.
11. School Response Team shall notify the effected principal and the Headmaster of the status of the situation.
12. Contact the parent/guardian/spouse and inform them of the status of the patient.
13. Care and directives for the patient are transferred to 911 personnel upon their arrival.
14. Update the parent/guardian/spouse, the principal, and headmaster with the latest status from 911 and with the name of the hospital where patient is being transported.
15. 911 transports patient.

16. The school Response Team and faculty/staff shall seek to establish a sense of order and reassurance and calm all effected students as soon as possible (refer to the chapter on Counseling and Stress Management in General Procedures, Chapter GP6).
17. Notify the school attorney and school insurance agent, if applicable.
18. Response Team and administrators meet to discuss the incident and determine the next steps.

4. AUTO/AUTO - PEDESTRIAN ACCIDENT

KNOW

The threat of an auto accident exists on campus for a number of reasons which include: 600 parent cars dropping off or picking up students (with drivers who are typically in a hurry at the start of the school and work day), 100 teenagers driving to and from school, and employee and church traffic, all on Loop Road. This is the same road that students cross while walking to lunch, the gym, sports fields, etc.

In the event of a minor collision between two automobiles, the drivers may wish to fill out a "Driver Report of Traffic Crash" provided by the Orlando Police Department, 407-246-2411. A copy may be picked up from the International Drive team office located at 6544 Carrier Drive at the intersection of International Drive, 407-246-3727. This form will serve for insurance purposes.

The police should be contacted for more major collisions, 407-246-2411. FBC/O security should also be notified for traffic control and to fill out an incident report, 407-514-4434 or direct dial at extension 4434.

In the event of personal injury of any kind or severity, 911 should be called and a church incident report completed. This will address any medical issues and will help in dealing with any insurance issues.

EXPECT

County 911 services presently bill approximately \$250 for ambulance services each time they are called. The bill is presented to the person/family who is injured. This may provoke anger or upset those involved, but it should not forestall calling for necessary services.

Even a relatively minor accident may cause significant traffic flow problems. Personnel may need to be dispatched to the scene to direct traffic. Even a minor accident may be a distraction for students and some additional monitoring or pedestrian traffic control may be necessary.

A serious accident may cause trauma, both to the individuals involved, and to those who witness or come upon the scene. The area may need to be cordoned off from students to provide room for emergency vehicles.

DO

1. Call 911.
2. Notify FBC/O security at 407-514-4434 or direct dial at extension 4434.
3. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
4. In case of injured student, notify parent/guardian, principal, and Headmaster.
5. In the event of an auto and pedestrian accident, do not move the pedestrian unless the individual is in further danger, such as from fire or other injury.
6. Provide emotional support to all individuals involved, particularly to an injured pedestrian, to keep them from going into shock while awaiting arrival of emergency medical personnel.
7. In a serious accident, establish a security barrier line (yellow caution tape) a safe distance from the vehicles, giving consideration to the potential for fire or explosion from the gas tanks and/or to provide a clear area for arrival of emergency vehicles. If it is safe to do so, turn off engines and remove keys to stop electrical spark potential
8. Determine alternate traffic patterns as may be necessary to avoid the emergency area. Inform FBC/O security of this plan.
9. Refer to the chapter on Counseling and Stress Management in General Procedures, Chapter GP6, if circumstances warrant.
10. Assist drivers in having vehicles towed, if necessary. Assist driver in calling their insurance or AAA service if available. Otherwise, the designated towing company for the church property is Johnson Wrecker at 407-293-2540.
11. If the accident involves a TFA employee, notify Human Resources Coordinator, extension 8648.
12. If the accident involves an injured TFA employee or student, notify the school attorney and the school insurance agent.

5. BOMB/BOMB THREATS

KNOW

A bomb or bomb threat involves an explosive device, which may or may not have exploded, either present or alleged to be present in the school or on the premises. Areas immediately surrounding a subject building should be considered as dangerous as the building/location identified (Example: A bomb “at the E-2 building” may well mean the bomb could be located outside near the entrance doors or near an immediate parking area.).

A bomb or a bomb threat is most often announced by telephone, but could also be declared by the identification of a suspicious package. Equipment such as portable radios, cellular phones, microwaves, walkie-talkies, and other transmitting electronic devices must be turned off during a bomb threat. Because a bomb may be sound sensitive, fire alarms **SHOULD NOT** be activated in order to prompt evacuation. Evacuation should be accomplished quickly and quietly using the intercom system.

A copy of the Threat Assessment Chart is to be kept at each receptionist’s desk and the principals’ secretary’s/assistant’s desk.

Rooms not currently in use, such as storage rooms and other areas accessible to the public, should remain locked.

In a building evacuation, faculty and staff should be aware of any unusual or suspicious boxes, packages, noises, devices, people, or disturbances in or near the building as they exit. During the evacuation, pay attention to student conversations, which may reveal who may have called in the threat.

EXPECT

Even though it is critical that all remain calm to facilitate the evacuation plan, there will likely be a heightened sense of fear and anxiety among all of those who become aware of the threat. On the other hand, there may well be those who do not take the matter seriously and who may even consider it to be a joke. Nevertheless the threat will still require the evacuation of at least the immediate building and surroundings.

Should the media become aware of the circumstance, expect heightened fear and anxiety from parents as well as the development of a media presence on campus. Incoming calls and incoming traffic from parents should be expected (see chapters in General Procedures on Parent Mass Communication, Chapter GP13, and Alternate Traffic Plans, Chapter GP1).

If a bomb has actually gone off, expect immediate damage, injury, trauma, confusion, and potential fatalities. There should not be a false sense of security, since there may still be additional exploding devices that have not detonated or debris that continues to fall. Building evacuation will be more difficult because children and students (and faculty) will likely be traumatized and lack a normal sense of order. Evacuation routes also may be cluttered or blocked by building debris or may otherwise be unsafe.

DO

1. The telephone line on which the call is received must stay open even if the caller has hung up. **DO NOT HANG UP!**
2. The Threat Assessment sheet should be filled out immediately, preferably while the threat is in progress.
3. Call 911 from another line as soon as a threat is indicated.
4. Notify the effected principal(s) and evacuate the building immediately and quietly using a prompt from the intercom system. **DO NOT PULL THE FIRE ALARM. DO NOT USE CAMPUS RADIOS. DO NOT USE ELEVATORS.** These may detonate an explosive device. Give special attention to evacuation of any disabled persons who may need special assistance.
5. Activate the school Response Team at extension 8600 to assist in the evacuation and call the Prayer Team at extension 8600, or call 407-206-8600.
6. Contact the campus media office at extension 4375/4394 and brief them on the incident.
7. Ensure that all microwaves, walkie-talkie radios, cell phones and any transmitting devices are turned off in a quick sweep of the immediate area.
8. Ensure that students exiting the building are taken to a minimum of 50 feet or more (beyond the wall collapse zone) from the building for safety purposes.
9. Faculty should follow the same procedures as for fire drills, including taking attendance and reporting any missing student.
10. Do not re-enter the building until it has been declared safe by emergency personnel.

IN CASE OF ACTUAL EXPLOSION

11. The school Response Team will facilitate the completion of the building evacuation, including utilization of alternate exit routes, if necessary. In the event that building damage prevents evacuation, students are to take cover under a desk or table for protection from potential falling glass or debris. Be ready to identify their location to emergency personnel.
12. Faculty shall seek to establish a sense of order and reassurance and calm all effected students as soon as possible (refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6).
13. School principals shall activate the telephone tree to notify all parents of the emergency.
14. Notify the school attorney and the school insurance agent.
15. Response Team and administrators meet to discuss the incident and determine the next steps.

THREAT ASSESSMENT

DO NOT HANG UP !

REMAIN CALM AND COURTEOUS. LISTEN. DO NOT INTERRUPT.

Date Call Received: _____ Time Call Received: _____ Time Call Ended: _____

Sex of caller: M _____ F _____ Any Discernible Accent: Yes ___ No ___
 If yes,
 explain: _____

Did the person sound like a younger person or an older person? _____

Exact wording of threat: _____

QUESTIONS TO ASK:

When is the bomb going to explode? _____
 Where is the bomb right now? _____
 What kind of bomb is it? _____
 What does it look like? _____
 Where did you place the bomb? _____

YOUR EXTENSION: _____ CALL REPORTED TO: _____

Caller's Voice (circle appropriate description):

Calm	Angry	Slow	Rapid	Loud	Soft
Laughter	Normal	Distinct	Nasal	Stutter	Raspy
Deep	Clearing Throat	Deep Breathing	Cracking Voice	Disgusted	Accent
Familiar	Excited	Crying	Slurred	Lisp	Ragged

Other (please explain in detail): _____

If voice is familiar, who did it sound like? _____

DO NOT HANG UP !

Background Sounds

Street Noises	Voices	PA System	House Noises	Motor	Local
Factory Machinery	Phone Booth	Clear	Long Distance	Music	Office
Machinery	Animal Noises				

OTHER (be specific): _____

Threat Language

Well Spoken (Educated)	Irrational	Incoherent	Foul	Taped
------------------------	------------	------------	------	-------

REMARKS: _____

NAME OF PERSON RECEIVING CALL: _____

TITLE: _____ DATE: _____

HOME PHONE: _____

6. **CHEMICAL EXPOSURE/GAS LEAK**

KNOW

Potential harm from chemicals may come from direct contact to the skin, vapors affecting the eyes, or inhaled vapors affecting the respiratory system. Therefore, it is critical to be able to physically protect from direct contact or wash off skin, flush eyes, and exhaust vapor. The TFA science labs have special eye wash sinks and exhaust systems for this purpose.

Besides the obvious potential exposure to harmful chemicals in the science lab, mixing ordinary cleaning agents such as mixing Clorox with ammonia (which can be fatal) can create dangerous situations.

Another source of danger from chemicals is the potential for a vehicle accident on the borders of the campus, which may involve for example a truck carrying chlorine. Since TFA is located on a major highway leading to the water treatment plant, we are susceptible to these dangers. Whenever an incident of this type occurs, the first notification to the school will generally come from law enforcement or fire department officials.

Another source of danger is the propane gas that is used to feed the Bunsen burners in the science labs. Should a science table gate valve be left open, people could be overcome by the fumes or there could be an explosion due to the flammable nature of the gas. There is also a 120-gallon propane gas tank that feeds the gas ports. The tank is located outside the Faith Hall building on the west wall, near the northwest (kitchen delivery) corner.

Because of the nature of these possibilities, first aid to persons in contact with the chemicals and evacuation or lock down of the school may be necessary. The evacuation direction would be determined by the location of the spill, wind direction and speed, type of chemical/gas, and other factors. A hazardous chemical spill may occur so close to the school that the best decision would be to stay inside for the protection the building can offer.

Do not use the fire alarm signal or designated fire evacuation routes before confirming where the spill occurred so that persons being evacuated will not enter the spill area. Refer to the chapter entitled "Campus Evacuation" in General Procedures, Chapter GP3, for additional information.

EXPECT

The effects of hazardous chemicals on the skin range from first degree to third degree burns, meaning from skin redness to skin burned away to the depth of muscles. First degree is skin reddening and swelling and severe pain. Second degree has reddening, blisters, and a spotted appearance to the skin (second degree is painful, but the deeper the burn, the less the pain is felt).

6.2

Third degree has damage to all layers of skin. Fat, muscles, nerves, and even bones may be involved. The appearance may be charred black or dry white. Third degree may involve severe or no pain, depending on the depth of the burn.

Chemical contact with the eyes causes severe irritation and burning. Depending on the chemical and the severity of the burn, temporary or permanent blindness may result.

Inhaled chemicals can damage the airway and cause anything from shortness of breath to respiratory arrest (stop breathing), and in some cases may cause cardiac arrest. Inhaled gases may harm the respiratory system in an immediate or delayed reaction. Headache and dizziness may be the first signs leading to respiratory distress.

DO

1. If the exposure to the skin is substantial in area, call 911 immediately. First, brush away any dry chemical powder. Then flush away the chemical on the effected area with water. Continue to wash the area for at least twenty minutes. DO NOT discontinue washing if second or third degree burn is suspected.

NOTE: Water for washing is available from lab sinks, lab eye wash and shower units, restrooms, gym showers, or, as a last resort, water fountains.

2. Activate the school Response Team at extension 8600, whose services will include dressing the burn. Call the Prayer Team at extension 8600, or call 407-206-8600.
3. Remove contaminated clothing so as not to re-injure skin. This may require scissors so as not to touch the contaminated areas.

NOTE: Persons assisting in clothing removal must wear latex or vinyl gloves.

4. In case of second or third degree burns, call 911 and be sure patient has an open airway to breathe.
5. Notify security at extension 4434 so that an incident report may be completed.
6. Notify parent/guardian/spouse of the student/employee.

EYE INJURY

1. Call 911.
2. Immediately flush the eyes with water and continue **WITHOUT INTERRUPTION** until the 911 emergency personnel arrive. Water locations are identified in item number 1 above.

Make sure those assisting the patient hold open the eye lids while eyes are being flushed.
(First Responder, Third Edition, J. David Bergeron)

3. Activate school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
4. Notify FBC/O security to assist in directing 911 to the location and to complete an incident report.
5. Notify parent/guardian of status and of hospital patient is being transported to.
6. Notify school attorney and the school insurance agent.

INHALATION INJURY

Localized Indoor Source

1. If patient(s) are experiencing progressive respiratory distress, call 911 and report type of chemical fumes.
2. Remove injured person(s) to area free of fumes.
3. If localized in science or chemistry lab, activate emergency exhaust systems.
4. Activate school Response Team at extension 8600 and Prayer Team at 8600, or call 407-206-8600.
5. Notify FBC/O security, extension 4434.
6. If localized in Faith Hall science labs, evacuate the third floor using stair towers in the opposite direction of the fumes (use Art Room and Singles Ministry stairs). If located in another building, evacuate the entire building.
7. Notify parent/guardian/spouse in case of serious respiratory distress.
8. Attempt to identify the source, type, and location of the fumes, if not localized, and if this can be done safely.
9. Once source is located, ventilate the building. Cap the source, if this can be done safely.
10. Complete incident report.

INHALATION INJURY

Outdoor Source

1. If a gas or chemical odor is detected on school grounds which causes respiratory burning or injury, call 911.
2. Activate school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Notify FBC/O security, extension 4434.
4. Direct all faculty, staff, and students to remain indoors until instructed otherwise. Shut down all air conditioning/heating and ventilation system outdoor air intake functions. Close all doors and windows.
5. If emergency authorities determine the leak is an explosive gas or chemical, do not use fire alarms, hand-held radio transmitters, or electrical switches that may cause an electrical arc.
6. Follow directives of emergency authorities that may order all persons on campus to remain indoors, or may order an evacuation to a safe area.
7. Be prepared for media attention. Contact the campus media office at extension 4375/4394 and brief them on the incident.
8. Status will not return to normal until declared so by emergency personnel.

CHILD ABUSE BY PARENT OR EMPLOYEE

KNOW

Child abuse manifests itself in a number of ways, including physical, emotional, sexual, and neglect issues.

PHYSICAL: Abuse may be suspected or evident when a child is observed with marks on their body that are unusual or suspicious for the area seen. Typical areas of concern may include the head, back, torso, buttocks, and thighs. Marks may include bruises, cigarette burns, or open wounds. The marks may indicate recent or past injuries.

EMOTIONAL: Abuse may be suspected or evident when a child is observed to be unusually fatigued, fearful, unusually quiet and withdrawn, or particularly insecure.

SEXUAL: Abuse/molestation may be suspected or evident when a child verbalizes the depiction of an incident, draws graphics or writes stories depicting an incident, uses sexual terms, and/or gestures beyond his or her normal developmental level of understanding, or is sexually aggressive toward other students in ways beyond the normal developmental level. The student may also complain of “private areas that hurt.”

NEGLECT: Abuse may be suspected or evident when a child is observed to be malnourished, repeatedly disheveled in appearance, verbalizing that he or she is often left alone at home or at unusual locations, repeatedly unwashed, losing weight, or dehydrated.

NOTE: TFA health and counseling professionals or those functioning in that role are required by Florida statute 39.201(1)(d) to report all cases of abuse or suspected abuse to the Department of Children and Family Services, 1-800-962-2873. Recent changes in the law state that school teachers and all school personnel are also bound by this same requirement. This agency determines whether or not a circumstance is truly abuse. Once a call is made to this agency, they have complete authority over the disposition of the situation. At that point, TFA may not contact the family. It is against the law to constrain a health or counseling professional from making a report or to contact the family after the report.

EXPECT

A child who has been abused will likely demonstrate some of the observations identified above. Faculty and staff who become aware of a potential problem may likely be reticent and extremely cautious for fear of what may come as a result of filing a report. Some may suggest or attempt to

7.2

persuade against filing a report. Some may want to discount the observations as not involving child abuse. Some may defend a “parent’s right to punish their own child.”

The state agency will likely respond by investigating at a later time, making a home inspection relatively soon, or making an assessment on campus immediately, depending on their assessment of the severity of the report. If the agency comes to the campus, they will determine whether to leave the child in school or to remove the child at that time. If they state they are coming to the campus, expect people who know of the situation to be extremely uncomfortable and attempting to “hide” the child and the agency’s presence from view.

In the case of a suspected employee abuser, the Department of Children and Family Services will contact the Orlando Police Department. The police will send an officer to the campus to take a statement from the employee. From that point forward there are two investigations ongoing: one concerning the child and one concerning the employee. Both are out of the hands of TFA personnel. In the meantime, the police will not allow the suspected employee to be at work on campus/in a school setting.

DO

SUSPECTED OFF-CAMPUS ABUSE

1. Observing employee assesses observations of potential abuse.
2. Observing employee documents in writing any observations or conversations with the student.
3. Observing employee either escorts student to the nearest campus clinic or calls for Health Services personnel to come to their location.
4. If abuse is suspected from the observations and assessment, Health Services will report to the Headmaster/administration, and then to the Department of Children and Family Services at the abuse hotline number 1-800-962-2873 (not in the view of the student).

NOTE: Incidents in a school setting must be reported to DCFS as required by law.

NOTE: The person who first observes the abuse must make the report, as required by law.

5. Health Services must document in writing any observations or conversations with the student.

6. The student must be kept in the school clinic until further direction is given from the Department of Children and Family Services. Parents are not to be contacted unless directed to do so by the agency.
7. Resolution of the matter will follow the directives of the agency.
8. Health Services personnel will notify school administration of the status following interaction with the Department of Children and Family Services.
9. Contact the campus media office at extension 4375/4394 and brief them on the incident.
10. Standards of professional confidentiality shall be maintained at all times.

SUSPECTED ON-CAMPUS/EMPLOYEE ABUSE

1. Observing employee or parent/guardian assesses observations of potential abuse.
2. Observing employee or parent/guardian documents in writing any observations or conversations with the student.
3. Observing employee or parent/guardian either escorts student to the nearest school clinic or calls for Health Services personnel to come to their location.
4. If employee abuse is suspected from the observations and assessment, Health Services will first report to the Headmaster/administration, and the parent/guardian will then be contacted.
5. Health Services will report to the Department of Children and Family Services at the abuse hotline (1-800-962-2873). This should not be done in the presence of the student.
6. Health Services must document in writing any observations or conversations with the student.
7. The student must be kept in the school clinic until further direction is given from Department of Children and Family Services.
8. Resolution of the matter will follow the directives of the agency.
9. Contact the campus media office at extension 4375/4394 and brief them on the incident.

10. Standards of professional confidentiality shall be maintained at all times.
11. The Business Administrator or his designee will notify the school attorney and the school insurance agent.

8.

DEATH OF A STUDENT/TEACHER/EMPLOYEE

KNOW

The First Academy “family” now comprises over 1,000 persons. In a population of this size, it is not beyond reason to consider that at some time some person may die on campus as a result of a medical disease, illness, injury or accident.

Each age group has varying perceptions of death. This will require varying responses to suit each age group. The effects of death on different age groups and suggested counseling and responses are explained in various crisis management resource materials, which crisis counselors are encouraged to use. These resources are listed in the chapter on “Counseling and Stress Management” in General Procedures, Chapter GP6, and the School Crisis Survival Guide by Suni Petersen and Ron L. Straub beginning in Part III, Crisis Counseling, page 63.

Crisis counselors whom TFA may contact for assistance are also listed in the chapter on “Counseling and Stress Management” in General Procedures.

EXPECT

Death is a traumatic circumstance in any context. This trauma can be heightened, however, when the person is a known member of an institution as large as TFA. The higher the profile of the individual, the more widespread and greater the degree of trauma and emotional distress.

In lower grades, the death of a student would most likely have the greatest impact on the student’s immediate class. The death of a lower school teacher would most likely have the greatest impact on their class and grade level. In the upper grades, as student interaction builds broader relationships, such a death would impact a greater number of people. This would apply also to faculty and staff who have built relationships with many students.

The death of someone of highest profile, such as a principal or the Headmaster, would have a traumatic effect throughout the entire school. Response efforts would need to focus around crisis counseling designed for the various age levels.

DO

1. Call 911.
2. Begin CPR, if appropriate, and continue until emergency personnel arrive. If alone, Administer CPR for one minute, then call for help.

3. Activate the school Response Team at extension 8600 and have them bring a defibrillator at once (critical response for a person who has ceased breathing must occur within the first four minutes). Activate the Prayer Team at extension 8600, or call 407-206-8600.
4. Call FBC/O security at extension 4434 and have them bring defibrillator at once (critical response for a person who has ceased breathing must occur within the first four minutes).
5. Contact the campus media office at extension 4375/4394 and brief them on the incident. (Refer to chapter on Handling the Media in the General Procedures section of the handbook).
6. Establish a cordoned off area around the individual to provide for access for emergency personnel and to restrict traffic flow or on-lookers. Do not allow anyone to enter the immediate location.
7. In the case of any precipitating events, protect but do not alter any and all evidence at the scene.
8. Limit campus radio transmissions to facilitate emergency personnel only (code "10-100" on radio).
9. If the victim is an employee, activate emergency notification as recorded on employee's medical form located in the Personnel Office and in school clinics. Include information regarding where victim is being transported.
10. The school Response Team will meet with the effected principals to construct a plan to limit the visual impact of the victim being removed from school property.
11. School representatives are to go to the hospital in the event victim is still alive, and to the home if not.
12. The administration will meet to discuss all information and to determine when and where a meeting will be held the next day to share information with students, staff, and faculty. It may be appropriate to plan a special memorial chapel.
13. The school Response Team and the administration will formulate and activate a crisis counseling plan.
14. The school will hold subsequent meetings to facilitate emotional recovery for the student body. Note that the TFA library contains books pertaining to death. A partial list is included in the chapter on Counseling and Stress Management in General Procedures, Chapter GP6.

9. DOMESTIC VIOLENCE/INJUNCTION

KNOW

In a population the size of TFA, it is likely that from time to time we may become aware of acts of domestic abuse or violence within a family. Such cases could obviously have a psychological effect on a child that would be noticeable in various ways in the classroom. Beyond that, however, we are also open to the potential for families filing injunctions against one spouse or the other. Typically an injunction, or restraining order, requires that the subject spouse not be permitted to be in custody of the child or to be anywhere in close proximity to the child. This could include prohibiting the spouse from coming on the school grounds.

NOTE: It is critical to have a copy of the injunction turned over to the principal, receptionist, and Response Team. It is also critical that the injunction state that criminal charges will be brought if the terms are violated. Without this provision, the police have no authority to enforce it. If a parent brings TFA a copy of an injunction, it is important to check for the criminal charges provision. It may be prudent to suggest to the parent that this provision be added, if it is not already on the order. A copy of the injunction must be delivered to each clinic to update medical records.

A potential crisis situation exists if and when such an individual comes on campus, presumably to contact the child or take the child away. Once an injunction has been served, coming to school and taking the child would be considered a crime. The appearance of the spouse/parent named in the injunction is cause for notifying the Orlando Police Department.

EXPECT

The appearance on campus of a spouse/parent who is under injunction causes those who are aware of the situation to experience anxiety and fear for what might take place. Faculty may try to hide or protect the child from the parent. It is possible that when the parent is confronted, he or she may become angry, emotional, perhaps loud, and potentially violent at the prospect of being prevented from seeing the child. These actions would only cause additional anxiety and fear for those who are observing the situation.

Control of the situation must be established while waiting for authorities to arrive. If the spouse/parent becomes aware that the police have been called, they may become even more angry or upset. Be aware that it is not unreasonable to expect that people who are violent or angry may be carrying a weapon.

DO

1. Upon observing a restrained spouse/parent on campus, notify the school Response Team who will retrieve a copy of the injunction. Contact the Prayer Team at extension 8600, or call 407-206-8600.
2. If it is observed that the spouse/parent is carrying a weapon or the individual states that they are or the individual becomes violent in any way, contact 911 immediately.
3. Call the Orlando Police Department, non-emergency number (407) 246-2414 if the terms of the injunction have not been violated. If the terms have been violated, call 911.
4. Notify FBC/O security at extension 4434.
5. Contact the child's principal and teacher so that his/her classroom can be temporarily locked down.
6. In the case of an observed or threatened weapon or observed violence, announce a campus lock down immediately for all campus buildings. (See General Procedures, Campus Lock Down, Chapter GP10).
7. The principal and at least one school Response Team member are to engage the spouse/parent in conversation that attempts to be calming. The stipulations of the injunction should be stated.
8. Another school Response Team member is to guard the door leading to the child that is closest to the location of the parent (building entrance door or classroom door, etc).
9. Another school Response Team member is to attempt to locate and identify the spouse/parent's vehicle and stand by its door to guard against the parent taking the child and also to identify its location for the police, if necessary. Write down car make, color, and license plate number.
10. In the event of a campus lock down, another school Response Team member shall attempt to block off traffic approaching the immediate vicinity and clear the way for incoming emergency personnel.
11. In the event the spouse/parent is demanding the child at gunpoint or with any other weapon, every effort must be made to protect all involved, even to the extent of handing over the child, to avoid harm, gunshots, or further risks. 911 should be apprised of this status if they have not yet arrived.

12. At such time as the spouse/parent has willingly left the campus of their own accord or they have been removed by the police, the campus may then return to normal status and any lock down may be canceled.
13. Depending on the severity of the confrontation, it may be helpful or necessary to take some time to gather the immediate witnesses and those directly effected by the incident so that a time of “talking it out” may be held to regain emotional stability and to document the event.
14. If some significant criminal activity has occurred, the police may require that witnesses be separated and time will need to be set aside for the police to take statements.
15. Notify the parent with custody of the situation that has occurred.

10. DRUGS - ILLEGAL POSSESSION/OVERDOSE

KNOW

Florida law states that it is illegal to possess, distribute, or have control over any illegal drug or drug paraphernalia. Penalties are enhanced if this occurs on or within 1000 feet of a school campus. The sale of drugs further enhances the penalty. By signing the TFA Student Agreement of Conduct, the student and parent are agreeing that the student will avoid drugs. In a population the size of TFA, however, it is likely that from time to time we may become aware of a student who comes on campus with illegal drugs. A crisis exists when a student has taken a drug that now manifests itself in open, aggressive, hallucinating, violent, or otherwise bizarre behavior. It further may exist when one student has given another a dangerous drug and the recipient has ingested the drug.

Illegal drugs do not always look like white powder in a plastic bag. They can be disguised in tattoo designs that absorb through the skin. They can be disguised in colored “dot” candy on strips of paper. These items can be purchased for as little as \$1.00 and may be targeted toward children.

According to Florida School Laws, Chapter 232.256(2) of the Florida statutes, a principal of a public school or a school employee designated by the principal may search a student’s locker or storage area, if she or he has reasonable suspicion that a prohibited or illegally possessed substance or object is contained within a student’s locker or other storage area.

The same law provides in paragraph 3 that the school shall cause to be posted in a place readily seen by students, a notice stating that a student’s locker or other storage area is subject to search upon reasonable suspicion, for prohibited or illegally possessed substances or objects.

EXPECT

There also exists the potential for a perceived crisis and that is a crisis of confidence that may occur in the minds of Christian parents who get word that there are drugs on the TFA campus. It is also possible that some parents may resist requests for interrogation or searches because they may be alarmed that anyone would suspect their child of drug involvement when he attends a “Christian” school.

Students and parents may deny drug involvement. Word of any drug involvement, particularly on the upper campus, will likely spread rapidly through the student body. A published statement from the principal or Headmaster may be an appropriate and necessary response to the parents/constituents. Significant drug involvement could draw media attention.

DO

DRUG POSSESSION/DEALING

1. The Administration shall verify the name of the student accused, suspected, or reported as having drugs on campus.
2. The Administration shall detain subject student for questioning and while his/her locker, book bag, etc. is searched.
3. The school dean shall conduct a search of the subject student's locker, book bag, etc. in an attempt to find and recover the drugs/paraphernalia.
4. Any other students identified as being involved with the drugs shall also be questioned and searched in the same manner.
5. If drugs are found, the Administration shall call the Orlando Police Department and the parents of the subject student(s).
6. Resolution of the matter will follow provisions of the law and TFA disciplinary procedures.

DRUG INGESTION/OVERDOSE

1. Call 911 if the individual is unconscious or not breathing, or there is no heartbeat. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
2. If the individual, is stable the Administration shall verify the name and location of the student that has ingested/inhaled, etc. an illegal substance.
3. The Health Services professional shall assess whether or not 911 should be called.
4. Notify the parent/guardian of the student.
5. Determine if drug ingestion was self-induced or taken unknowingly and unwillingly.
6. The Administration shall detain subject student (and suspect student if drugs were given unwillingly) for questioning and while his/her locker, book bag, etc. is searched.
7. The school dean shall conduct a search of the subject student's locker, book bag, etc. in an attempt to find and recover the drugs/paraphernalia.

8. Any other students identified as being involved with the drugs shall also be questioned and searched in the same manner.
9. If drugs are found, the Administration shall call 911 and the parents of the subject student(s).
10. Resolution of the matter will follow provisions of the law and TFA disciplinary procedures.
11. Contact the campus media office at extension 4375/4394 and brief them on the incident.

11. ESCAPED CRIMINAL

KNOW

The principle detention facility for Orange County is the 33rd Street jail, which is located at John Young Parkway and 33rd Street. This location is less than a mile from the TFA campus. History has shown that there have been infrequent but repeated cases of escapees who have been able to leave the jail facility and property. Because of our proximity to that site, it is within reason to assume that at some time there may be an escapee who travels to or near our campus.

We usually learn of a reported escape from local news broadcasts. A general description of the individual may or may not be given at that time. The city newspaper will usually publish a photograph and description in its next edition. At some point, not necessarily immediately, the sheriff's department will be able to supply descriptions of the escapee (height, weight, hair color, etc.). The news reports will usually include some statement as to the relative degree of danger (escaping from minimum-security prison/escaping from maximum security, charges of bank fraud versus charges of armed robbery, etc). Prison clothes are typically blue or orange jumpsuits.

EXPECT

There will usually be a heightened sense of concern among employees on campus, if they are aware of the escape reports. Some phone calls from parents are also to be expected. We have not seen a campus search by the police department to date, but this would not be out of the question in some cases.

In case an escapee is thought to be in the vicinity of the TFA campus, a police presence will be likely, including a search helicopter and search dogs. A media presence may also be established.

In the event the police have cordoned off the campus for a search at the times of drop-off or pick-up of students, a response plan will be necessary to deal with incoming parent traffic.

DO

1. Notify the school Response Team at extension 8600 (in case they are not already aware of the situation). Notify the Prayer Team at extension 8600, or call 407-206-8600.
2. Notify FBC/O security at extension 4434.
3. The school Response Team will contact the administration and will send update e-mail to all principals, their secretaries, and the Headmaster.

4. The school Response Team will monitor television or radio news reports to keep abreast of the status. They may also contact the Orange County Sheriff's Department directly for further updates. Changes in the status will be e-mailed as above.
5. In the event it is communicated to the school Response Team that the escapees are considered dangerous and in our locale, an all-campus lock down will be instituted (see chapter on Lock Down in General Procedures, Chapter GP10). The lock down will continue until the status has been officially communicated as being safe to return to normal (see 12 below).
6. Should any TFA student or employee spot an escapee on the FBC/O or TFA campus, they should note his location, not approach him, but report it to the school Response Team.
7. The school Response Team will report it to 911.
8. Should the situation draw media attention, contact the campus media office at extension 4375/4394 and brief them on the incident.
9. In case of an on-campus or near-campus escapee incident that is deemed dangerous, a message to that effect will be delivered to all class locations by each division principal, facilitated by the school Response Team if and as needed.
10. The administration will direct the school Response Team to take a message to any and all coaches to bring their classes inside behind locked doors if the situation warrants.
11. If the campus has been cordoned off by police for a search when the time is approaching for parent drop-off or pick-up, the parent traffic response plan will be initiated (see Alternate Traffic Plans chapter in General Procedures, Chapter GP1).
12. The campus status will return to normal at such time as the school receives word from law enforcement or media that the escapee has been apprehended or is not deemed to be in the vicinity of the campus.

12. EXPLOSION

KNOW

An explosion is a sudden and immediate crisis as a result of the detonation of some explosive device or contained flammable liquid or gas. On the TFA campus, the potential for an explosion exists in the science labs (gas jets), outside the Faith Hall building (propane tank), and around any vehicle (gas tank). An explosion may also be the result of a bomb.

For an explosion to occur there must be a source of ignition. Ignition for flammable liquids or gas would typically be a spark or flame. Ignition for a bomb may be a spark or flame or an electronic device. An explosion may present a compounded crisis: immediate destruction of a portion of a building and the potential for fire. Refer to the chapters on Bomb/Bomb Threats and Fire.

All fire hazards should be identified on campus, including empty flammable containers, flammable liquid and gas, enclosed storage areas where chemicals or other combustibles are stored, or other housekeeping products that may cause fire or explosion hazards.

EXPECT

As a result of an explosion expect immediate damage, injury, trauma, confusion, and potential fatalities. After the explosion there should not be a sense of false security since there may still be additional exploding devices/products that have not yet detonated. Building evacuation will be more difficult because children and students (and faculty) will likely be traumatized and lack the normal sense of order. Evacuation routes may also be cluttered or blocked by building debris or may otherwise be unsafe.

DO

1. Call 911.
2. Activate the school Response Team at extension 8600 to assist in the evacuation and the Prayer Team at extension 8600, or call 407-206-8600.
3. Notify FBC/O security at extension 4434.
4. Notify the effected principal(s) and evacuate the building immediately. Give special attention to evacuation of any disabled persons who may need special assistance.

5. Update 911 to provide details regarding the cause of or type of explosion as well as breaks in gas or electrical lines or other special hazards.
6. If the building contains gas lines, shut off the main building valve (notify FBCO engineering staff for assistance).
7. The school Response Team will facilitate the completion of the building evacuation, including utilization of alternate exit routes, if necessary. In the event that building damage prevents evacuation, students are to take cover under a desk or table to protect them from the potential for falling glass or debris.
8. Students exiting the building should be taken a minimum distance of 100 yards away for safety purposes.
9. Contact the campus media office at extension 4375/4394 and brief them on the incident.
10. Faculty should follow the same procedures as for fire drills including taking attendance and reporting any missing student.
11. The school Response Team will make a list of the names of all students who are missing and their last locations and forward the list to emergency personnel.
12. Do not re-enter the building until it has been declared safe by emergency personnel.
13. Faculty will seek to establish a sense of order and reassurance and calm all effected students as soon as possible (refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6).
14. School principals shall activate the telephone tree to notify all parents of the emergency and any specific directions.
15. Notify the school attorney and the school insurance agent.
16. Response Team and administrators meet to discuss the incident and determine the next steps. (Refer to the chapter on Counseling and Stress Management in General Procedures, Chapter GP6.)
17. Update the campus media office at extension 4375/4394.

13.

FIELD TRIP/BUS ACCIDENT

KNOW

This pertains to students on a school-sponsored activity that takes place off of school grounds. A field trip emergency is reduced in part by important preplanning. Preplanning steps include:

1. Faculty will fill out and file a field trip destination form with the Director of Operations. Identify the name of the event/location, the contact person at the location, and a phone number at the location. Faculty will also identify the name and phone number and home phone number of the trip contact person at the school. Keys to the bus will be released after receipt of the completed form.
2. Faculty will ensure that the trip coordinator receives the completed field trip permission slip from the parents of each student for each trip.
3. A roster containing the names of all personnel (students and others) who will be participating in the field trip will be completed in duplicate. The roster shall include the name of the driver that each student is travelling with. One copy of the roster will be maintained by the Director of Operations and the other given to the driver prior to departure. The Operations copy will be kept for one year.
4. Parents will provide emergency medical information on the field trip form and are responsible for providing any special medications that may be needed on the field trip. This must be done for each trip.
5. All individuals riding buses on field trips must wear their official TFA photo ID.
6. Chaperones are responsible for notifying the school of any delays or changes in itinerary. School chaperones are asked to carry cellular phones for all trips.
7. Chaperones shall carry a copy of this chapter of the Crisis Management Plan.
8. Student rosters and all-important contact information shall be kept in the bus emergency sleeve in the event they must be accessed by emergency personnel.

EXPECT

If there is word of an accident on the trip, many parents will be calling the school or the school principals after hours. Parents will likely be mobilizing to go to the accident scene. Confusion may occur as a result of limited communication coming from the off-campus location. A back-up

plan for drivers and vehicles may be needed in order to pick up students in cases where the original vehicles and/or drivers are not able to make the return trip.

Depending on the severity of the incident, media attention and involvement may be anticipated.

DO

AT THE SCENE

1. Call 911.
2. Notify the school trip contact person who will contact the principal.
3. Identify and assist any and all students/chaperones who require first aid.
4. Have rosters and other important information papers at the ready if needed for emergency personnel.
5. Remove students from vehicle, if conditions are unsafe or hazardous, or from other places of danger and assemble them a safe distance away.
6. Chaperones are to stay with injured students while awaiting emergency personnel.
7. Chaperones are to list names of injured students and their injury for reporting to emergency personnel and to school contact person.
8. Notify school contact person again as soon as order has been restored, students are safe, and the situation is under control.
9. Notify school contact person if backup plan of vehicles and drivers is needed.
10. Chaperones must list names of all students who are picked up at the scene as well as the name and phone number of the driver they are returning home with.

AT THE SCHOOL

1. The school contact person will notify the Headmaster and applicable administrator of the incident and all known updates.
2. The school contact person will notify the bus company of any accident involving a rented bus.

3. The school contact person will begin calling a telephone tree to notify and update parents or spouses of all persons on the trip.
4. The backup plan for drivers and vehicles will be mobilized, if needed. Emergency back-up vehicles and drivers are available from Jetset Buslines 24 hours a day at 407-649-6599.
5. Notify FBC/O security so that an incident report may be completed at 407-514-4434.
6. Notify the campus media office at extension 4375/4394 and brief them on the incident.
7. The school contact person will notify the Headmaster with a final update when all students have been picked up and are being returned home.

NOTE: The immediate crisis at an off campus location shall not be deemed to be “over” until all students have been placed in vehicles and are on their way home. The school contact person shall remain “on duty” until this status has been reached.

14.

FIRE

KNOW

Fire occurs as a result of an ignition source acting on combustible material in the presence of oxygen. Some typical furniture (at 595-740 degrees) or paper products (at 430 degrees) will spontaneously combust. Most injuries in a fire occur as a result of the loss of oxygen, which has been consumed by the fire and replaced by smoke and products of combustion.

The primary elements to deal with in a fire are lack of oxygen, extreme heat (from 600 up to 2000 degrees), lack of visibility (due to smoke), and general disorientation, confusion, and panic. The coolest temperatures, the highest visibility, and the most oxygen will be near the floor. Therefore, evacuation plans should incorporate the potential for having to crawl to safety.

A ready knowledge of the location of all alarm pull stations, fire extinguishers, and exit routes is essential. Doors that are hot to the touch, even if only hot at the top, should not be opened. Exit another way.

The school Response Team should coordinate with local fire authorities for training and orientation for fire fighting plans on the TFA campus. The Response Team should identify all fire hazards at the school and its facilities. These could include empty flammable containers, flammable fluid or gas storage areas, enclosed storage areas where chemicals or other combustibles are stored, or other housekeeping chemicals that may cause a fire hazard. Note that propane liquid expands 500 times its volume when it catches fire!

Evacuation routes should be current and posted in each classroom and office area.

Fire drills must be conducted in accordance with Florida State Board of Education Administrative Rules, Chapter 6A-2, and are, by design, unannounced. Contact the school Response Team for guidance.

EXPECT

The breakout of a fire typically causes immediate fear, confusion, and heightened alarm. Screams, commotion, and the piercing sound of the fire alarm may hamper initial communication of instructions.

If the area where the fire occurred is served by a sprinkler system, the sprinkler head(s) will open and large volumes of water will spray into the room when the temperature at the ceiling reaches approximately 155 degrees. This can cause further alarm and increase disorientation. Eyes will

burn from the smoke, there will be difficulty breathing, and there will be dangers from broken glass and falling debris.

It is not uncommon for a child to panic in a fire and run back into the building to hide, or suffer a severe asthma attack or seizure, or faint.

Depending on the location of the fire, unconventional exit ways may be necessary including exiting via a window that would need to be broken out.

Exterior traffic access lanes may be blocked for long periods of time by fire apparatus and hoses that cross the roadway. The fire company will set up a command post near the subject building and will need a communication link with the school at that location. Exterior sidewalks and exiting pedestrian walkways will be impacted by hoses and fire crews.

Heart attacks occur with high frequency at a fire scene. Heat, smoke, high humidity, and stress all combine to overwork a person's heart and lungs." (See the "First Responder" book in the resource list.)

As a result of a fire as small as a Styrofoam plate in a lunchroom, an entire floor or building may be inaccessible for hours or days because of the permeating acrid smoke and products of combustion. Frequently the most damage from a small or modest fire results from the effects of smoke and water. Classrooms that may not have been touched by the fire at all may still be rendered unusable because of other conditions of the building environment.

Depending on the nature and severity of the fire, the event may draw media attention.

DO

1. Call 911
2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Confirm the fire with FBC/O security at extension 4434.
4. If an opening sprinkler head has not already sounded the fire alarm, activate a pull station.
5. The school Response Team will assist FBC/O security in a sweep of the building to insure everyone has exited.
6. When the fire alarm sounds, teachers should immediately stop all class activity, close all doors, and instruct students to proceed to the exit. Teachers shall take a class count upon exiting the classroom, upon exiting the building, upon clearing any obstruction of view to the entire

class, and upon reaching the designated staging area. (DO NOT USE ELEVATORS. Keep a minimum of 100 feet from the building.) Report the names of any missing students to the Response Team.

7. The school Response Team will assess the location and severity of the fire and will assist with the building evacuation process, including the imposing of alternate routes, if necessary.
8. Update 911 with location and severity of the fire.
9. Contact the campus media office at extension 4375/4394 and brief them on the incident.
10. The school Response Team will work with FBC/O security to identify and clear access traffic lanes for incoming emergency vehicles.
11. A member of the school Response Team will meet the incoming firemen at the fire command station and will provide communication with all parties on the campus radio. They will also report the headcount status to the fire commander in charge.
12. After communicating with the fire commander, the school Response Team will give instructions to faculty, staff, and students from all effected buildings as to where to go and what to do next.
13. No one will be allowed to return to the building until an all clear has been given by the fire department.
14. The school Response Team will gain information from the fire commander as to what areas of the building/campus will be cordoned off as “off limits” as a result of the event, and will present this information to administration for immediate planning purposes.
15. Notify the school insurance agent of the loss.
16. If the severity of the fire requires school to be dismissed early, activate the parent telephone tree.
17. School Response Team will meet with principals to determine an alternate parent pick-up traffic plan if fire apparatus or debris is blocking the normal lanes. Distribute the plan to all teachers on traffic control duty.
18. Make assessment of any damage to campus property to determine whether programs may or may not continue.

19. Refer to chapter on Counseling and Stress Management in General Procedures, Chapter GP6, if circumstances warrant.
20. School Response Team and administrators meet to review the incident and determine the next steps.

15.

FOOD POISONING

KNOW

Food poisoning occurs when food that is eaten has been contaminated with viral, chemical, or bacteria toxins. The spoiling process typically begins when certain foods have not been refrigerated for an extended amount of time. Contamination can also occur as a result of contact with other contaminated agents, such as water, hands, utensils, or equipment.

Effected foods, by their appearance, taste, or smell, may or may not give reason to suspect spoiling. Depending on the type of poisoning, symptoms typically begin as early as two to eight hours after ingestion and as long as twenty-four to seventy-two hours after ingestion. A first symptom may be tingling or numbness around the mouth area, or fever and chills. Other symptoms may be neurological, such as visual disturbances, muscle weakness, or difficulty swallowing. This is usually followed by nausea, vomiting, and diarrhea. These symptoms typically continue for several days.

In cases of true food poisoning, the body may become dehydrated and the individual may need hospital care. All bacterial food poisoning victims need medical treatment immediately. Two-thirds of botulism cases are fatal because of delayed diagnosis and treatment.

EXPECT

In a school setting it is possible that high numbers of students may become ill from eating the same contaminated food at lunch. A poisoning that was contracted during the lunch period may, therefore, begin to evidence its symptoms fairly quickly or some time before or relative to the lunch period the next day. In this regard, many students may become ill during school hours, and nearly all at the same time.

Depending on their age, effected students should be able to take themselves to the restrooms after abdominal cramps begin. Some may need assistance. Some students may suffer from extreme cramping to the point of incapacitation.

Assistance from the FBC/O and TFA Operations Departments will be needed to service the restrooms.

An incident effecting a significant number of students may draw media attention.

Students may not be able to return to school until two to seven days later.

DO

1. If an individual exhibits life-threatening symptoms, call 911.
2. Activate the school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600.
3. Notify FBC/O security at extension 4434.
4. Notify FBC/O Operations if crisis involves students in Faith Hall or E-2.
5. The school Response Team shall assist the faculty in helping ill students get to various restroom locations, if necessary.
6. If the school Response Team and the Health Services staff determine the incident to be the result of mass food poisoning, contact the following parties immediately in the order shown:

Emergency Medical Rescue	911
FBC/O campus media office	Extension 4375/4394
Poison Control	1-800-282-3171
Parent or guardian of ill student(s)	See emergency contact numbers
FBC/O Food Services	Extension 4386

7. The school Response Team shall clear access traffic lanes for incoming emergency vehicles.
8. The school Response Team shall instruct the Food Service Manager to comply with the following:
 - a. Pots, pans, utensils, and dishes used in the preparation of items in question are to remain untouched, when possible, so that examination and tests may be performed by county health authorities.
 - b. All Food Service employees involved in the production of suspected menu items are to be examined by public health officials.
 - c. Food samples are to be made available to the Orange County Department of Public Health in accordance with procedures originated by the Division of Food and Nutrition.
9. Administration to notify the school attorney and the school insurance agent.
10. School Response Team and administrators meet to review the incident and determine the next step.

16.

HOSTAGE SITUATION

KNOW

A hostage situation occurs when an individual is held against their will and kept from others who would seek to rescue the individual. This is typically a behavior associated with extreme anger or mental disability or both. The event may occur whereby the hostage taker uses the hostage as a form of protection for himself, putting the hostage at risk should authorities attempt to subdue the hostage taker.

The event may involve the use of a weapon by the hostage taker in capturing the hostage and in defending against police. A hostage situation typically involves the hostage taker isolating himself and the hostage in a room, building, or area that forms a defense against authorities.

The basic stages of a hostage situation are the violent or non-violent taking of the hostage, incident stabilization, negotiated response and potential assault on and control of the hostage taker.

EXPECT

The witnessing of a hostage being taken may be a traumatic experience, especially if the taking was in a violent manner. On school grounds, it can be particularly traumatizing because someone may attempt to take an entire class hostage or to use a classroom as the place from which to defend himself.

There will likely be a heightened sense of fear and anxiety among all those who become aware of the event, even though it is critical that all remain calm.

If the media becomes aware of the circumstance, expect heightened fear and anxiety from parents as well as the development of a media presence on campus. Incoming calls and incoming traffic from parents should be expected (see chapter on Parent Mass Communication and Alternate Traffic Plans in General Procedures, Chapter GP1).

DO

1. Call 911.
2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Notify FBC/O security, extension 4434 or 407-514-4434

4. The school Response Team will notify the administration and principals of the situation.
5. Attempt to identify the hostage, the hostage taker, the weapon (if any), and the location where he is holed up.
6. Attempt to isolate the perpetrator from other innocent bystanders or potential victims. Evacuate the immediate area.
7. Contact the parent/guardian/spouse of any/all children or individuals taken hostage.
8. Attempt to identify the demands of the hostage taker or the motivation for his actions (escapee, potential suicide, mentally unstable, etc.).
9. Update 911 with any information gained.
10. Contact the campus media office at extension 4375/4394 and brief them on the incident.
11. School Response Team shall secure the area and clear traffic lanes for incoming emergency vehicles.
12. Once 911 arrive on the scene, they are in complete control of the situation. The school Response Team shall serve their needs as and if desired.
13. The school Response Team will facilitate emergency personnel in an attempt to open a communication link with the hostage taker, if that is possible without further risk. Identify the room number and the phone number of the room taken if a phone is present.
14. Assess any degree of danger for any other persons not under the immediate control of the hostage taker and attempt to execute an escape plan, if that is possible without further risk.
15. The school Response Team will contact the administration and all principals to update them on the incident and on other lock down or evacuation plans as may be necessary.
16. Administration shall make an assessment as to whether school programs may or may not continue, and if and where to assemble the student body for an information meeting and parent pick up.
17. Administration and faculty will seek to establish a sense of order and reassurance and calm all effected as soon as possible (refer to chapter on Counseling and Stress Management in General Procedures, GP6).

18. The crisis has been resolved at the point police authorities determine the situation is all clear.
19. Notify the school attorney and the school insurance agent.
20. Response Team and administrators meet to discuss the incident and determine the next steps.

17. HURRICANE

KNOW

A hurricane is a serious to severe storm with the capacity for fierce winds, torrential rain, widespread destruction and many injuries and deaths. The storm can be up to hundreds of miles wide and last for days in a given location. Hurricanes begin as strong tropical disturbances that move over warm water while gaining strength. A storm becomes a hurricane when the cyclone pattern winds reach a maximum sustained speed of 74 miles per hour or greater. The strongest winds occur in the central eye wall of the storm. The hurricane season lasts from June through November.

Hurricanes come in different strengths with various wind speeds, central barometric pressures, storm surges and resultant destructive potential. The classification scale that is used to rate the severity of a hurricane is called the Saffir-Simpson Scale, as follows:

Category 1 - winds 74-95 mph, damage to and from unanchored structures and elements

Category 2 - winds 96-110 mph, mobile homes demolished, some damage to roofs, doors, and windows

Category 3 - winds 111-130 mph, damage to residences and buildings, large trees down

Category 4 - winds 131-155 mph, wall and roof failures in homes, trees, shrubs, and signs blown down

Category 5 - winds 156 mph or higher, some complete building failures

The National Weather Service is constantly watching for signs of storm development and broadcasts up-to-the-minute information. There are two classifications describing the status of the hurricane that reflect the anticipated landfall in the region of the school.

A HURRICANE WATCH is announced when sustained winds are greater than 74 miles per hour and are possible in your area within 36 hours.

A HURRICANE WARNING is announced when sustained winds are expected to be greater than 74 miles per hour in your area within 24 hours or less.

EXPECT

It is most likely that the impact of a hurricane becomes a crisis only in the case of inadequate preparation or forewarning or upon a direct hit to the campus physical plant. Severe weather can threaten our area anytime. However, with forewarning, preparation ahead of time can lessen the possible damage to property and injury to people. Usually experienced meteorologists with the National Hurricane Center can anticipate potential weather-related emergencies in adequate time for planning. Continuous weather updates will be announced on the National Weather Service

radios and on most local TV and radio stations when the National Hurricane Center has issued a hurricane Watch or Warning in the area.

It is possible for school to be open with students on campus when weather conditions begin deteriorating from a hurricane Watch to a Warning. During a hurricane Warning winds can increase to 74 miles per hour or greater with a potential for flying debris, hail, lightning, and tornadoes. Power outages may occur during severe weather.

Many parents could be calling the school when media has announced a deteriorating change in the weather status. Parents will likely be mobilizing to the school to pick up their child whether or not school has been officially dismissed. Parents may be short tempered and anxious in dealing with school personnel. Students could have a heightened sense of anxiety and fear when weather conditions are observed to be deteriorating outside. Some students may exhibit headaches, stomachaches, and request to call home.

A direct hit from a severe hurricane can render the campus buildings partially or totally unusable. Various debris in high winds are likely to blow out windows, causing rain damage and complete disarray of building contents. Once the weather has cleared, some canceled school days may be necessary to assess damage, determine a plan, and set up alternate locations for classes to be held.

Note that Orange County Public Schools will close when winds exceed the safe limit of below 35 to 40 miles per hour for school bus transportation. While TFA parents may still be able to transport their children at that wind speed, public notices would have already gone out that the public schools were closed. Thus, TFA will need to close at the same time since we follow Orange County Public Schools' decision.

In the event Orange County calls its faculty and staff back to school during conditions of improving weather, TFA administration may make a similar decision for its employees. This would be communicated using the employee prayer chain calling tree. In some cases employees will have issues of childcare to deal with if they are to return to school.

DO

HURRICANE WATCH

1. When the National Weather Service issues a "Watch," the school Response Team shall be put on alert and continue to monitor conditions.
2. The Headmaster, principals, and their secretaries shall be notified of the alert by e-mail.
3. Each principal shall communicate the Watch alert to their faculty and staff and will suggest that all employees begin to give consideration to provisions for personal needs at home at this time.

4. The school Response Team shall inspect the campus to list loose items that will need to be removed or tied down should a Warning develop. They will also identify any protection materials that may be needed such as plastic, tape, batteries, etc.
5. Principals shall review schedules and planning in case changes will need to be made.
6. Reminders are to be sent home instructing parents to follow the school closing announcements for Orange County Public Schools.

HURRICANE WARNING

1. The Headmaster, principals, and their secretaries shall be notified of the alert by e-mail and phone call.
2. The school Response Team shall be activated to assemble the materials to prepare the campus.
3. Assemble plans to close school in the event that an announcement is made that Orange County Schools are closing. Prepare the parent telephone tree and identify the callers. Contact the school clinics for other contact persons if parents are not reachable.
4. Dismiss students to their parents care and turn attention to the protection of the campus buildings. If children of employees cannot be picked up by a spouse, they shall be taken to the school libraries where the librarian or an appointed staff member shall watch them.
5. The school Response Team shall make protection material available to the principals of each school and shall secure outdoor objects earlier identified as subject to damage or dislodging by the wind. If wind direction is known and consistent, move school bus to face directly into the wind.
6. Principals shall direct faculty and staff to protect and move important equipment, records, and other contents away from exterior walls and windows. Equipment such as computers, etc, shall be placed in plastic bags for increased protection.
7. Administrators shall continually monitor conditions and shall dismiss faculty and staff at a time affording them safe travel home with time to secure their house and personal belongings. Administrators shall communicate notice of community evacuation, should authorities declare this.

8. Administrators shall determine a plan to decide and communicate how and when school will resume. They shall also put counselors on stand-by should severe damage occur resulting in post-hurricane trauma, loss of normality, property, or life. (Refer to the chapter on Counseling and Stress Management in General Procedures, Chapter GF6).

18.

LIGHTNING/SEVERE THUNDERSTORM

KNOW

Florida leads the nation in lightning deaths and injuries. In Florida, people are struck most often by lightning during the “rainy” season, usually from May through October, with the peak month being July.

The greatest number of people are struck while near a body of water or open areas such as a ball field or playground. Edgewater High School has had two student deaths due to lightning strikes on the ball field. When caught in the open, keep twice as far from isolated trees and objects as the tree/object is high and get into a crouching position. Shelter may also be gained in an all-metal vehicle (not a convertible).

Lightning can strike more than ten miles away from the rain. It may also strike before rain begins or after it ends. Lightning requires people to take cover when darkening clouds appear nearby and remain there until at least five minutes after the last clap of thunder is heard.

A severe thunderstorm is one that is capable of producing dangerous, damaging winds from 58 miles per hour to near hurricane force and large, damaging hail. A “Watch” is issued when conditions that may produce severe thunderstorms are present or developing. Normal activities may continue but faculty/coaches must listen for a “Warning.” A severe thunderstorm “Warning” is issued when a severe thunderstorm has been detected or is reported to be occurring in the “Warning” area.

Tornadoes and damaging winds can occur with little warning during severe thunderstorms. During a severe thunderstorm the school should be prepared to implement the tornado safety plan (see Chapter 25, Tornadoes).

Bus drivers should be informed of the threat of a severe thunderstorm so that they are prepared to take appropriate safety measures should conditions deteriorate. This would include pulling off the road to a safe location.

EXPECT

Lightning is a bolt of electricity that has been observed to be as much as two inches in diameter. It has the capacity to burn, injure, or kill someone who has been struck. Severe thunderstorms can produce damaging winds that exceed 100 miles per hour, as well as large hailstones that fall at speeds faster than 100 miles per hour. Injuries can be sustained from a direct or close lightning strike and from being hit with debris traveling in the high winds.

Persons struck by lightning receive a severe electrical shock and may be burned, but they carry no electrical charge and can be handled safely. Prompt CPR can often revive a person thought to be “killed” by lightning. Other persons, who appear only stunned, may also need medical attention. Note: Severe weather may cause anxiety in students that can induce asthma attacks or emotional instability.

DO

SEVERE THUNDERSTORM WARNING

1. In the event of a person who has been struck by lightning and thought to be “killed,” begin CPR, call 911, and follow the chapter on Death of a Student (Chapter 8).
2. The Business Administrator and/Director of Operations will issue a weather bulletin via e-mail to the school Response Team, each principal, each principal’s secretary, and the Headmaster and shall call the TFA bus drivers by cell phone if a trip is in progress. Cell numbers: TFA cell phone #21, 407-810-5321, and TFA cell phone #34, 407-497-9034.
3. Each principal will communicate the Warning to his faculty and staff who may be effected by it. This will include coaches who may have students outside or in portable buildings. **DO NOT** seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed areas.
4. In a severe thunderstorm warning principals will move classes from portable buildings to permanent structures.
5. Students shall be held indoors during a severe thunderstorm, including during dismissal time.
6. Stay away from open doors and windows, metal objects, electrical appliances, corded telephones, computers, and plumbing until the storm has passed.
7. TV’s, VCR’s, computers, and other electrical equipment and appliances should be unplugged to the extent possible.
8. In the event of a student who has been struck by lightning or debris and seriously injured, Chapter 19, Medical Emergency, will be followed. Do not let a student who has been “stunned” walk around. Give them first aid for shock (see Medical Emergency, Chapter 19).

19.

MEDICAL EMERGENCY

KNOW

A medical emergency occurs when a student or employee suffers a sudden, severe, or potentially life threatening injury, illness, or malady, such as choking, heart attack, stroke, seizure, or coma. The condition may or may not afford time and ability to transport the patient to the school clinic. The emergency may involve loss of blood, loss of consciousness, shock, or considerable pain.

Any person who is suspected of sustaining a neck, back, or spine injury is NOT to be moved so as not to induce further injury. In this case or any other where the patient cannot be moved, the Health Services staff must be brought to the patient.

Injuries to employees during the school day constitute a claim for Workers' Compensation. In this case the Human Resources Department must be involved in the situation.

EXPECT

There will likely be a heightened sense of fear and anxiety among all who witness or become involved first hand in the emergency. The well being of the patient, even to the extent of their life, may be dependent on the swift actions of others. There may be an immediate sense of "freezing," confusion, or disorder, and a seeking of someone authoritative to declare "what to do." Depending on the injury, the situation may be a spectacle and traumatic at the same time.

In the event of a traumatic scene, young children should be removed and kept from the immediate area. It is critical to have someone stay with the patient and talk to them to reassure them, to be a calming influence, and to endeavor to keep them from having their condition deteriorate further, or from going into shock. First aid may be necessary.

It will be critical to establish a communication link from the patient to the school Response Team, Health Services staff, or others that may be in contact with 911. This link may be in the form of telephone, cell phone, campus radio, or runners.

DO

PROCEDURES DURING SCHOOL HOURS

1. Call 911 in case of injuries or conditions which may be life threatening (due to internal bleeding), including a leg fracture.

2. Provide any obvious first aid that is required by the patient, to the extent possible.
3. Activate school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600.
4. Call FBC/O security at 4434.
5. Call the campus media office at 4375/4394 and brief them on the incident.
6. School Response Team assesses situation and renders required care directly or activates number 1 above. The team serves to assist the Health Services staff, serving as a runner for supplies, etc.
7. Retrieve student's/employee's medical records from the clinic to assist the Health Services staff and 911.
8. School Response Team shall notify the effected principal and the Headmaster of the status of the situation.
9. Isolate class members or other children/persons from the area where care is being given using yellow caution tape and spotters if necessary.
10. School Response Team shall clear an unobstructed route for emergency personnel to reach the patient.
11. Care and directives for the patient are transferred to 911 personnel upon their arrival.
12. 911 transports patient to hospital if necessary.
13. Once patient is treated or has arrived at the Emergency Room contact the parent/guardian/spouse, the principal and Headmaster with the latest status from 911 and with the name of the hospital if patient was transported.
14. The school Response Team and faculty/staff will seek to establish a sense of order and reassurance and calm all effected students as soon as possible (refer to chapter on Counseling in the General Procedures and Stress Management, Chapter GP6).
15. Notify the school attorney and school insurance agent, if applicable.
16. Response Team and administrators meet to discuss the incident and determine the next steps.
17. If the outcome of the medical emergency is the death of a student or employee, follow procedures in the chapter "Death of a Student/Teacher/Employee," Chapter 8.

PROCEDURES BEFORE OR AFTER SCHOOL HOURS

1. Call 911 in case of injuries or conditions which may be life threatening (due to internal bleeding), including a leg fracture.
2. Provide any obvious first aid that is required by the patient, to the extent possible.
3. Call FBC/O security at 4434 and have them contact any Response Team member who may be on campus by using channel 1 and channel 6 on the campus radio.
4. If possible, retrieve student's/employee's medical records from the clinic to assist the Health Services staff and 911 and determine phone number of student's parents from parent directory. Contact parent/guardian/spouse and let them know status of their child/spouse.
5. Attempt to contact the principal and headmaster.

20.

MISSING CHILD/LOST/RUNAWAY

KNOW

In the United States a child runs away from home every twenty-seven seconds. Each year there are over 1.5 million runaway children (1.3 million are teenagers), and Florida is the second leading state in the nation in runaway children. A leading cause of a teenager running away is depression, which may be brought on by many factors.

At the other end of the extreme, a child on campus may only have gotten out of line to get a drink and was left unsupervised. Younger children can have their interests captivated easily and may wander off just to see what is going on at another activity.

It is important to assess the facts of what has been observed so as to be able to make a reasonable distinction between a missing/unsupervised student, a lost or runaway child, or an abduction or hostage situation.

EXPECT

A teacher will likely “be frantic” at the prospect of “losing” a child. If a quick search of the immediate area does not find the child, the teacher will need assistance at once to locate the child so that the rest of the class can continue under the supervision of the teacher. A lost child will likely cause anxiety to many that hear the report.

A case of a “lost child” may actually be an incident of a child hiding as a result of emotional or psychological trauma that the child has endured.

DO

1. Activate the school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600. to assist the school in finding the student.
2. Confirm with the school principal the name, grade, description, teacher, and attendance of the child/student who is missing.
3. Gather facts to make a reasonable distinction between a case of a missing/unsupervised student, or a lost or runaway child, or an abduction or hostage situation. Confirm that the incident is not a hostage or abduction situation if possible.
4. Identify the last person to see the child, the location seen, and the approximate time last seen.

5. Notify FBC/O security at extension 4434 for their participation in a search as necessary including a perimeter sweep of the campus and nearby streets.
6. Response Team shall make a sweep of the building or general area where the child was last seen. This should include closets, restrooms, clinic, the student's locker, the student's car, etc.
7. The school secretary/assistant shall make an announcement over the intercom for the student to come to the office.
8. The school secretary/assistant shall check the sign out sheet to see if a parent has picked up the child.
9. School Response Team shall next make a wider sweep of the campus.
10. The Response Team shall have the principal contact parent/guardian to confirm that they did not take the child from the campus and that the child/student did not have a predetermined reason to go/drive off campus.
11. Notify Headmaster of the situation and its status.
12. If the above checks do not locate the student, call 911.
13. Notify FBC/O security that 911 has been called and where they should report.
14. Notify campus media office at extension 4375/4394 and brief them on the incident. (Refer to the chapter on "Media Management" in General Procedures, Chapter GP11.)
15. Search for and attempt to identify any personal property of the student, including backpack or locker contents. Specifically, attempt to identify any pertinent notes left by the student or other effects that might relate to their disappearance.
16. Gather any other information or records about the student as may be called for by law enforcement, including yearbook photo (which may be copied and enlarged using the photocopier).
17. Update the campus media office as information becomes available.
18. Response Team and administrators meet to discuss the incident and determine any next steps.

21.

RABID/INJURED ANIMAL

KNOW

A normal, healthy wild animal will typically seek cover and a location away from humans. There is reason to suspect that such an animal is sick or rabid when the animal acts erratically, is aggressive, and does not flee upon the approach of a human. Another reason a wild animal may not flee is a significant injury that it may have sustained, such as being hit by a car or having been attacked by another animal.

Animals not exhibiting predictable behavior should be considered dangerous and should be isolated from students. A rabid animal suffers from a neurological disorder that may cause it to attack or bite a human. Rabies may be transmitted from a bite that breaks the skin or only passes saliva.

Note that a cat or kitten on campus may look domestic, but may, in fact, be wild and carrying rabies. Wild cats should not be approached. Other likely wild animals on campus include roaming dogs, opossums, armadillos, raccoons, and skunks.

All incidents of sick, injured, or rabid animals should be directed to Orange County Animal Services. They are open Monday through Friday 9:00 a.m. to 5:00 p.m. and Saturday from 9:00 a.m. to 2:30 p.m. They are closed Sundays and holidays. Note that their telephone line is very frequently busy and numerous attempts may be required to reach them.

EXPECT

A student or individual that has been scratched, bitten or otherwise come in contact with a sick, injured, or rabid animal should be considered as having contracted rabies. A person who has contracted rabies will have an incubation period of ten days to one year. The first symptoms will be fever, lethargy, headache, numbness of extremities, and joint pain. After several days with the rabies advancing, the person can develop severe encephalitis, disorientation, and agonizing muscle pain, seizures, paralysis, coma, and potential death.

Treatment for rabies should begin immediately and should include disinfecting the wound and five vaccine injections, beginning on the day of exposure. County authorities prefer that the animal not be killed but continue to be isolated for observation for ten days. The county may take an animal that has died for tissue sampling.

If it is a “slow news day,” a rabid animal incident may draw media attention.

DO

1. Activate the school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600.
2. Confirm the name of the effected child and the location of the animal.
3. Notify FBC/O security at extension 4434.
4. Assess the child to determine if they have had direct contact with the animal.
5. Health Services staff shall clean any wound with soap and water and control any bleeding (wearing latex or vinyl gloves for protection).
6. If the student has had contact with the animal, notify the principal who shall notify the parent/guardian of the child's status and have them come to the school and take the child to a physician.
7. Isolate any other student or individual from the animal.
8. Assess the animal to confirm suspicious behavior and continue monitoring its location.
9. Contact Orange County Animal Services at 407-352-4390.
10. In the event Orange County Animal Services cannot be reached or cannot render immediate response, contact Orange County Sheriff's office 407-629-8400, who will relay the message to an Orange County Animal Services officer.
11. Notify the Headmaster and give the status of the incident.
12. Contact the campus media office at extension 4375/4394 and brief them on the incident.
13. Notify the school insurance agent.

22.

RAPE

KNOW

Rape is a sexual violation as a result of a crime of violence, anger, and control. Rape may cause physical injury and definitely causes significant psychological injury. It can cause sexually transmitted diseases and may result in pregnancy.

According to Florida Criminal Law, Chapter 794, Sexual Battery, voluntary “consent” does not include coerced submission. It is not construed to mean the failure of the victim to offer physical resistance. Sexual battery upon a person less than 12 years of age by a person 18 years of age or older is a capital felony. If the offender is less than 18 years of age, it is a life felony. Sexual battery upon a person 12 years of age or older without consent and by physical force is a life felony. Giving in to a person reasonably believed by the victim to be in a position of authority or control does not constitute consent.

Any person falsely accusing a person in a position of control or authority is guilty of a third degree felony. The testimony of the victim does not need to be backed up by a witness in a prosecution. A person who observes the commission of the crime of sexual battery and who fails to immediately report such offense to a law enforcement officer is guilty of a first-degree misdemeanor. A person 24 years of age or older who engages in sexual activity with a person 16 or 17 years of age commits a second-degree felony.

EXPECT

Emotions surrounding the incident of rape are likely to include anger, outrage, shame, and guilt. Anger and outrage may also be present in the emotions of the parent/guardian. There is a potential for verbal attack and heightened emotions directed toward the school when the offender is identified to be a school student or employee, or a church employee.

If the offender was not identified and has left the scene, a measure of panic could also be present among female students and employees. This fear would be heightened if the incident occurred at night or in a particularly remote location.

A student or employee may be afraid to report the incident because of shame, fear, or not wanting to be identified. The same may occur if the offender is well known on campus or is in a position of authority over the individual. There may be hesitancy over the prospect of law enforcement and court proceedings.

At the same time, a parent/guardian/spouse may be incensed and demanding prosecution “to the fullest extent of the law.” Or, they may be seeking to protect the child from all such proceedings.

A rape renders a person in an extremely fragile condition. Sequestering them away from fellow students, co-workers, supervisors, and administration is essential to their emotional well being. Affording the victim the privacy and confidentiality of the school clinic must be respected by all.

DO

1. Activate the school Response Team at extension 8600 and Prayer Team at extension 8600, or call 407-206-8600.
2. Confirm the name of the victim and the name and/or description of offender, and the location of the assault, if known. Complete confidentiality is required from this point forward.
3. Notify FBC/O Security at extension 4434 stating, "We have a Chapter 22." Refer to victim as "Jane Doe." Give a description of the offender and location so Security can attempt to find him.
4. Escort the victim to the nearest school clinic taking steps to ensure the most privacy possible (such as clearing hallways and doorways, etc.).
5. Notify the principal and the Headmaster of the incident. Do not disclose the name of the victim unless the victim or the victim's parent gives permission.
6. ONLY the school Health Services staff will assess the account of the incident and the condition of the victim. If a rape is verified, Health Services will call 911 and will establish a confidentiality boundary to secure the privacy and confidence of the victim. (The victim must leave the same clothes on and should not be allowed to use the bathroom, take a shower, eat or drink anything.)
7. Health Services will try to establish whether or not a weapon was used in the incident and will so notify 911 and the Response Team (who will respond accordingly).
8. If the victim is a student, ONLY Health Services will contact the parent/guardian to have them come immediately to the clinic.
9. The school Response Team will cordon off the location of the assault to keep any and all evidence from being tampered with.
10. The Response Team will escort 911 to the clinic and to the location of the assault.
11. The 911 patrol officer will counsel the parent/guardian and victim as to the next steps that can or must be taken.

12. If the parent/guardian/victim elects the option, the 911 patrol officer will call the Sex Crimes unit of the Orlando Police Department, 407-246-2475, who will bring a victim advocate to the victim and their family for support.
13. Contact the campus media office at extension 4375/4394 and brief them on the incident, using the name of “Jane Doe” only.
14. The school Response Team will endeavor to disperse any persons gathering in the area of the clinic.
15. The victim advocate will offer to accompany the victim and their family to the county rape victim care center.
16. School Response Team and FBC/O security shall assist the police department in the private exiting of the victim and family; and, if requested, help in efforts to sweep the campus to identify/locate the offender.
17. Notify the school attorney and the school insurance agent.
18. Response Team and administrators meet to discuss the incident and determine the next steps (including addressing heightened concerns and a potential measure of panic of constituents if the media has become involved—see General Procedures for the chapter on “Counseling and Stress Management,” Chapter GP6, and the chapter on “Media Management,” Chapter GP11).

23.

RIOT/COMMUNITY INCIDENT

KNOW

A riot or community incident is a situation that arises off campus and apart from any church or school involvement. It becomes a significant crisis for the school when a community person (or persons) has manifested a behavior that is dangerous to others and has approached the school campus with that behavior. The danger is heightened when a number of persons assemble with the same behavior.

According to Florida Criminal Law, an unlawful assembly is three or more persons who meet together and commit a breach of the peace or do any other unlawful act. A riot occurs when any assembled persons who are unlawfully assembled demolish, destroy, or begin to demolish and destroy any building or vehicle.

A declaration of emergency may be declared by the sheriff or city official when there has been an act of violence or substantial defiance of and resistance to lawful public authority and there exists a clear and present danger of general public disorder. In response, the public official may order emergency measures such as curfews, restrictions on pedestrian and vehicular movement, a prohibition of the sale of gasoline, and the closing of places of public assembly (which could mean a church or school) with designated exceptions.

Whoever willfully interrupts or disturbs any school or any assembly of people who have met for the worship of God or for any lawful purpose shall be guilty of a second-degree misdemeanor.

EXPECT

Access roads in and out of the campus may become closed to traffic. The event will likely draw media attention, including the use of helicopters. There will be an increased presence of police vehicles and activities. Law enforcement authorities may call for the lock down or evacuation of the campus. Depending on the severity of the situation, law enforcement personnel may begin arriving with riot gear and equipment.

School students, employees, and parents who become aware of the incident may become alarmed and potentially irrational. They will expect the administration to “know what to do” and to act.

Even though the event may be cordoned off at some distance from the campus, the campus could still sustain an impact from thrown rocks, bottles, or gunshots. The potential exists for resultant damage to student and employee cars parked on the campus.

Law enforcement notification to the church/school may be delayed as a result of their involvement with the ongoing event and the distance of the original location.

DO

OFF-CAMPUS INCIDENT

1. Notify school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600. of the suspected incident.
2. The Response Team shall notify FBC/O Security at extension 4434.
3. FBC/O Security confirms the event, its extent, and location with the Orlando Police Department.
4. FBC/O Security asks OPD if there are any immediate steps they would recommend we take.
5. FBC/O Security contacts the school Response Team on campus radio channel 6 if incident is confirmed, and establishes the official Response Team contact person for further updates.
6. School Response Team notifies principals and Headmaster of the incident.
7. School Response Team initiates/facilitates any steps that are to be taken as identified by OPD. (If required, follow procedures for a Lock Down as identified in General Procedures, Chapter GP10.)
8. Contact the campus media office at extension 4375/4394 and brief them on the incident.
9. In the event OPD does not require a lock down, keep students and employees behind a security line should OPD dictate one for the campus.
10. Determine alternate parent traffic patterns as may be necessary to avoid the emergency area and inform FBC/O security of this plan for their assistance.
11. Study the chapter on “Campus Evacuation” in General Procedures, Chapter GP3, in case law enforcement subsequently determines such is necessary for safety concerns.
12. Response Team and administrators meet to discuss the incident and determine next steps.
13. Make assessment of any impact to campus property and as to whether school programs may or may not continue.

14. In the event school needs to be dismissed early for safety purposes, principals activate the parent telephone tree (see the chapter on “Parent Mass Communication” in General Procedures, Chapter GP13).

ON-CAMPUS INCIDENT

1. In case of a life-threatening injury or if a weapon is seen, call 911.
2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Confirm the presence of an on-campus incident or gathering and if such is peaceful or a disturbance.
4. If incident is a disturbance, follow the actions identified above for an Off-Campus Incident, beginning at step 2.
5. If incident is a peaceful protest, notify FBC/O Security at extension 4434 and inform them of the incident.
6. Notify principals and administrators of the incident and determine if self-imposed lock down is desired (follow “Lock Down” chapter in General Procedures, Chapter GP10).
7. School Response Team to set up a cordoned off area to restrict student traffic away from the incident if deemed necessary.
8. Contact the campus media office at extension 4375/4394 and brief them on the incident.
9. School Response Team and administrators meet to discuss the incident and determine if any further response is necessary.

24.

SHOOTING: ACTUAL OR THREAT

KNOW

The National School Boards Association estimates that more than 135,000 guns are bought to U.S. schools each day. The 1997 Youth Risk Survey found that 10 percent of high school students had carried a weapon on school property in the month preceding the survey. Some 6,093 Students were expelled during the 1996-97 school year for bringing firearms or explosives to school.

According to a Gallop Poll 37 percent of 13 to 17 year-olds nationwide have heard of Columbine-style threats at their own schools, and 20 percent said their schools had been evacuated because of a bomb threat.

In 1998 and 1999, there were at least ten shooting rampages across the U.S. on school and church campuses where at least 27 were killed and 50 were wounded. All of the shooters were teenagers, and most of them were suicidal.

In May of 1999, at a school in Michigan, a 12 year-old, 13 year-old, and two 14 year-old boys were caught with a plan to take a gun belonging to one of their fathers. They were going to hold up a gun store for more weaponry and then descend on the middle school to rape some of the girls and shoot many classmates. They had drawn up a list of 154 student targets and had stolen a building floor plan from the custodian's office.

By the close of the 1990's authorities suspected that our young people were suffering more depression and other mental illnesses than any other previous generation. They noted that parents spend 40 percent less time with their kids than 30 years ago.

Precipitating factors in a shooting threat or event may include the following: domestic or custody battle, escapee from law enforcement, unstable person, disgruntled employee, parent, or student, suicide, depressed or angry student, hate crimes, drug or alcohol abuse, sexual abuse, dating violence, failed relationship, stalking, and homicide.

The National Parents Resource Institute for Drug Education found that high school students who carried guns to school in 1993-94 were 14.5 times more likely to use cocaine, nearly twice as likely to use alcohol, and 3 times as likely to smoke marijuana as other students were. In the 1997-98 school year 64 percent of the students who carried a gun used an illegal drug on a monthly basis.

A shooting at school may take several different forms such as: a hostage situation, a random shooting, a group or gang involvement, a drive-by incident, revenge, a barricaded individual, or a sniper.

EXPECT

In seven school shooting incidents from 1996-99, all nine of the nine shooters were young white males, age 14-19. They were typically depressed. Three were from broken homes, one had a stepparent, and five were from two-parent families. Possible motives listed after the events included being teased, being called names, broken relationship with girlfriends, and being expelled.

In a 1998 study of students who carried a gun to school, 59 percent were white, 18 percent were black, and 12 percent were Hispanic. When juveniles commit homicide 64 percent of their victims are friends, family, or acquaintances.

Early warning signs to watch for in someone who may be a potential shooter include:

- withdrawal from social activities
- distrust of peers
- alienation or estrangement
- interpersonal confrontations
- inability to develop healthy relationships
- chronic physical complaints
- anti-social behavior
- malicious graffiti
- impaired capacity to succeed in class

Emotions of those witnessing the threat or actual event can include horror, disbelief, extreme fear, panic, high anxiety, inability to function, and shock.

Behaviors may include running away, crying, screaming, withdrawal, hiding, hysteria, confusion, and pandemonium.

The media regularly monitors both 911 and police non-emergency calls and will likely mobilize immediately to the school property. Police advise that the media will respond in major force, depicting the stereotypical “media circus.” The police will keep the media away from the immediate scene but will likely approve of a “pool camera” for video that will be distributed to all other media. Expect the encampment of media trucks to be present on campus for a number of days. They will likely seek many interviews. A regular information briefing to the media will help to minimize their efforts to seek interviews.

Broadcast accounts of the incident will likely reach parents who will then begin calling the school in mass numbers and will begin coming to the campus. The police will bring in traffic control officers to assist with incoming traffic. Expect parents to be irrational and demanding. Encouraging parents to go to a given location to pray will help them not feel frustrated and will give them the sense that they are helping the situation.

Police will arrive in SWAT Teams dressed in black hooded uniforms labeled with “SWAT” on their vests. They will set up a command post in a large bus type vehicle. They will set up an inner perimeter (considered the “kill zone”) and an outer perimeter. The media and all people not

located in immediate proximity will be kept outside of the outer perimeter. Special armored vehicles will be mobilized.

Police advise that the scene will be incredibly hectic for the first thirty to forty-five minutes. (During this period police will likely not be very hospitable, as that is not their function at this time.) It can take as much as two hours for the police to take total control of the campus and establish contact with the suspect. The SWAT Teams will control the telephone lines in and out of the campus and will attempt to throw a telephone to the perpetrator to establish communication.

The Fire Department will “stage” at the site (pull up and stand by).

Realize that a shooting combined with a hostage taking can go on for an extended period of time. For example, in an incident in Orlando in 1999 an individual barricaded himself in a building with hostages for 68 hours.

Note that police will expect the church and school administration to remain on campus for the duration of the event.

A significant issue may occur when the CEC and Mom’s Day Out programs have very young children on campus. This is especially so in cases of extended lock downs or emergency evacuation.

Police state that their biggest problem at the scene can be administrators and principals who will not follow the school’s crisis management plans and police directives. In these cases the individuals will be removed from the scene by the police.

DO

THREAT OF SHOOTING

1. Call 911.
2. Activate school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Notify FBC/O Security at extension 4434 or at 407-514-4434. Notify the principals, administrators, and Headmaster.
4. Station two Response Team members as liaisons at the SWAT Team command post.

5. Lock down all buildings (see chapter on “Lock Down” in General Procedures, Chapter GP10, beginning at step 4). Teachers should lock classroom doors and move students away from windows and doors.
6. Identify the location and isolate the threatening shooter from as many students as possible.
7. Attempt to slow down the events of the incident while awaiting police (do not challenge the perpetrator).
8. Contact the campus media office at extension 4375/4394 and brief them on the incident in preparation for media. Determine location where media are to be stationed (empty parking lot away from the action, such as at Welcome Center B).
9. Provide copies of master keys and building floor plans to incoming SWAT Team.
10. Assemble building maintenance or engineering staff persons to assist SWAT Team as necessary to gain familiarity with the building(s).
11. Decide on a location where incoming parents are to be directed (empty parking lot away from the action, near a safe place to assemble, away from the media).
12. Confirm the location of the parents with the police so that they can keep media away from the parents.
13. Post a person in charge of communicating with parents and keeping them informed and calm. School Response Team shall set up private rooms for families of students who are the shooters, hostages, injured, or killed so that police may have direct and private communication with them, and so that extremely distressed families can be isolated from the rest of the parent body.
14. Teachers must talk to students during the entire incident to reduce fear and panic.
15. Police will work their way toward apprehending the gunman by first rescuing students from the line of fire, one student at a time.
16. Follow directives of the police department until they pronounce an all-clear condition.
17. Administrators shall call for an all-school assembly to determine that all students have been accounted for and to declare an authoritative and orderly depiction of the facts of the incident, and that all are now safe. Update the campus media office.

18. Time shall be given for teachers to interact with students so they may express their feelings and emotions (see chapter on “Counseling and Stress Management” in General Procedures, Chapter GP6).
19. While the assembly is going on, a team made up of people from the academic support staff and/or the Parent Teach Fellowship will make calls through the parent telephone tree to facilitate a dismissal and to determine that all parents have been informed and are arriving.
20. Parents at the parents’ staging area shall be told to pick up their students following a pick up plan as determined by school administrators.
21. Following the completion of the student pick-up, the administration will reassemble the faculty and staff for a time of debriefing and interaction for the expression of feelings and emotions. Instructions will be given as to how and when school will re-open and how parents will be notified. Update the campus media office.
22. Contact the school attorney and the school insurance agent and apprise them of the entire situation.

ACTUAL SHOOTING

1. Follow all above procedures.
2. In the event there are shooting victims, either injured or killed, also follow procedures listed under “MEDICAL EMERGENCY,” Chapter 19, and/or “DEATH OF A STUDENT/TEACHER/EMPLOYEE,” Chapter 8, in the Manual, but only to the extent it is safe, possible, and permitted by 911 SWAT team once they arrive.
3. School Response Team shall endeavor to communicate the above procedures to persons at the incident scene while awaiting 911/SWAT.
4. Once police arrive at the scene, they are in control and will give subsequent directives.
5. School Response Team shall set up private rooms for families of students who are the shooters, hostages, injured, or killed so that police may have direct and private communication with them, and so that extremely distressed families can be isolated from the rest of the parent body.

25. TORNADO

KNOW

A tornado is a violently rotating column of air extending from a severe thunderstorm to the ground. Tornadoes develop in warm, moist, unstable air along and ahead of cooler air.

Tornadoes are the most violent atmospheric phenomenon on our planet. Winds of as much as 200 to 300 miles per hour can occur with the most violent storms. Over 1,000 tornadoes are reported annually nationwide. A tornado can happen at any time conditions are right, but they generally occur during spring and summer months. Because of stronger atmospherics, the strongest storms can occur during fall and winter as well as spring.

In Central Florida weather patterns are such that the tornado “season” can start as early as February, which is when the worst tornado destruction occurred in 1998. That year Florida recorded 118 tornadoes, causing 42 deaths and 305 injuries. The total damage was estimated at \$461 million. The highest frequency of tornadoes recorded in Florida occurs along the path from Tampa/St. Petersburg to the Osceola County line. A high frequency also occurs in Volusia and Brevard Counties.

The cutting path can be only a few dozen yards wide and the touch down only brief. However, violent storms may carve a path of destruction over a mile wide and as much as 50 miles long. A 1998 Central Florida tornado had a damage track of 38 miles.

The severity of a tornado is measured on the Fujita (“F”) Scale as follows:

- F 0 – “Gale,” winds 40 to 72 mph, damage to chimneys and branches
- F 1 – “Moderate,” winds 31 to 112 mph, damage to roofs, autos, mobile homes
- F 2 – “Significant,” winds 113 to 157 mph, considerable damage to homes, trees
- F 3 – “Severe,” winds 158 to 206 mph, severe damage to walls, roofs, vehicles
- F 4 – “Devastating,” winds 207 to 260 mph, houses leveled, cars blown distances
- F 5 – “Incredible,” winds 261 to 318 mph, buildings disintegrated, cars as missiles
- F 6 – “Inconceivable,” winds 319 mph to Mach 1, total, complete destruction

Three of the seven storms that hit central Florida in 1998 were category F 3, with winds reaching 200 miles per hour. (By comparison, Hurricane Andrew’s winds were recorded at 145 to 175 miles per hour, though by one account at Homestead winds reached well over 200 miles per hour.)

The National Weather Service predicts the likelihood of tornadoes as a result of monitoring atmospheric conditions. (It is wise to respect and monitor conditions of severe thunderstorms, since it is those storms that spawn tornadoes.) A TORNADO WATCH is issued when severe

thunderstorms are developing with conditions that may produce a tornado. Safety plans should be reviewed during times of watches. A TORNADO WARNING is issued when a tornado has been sighted in the area or indicated by weather radar.

EXPECT

Besides radio broadcast alerts, there are observable tornado danger signs. These include:

- an approaching cloud of debris with or without a “funnel”
- previous winds dying down and the air becoming very still
- the sound of a loud roar of wind and debris, often described as similar to a “freight train”

Note that these signs generally occur near the end of a thunderstorm, perhaps with clear skies in the distance.

Warnings of tornadoes may give a very limited time to react. When not monitoring a radio, the approach of a tornado may likely be very sudden. Life and death decisions must be made in a very short amount of time.

The most likely cause of damage, injury or death from a lower scale tornado is contact with normally harmless objects that the wind has turned into deadly missiles. In most cases it is the debris, not the wind itself, that causes the harm.

Many buildings on our campus have the appearance of sound masonry construction. However, the masonry material is just a skin over a foam and metal stud wall. (The support structure is steel.) The tornadoes of 1998 demonstrated that this type of construction is subject to considerable damage. F3 tornadoes were observed to destroy steel construction connections that were not bolted. For this reason, the “safer” areas of our campus buildings are judged to be those locations near the center of steel frame, bolted connections (interior column points). Exterior walls should not be considered as adequate protection. Hallways constructed of masonry block are judged to be the safer locations of those buildings.

The warning of a local, approaching tornado may bring on a heightened sense of fear and anxiety as the responding safety plan is put into motion. It is critical, however, that all remain calm so that safety measures may be completed. Children may want to call their parents to be sure they are OK. Medical conditions such as asthma attacks and seizures can be brought on by anxiety. An extended amount of time (hours) may be required in the “safe” locations until weather conditions change enough to cancel the warning.

Because the actual tornado event typically occurs suddenly and with resultant, sometimes severe, destruction, it is not uncommon for children (and staff) to panic or become traumatized. A general sense of confusion may result, along with potential injuries or fatalities. Missing children or staff may result from direct storm effects. Injuries may include disorientation and shock, which may result in people wandering from the site.

The interior and exterior contents of the building may be in complete and total disarray. Expect all glass to be shattered. Parking areas and access lanes may be blocked from over-turned vehicles. Vehicles may be found inside buildings. In contrast, other nearby buildings may be completely intact and unharmed.

DO

TORNADO WATCH

1. When the National Weather Service radio broadcast issues a “watch” the school Response Team shall be put on alert and continue to monitor conditions.
2. The Headmaster, school principals, and their assistants shall be notified of the alert by e-mail and phone call.
3. Each principal shall communicate the watch alert to his faculty and staff.
4. Teachers and staff in classrooms and offices designated “safe areas” in E-2 shall prepare the rooms as needed for additional students.
5. Science teachers shall be prepared to extinguish all gas burners and shut off all gas lines. The school Response Team shall notify maintenance to be prepared to shut off the building’s main gas supply line.
6. Classes held outdoors, in modular buildings, and in the gym court area shall be notified and teachers shall prepare to bring students to designated safe areas in permanent buildings.

TORNADO WARNING

1. When the National Weather Service radio broadcast issues a “warning” alert, the school Response Team shall assume its duties in facilitating the movement of students to safe areas. Special attention shall be given to ill students who may be in the school clinics and to special needs children and staff.

2. The Headmaster, school principals, and their assistants shall be notified of the alert by e-mail and phone call. Contact the Prayer Team at extension 8600, or call 407-206-8600.
3. Each principal shall communicate the warning alert to his/her faculty and staff.
4. Science teachers shall extinguish all gas burners and shut off all gas lines. School Response Team shall notify maintenance to shut off the building's main gas supply during the Warning period.
5. Classes held outdoors, in modular buildings, and in the gym court area shall be notified and teachers shall bring students and roll books to designated safe areas in permanent buildings. The "duck and cover" position (kneel with head down, hands covering head) shall be practiced by everyone once in place. All should get in the position if the storm approaches.
6. Teachers in permanent buildings shall bring students and roll books to designated safe areas. Close classroom doors. Staff shall move to safe areas. The "duck and cover" position (kneel with head down, hands covering head) shall be rehearsed by everyone once in place. Teachers shall report missing students to principals. All should get in position if a storm approaches. In the event of injury, refer to Medical Emergency in the Crisis Management Plan.
7. Remain in safe areas until the National Weather Service cancels the Warning period.

IN CASE OF ACTUAL TORNADO

8. Call 911.
9. Activate the school Response Team at extension 8600 who shall immediately assess conditions for a safe evacuation. Contact the Prayer Team at extension 8600, or call 407-206-8600.
10. Notify FBC/O security at extension 4434 or at 407-514-4434 and have them tell maintenance to shut off power to effected building if a fire danger exists.
11. School Response Team shall identify location of any injured students and/or employees and shall prepare access for incoming emergency personnel.
12. The school Response Team shall facilitate the completion of a building evacuation, including utilization of alternate exit routes, if necessary. In the event that building damage prevents evacuation, students are to take cover under a desk or table to protect from the potential for

25.5

falling glass or debris. Students shall be taken from the effected building(s) to a safe assembly location in preparation for pick up by parents and/or assessment by emergency

medical personnel.

13. Faculty shall seek to establish a sense of order and reassurance and calm all effected students as soon as possible. Specifically declare that (1) the event is over, (2) the students are now safe, 3) the facts to the extent known.
14. School principals are to activate the telephone tree to notify all parents of the emergency.
15. Response Team and administrators meet to discuss the incident and determine the next steps. Refer to chapter on “Counseling and Stress Management” in General Procedures, Chapter GP6, for ministering to students and their return to school.
16. Notify the school attorney and the school insurance agent.
17. Refer to the Chapter GP9, “Emergency School Closure,” and Chapter GP2, “Alternative Education Sites,” in General Procedures.

26. TRESPASS

KNOW

Any time an open campus exists in a city setting it is reasonable to expect that someone from the locality will wander onto or deliberately cross through the property. In most cases this alone would not give reason for alarm or concern.

Opportunities do exist, however, for an individual to come onto the campus for the purpose of general prowling or “casing,” “panhandling,” theft, robbery, causing a disturbance, or creating a nuisance in one way or another.

This campus has experienced incidents of persons coming on the property and “panhandling.” They have approached students, employees, and/or parents, have told some “hard luck” story, and have then solicited money.

To commit a “trespass” on a school property is to enter the property uninvited, as one who is not a parent, employee, student, or anyone involved in legitimate school business (or church business in our case), and be asked to leave by an authorized employee, but fail to do so.

In such a case police may be called to present the individual with a trespass warrant which states the individual may be arrested should he/she enter the campus again. An authorized employee may detain a person they suspect of trespassing for a reasonable amount of time until a police officer arrives. The officer may arrest the individual on or off the campus, with or without a warrant, if he has probable cause for believing the individual has committed the offense of trespass.

EXPECT

The least that can be expected is that persons confronted by a panhandler will be upset or in some state of fear for their own safety. They will expect the school to “do something” about the intruder.

Often, by the time a school employee or Security is notified and seeks to address the situation the trespasser has moved on and is no longer in the immediate vicinity.

A trespasser should be confronted with caution and with back-up support in the event that they are armed or otherwise unstable or dangerous. The relatively minor sole purpose of panhandling should not be assumed until there is reason to believe there is no other anticipated act to be committed. Even in the case where no other crime is obvious or anticipated, a trespassing individual may be expected to be agitated, confused, disoriented or otherwise a threat to the

safety and well being of children and others. Only police should confront intruders who are visibly dangerous.

DO

1. If a trespass suspect gives the appearance of being dangerous, call 911.
2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Determine the facts and location of the reported trespass incident.
4. Notify FBC/O Security at extension 4434 or at 407-514-4434.
5. Response Team shall investigate incident and attempt to locate and identify suspect.
6. Take measures to keep students a safe distance away. A Response Team member shall go to the school building door nearest the incident where a lock down would be necessary.
7. Report the incident and its status to the school principals.
8. If suspect gives the appearance of not being dangerous a male Response Team member may at his own discretion attempt to confront the suspect (with back-up standing by to give support). Take measures to keep students away.
9. Suspect shall be asked to leave the property.
10. If suspect refuses to leave and if school Response Team has probable cause for believing the suspect has committed the offense of trespass, they may detain the individual and call police to issue a trespass warrant at 407-246-2414, or they may wait for police to confront the suspect.
11. Should the suspect again return to the campus following the issuance of a warrant, the school Response Team may call police to come and arrest the individual.

27.

UNSTABLE PERSON

KNOW

An unstable person is one who manifests his/her condition with disturbances in thought, feelings, statement, attitudes, and behavior. In some cases the individual may have lost some or total contact with reality. In other cases there is little, if any, loss of contact with reality, but the person's effectiveness in performing his/her usual responsibilities is impaired. The individual may or may not recognize that the altered thoughts, feelings, statements, and behaviors are abnormal and unwelcome.

Behaviors that appear to be emotional or mental disorders may stem from numerous sources such as genetics, personality disorders, anxiety disorders, medication reactions, physical disorders such as a tumor or insulin shock, stroke, depression, alcohol, drugs, dementia, sexually transmitted diseases, etc.

Contact typically is first made when someone notices that an individual is acting or speaking in a strange manner.

With a large campus population such as TFA, it is reasonable to believe that there will be a time when someone will be in contact with an unstable person. Estimates range as high as 20 percent of children and adolescents who may have some type of diagnosable disorder. It is very possible that in certain physical conditions, with certain medications, a person may act out after a relatively minor "trigger" circumstance.

EXPECT

The perceived most likely contact with an unstable person is when someone from the community wanders onto the campus and is confronted in the parking lots. Such incidents have occurred on this campus (see Chapter 26 on "Trespass").

But contact with such an individual can come from other situations as well, such as, a parent, employee, or student who is experiencing temporary or chronic distress or disturbance. Anger in itself, when not managed properly, can cause an individual to become unstable. Anger may also be a symptom of a deeper problem.

The warning signs of mental disorders in children are not always obvious and usually develop gradually. All children express anger, fear, sadness, withdrawal, opposition to authority, etc., but the child with a mental disorder displays negative behavior and emotions with greater intensity, more often, and with less provocation.

Symptoms of children who may have a disorder include unhappiness, difficulty in coping, being tearful and anxious, rebellious, aggressive or destructive behavior, and inability to make friends.

People typically respond to unstable individuals with a degree of fear because they do not know if the individuals are about to become violent and cause harm. Some warning signs and progressions from instability to violence are as follows:

- feelings of hurt, frustration, shame, or rejection, turning to
- angry feelings, turning to
- focused, angry thoughts towards a person, turning to
- angry, threatening statements, tuning to
- threats and plans of violence, tuning to
- impulsive, pre-violent acts (aggressive behavior), turning to
- life-threatening, violent acts toward self or others or both

Once threats begin planned steps should be taken to defuse the situation and bring assistance to the individual.

DO

1. If the unstable person has become physically agitated, aggressive, or violent call 911.
2. If the individual is not already physically agitated, aggressive, or violent notify school Response Team at extension 8600 who will seek to determine the location, identity, and circumstances surrounding the incident and will notify the administration of the status. Contact the Prayer Team at extension 8600, or call 407-206-8600. Keep students and others away from the individual.
3. If the individual is a student, the principal shall contact the parent/guardian to apprise them of the circumstance and of the potential need to pick-up the student.
4. If the individual is an employee, the supervisor shall contact the spouse to apprise them of the circumstance and of the potential need to pick-up the employee.
5. If the circumstance fits the profile of “trespass,” follow the procedure of Chapter 26.
6. If the situation is not quickly resolved, notify FBC/O security at extension 4434 or 407-514-4434 and contact the campus Counseling Ministry in case their assistance is needed (extension 4332).
7. At their discretion the school Response Team member(s) shall approach the individual in a calm manner and assure the individual that they want to listen to and care about his/her

concerns, all in an effort to develop trust. Back-up from the Response Team or Security should be called for and stand “at the ready.”

8. Respect the individual’s personal space. Do not attempt to shake hands, touch the individual, or come within three feet of their person. Take a position beside them, not in front of them. Do not make eye contact, if it seems to make the person uncomfortable.
9. If the person appears to be getting more upset, suggest a cooling off period. Do not attempt to restrain or detain the person, or argue against the individual’s accusations or delusions. Continue listening and acknowledging in a calm matter. (Response Team shall prepare an avenue of escape in case the individual becomes agitated.)
10. If the individual becomes physically agitated, pre-violent (aggressive behavior), or violent, or otherwise becomes a threat to himself or others, call 911.
11. If the individual is a minor and begins to quiet down and regain self-control, he/she should be detained until the parent/guardian can be notified and come to the school to pick-up the child. The hand-off from the confronting adult to the parent must be direct, not letting the child wait in Aftercare or some other group setting.
12. If the individual is an adult and begins to quiet down and regain self-control, Response Team shall encourage them and assist them in getting help from counselors and/or physicians, and in contacting a relative or friend to help with the situation (such as arranging a ride to get the person home).

28.

UTILITY FAILURE

KNOW

The failure of a utility becomes a crisis when school is in session and all persons on the campus find themselves without water or electrical power. For example, a contractor breaking a nearby water main could render the campus without drinking water or operating restroom facilities. A contractor breaking a nearby power distribution line could render the campus without lights and air conditioning.

In the event of loss of water to the campus, the Orlando Utility Commission should be contacted at 407-823-9150. In the event of a loss of power to the campus, also call the Orlando Utility Commission.

EXPECT

The loss of power or water for an extended period of time will likely result in school being dismissed. While some classrooms may be able to continue work by daylight, interior classrooms and hallways would be dark, and the prospect of a fall or injury would exist. Without air conditioning, the buildings would develop a prohibitive temperature during much of the school year.

A temporary outage of water may be overcome by the use of bottled water, if the Food Services Department of FBC/O could secure an emergency quantity in a short period of time. In a true emergency a delivery of multiple portable toilets may be possible.

The loss of utilities would have a heightened effect, if it occurred just prior to or during lunch periods and the kitchen had to close.

Note that if the outages are very wide spread as a result, for example, of a major storm, the potential exists for a significant number of student families to also be without utilities. This may hamper school going back into session, even if utilities do come back on for the school campus.

DO

1. Contact the Director of Operations at extension 8646 or on campus radio channel 6.
2. Notify FBC/O security at extension 4434 or by campus radio channel 1.
3. The FBC/O maintenance staff will determine if the outage is localized to a building on campus or if the entire campus is effected.

4. If the outage is localized to one building, TFA Operations and FBC/O Operations will work together to correct the situation as soon as possible and will report to administration with an estimated time needed for repairs.
5. If the outage is localized to one building and is expected to take considerable time to correct the administration will decide whether to house students and staff in an alternate building or to dismiss school (see the chapter on “Emergency School Closure” in General Procedures, Chapter GP9).
6. If the entire campus is out of service, call the Orlando Utility Commission at 407-823-9150 and attempt to gain an estimate of expected time necessary for repairs.
7. Report the expected down time to administration so that they may determine whether or not school should be dismissed.
8. If school is dismissed, principals will activate the parent telephone tree (see the chapter on “Parent Mass Communication” in General Procedures, Chapter GP13).

29.

WEAPON ON CAMPUS

KNOW

Nearly one million students carried a gun to school during the 1997-98 school year, and nearly half of them were armed six or more times. 51 percent had threatened to harm a teacher; 63 percent had threatened to harm another student. In one study of 283 private schools that year there were 75 reported incidents of students possessing weapons on school grounds. That year there were 153 such incidents reported in Florida schools.

After the Columbine massacre schools began to take extraordinary measures to combat the potential for students bringing weapons to campus.

Trumbull High School in Trumbull, Connecticut, now has an armed, uniformed police officer at its entrance, an 11-member team of counselors watching for warning signs, and two guards in plain clothes roaming the halls. Some schools in Maryland pay a company \$500 per trip to bring Labrador Retrievers through their building. The dogs are trained to sniff out gunpowder.

Schools everywhere are experimenting with a host of security measures including metal detectors and random checks with wand detectors. Some schools now require tucked-in shirts or open net/clear backpacks, which make it harder to hide pistols.

In many cases the student's access to a gun occurs in the home. If the parent has a gun, they know it and they know where it is.

In Orange County the law states that any person who brings a sword, fire arm, electric weapon or device, destructive device, or other weapon, on the grounds or facilities of any school, school bus, or school bus stop, or within one thousand feet of the property of a public or private school during school hours or during the time of a sanctioned school activity commits a felony of the third degree. Such a felony carries a \$5,000 fine in addition to other consequences. If the weapon is discharged, the felony is of the second degree and the fine is \$10,000.

EXPECT

In today's climate one of the events that can strike fear in hearts more than any other is the report of a gun or other weapon having been brought on the school campus. Today even incidents where the report was fictitious or meant to be a "joke" are cause for alarm and serious concern.

Administrators must respond even in cases of a fictitious report so that erroneous information is not taken home with the students, causing unnecessary parental alarm.

Of serious concern is not only the presence of the weapon, but also the emotional state of a student who would bring a weapon to school. This begs the question of the student's motive: was it due to anger, agitated state, irrational thinking, a sense of control or power? Was it drug or alcohol induced? Does the student have a history of mental illness? Was it simply a mindless, senseless prank of one seeking attention?

In a truly serious situation, the potential exists that the weapon identified is not the only one that was brought to school that day. The individual may be carrying more than one weapon on his person. Others may be accomplices and other weapons may already be hidden on campus.

It is possible that students will learn of the existence of the weapon and will report this to the teachers or principals. At the same time, they may not report such a circumstance in an effort to protect the individual or themselves. The school should develop a means by which a student may make an anonymous report of the existence of the weapon. The protocol must provide for the report to be read immediately. The protocol should include an easy check-off form that provides options as to student's name, teacher's name, location, description of weapon, etc.

A report may come in terms of a future plan of someone who expects to bring a weapon to school. The causal drawings, doodles, or writings that depict an abundance of guns, weapons, or violence can be an alert to a teacher that a student is contemplating a violent act or is demonstrating instability of another form.

Be aware that the media regularly monitor 911 and police non-emergency calls. They may likely learn of an incident on our campus and quickly mobilize to cover the story.

Note that a law enforcement officer must have probable cause to search a student and his/her belongings. School administrators, however, can search a student based upon reasonable suspicion. A witness advising law enforcement that they saw a student in possession of a weapon would constitute probable cause. Without probable cause, a school administrator must conduct the search, but it is recommended that this be done in the presence of a police officer.

DO

RUMOR OF GUN ON CAMPUS

1. Call the Orlando Police Department (not 911) at 407-246-2414.
2. Keep the student who reported the rumor in the principal's office until the police arrive so that the rumor is not spread, so that the individual making the report can be protected, and so that first hand information may be given to the police.

3. Have the suspected student stay in class. Police will approach the student during the next class change. In the meantime, allow things to “look” normal. The class bell may need to be held off in order to keep the class in place until police arrive.
4. Principal will notify the school Response Team at extension 8600 to put them “on call” if needed and to have them escort the police to the principal’s office.
5. The Response Team will notify FBC/O Security at extension 4434 and the Headmaster.
6. Teachers or principals are NOT to confront a student suspected of having a gun.
7. If the rumored weapon is a knife, two or three teachers may, at their discretion, and with the principal’s permission, approach the suspected student prior to calling police unless they feel in danger due to the students perceived strength and/or degree of agitation.
8. All blades are prohibited on public and private school campuses unless specifically authorized by the school. If a knife is found, the principal shall detain the student and call police at 407-246-2414.
9. If police find that such weapons have been brought on campus, they will remove the student and take them to juvenile detention.
10. In that event the police will direct the school to contact the student’s parents.
11. The Headmaster may elect to prepare a statement of information and status to be presented to the faculty or student body.
12. Contact the campus media office at extension 4375/4394 and brief them on the incident in preparation for possible media attention.

CONFIRMATION OF GUN ON CAMPUS

1. Call 911 (“See a gun, call 911”).
2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. Contact FBC/O Security at extension 4434 or at 407-514-4434.
4. Lock down the effected building (see the chapter on “Lock Down” in General Procedures, Chapter GP10).

5. The school Response Team shall facilitate having someone continuously watch the suspect if this can be done from a safe position.
6. The school Response Team shall assist the school in keeping other students away from the suspect as much as possible.
7. The school Response Team shall prepare to receive and direct incoming police, including having a copy of a simple building floor plan and keys ready to turn over to them.
8. Principal shall make a decision whether or not to suspend the class bell system in order to keep the suspect from traveling to an intended victim and to limit the number of students at risk. If 911 has arrived, principal will confer with police first.
9. Contact the campus media office at extension 4375/4394 and brief them on the incident in preparation for incoming media attention.
10. The school Response Team shall assist the school in following the directives of the police until the police remove the student and declare that the status is all clear.

30. WEAPONS OF MASS DESTRUCTION

KNOW

The attack on America by terrorists on September 11, 2001, and the events that followed in the spreading of anthrax, have brought a new reality to our world that was previously unthinkable.

Brand new crises are now contemplated, from commercial aircraft used as weapons, to the effects of bio-terrorism, to the mayhem of suicide bombers. To a certain extent some of these events are already dealt with in this Plan in the following chapters: Aircraft Accident, Chapter 2; Bomb/Bomb Threat, Chapter 5; Explosion, Chapter 12; and Fire, Chapter 14.

This chapter will concentrate on the relatively new concerns that would surround a biohazard crisis. The Centers for Disease Control and Prevention (CDC) has identified six diseases whose germs would present a formidable threat should they be used in terrorist activity. These are anthrax, smallpox, botulism, the plague, tularemia, and hemorrhagic fever. Because anthrax was used in a limited way through the mail after September 11, 2001, this chapter will address this particular hazard.

For an official public authority and resource for the latest biological and chemical hazard information contact The Centers for Disease Control and Prevention, 1600 Clifton Road, Atlanta, GA 30333, 404-639-3311. Another source for information and training materials is Coastal Training Technologies Corp., 500 Studio Drive, Virginia Beach, VA 23452, 800-767-7703, or 877-766-3611.

Anthrax is a severe, rapid, infectious disease caused by bacteria. It is most commonly seen in wild or domestic animals like cattle, sheep, and goats. It can be fatal to humans. The spores are naturally found in the soil in Texas, Oklahoma, and the Mississippi Valley, and in goat and other animal hides. Spores in nature clump together in particles too large to be inhaled; thus, they are considered a poor weapon material. Typically, laboratory grade anthrax is necessary to be used as a weapon. The source would likely be a bio lab, with handlers who are skilled in the biosciences.

Anthrax can be spread in three ways: 1) through the **skin** by touch when there is an open scratch, cut, or wound; 2) through **inhaling** it when it has been made into small particles that are released into the air; 3) through **eating** an anthrax infected meat product.

Symptoms include: **skin** – raised bug bite type bump develops into boil-like sore with a black center, commonly on the face, forearms, or hands. If untreated it spreads through lymph nodes or the bloodstream; **inhalation** – cold or flu like symptoms, fever, muscle aches, fatigue, cough, and mild chest discomfort. Symptoms become more severe with breathing problems; **eating** –

nausea, vomiting, loss of appetite, fever followed by abdominal pain, vomiting blood, and severe diarrhea.

30.2

Symptoms occur between one and seven days after exposure, though in some cases it can take up to 60 days. Anthrax is **diagnosed** using lab tests that reveal anthrax antibodies in blood, skin lesions, or respiratory secretions. Several antibiotics are used successfully **to treat anthrax**. A vaccine is available for those with high-risk exposure. **If a person feels they may have been exposed to anthrax they must be evaluated by their health care provider as soon as possible!**

EXPECT

The use of weapons of mass destruction has the capacity to induce mass hysteria, depending on the severity, scope, and location of the incident. Anxiety over a bio or chemical attack can be extremely stressful because relatively little has been known and understood in the general population relating to exposure, deterrents, vaccines, symptoms, treatments, and the like.

Traumatizing people by the sheer use of published, veiled threats is an emotional terrorism of its own, even without an actual attack being carried out. This can evidence itself in the outward actions that relate to high stress in employees and students.

Bio-terrorism is an area where fear must be offset by facts. People need to know that the anthrax disease can be prevented, can be treated if diagnosed early, and is not known to be spread through casual contact (including coughing or sneezing) with one who has it except by relatively rare direct contact with drainage from an open sore.

Note that people react to high stress differently, and such would be expected in the case of a school with various age ranges. Some resort to humor as a means of dealing with what they have internalized. Some may go a step beyond by playing “jokes” or **pranks**. This may include placing simulated anthrax “powder” somewhere in the school. When something like this happens in a climate of already heightened tensions people do not react to such things as a joke. Instead, they are scared. Fear takes over and they call the police or fire departments, even if the prank is obviously “talcum powder.”

In the 2001 anthrax scare a Flagler County, Palm Coast High School student tried a powder prank in an attempt to get classes cancelled. The student was arrested and charged with “hoax of planting a destructive device” and faced penalties up to 15 years in prison. Such behavior must be discouraged among students.

DO

SUSPICIOUS UNOPENED MAIL

1. If there is cause to suspect a life threatening contact with anthrax call 911. Follow the steps for opened mail, below.

30.3

2. Activate the school Response Team at extension 8600 and the Prayer Team at 8600, or call 407-206-8600.
3. If a life threatening contact is not immediately suspected the Response Team will endeavor to assess the mail in question from a distance to determine:
 - a. Is the mail unexpected and unusual in appearance?
 - b. Is a return address missing or suspicious?
 - c. Is any threatening message on the envelope or package?
 - d. Is the mail lumpy or stained?
 - e. Is the mail sealed with excessive tape or string?
 - f. Does the mail seem to have excessive postage?
4. If the mail is judged to be suspicious for anthrax:
 - a. Call 911
 - b. Do not handle the mail, or shake it, or bump it, or sniff it
 - c. Instruct everyone in the room or area with the mail to leave
 - d. When all have left the room close the door or restrict the area and allow no one to enter
 - e. Everyone who was in the room should not touch their eyes, nose, mouth, or any other part of their body
 - f. Everyone who was in the room is to wash their hands well with soap and water to prevent the spread of any contaminant
 - g. Make a list of everyone who was in the room or area and any others who suspect they were in contact with the piece of mail. Present copies of this list to the police department and public health authorities when they arrive
5. The school Response Team shall notify the Headmaster, the principals, the Human Resources office at extension 8648, and the campus media office at extension 4375/4394 to brief them on the incident.
6. The school Response Team shall clear an unobstructed route for emergency personnel to reach the location of the mail.
7. If public emergency response personnel verify a threat of danger and the incident involves a student who was in proximity to the mail, notify the parent/guardian.
8. Follow the directives of emergency personnel who shall also determine when the status has returned to normal.

SUSPICIOUS OPENED MAIL CONTAINING POWDER/OTHER AGENT

1. If there is cause to suspect a life threatening contact with anthrax call 911.

2. Activate the school Response Team at extension 8600 and the Prayer Team at extension 8600, or call 407-206-8600.
3. The school Response Team shall endeavor to facilitate the following steps through contact by voice, phone, radio, or bull horn to the people at the location of the opened mail so as to restrict the amount of people who may be in contact with a contaminant.
4. Ask and note the answers to the mail assessment questions:
 - a. Is the mail unexpected and unusual in appearance?
 - b. Is a return address missing or suspicious?
 - c. Is any threatening message on the envelope or package?
 - d. Is the mail lumpy or stained?
 - e. Is the mail sealed with excessive tape or string?
 - f. Does the mail seem to have excessive postage?
5. DO NOT attempt to clean up, collect, or in any way touch or disturb the powder or agent.
6. Close any windows and turn off any fans in the room or area of the incident.
7. Turn off the building's air handling system.
8. Instruct all who are in the room or area to leave.
9. When all have left the room close the door or restrict the area and allow no one to enter.
10. Everyone who was in the room should NOT touch their eyes, nose, mouth, or any other part of their body.
11. Everyone who was in the room or area is to wash their hands well with soap and water to prevent the spread of any contaminant.
12. Restrict the path taken by those who went to wash their hands by using caution tape or other means to secure the area in case it needs to be tested for contaminants.
13. Make a list of everyone who was in the room and any others who suspect they were in contact with the piece of mail. Present copies of this list to the police department and public health authorities when they arrive.
14. The school Response Team shall notify the Headmaster, the principals, the Human Resources office at extension 8648, and the campus media office at extension 4375/4394 to brief them on the incident. Get prepared for media attention in case a true contaminant is found. (Refer to the chapter on "Media Management" in the General Procedures, Chapter GP11.)

15. The school Response Team shall clear an unobstructed route for emergency personnel to reach the location of the mail.
16. If public emergency response personnel verify a threat of danger and the incident involves a student who was in proximity to the mail, notify the parent/guardian.
17. Follow the directives of emergency personnel who shall also determine when the status has, or can be returned to normal.
18. The school Response Team and the administration shall meet to review the status and formulate responses as necessary. Alternate sites to hold school will be determined if significant spaces or an entire building needs to be closed for testing or clean up.
19. The U.S. Environmental Protection Agency along with the CDC and other emergency personnel will oversee any required decontamination clean up. Locally, Bill Toth, Senior Management Analyst II, can be contacted at the Orange County Health Department at 407-623-1212, extension 181. The address of his office is 604 Courtland Street, Suite 200, Orlando, FL 32804.
20. If the authorities verify that the school has sustained an event of bio-terrorism, the school Response Team and the administration shall formulate and activate a crisis counseling plan (see the chapter on Counseling and Stress Management in General Procedures, Chapter GP6) as well as a plan for updated employee and parent communication/information, and extended contact with the media.

GENERAL PROCEDURES

GP1. ALTERNATE TRAFFIC PLANS

The principal(s) will plan and provide specific traffic instructions in case of the following:

- if a certain entrance is blocked, if a certain road is blocked,
- if a certain section of Loop Road is blocked by fire equipment, or
- if parents are coming to the campus in mass.

He/she will prepare maps ahead of time, ready to be copied and distributed.

GP2. ALTERNATIVE EDUCATION SITES

If a crisis effects a school building (such as a fire that burns half of E-2), the principal(s) will give specific instructions as to whether school is canceled for an extended time or if an alternative site has been identified where classes will resume and be conducted.

GP3. CAMPUS EVACUATION

If TFA receives instructions that everyone must leave the campus immediately (such as may occur as a result of a riot, accident with explosives, shooting rampage, etc.) the administration will work with the police and fire department to identify the location of where to go and to determine how we will get people to that location expeditiously.

GP4. CAMPUS SIGNAGE

The principals will direct TFA Operations to prepare emergency signage to be put in place as a result of a crisis event (example, “Parents Meet Here,” “Parents Park Here,” “Do Not Enter,” “Parking Lot Closed,” etc.).

GP5. CLINIC BACK-UP

When the Health Services staff is called out of the clinic to respond to a crisis, day to day medication needs shall be dispensed by a trained substitute under the supervision of the principal.

In a life-threatening emergency, call 911.

Trained substitutes include:

- Lower Campus:
- Principal
 - Assistant to the Principal
 - School Counselor

- Upper Campus:
- Principal
 - Assistant to the Principal
 - School Counselor

A school administrator shall administer epi-pens. In cases of emergency, the above substitutes shall contact the Response Team at extension 8600 or by campus radio, channel 6.

GP6. COUNSELING AND STRESS MANAGEMENT

Traumatic stress is an emotional crisis precipitated by externally imposed stresses or situations that are unexpected and uncontrollable. A crisis situation is emotionally overwhelming. This means that the familiar coping mechanisms of many students and staff will break down and disorganization will begin to occur.

This disorganization can be manifested by impulsive behavior, excessive depression, a possible loss of touch with reality, and anger. The timeliness of providing support for the students and staff is critical. If the students are not helped to discover a balanced resolution, they are left vulnerable to disorganization and possible developmental problems. This condition is called post-traumatic stress disorder.

Certain reactions can be expected from children in different grades. A crisis will generally not have a great impact on a child in the primary grades unless the child was very close to the person or involved in the incident itself. The issue should be discussed but there is no need to dwell on it. Children this age will, however, react with fear to close incidents.

Middle school age children are easily caught up in the sensationalizing of an event. They react with intense exhibitions of emotions or defiant humor to prove how unaffected they are. Students this age are already on an emotional roller coaster and anger will be the predominant emotion. Teachers should expect this as a normal phase of the grief cycle. They should be prepared with constructive activities to deal with it, or to employ a visit to the counselor before disciplinary action becomes necessary.

Although teenagers understand the reality of death, they believe it claims only “old people.” When this belief is shattered by the death of a student close to their own age, teenagers undergo a real “mortality crisis.”

When addressing teenagers about a tragic incident, it is extremely important to discuss the issues centering around mortality: how people bring meaning to life, why death strikes young people, what happens after death, and how people rebuild personal foundations after a tragedy. In this way each young person has an opportunity to begin reconstructing a sense of life’s meaning to regain emotional equilibrium.

When a crisis strikes, people respond with a fairly predictable physical and emotional pattern. The initial physical response is an inability to move, accompanied by an emotional response of disbelief, denial, and numbness. This stage usually ends in a matter of seconds, giving way quickly to the “fight-or-flight” response.

The body prepares for danger: the heart beats faster, adrenaline enters the system, and breathing is accelerated while a cataclysm of emotion erupts – rage, fear, terror, confusion. Finally, the body physically exhausts itself and the mind begins the slow process of emotional restructuring. It is

during this exhaustion phase that the initial steps for preventing post-traumatic stress disorder must begin.

These steps should be offered to employees and students. They consist of two parts:

1. defusing – the ventilation of thoughts and emotions immediately following a tragic event. Employees and students exposed to the incident must talk with each other prior to leaving that day.
2. debriefing – beginning the process of putting the incident and the individuals reactions in perspective. This can be done in three days to two weeks after the event.

DEFUSING

1. Provide factual information and include parents, if they come to school.
2. Keep everyone together for some time (groups of 15-20).
3. Promote ventilation: Steps must be taken to help people “process what they have witnessed (in severe cases trained counselors will be necessary); allowing each and every effected person to verbalize the answers to the following questions, in the following order, will accelerate the healing process:
 - a. What happened, what did you see? (allow them to “get it out”)
 - b. Where were you, how were you involved? (personalize it)
 - c. How did it make you feel? (deal with the emotional impact)
 - d. What has been the worst part of it for you? (dig deep)
 - e. What do you think should have been done? (reconcile “wrongs”)
 - f. What do you think should be done now? (turn to positive response)
 - g. Who should lead and what can you do? (find order and their productive role)

Using these questions can produce remarkable recovery from observable trauma. Have them pre-typed, copied, and available as a handout for those leading small groups through the healing process.

4. Prepare students and parents for reactions of:

- sleeplessness	- fear and anxiety
- lack of concentration	- nightmares
- nausea	- sweating
- crying	- numbness
- irritability	- withdrawing
- demanding	- clinging

5. Let them know that these are normal reactions.
6. Give them suggestions for coping:
 - redefine the event from imaginations to true facts to restore one's own sense of control
 - find meaning in the event
 - change behaviors that led to the crisis for less vulnerability in the future
 - seek social support, especially from peers who also witnessed the event
7. Let students and employees know when follow-up (debriefing) will be provided (3 days to 2 weeks later).

DEBRIEFING

1. Limit group for discussion to no more than 15 to 20 people.
2. No family members should be present.
3. Stress confidentiality.
4. Advise everyone to be themselves, to speak if they want, to not talk if they prefer to be silent.
5. Remind them that what they have to say may help someone else.
6. The flow of communicated feelings must not be interrupted, but be free to run to its own conclusion, even if the allotted time has been passed.

RESOURCES ABOUT DEATH

The following books are available in The First Academy Lower School library:

What Happens When We Die?, Carolyn Nystrom, RD 236 NYS c.1
Stories From a Snowy Meadow, Carla Stevens, RD FIC STE c.1
The Little Match Girl, H. C. Anderson, RD FIC AND c.1
The Christmas Spurs, Bill Wallace, BD FIC WAL c.1
On My Honor, Marion Dane Bauer, BD FIC BAU c.1
A Blossom Promise, Betsy Cromer Byars, BD FIC BYA c.1
The Thanksgiving Treasure, Gale Rock, BD FIC ROC c.1
The Day Chubby Became Charles, Achim Broger, YD FIC BRO c.1
Annie and the Old One, Miska Miles, YD FIC MIL c.1
A Taste of Blackberries, Doris Buchanan Smith, YD FIC SMI c.1
It Must Have Hurt a Lot: A Child's Book About Death, Doris Sanford, TE FIC SAN c.1
Everett Anderson's Goodbye, Lucille Clifton, TE FIC CLI c.1

GP7. CPR/FIRST AID

The following people shall maintain current certifications for CPR and First Aid: PE and athletic coaches, and teachers, After-Care Director, Health Services staff, Response Team, and administrators. Costs are borne by individual department budgets.

GP8. DISABLED STUDENTS

Principals shall, in corporation with Health Services, determine the unique measures that need to be addressed to evacuate/care for disabled students in an emergency. Such measures shall include whether specific people should be assigned to them, how many people, and who. These measures shall be written and copied ahead of time and distributed to the persons involved and the Response Team.

GP9. EMERGENCY SCHOOL CLOSURE

The Headmaster and the principals shall determine the conditions for when and how a decision is to be made to close or cancel school. This plan shall be written and copied ahead of time and shall include specific direction as to how it is to be communicated to all employees, students, and parents.

GP10. CAMPUS LOCK DOWN

1. Whoever first hears of a community safety matter that may require a lock down will report the same to campus security Control at 407-514-4434, or at in-house extension 4434, or by campus radio on channel 1.
2. There will be one official source of the safety status facts and that will be the Orlando Police Department (as opposed to hearsay, parents, television, etc.).
3. Control will call OPD at the non-emergency number and speak with the On Duty Watch Commander. If for any reason this person is not available, Control will call the OPD Public Relations Officer at the posted number. If for any reason this person is not available, Control will call Lt. Shawn Fawbush direct by pager.
4. In the event of a true safety issue Control will first make such an announcement over channel 1 on the campus radio (which the TFA Business Administrator monitors) alerting the church Security and Operations staff, and then on channel 6, which will alert the TFA school Response Team.
5. Control will require that a TFA Response Team member identify themselves over the radio as receiving the message and as serving as an official contact person for the school to stay in communication with Control. The TFA contact person will stay on channel 6 to avoid confusion.
6. The Response Team will communicate with the TFA principals and administration.
7. If OPD determines that the situation is such that a lock down is necessary, the entire campus will go into lock down. Principals and their assistants will be responsible to lock down the buildings, floors, and/or spaces that TFA students are in, including the second floor exterior doors of E-1 and E-2. The TFA Response Team will tell Control if assistance is needed in locking the buildings that TFA students are in. Security will proceed to lock down all FBC/O upper campus buildings, including the first floor of E-1 (Home School) and E-2, the Worship Center, and the AP Modular buildings. Security will lock down Faith Hall, and the principals will lock down the Faith Hall stair tower doors into the third floor. Teachers shall lock hallway classroom doors and confirm class attendance.
8. If OPD does not tell Control to lock down, Control will then relay OPD's information to TFA by radio, at which time TFA will make a decision on a lock down. The school Response Team will poll the principals for a unified decision for the entire TFA campus. The decision of the principals will rule and will be relayed to Control.

9. Control will stay in touch with OPD to keep apprised of the status of the situation, and Control will keep the TFA Response Team contact person apprised. In a police declared lock down the campus will stay under lock down until OPD declares the situation has been resolved. A self imposed lock down will stay in place until the principals are satisfied that the conditions that precipitated their lock down decision have been resolved.
10. The principals will give specific instructions for faculty procedures during the lock down. These will include if and when students may move about or change classes within a given building.
11. A lock down imposed by the consensus of principals shall only be declared canceled by the consensus of the principals, who shall then notify the school Response Team to help spread the word.

GP 11. MEDIA MANAGEMENT

When the news media descends on the campus in mass it will have the emotional potential of feeling like a crisis of its own within the crisis already going on. Some 42 “live” satellite trucks and 2,000 reporters came to Columbine High School to cover the shooting! Trying to get an interview, reporters actually tackled students who were running for their lives!

The media can “make or break” the ministry. Therefore, they must be respected as a formidable force to reckon with. No untrained person should posture themselves as “able to take on the media”, etc. The higher the authority of the person, the higher the potential danger from a word mis-spoken. The danger is real, since the situation that brings the media to the campus will likely be emotional, tense, and tragic, and whoever speaks will be under great stress.

At the minimum consult the following two reference books on school crises. Both have sections on dealing with the media: “Coping with Crisis - Lessons Learned”, by Scott Poland and Jami S. McCormick, pages 99 to 113, and, “School Crisis Survival Guide”, by Suni Petersen and Ron L. Straub, pages 46 to 58. Both volumes are available in the office of the school Business Administrator.

The following information is critical to understand if the media are “on the way”:

QUICK HELP

- a. Make every attempt to handle the media only through the church media office, Extension 4375/4394
- b. Make every attempt to route all media attention to one spokesperson, preferably the church media pastor. At some point the head person may have to speak, but then it is best only in the presence of the spokesperson and a policeman if possible to avoid controversy
- c. Only speak known facts - never speculate!! The number one media question is, “How do you feel?” They look for personal reactions, but instead give corporate facts. State that, “We have a crisis plan and we have been following it for an orderly response.”
- d. When you don’t know the answer say, “I don’t know.” DO NOT say, “No comment!” To the media, that means you are hiding something!
- e. It is unfair to put anyone in front of the media except someone trained for that role
- f. If you want to get your point across in your words (not edited) make no more than three points in no more than 7 to 13 seconds. People remember things in “three’s”, and a few seconds is too short to edit.

- g. After making your key points in a few short seconds speak long about the lessor issues. Using up the time this way will avoid a lot of questions from reporters
- h. Generally the media will respect the rules and boundaries declared to them. However, if no rules and boundaries are declared they will march directly into the headmaster's or senior pastor's office. The media proceed at will until they are stopped
- i. Have a predetermined gathering place identified for media to assemble with their trucks and reporters. On the TFA/FBCO campus that place is in the parking lot at Welcome Center "B" unless the church media office and TFA agree on a better location.
- j. Helicopters may arrive and try to hover at 200 feet seeking close up video shots. If so the noise will be very loud and contribute to your problems. We are permitted to call the FAA and temporarily restrict our air space up to 1,500 feet
- k. Declare to the media exactly when we will make new information available to them and they will wait for it. But, honor the times that were given to them! Work together. Ask when their critical times are for deadlines
- l. Set the "spin" you want to convey. If there is an accident and the school bus driver helped save one person on the bus, say, "The bus driver is a hero!" That will avoid media questions such as, "Why did you let that person drive the bus?" or, "Are you sure the driver had enough experience with a bus that large?"
- m. The term "off the record" means nothing. Do not use this phrase
- n. Remember that the camera is always "on", even if they set it down on a table
- o. If you know ahead there will be an interview bring your own tape recorder and use it. The media will ask why you are recording. Answer, "Because you are." With your own tape you can later prove what you did and did not say, and where you may have been mis-quoted (but don't mention that ahead of time)
- p. Set ground rules with the media before the interview, such as speaking of only known facts, and only things related to the particular incident. If the reporter then tries to pull you in different directions say, "Now, we earlier agreed that I can't address that at this time" while the camera is rolling. This will embarrass the reporter, and he will learn respect
- q. The best case is to develop a good rapport with media reporters in town BEFORE there is any crisis. Find reasons for them to become familiar with you and the church and school. Show them around, take them to lunch. The best case is to already have a "friend" at the station if and when a problem occurs. In some cases you may restrict coverage to an exclusive

interview with the “friendly” reporter, or have him serve as a pool reporter, sharing information with the other media.

- r. Minimize the filming of tragic scenes and traumatized faces. If there is strong pressure to film “the scene” meet the media back at the scene at night, after everyone has gone home, and after restricted limits have been set up with police tape (this prevents close-ups of “bullet holes”, etc.)
- s. Quickly find and secure copies of yearbooks that might be found in areas reporters can reach. They will try to get one in order to get pictures of children and administrators, even by paying children hundreds of dollars for a copy
- t. The media WILL report the story. The more you cooperate, but on your own terms, the more accurate the story will be. The more forthcoming and truthful you are the more you and your point of view will be respected. If you “hide”, the media will write their own story, the way they choose to see it. Typically they seek controversy, cover-ups, emotional trauma, shock value, and sensationalism. Take your pick!

GP12. PARENT COMMUNICATION LETTER

The Headmaster shall prepare a written letter of communication to the parents expressing the necessary and pertinent facts and status relating to the crisis event. The letter will address likely questions and concerns parents would have in an attempt to:

- provide them with the true status
- offer a sense of reassurance
- seek to reduce the number of incoming phone calls to the campus

The Headmaster will frame the basic content of the letter after consultation with the Response Team and the principals. In the absence of the Headmaster, the principals, acting together, shall perform his role. The most expeditious means of getting the letter to the parents shall be utilized.

GP13. PARENT MASS COMMUNICATION

If an event occurs on campus while school is in session and the parent body must be contacted at once, the following procedure shall be used:

1. Principals shall call the PTF President for their division.
2. The PTF Division President calls each "Homeroom Mom."
3. The "Homeroom Mom" calls the parents of all those in their particular homeroom.

NOTE: The principal shall be responsible for having necessary work phone and cell phone numbers available for the "Homeroom Mom" use.

In the event of mass incoming calls from the parent body, the following procedures shall be followed:

1. Receptionist shall inform the Business Administrator and the principals of the situation.
2. The Business Administrator and the principals shall determine the extension numbers of support staff who can assist in taking calls.

3. The Business Administrator and principals shall notify the selected support staff of the need for their immediate assistance. The Response Team may be utilized to facilitate the communication of this need.
4. The Business Administrator and principals shall prepare a written list of the selected extension numbers and shall give it to the receptionist.
5. The receptionist shall immediately transfer incoming calls quickly and randomly to the extensions given. Such a list of support extensions should be determined and distributed ahead of a crisis event.

GP14. CRISIS TEAMS

There are actually two crisis teams who participate in response to crisis events that may occur on the school campus.

EMPLOYEE CRISIS MANAGEMENT TEAM

Every employee of The First Academy may be needed, and may be called upon for help and assistance in the event a crisis strikes the campus. Thus, every employee is considered a member of the Employee Crisis Management Team, and shall participate in the orderly management of a crisis, according to their area of responsibility.

To this end every employee has been issued a copy of the Crisis Management Plan. They are expected to read it, periodically review it, and have it available at all times. They are to pay particular attention to the sub-sections titled “Know” and “Expect” so that they will have at least a minimum understanding of events that could take place.

No one knows ahead of time when or where a crisis event may occur. Nor do we know who may be injured or otherwise incapacitated, and who may be spared and able to assume duties. Therefore, it is prudent and important that each and every employee be familiar with the Plan and be able to assume their own responsibilities. They should further be familiar enough with the plan to assume the responsibilities of others, should the need arise. The very basic organizational structure of responsibilities is as follows:

RESPONSE TEAM - act as the first responders to perform the steps of the crisis “Do” list (see the full listing of the school “Response Team” responsibilities)

NON-ACADEMIC SUPPORT STAFF - support the needs of the school Response Team; support general telephone and other communication needs; offer general service help and assistance

ACADEMIC SUPPORT STAFF - support the needs of the faculty and principal; man telephone banks for mass parent calls, out-bound and in-bound; meet and direct parents who are arriving on campus; assist the school Response Team as needed

FACULTY - stay with their class of students to maintain order and a sense of well-being; facilitate the Crisis Management Plan; report the status of their students to the principal; assist the school Response Team as needed

PRINCIPALS - know the continuing status of their faculty, staff, and students, and be the voice of authority to the Headmaster to report the same; assist the school Response Team as needed

HEADMASTER - know and report the continuing official status of the faculty, staff, and students to the Media Spokesperson; act as the official voice to the parent body in declaring the status of the students; participate in writing news releases with the Media Spokesperson; assist the school Response Team as needed

MEDIA SPOKESPERSON - collect the official status of the faculty, staff, and students from the Headmaster; act as the single and authoritative voice to the media to declare the official status; write news releases with the Headmaster; assist the school Response Team as needed

RESPONSE TEAM

Members of the school Response Team are the school's organized and drilled support base who serve as the first responders in the event of a crisis on campus. They serve (1) in carrying out the steps of the Crisis Management Plan "Do" list, (2) in assisting the school population to follow the Crisis Management Plan, and (3) in preparation for and in support of public emergency services personnel.

Requirements

Members of the School Response Team include:

1. persons who are not directly responsible for students and their care
2. persons who have the ability to leave their job responsibilities at a moment's notice, without a significant disruption of critical processes
3. persons who have the ready ability to be available for instant communication, such as by campus radio
5. persons who have a work schedule that permits them to attend regular, weekly team meetings and training sessions to drill response plans and develop their knowledge, skills, and "teamship"
6. persons who know each of the TFA buildings on campus well in terms of description, layout, and general construction so as to be able to assist staff and students in alternate exiting, and to assist emergency personnel in understanding the building(s)
7. persons who have a basic knowledge of available support implements, tools, and materials on campus

8. persons who have skills in treating injured people, and in performing CPR
9. persons who have read, studied, and are familiar with the specific chapters of the Crisis Management Plan, and are prepared to respond and carry out the same

Responsibilities

The responsibilities of school Response Team members do NOT include the following:

1. doing the work of firemen, including entering/re-entering a burning building, extinguishing a building fire, or rescuing people from a burning building
2. doing the work of policemen, including putting one's own life in danger or in harm's way, sweeping buildings after a bomb scare, going into the potential line of fire of a weapon, or confronting or apprehending an obviously dangerous person
3. doing the work of paramedics or emergency medical transport personnel, including rendering emergency medical care (if beyond one's degree of training) or rendering treatment to severely traumatized people

A person is responsible for their own actions should they choose, on their own, to become involved in such activities. All school employees are to obey public emergency response personnel once they arrive on campus.

The responsibilities of school Response Team members DO include the following:

1. to report with dispatch to the scene of a reported event as first responders, and to call 911 if needed
2. to assess the scene and initiate and follow through with the Crisis Management Plan "Do" list steps if needed
3. to activate the Response Team in the event of a crisis, if they have not been activated already
4. to follow the directives of public emergency response personnel once they arrive on campus
5. to assist public emergency response personnel if and as called upon by them
6. to assist in the needs of the school Health Services staff when and as needed, including serving as a "runner" for supplies or health files

7. to help establish a sense of order, and help people understand that “it will be OK” and “it’s OK now”
8. to communicate need and status reports and inform pertinent administrators
9. to assist in searching the campus for a missing student
10. to disperse people who may be gathering around a clinic during the confidential treatment of someone needing care
11. to attempt to spot and keep an eye on (but not apprehend) an offender while the police are called in
12. to meet and escort police or emergency services personnel to the building or location of an event
13. to help prepare the campus physically for a severe storm, including securing elements from the wind, and passing out plastic bags for use as rain protection for equipment and computers
14. to identify issues ahead of a crisis, and to plan measures to address and respond to these issues

REFERENCES

In their research the plan facilitators consulted the following sources for information and assistance in writing the plan chapters.

1. Allergy, Asthma, Information Society of Ontario, undated, Anaphylaxis in Schools and Child Care Settings
2. American Red Cross, 12/91, Coping With Disaster
3. American Red Cross, 3/93, "Helping Children Cope With Disaster"
4. American Red Cross, 9/94, After the Tornado Coloring Book
5. American Red Cross, 1998, Disaster Services – Hurricanes
6. American Red Cross, 1998, Disaster Services - Chemical Emergencies
7. American Red Cross, Disaster Services - Educators' Information
8. American Red Cross, undated, Disaster Services - Guide for Standards Messages - Tornadoes
9. American Secondary Education, 4/96, Volume 24, No. 2, "Components of a School Crisis Management Plan"
10. ACSI Legal Legislative Update, Spring '99, "Field Trip Risk Management Ideas"
11. Belmont University, 1998, Emergency Management Plan
12. Brady, First Responder, Third Edition, J. David Bergeron
13. British Columbia, 1992, Earthquake Response Plan
14. Covenant House, What To Do if Your Teen Runs Away
15. Crises Response Planning in Schools, 9/26/99, Crises Response Planning
16. FEMA, 1/14/98, Fact Sheet: Hurricanes

17. FEMA, 2/27/98, Recovery Times, "Disaster Aid Available," and related article (tornado - a newsletter)
18. FEMA, 2-99, Citizens' Advisory (tornado)
19. FEMA, 5/5/99, Tornado Safety Tips Brochure
20. First Baptist Church of Orlando, 5/26/98, Safety Program Handbook
21. First Baptist Church of Orlando, Child Enrichment Center and Mom's Day Out Safety and Security Procedures (undated)
22. Florida Criminal and Traffic Laws, Orange County Criminal Ordinances and Community Services Handbook, 1997
23. Florida Hazardous Weather, State of Florida, Department of Community Affairs, Division of Emergency Management
24. Florida Statutes, Chapters 228-246, 1996 Edition, Florida School Laws
25. Illinois Department of Children and Family Services, Title 89: Social Services, Chapter III, Subchapter b: Part 329, Return of Runaway Children
26. Independent School Management, 2/23/98, Ideas & Perspectives, A Crisis Plan for Disasters of the Heart: Planning for Grief Control
27. Internet, http://tqd.advanced.org/3354/Resource_Center/Virtual_Library/Runaways/runaways.txt, Runaways
28. Internet, www.air-dc.org/cecp/guide/Default.htm, "A Guide For Safe Schools, Violence Prevention Resources"
29. Internet, www.isacs.org/monographs/crisis.html, ISACS Crisis Plan
30. Internet, www.jps.net/rustyw2/missing.htm, undated, Missing Children and Runaway Help Page
31. Internet, www.uvm.edu/~uapvt/programs/cpm/syll.html, U.A.P of VT School Crisis Prevention and Management Syllabus Outline
32. Internet, www.domesticviolence.org/intro.html, Creative Communications Group, Domestic Violence Handbook

33. K*I*D*S SHIELD, 1996-97, Abduction and Kidnapping Prevention: Safety Tips For Children
34. Mosby's Medical and Nursing Dictionary, Second Addition
35. Overview of School Health Services, Third Addition, National Association of School Nurses Copyright 1997
36. Victor Strasburger, M.D., and Robert Brown, M.D., Adolescent Medicine
37. LETN Training Services, 1999, Crisis on Campus - Mass Emergency Training (video)
38. Lancaster New Era, 5/13/99, "E-Town Man Sees Littleton 'Getting on with life,'" and related article (Columbine)
39. Lee County (Alabama) Schools Emergency Procedures
40. Lee County Board of Education, After Crisis Response Manual, Resource Guide For Crisis Follow-up
41. National Association of School Nurses, Inc., 1998, Preparing a Response to Emergency Problems
42. National Association of School Nurses, 1997, Overview of School Health Services
43. News Channel 2, 1998, Hurricane Survival Guide
44. Orange County Florida, 9/87, Child Abuse and Neglect Reference Guide
45. Orange County Public Schools, 8/92, Crisis Management Handbook
46. Orange County Public Schools, undated, Tips for Effective Media Relations
47. SAIS, 2/3/98, "Crisis Management Workshop Manual"
48. School Crisis Survival Guide, 10/98, Management Techniques and Materials for Counselors and Administrators, Suni Petersen, Ron L. Straub
49. Second Baptist Church, 8/15/96, School Lock Down Procedures
50. St. John's School, 5/95, Emergency Procedures and Guidelines

51. State of Florida, Department of Community Affairs, Division of Emergency Management, 1/99, Florida Hazardous Weather, A Preparedness Guide
52. Teachers' Workshop, undated, Managing a Hostage Situation
53. TFA Fire and Tornado Procedures, Section 600, 3/6/92
54. TFA Operations Tornado Bulletin, 2/26/98
55. The Detroit News, 10/16/97, Four Students' Suicides Spur Sadness, Concern
56. The First Academy, 9/21/99, Student Agreement of Conduct, Grades 6-12
57. The First Academy, 9/23/99, Discipline Policies
58. The First Academy, 9/23/99, Parents' Guardians' Statement of Support
59. The Home Depot/The Weather Channel, Hurricane Preparation Guide
60. The Orlando Sentinel, 2/24/98, "Deadly Night" and related articles (tornado)
61. The Orlando Sentinel, 2/25/98, "No Haven From Storm" and related articles (tornado)
62. The Orlando Sentinel, 2/26/98, "Deaths Rise To 39—Aid Starts To Reach Victims and related articles (tornado)
63. The Orlando Sentinel, 3/1/98, "Storm's Slow Recovery" and related articles (tornado)
63. The Orlando Sentinel, 3/22/98, "Safety Checks Failed Where Most Were Killed" and related articles (tornado)
64. The Orlando Sentinel, 3/25/98, "Teacher, Four Girls Killed in Ambush," (Jonesboro)
65. The Orlando Sentinel, 3/26/98, "Two Suspects: Gun Lover, Choir Boy," and related article (Jonesboro)
66. The Orlando Sentinel, 3/27/98, "Students Return to School to Deal With Massacre," and related articles (Jonesboro)
66. The Orlando Sentinel, 5/31/98, "Too Old To Be Saved—300,000 Mobile Homes" and related articles (tornado)
67. The Orlando Sentinel, 5/31/98, Hurricane Survival Guide

68. The Orlando Sentinel, 6/1/98, “Weakest Homes Face Worst Winds” (tornado)
69. The Orlando Sentinel, 11/15/98, “From The Rubble” and related articles (tornado)
70. The Orlando Sentinel, 11/16/98, “Homecoming” (tornado)
71. The Orlando Sentinel, 1/22/99, “When A Student Dies,” and related article (school tragedies)
72. The Orlando Sentinel, 3/3/99, “Fire Suspect Sought in Shooting” (drive-by, L. B. McLeod)
73. The Orlando Sentinel, 4/7/99, “Child-Sex Suspect Also Has Earlier Case” (Richmond Heights)
74. The Orlando Sentinel, 4/21/99, “Carnage in Colorado,” and related articles (Columbine)
75. The Orlando Sentinel, 4/22/99, “Day of Sadness and Anger,” and related articles (Columbine)
76. The Orlando Sentinel, 4/23/99, “Cops Think School Killers Had Help,” and related articles (Columbine)
77. The Orlando Sentinel, 4/24/99, “911 Tapes Tell Story of Horror at School,” and related articles (Columbine)
78. The Orlando Sentinel, 4/25/99, “Students Spent Year on Plot For a Big Kill,” and related articles (Columbine)
79. The Orlando Sentinel, 4/27/99, “Girlfriend Questioned About Guns,” and related articles (Columbine)
80. The Orlando Sentinel, 4/29/99, “Local Schools Anxious in Wake of Shootings,” and related articles (Columbine)
81. The Orlando Sentinel, 5/21/99, “Gunfire Shatters Another School,” and related articles (Conyers, GA)
82. The Orlando Sentinel, 5/30/99, “Above-Average Storm Season May Be On The Way,” and related articles (hurricane)
83. The Orlando Sentinel, 5/30/99, Hurricane Survival Guide
84. The Orlando Sentinel, 8/17/99, “A Triumphant Return to School: Attitude Is ‘We Have

- Overcome, ” and related article (Columbine)
85. The Orlando Sentinel, 9/17/99, “Storm Douses Northeast,” and related article (Hurricane Floyd)
 86. The Orlando Sentinel, 9/19/99, “Floyd Filled Red Cross Shelters to the Rafters,” and related articles (hurricane)
 87. The Orlando Sentinel, 9/19/99, “Massacre Victims Mourn,” (Fort Worth Church)
 88. The Orlando Sentinel, 3/7/01, “Shooter’s Targets Were Random,” and related article (Santee, California)
 89. The Orlando Sentinel, 3/23/01, “In California Terror Returns as Teen Opens Fire at School” (El Cajon, California)
 90. The Westminster Schools, 2/21/97, Crisis Management Handbook
 91. Time Magazine, 5/3/99, “The Monsters Next Door,” and related article (Columbine)
 92. Time Magazine, 5/31/99, “How to Spot a Troubled Kid,” and related articles (Conyers, GA)
 93. Time Magazine, 8/23/99, “Is Your School Safe Enough?” and related article
 94. University High School, 1998, Crisis Plan
 95. University of Florida, 5/91, Communications Crisis Plan
 96. US Department of Commerce, National Oceanic and Atmospheric Administration, Severe Weather Safety Guide
 97. US Department of Education, 8/22/98, A Guide to Safe Schools
 98. USA Today, 4/21/99, “Students Massacred in Colorado,” and related articles (Columbine)
 99. USA Today, 4/22/99, “Colorado Police Probing Whether Schoolyard Gunman Had Help,” and related articles (Columbine)
- 24
98. USA Today, 4/23-25/99, “Colorado Gunman Left Powerful Bomb,” and related article (Columbine)

99. USA Today, 5/21-23/99, “Schools Taking Security to Heart,” and related articles (Conyers, GA)
100. USA Today, 9/17-19/99, “Lessons From Floyd,” and related articles (hurricane)
101. USA Today, 3/8/01, “Violence Threatens Schools Across U.S.” (Williamsport, Pennsylvania)
102. USA Today, 3/23/01, “Nightmare Revisits California District” (El Cajon, California)
103. Youth Crisis Center, How You Can Help – Runaways
104. Youth Crisis Center, web site www.jax-inter.net/users/ycc/health.htm

REFERRALS

The plan facilitators interviewed the following community emergency response personnel for information and assistance with the plan chapters indicated.

1. ABDUCTION, CHILD ABUSE, LOST/MISSING CHILD, RAPE

Bill Yamber, Orange County Sheriff's Office, office 407-836-4020, pager 407-237-9749

2. HURRICANE, TORNADO

Captain Ricky Ricks, Orange County Sheriff's Office, office 407-836-3773, pager 407-899-1710

3. CHEMICAL EXPOSURE, ESCAPED CRIMINAL, HOSTAGE SITUATION, RIOT, UNSTABLE PERSON, SHOOTING

Commander Matt Weathersby, Orange County Sheriff's Office, office 407-521-2400 extension 283, pager 407-651-7622

4. DEATH OF STUDENT/EMPLOYEE, ATTEMPTED SUICIDE

Detective David Callin, Orange County Sheriff's Office, office 407-836-4020, pager 407-899-2129

Maria Curtis, Victim Advocate, Orange County Sheriff's Office, office 407-836-4020, pager 407-899-0469

5. DOMESTIC VIOLENCE/INJUNCTION

Sergeant Kevin Behan, Orange County Sheriff's Office, office 407-836-4020, pager 407-651-4929

6. FIRE, EXPLOSION, AIRCRAFT, ACCIDENT, CHEMICAL EXPOSURE, FOOD POISONING, MEDICAL EMERGENCY, LIGHTNING

Chief Don Adams, Orlando Fire Department, Training Division, office 407-855-3280

7. BOMB/BOMB THREAT

Agent Larry Spahn, Orange County Sheriff's Office, office 407-521-2400, pager 407-651-4908

8. AUTO ACCIDENT, TRESPASS, RIOT/COMMUNITY INCIDENT

Orlando Police Department

9. DRUGS/OVERDOSE

Corporal Stan Taylor, Orange County Sheriff's Office, office 407-836-3726, pager 407-651-0256

10. UTILITY FAILURE

Orlando Utility Commission emergency number 407-823-9150 (24 hour number)

THIS RESOURCE GUIDE IS AVAILABLE IN THE OFFICE OF THE BUSINESS ADMINISTRATOR. ITS TABLE OF CONTENTS IS LISTED ON THE NEXT PAGES.

**POST-CRISIS
RESPONSE MANUAL**

**RESOURCE GUIDE
FOR
CRISIS FOLLOW-UP**

**THE FIRST ACADEMY
Orlando, Florida**

TABLE OF CONTENTS

- Purpose
- Central Office After Crisis Team
- After Crisis Procedure
- Planning Considerations
- Staff Education and Training
- After Crisis Intervention Community Resources
- Support Groups
- Planning Resources
- Dealing With Death in the Schools: Practical Suggestions*
 - Questions to Consider after the Crisis*
 - Expect the Unexpected*
 - Crisis Intervention in a School Community Disaster: Principles and Practices*
- Introduction to Grief and Trauma
 - Characteristics of Traumatic Events*
 - The Stages of Grief for Survivor of a Significant Loss*
 - The Stages of Grief*
 - Children's Responses to Trauma*
 - Children's Responses to Trauma: Preschool Through Second Grade*
 - Children's Responses to Trauma: Third Through Fifth Grade*
 - Children's Responses to Trauma: Adolescents (Sixth Grade and Up)*
 - Normal Grief Responses*
 - Children's Response to Crisis: A Developmental Perspective*
- General Support Information for Grief and Trauma
 - How to Help the Bereaved*
 - Helping the Bereaved Child*
 - How to Help Those You Care About*
 - What to Expect as Recovery Continues*
 - Tips for Parents and Caring Adults (Crisis Response Suggestions)*
 - Recovery From Trauma: Guidelines for Children*
 - Tips for Teachers*
 - Long Term Effects of Crisis*
 - Children and Reactions to Death*
 - Children and Responses to Disaster: Formulating a Disaster Plan*
 - Children and Responses to Disaster: Teacher Handout*
 - Children and Responses to Disaster: Parent Handout*
 - Children and Stress*
 - Guidelines for Children*
 - General Things Principals Can Do*
 - Meanings of Silence*
 - Activity 2: To Help Alleviate the Fear of Violence (All Ages)*
 - Activity 3: To Restore a Sense of Trust and Control After Violence (All Ages)*

Activity 4: To Release Anger in Constructive Ways (All Ages)
Activity 5: To Help a Student With Depression (All Ages)
Activity 6: Structuring Assignments and Life (Upper Elementary and Secondary)
Activity 7: To Re-establish a Sense of Control (Primary Grades)
Activity 8: To Help a Child Deal With Pain and Anger (Elementary)
Activity 9: To Help a Student Deal With Fear (Upper Elementary and Junior High)
Activity 10: To Determine the Number and Severity of Changes in a Student's Life (Upper Elementary and Secondary)
Activity 11: To Replace a Traumatic Memory With a Positive One (Secondary)
Activity 12: To Help With Leaving the Mourning Period Behind (Secondary)
Activity 15: To Help Overcome Irrational fears and Demands (Secondary)
Activity 16: To Help Relieve Guilt (Upper Elementary and Secondary)
Activity 17: To Build Self-Concept and Emotional Strength (Upper Elementary and Secondary)
Activity 18: To Explore Reactions to Loss (Secondary)
Activity 19: To Help Students Explore Suppressed Feelings (Secondary)
Activity 20: To Help Students With an Identified Fear (Secondary)
Activity 21: To Build Self-Image After a Loss (Secondary)
Activity 22: Group Discussion Questions About Death (All Ages, As Indicated)
Activity 23: To Help Classmates Express Compassion (All Ages, For a Group of a Class)
Activity 24: Providing Classroom Guidance For a Loss (Primary)
Activity 26: To Discuss the Effects of Grief (Secondary, Group, or Class)
Activity 27: To Help Students Deal With Anger (Upper Elementary and Secondary)
Activity 28: To Promote Positive Self-Concept After a Loss (Secondary)
Activity 29: To Integrate a Loss or Traumatic Event (All Ages)
Activity 30: To Integrate a Tragedy in a Positive Way (All Ages)
Activity 31: To Help Regain a Sense of Trust in the World (Secondary)
Activity 32: To Promote Conflict Resolution (Secondary)

Suicide

Policy and Procedure Guidelines for Suicide Incidents
Summary of Suicide Action Plans for Schools
Suicide Intervention in Schools: Administrator and Teacher Handout
Children and Suicide
Adolescent Suicide: An Overview
Generic Information About Suicide
Legal and Ethical Considerations
Myths of Suicide
Identification
Recognizing Students at Risk
Warning Signs
Behavioral Signs of Suicidal Potential
Verbal Clues of Suicide Potential in Children and Adolescents
How to Help

Responding to Students at Risk for Suicide

Contraindications

Motivations

Approaching Potentially Suicidal Students: Suggestions for Faculty, Staff, and Friends

Suicide Intervention – Goals of the First Interview: Sixteen Basic Questions

Dealing With a Suicide Threat

Counseling Strategies and Interventions

Suicidal and Depressed Children: Intervention Strategies

*Poor Self Concept, Depression and Suicide Among Children: Intervention –
Recommendation*

Procedures For Helping a Student Return After Attempting Suicide

Suggestions for the Aftermath of Suicide for Survivors

Help Your School Survive a Suicide

Phil Delta Kappa International...Responding to Student Suicide: The First 48 Hours

A School's Response to Suicide, Death, and Loss

Suicide Prevention in the Schools – What's the Real Impact on Teens?

Teens Should Be Involved With Suicide Prevention

Violence

After the Incident...Intervention

Coping After Crisis

Seeking to Make Sense of the Irrational

Post Traumatic Stress Disorder

Post Traumatic Stress Disorder

Acute Stress Disorder

What to Do About Flashbacks

Characteristics of Critical Incidents and Psychological Results

How to Make a Referral for Post Traumatic Services

Post Trauma "Do's and Don'ts"

Normalization in Post Trauma Counseling

Natural Disasters

Your Family Disaster Plan

Emergency Phone Numbers

Helping Children Cope With Disaster

Are you Ready for an Earthquake?

Earthquakes: Safety Tips for Earthquakes

Are You Ready for a Fire?

After a Flood: The First Steps?

Are You Ready for a Hurricane?

Are You Ready for a Thunderstorm?

Are You Ready for a Tornado?

Are You Ready for a Winter Storm?

Counselors Soothe Trauma of Tornado

Effects Last Even When Sun Shines

Impressions of the Bay Area Quake

**911 BOX KEY FOR FAITH HALL LAB SHUTOFF IS HOOK 8 – F10 KEY
DIRECTIONS**

PUSH EMERGENCY RED BUTTON. THIS TURNS OFF GAS, WATER, AND ELECTRICITY TO COUNTERS BUT NOT THE PLUGS ON THE WALLS OR THE LIGHTS.

TO TURN BACK ON, PUT KEY IN, TURN RIGHT, THEN PUSH IN. THIS RESETS THE SYSTEM. TO TAKE OUT, TURN KEY LEFT AND TAKE OUT.

FOR ELECTRICITY: FLIP BREAKER OFF AND ON AGAIN.

GAS: →OFF

WATER: ↑ ON

POLICE NON-EMERGENCY – 407-246-2414

IMPORTANT PHONE NUMBERS

Athletic Director Cell	407-257-6704	Rich Engle
Business Administrator Beeper	407-945-0171 Call Back Codes 111=Now, 222=Soon, 333=Anytime	Warren Eck
Chief Building Inspector and Emergency Services Coordinator, Orange County	407-210-7715	Bob Olin
Director of Operations Beeper	407-912-1140	Lou Ulvano
Director of Operations Home	407-292-8927	Lou Ulvano
Disaster Recovery Clean-up Company	407-422-1224	Blaine Oney, Purofirst of Orange County
FBCO Security/Control	407-514-4434	
Fields Supervisor Cell	407-810-7370	Dale Salapa
Headmaster Cell	407-963-4367	Ed Gamble
Home School Cell	407-257-4221	Dr. Bonnie Ward
Human Resources Cell	407-312-3346	Teresa Crissman
Johnson Wrecker Service	407-293-2540	
Lower School Principal Cell	407-341-6517	Amber Lail
Media Ministry	407-514-4394	Steve Smith
Media Ministry Cell Phone	321-217-6780	Steve Smith
Media Ministry Secretary	407-514-4375	Nicole
Middle School Principal Cell	407-414-7136	Carol Grosshans
Poison Control	800-282-3171	
Speak Out Hotline	800-226-7733	
TFA Counselor Cell	407-694-7660	Sue Easter
TFA Counselor Cell	407-341-6557	Steve Kavanagh
TFA Nurse	407-257-2365	Ellen Lutrell
TFA Nurse Beeper	407-899-1622	Ellen Lutrell
TFA Nurse Home	407-422-5548	Ellen Lutrell
Upper School Principal Cell		