AMERICAN CHRISTIAN MARKETPLACE AUTHORITY

Community Implementation Series / Charter Schools

Community Helping Community

Charter School Implementation Handbook

ACMA-CS-02 | Implementation Handbook

Developed by Jane Northrup Glenn

Everyday stability. Community resilience.

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A Guide to Using This Handbook

This handbook accompanies the Community Helping Community Charter School Pilot Proposal and is intended for school administrators, governing boards, parent organizations, designated coordinators, and approved community partners interested in implementing the model.

It provides an operational framework that individual charter schools may adapt to their size, culture, mission, available resources, and legal environment. The model does not require affiliation with a national organization, the purchase of proprietary technology, or the creation of a new nonprofit. Each participating school retains its own governance and decision-making authority.

The objective is not to build another institution. The objective is to activate a community.

Part One: Establishing the Pilot

1. Understanding the Model

Community Helping Community operates on the premise that many of the resources necessary to address challenges affecting students and their families may already exist within their school community.

The model consists of six foundational components:

- A defined community.
- A voluntary inventory of community resources.
- A trusted mechanism for identifying needs.
- A safe and confidential process for connecting people.
- Direct, voluntary assistance between community members.
- Continuous evaluation and development of community capacity.

Everyday Community Stability

Helping families address individual challenges that may interfere with student success, employment, housing stability, health, and overall well-being.

Community Resilience

Developing relationships, resource awareness, and coordination capabilities that strengthen the community's ability to prepare for, respond to, and recover from larger disruptions. The same relationships that help a family navigate an unexpected job loss may also help dozens of families navigate a community-wide disaster.

2. Foundational Operating Principles

- Discover Before Developing: Before creating a new program or seeking additional funding, identify what resources already exist within the community.
- Relationships Before Transactions: Whenever appropriate, facilitate direct relationships rather than merely distributing assistance.
- Participation Without Obligation: All participation is voluntary. No family should be required to contribute resources in order to receive assistance.
- Dignity Without Distinction: Community members should not be permanently categorized as providers or recipients. Every person has value independent of their financial circumstances.
- Local Authority: The participating school retains authority over the pilot's design, implementation, and scope.
- Minimal Infrastructure: Create only the administrative structure necessary to operate the model safely and effectively.

- Preparedness Through Participation: Recognize that ordinary community engagement contributes to the development of extraordinary response capabilities.
- Responsible Stewardship: Protect participant information, respect professional boundaries, manage risk, and use available resources responsibly.

3. Obtain Leadership Authorization

Before soliciting information from families, school leadership should authorize the development of the pilot. The initial authorization should establish:

- Purpose and objectives; proposed participating population.
- Individuals responsible for development and oversight.
- Preliminary operating budget and anticipated implementation period.
- Required legal, insurance, privacy, and safety reviews.
- Process for reporting results to leadership.

Authorization to develop the pilot does not constitute authorization to begin facilitating assistance. Operational approval should follow completion of appropriate safeguards and procedures.

4. Establish a Pilot Development Team

The development team should remain small enough to operate efficiently while incorporating the expertise necessary to establish a responsible framework.

Role	Primary responsibility
Executive sponsor	Leadership authorization, institutional alignment and accountability
Pilot coordinator	Day-to-day implementation and community connections
Family engagement representative	Communication and community participation
Privacy and risk representative	Confidentiality, safeguarding and risk management
Emergency preparedness liaison	Alignment with school emergency plans and resilience objectives
Evaluation representative	Outcome measurement and continuous improvement

Depending on school size and capacity, one individual may fulfill multiple roles. Legal counsel, insurance representatives, technology personnel, and other professionals may participate in an advisory capacity.

5. Define the Initial Community

The pilot should begin with a clearly defined and manageable population: a single campus, grade level, elementary, middle or high school division, defined group of households, or the entire school community where capacity permits.

Eligible participants may include parents, guardians, grandparents, adult household members, employees, and other approved adults associated with the school. The school should determine how affiliation will be verified.

The initial pilot should not operate as an unrestricted public assistance program. A defined community provides a foundation for accountability, trust, and meaningful relationships. However, community boundaries should not prevent appropriate referrals to qualified external organizations when internal resources are insufficient.

6. Conduct a Readiness Assessment

Institutional readiness

- Has leadership authorized development? Does the model align with the school's mission?
- Is a responsible coordinator available? Have existing supports been identified?
- Have legal and insurance considerations been reviewed?

Operational readiness

- Is there a secure method for collecting information?
- Have participation, consent and approved assistance categories been established?
- Is there a process for responding to complaints or safety concerns? Have coordinators been trained?

Community readiness

- Are communication channels available? Is there a culture of family engagement?
- Can families participate regardless of financial circumstances?
- Are accessible and translated materials available where necessary? Have barriers to participation been considered?

Emergency readiness

- Has the school's emergency operations plan been reviewed? Is there a designated liaison?
- Have boundaries between community assistance and official response been established?
- Is there a plan for communicating with households during disruptions?

Unresolved safety, privacy, or legal concerns should be addressed before activation.

Part Two: Discovering Community Capacity

7. Conduct the Community Resource Inventory

The Community Resource Inventory is the foundation of the operational model. It is not a fundraising campaign, a mandatory volunteer registration process, or a directory of families experiencing hardship. It is a voluntary opportunity for adults to identify resources they may be willing to share.

The accompanying ACMA Community Resource Inventory, document ACMA-CS-03, provides a customizable questionnaire. The inventory should identify professional expertise, practical skills, employment and business connections, physical assets and equipment, educational experience, community relationships, available time, financial generosity, and emergency preparedness and recovery capabilities.

Participants should be encouraged to think beyond their current occupations. A retired professional, stay-at-home parent, college student, tradesperson, caregiver, or unemployed individual may possess valuable resources that would otherwise remain unidentified.

Recommended collection process

- Introduce the pilot and explain the purpose of the inventory.
- Clearly communicate that participation is voluntary.
- Distribute the inventory through approved communication channels and provide an accessible alternative to electronic submission.
- Organize responses into approved resource categories.
- Identify resource gaps and potential external partnerships.
- Establish a process for updating participant information.

The inventory should be reviewed periodically and updated at least annually.

8. Introduce the Pilot to Families

The initial communication should emphasize community participation rather than charitable assistance.

Suggested family announcement

What if the solution is already among us?

Our school community is filled with people who possess extraordinary skills, experiences, relationships, and resources. Within our community are also families navigating unexpected challenges that may affect their children's ability to thrive.

Sometimes the person who can help and the person who needs help already belong to the same community. They simply have not met.

We are exploring a voluntary initiative called Community Helping Community, designed to help families connect with one another in meaningful and practical ways.

As a first step, we invite you to complete a Community Resource Inventory identifying skills, experiences, or resources you might be willing to share.

Completing the inventory does not obligate you to provide assistance. Your information will be managed according to established privacy procedures and will not be published as a community directory.

Whether you have professional expertise, practical skills, personal experience, community connections, or simply time to offer, you have something of value. Together, we can discover what our community is capable of doing.

9. Establish a Secure Resource Registry

The information collected through the inventory should be organized into a restricted-access resource registry. Collect only information necessary to facilitate appropriate connections.

Field	Purpose
Participant ID	Internal identification
Adult participant name	Authorized contact
Community affiliation	Eligibility verification
Preferred contact method	Communication
Resource category and description	Search, matching and specific capacity
Availability and preferences	Scheduling, limitations and boundaries
Verification status	Credentials or screening where required
Emergency participation preference	Disaster-related availability
Last confirmed date	Information accuracy
Participation status	Active, inactive or withdrawn

The resource registry should not be publicly accessible. Information concerning families requesting assistance should be maintained separately, with access limited according to operational necessity. Schools should establish retention, deletion, access-control, and incident-response procedures consistent with applicable requirements.

10. Map the Community's Capacity

Prepare a de-identified summary of participating households, resource providers, resource categories, professional and practical skills, areas of significant capacity, resource gaps, and emergency preparedness and recovery capabilities.

This summary provides a preliminary picture of the community's collective capacity. It may reveal substantial employment, transportation, educational, logistical, or emergency recovery resources that have never previously been identified. It should guide the selection of initial assistance categories.

A community should not promise services simply because a resource appears in its inventory. Availability and willingness must be confirmed for each individual request.

Part Three: Activating Community Resources

11. Select Initial Assistance Categories

The initial pilot should prioritize categories that provide meaningful assistance while presenting manageable administrative and safety requirements.

Category	Recommended initial scope
Employment	Job leads, professional introductions, résumé assistance
Education	Approved tutoring and academic resource referrals
Career development	Career information and professional guidance
Household support	Meals, supplies and appropriate practical assistance
Transportation	Vehicle repair referrals and adult transportation resources
Housing	Referrals to available housing and qualified organizations
Professional guidance	Introductions to appropriately qualified professionals

More complex activities may be considered following additional review: direct financial assistance, childcare, transportation of minors, in-home services, medical assistance, temporary housing, and specialized emergency response activities. Expand according to demonstrated capacity and approved safeguards rather than demand alone.

12. Establish a Confidential Request Process

Families should have a simple, respectful method for identifying a need. Requests may originate through voluntary family self-referral, a designated school contact, an approved counselor or family engagement representative, or an authorized community partner.

A family referred by another individual must consent before participation or disclosure of its information, except where separate legal reporting obligations apply.

Suggested assistance request fields

- Adult contact name and preferred communication method.
- General category and brief description of the challenge.
- Desired outcome and relevant time constraints.
- Permission to contact the family; accessibility or communication needs.

Detailed financial records, medical histories, immigration information, student disciplinary records, and other sensitive information should not be routinely collected. Identify the problem without unnecessarily requiring families to disclose private circumstances.

13. Screen and Prioritize Requests

Initial screening questions

- Is the household within the approved pilot population? Has it voluntarily requested or accepted assistance?
- Does the request fall within an approved category? Is it sufficiently clear to identify a resource?
- Are there safety, legal, or professional concerns?
- Is an existing school service or qualified external organization more appropriate?
- Is a potential community resource available?

Classification	Response
Routine	Process through normal matching procedures
Time-sensitive	Prioritize according to approved criteria and capacity
Specialized	Refer to a qualified professional or organization
Emergency	Direct to emergency services or established procedures
Outside pilot scope	Provide an appropriate referral where possible

The pilot is not an emergency hotline, crisis counseling service, or substitute for professional intervention. Immediate threats to life or safety should be directed to emergency services. Mandatory reporting obligations must be followed independently of consent and confidentiality procedures.

14. Facilitate a Community Connection

- Step 1 — Identify potential resources: Search the registry for resources relevant to the request.
- Step 2 — Make a discreet inquiry: Contact a potential provider using only the general information necessary to determine interest and availability. For example: A family within our school community is seeking assistance with résumé development and identifying employment opportunities. Would you be interested in learning more about this request? Do not disclose identifying information at this stage.
- Step 3 — Confirm willingness: Determine whether the potential provider is willing and able to explore the request.
- Step 4 — Obtain mutual consent: Obtain permission from both parties before sharing approved contact information.

- Step 5 — Facilitate the introduction: Introduce the parties using an approved communication method.
- Step 6 — Allow participants to determine the arrangement: Where appropriate, parties independently determine whether and how assistance will occur. Professional services, employment arrangements, rental agreements and other regulated activities remain subject to applicable requirements.
- Step 7 — Follow up: Confirm whether the introduction occurred and whether the need was addressed. Do not unnecessarily insert the school into the ongoing relationship.

15. Establish Clear Participation Boundaries

Participants should understand that inclusion in the inventory does not guarantee an introduction; offering a resource does not create an obligation; assistance is not guaranteed; either party may decline; participation does not authorize access to confidential school information; introductions may not be exploited for inappropriate commercial solicitation; professional and financial arrangements must comply with applicable requirements; concerns may be reported; and participation may be discontinued at any time.

No participant should be pressured to provide financial assistance, disclose private information, or continue an uncomfortable relationship.

16. Preserve the Distinction Between Assistance and Dependency

Community Helping Community should not create a permanent division between people who give and people who receive. When a family receives assistance, the coordinator should not require repayment, volunteer service, or future participation.

However, the family should continue to be recognized as a valuable member of the community with the same opportunity as other households to identify resources it may wish to share.

The model should encourage sustainable solutions where possible. Helping a parent secure employment may address a recurring financial challenge more effectively than repeatedly providing short-term financial assistance. Nevertheless, immediate practical assistance may be appropriate during a temporary crisis.

The objective is to strengthen people and relationships, not to establish conditions for belonging.

Part Four: Community Resilience and Disaster Management

17. Develop Capacity Before a Disaster

Community Helping Community provides a mechanism for identifying and developing resources before a community-wide emergency occurs. Traditional disaster response often requires organizations to identify volunteers, equipment, transportation resources, professional expertise, and vulnerable populations while simultaneously responding to urgent needs. A community that has already established voluntary relationships and resource coordination procedures may be better positioned to respond.

The Community Resource Inventory should include a dedicated emergency preparedness, response, and recovery section. Potential capabilities include:

- Emergency management experience; first aid and emergency medical credentials.
- Construction and infrastructure repair; logistics and supply distribution.
- Commercial and private transportation; temporary storage and warehousing.
- Food preparation and distribution; communications expertise.
- Backup power and equipment; business continuity and workforce resources.
- Temporary housing referrals; insurance and recovery guidance; administrative and documentation assistance.

Identification of these resources does not constitute authorization to deploy them.

18. Integrate the Four Phases of Emergency Management

Mitigation

Identify opportunities to reduce vulnerability before a disaster occurs. Examples include connecting families with preparedness education, qualified home repair resources, insurance guidance, and business continuity information.

Preparedness

Identify available resources, establish communication procedures, clarify roles, and develop relationships with qualified emergency management organizations.

Response

When conditions are safe and appropriate, coordinate voluntary assistance addressing immediate household and community needs. Examples may include approved welfare check-ins, food assistance, resource referrals, and support for authorized relief organizations.

Recovery

Help families address longer-term challenges following a disruption, including employment connections, housing referrals, vehicle and property repair resources, documentation assistance, educational continuity, and small business recovery.

The model's contribution may be particularly significant during recovery, when immediate emergency response activities have concluded but households continue experiencing substantial disruption.

19. Establish Emergency Activation Procedures

Emergency activation should occur only through designated leadership and in accordance with established school emergency procedures.

Level	Operating condition	Community role
0	Normal operations	Maintain inventory and facilitate routine assistance
1	Anticipated disruption	Confirm availability and communicate preparedness information
2	Active disruption	Coordinate approved, safe assistance and qualified referrals
3	Recovery	Address continuing household and economic stability needs

The school should establish who has authority to activate, modify, and discontinue emergency-related operations. Community participants should not self-deploy into hazardous areas or undertake activities requiring official authorization, specialized training, or professional credentials.

The pilot should complement—not replace or interfere with—the school's emergency operations plan, emergency responders, local emergency management agencies, and established disaster relief organizations.

20. Maintain Communication During Disruptions

Identify communication methods that may remain available during interruptions: approved school messaging platforms, telephone and text communication, designated adult contact networks, alternative procedures approved by leadership, and coordination with qualified external organizations.

Emergency communications should distinguish verified information from unconfirmed reports. Participant contact information should not be broadly distributed. Establish alternative procedures in case the primary coordinator or normal communication platform becomes unavailable.

21. Support Educational and Economic Continuity

A disaster affecting a school community may simultaneously disrupt education, employment, transportation, housing, and local business operations. The registry may help identify opportunities to support displaced families, parents unable to return to employment, businesses experiencing workforce shortages, students experiencing interrupted educational access, households requiring transportation or repair assistance, and community members navigating recovery documentation.

For example, a business owned by a school parent may experience a temporary workforce shortage following a disaster. Other adult community members may possess relevant skills or be seeking temporary employment. Appropriate introductions could contribute to both household income stability and business continuity.

All employment arrangements must comply with applicable wage, labor, insurance, licensing, and safety requirements. A school community may contribute to the recovery of the broader local economy without becoming a workforce agency or disaster response organization.

22. Conduct a Community Preparedness Exercise

At least annually, participating schools should consider conducting a discussion-based preparedness exercise.

Suggested scenario

A severe regional storm causes extended power outages, property damage, transportation interruptions, temporary school closures, and business disruptions.

The development team considers:

- How would participating households receive verified information?
- Which community resources might be relevant? How would availability be confirmed?
- How would households voluntarily communicate their needs?
- Which activities require professional or official intervention?
- How would the community support longer-term recovery?
- What would happen if the primary coordinator were unavailable?

The exercise should identify operational gaps and opportunities for improvement. It should not involve hazardous activities or unauthorized deployment.

Part Five: Administration and Accountability

23. Define the Pilot Coordinator's Responsibilities

The coordinator serves as a trusted connector rather than a comprehensive case manager. Primary responsibilities include maintaining the registry; receiving and screening requests; facilitating approved introductions; documenting consent; conducting follow-up; maintaining confidentiality; identifying gaps; reporting aggregate outcomes; coordinating with leadership; and supporting approved resilience activities.

The coordinator should not independently authorize activities outside the approved pilot scope. The position may be assigned to an existing employee, a qualified part-time coordinator, or an approved community partner. Volunteer involvement should be carefully structured and supervised.

24. Establish an Operating Rhythm

Frequency	Recommended activities
Weekly	Review requests, confirm matches, follow up on open connections
Monthly	Review resource availability, costs, outcomes and concerns
Quarterly	Evaluate participation, gaps, safeguards and capacity
Semiannually	Review emergency communication and activation procedures
Annually	Update inventory, evaluate outcomes and determine continuation

Operating frequency should reflect the size and activity level of the participating community.

25. Maintain Appropriate Records

Maintain limited records necessary for accountability and evaluation.

Suggested connection record

- Unique request ID and date received.
- General assistance category and classification.
- Potential resource identified; consent confirmed.
- Introduction and follow-up dates.
- Outcome status and administrative time.
- Safety concerns or required referrals.

Suggested outcome classifications

- Fully resolved; partially resolved; connection established, outcome pending.
- Referred to an external resource; no appropriate match available.
- Request withdrawn; closed for another documented reason.

Records should avoid unnecessary descriptions of personal hardship.

26. Establish Financial Procedures

The initial pilot should minimize the school's involvement in financial transactions between community members. Where appropriate, participants may independently provide assistance or enter lawful arrangements. School-administered funds, charitable contributions, direct payments, or financial assistance programs require separate approval and accounting controls.

The pilot should not promise financial assistance, guarantee participant debts or contractual obligations, represent contributions as tax-deductible without an appropriate legal basis, operate an informal lending or insurance program, or permit unauthorized individuals to collect or distribute funds on the school's behalf.

Establish a preliminary operating budget covering coordination, technology, screening, training, legal review, insurance, and evaluation. Document actual operating expenses throughout the pilot.

27. Establish Legal and Ethical Safeguards

Before launch, school leadership should approve procedures addressing:

- Applicable student and family privacy requirements, including FERPA where applicable; informed consent; information security and retention.
- Child protection, volunteer screening, and mandatory reporting.
- Professional licensing and credential verification; nondiscrimination and accessibility.
- Insurance and liability; financial transactions; conflicts of interest.
- Complaint reporting; emergency activation; participant withdrawal.

Public charter school implementation must remain religiously neutral and accessible without regard to religious belief or affiliation. The ACMA's philosophical origins do not alter the school's obligation to operate in accordance with applicable public education requirements.

The pilot must not replace legally required educational, disability-related, homelessness-related, or other student services.

28. Address Complaints and Concerns

Participants should receive clear instructions for reporting inappropriate contact, discrimination, solicitation, unauthorized disclosure, unsafe conduct, or misuse of resources.

Establish procedures for receiving and documenting concerns, addressing immediate safety issues, restricting or suspending participation when appropriate, referring matters to qualified

personnel or authorities, reviewing incidents and implementing corrective measures, and protecting participants against retaliation.

Serious concerns should be handled under applicable school policies and legal requirements.

Part Six: Evaluation and Continuous Improvement

29. Measure Community Capacity and Outcomes

Evaluation should examine whether the community has become more capable of addressing challenges, not simply whether activities occurred.

Measure	Calculation or indicator
Household participation	Participating households divided by eligible households
Community capacity	Number and diversity of available resources
Matching rate	Requests resulting in introductions divided by eligible requests
Resolution rate	Fully resolved requests divided by closed eligible requests
Partial resolution	Partially resolved requests reported separately
Response time	Median time from request to initial response
Family stability	Participant-reported improvement in relevant circumstances
Community belonging	Participant-reported trust and connection
Administrative efficiency	Coordinator hours and operating costs
Safety	Reported incidents and corrective actions
Emergency readiness	Confirmed capabilities, communication readiness and exercise findings
Recovery capacity	Appropriate recovery connections and reported outcomes following disruptions

Document unresolved requests and resource gaps as carefully as successful connections. The objective is to learn what the community can do, what it cannot yet do, and what additional relationships may be necessary.

30. Conduct Participant Follow-Up

Follow-up should be brief, respectful, and voluntary.

Questions for families receiving assistance

- Did the introduction occur? Was the challenge fully or partially addressed?

- Was the process respectful and easy to navigate?
- Did you feel comfortable with confidentiality procedures?
- Did the experience strengthen your connection to the school community?
- Is additional assistance or an appropriate referral needed?

Questions for resource providers

- Were expectations clear? Were you comfortable with the introduction process?
- Were you able to provide meaningful assistance? Did you encounter concerns?
- Would you consider participating again? What could improve the process?

Individual responses should be protected and summarized appropriately.

31. Conduct the Annual Evaluation

At the conclusion of the pilot, leadership should evaluate mission alignment; barriers addressed; community participation; relationships and belonging; operating costs; privacy and safety procedures; emergency preparedness and recovery capacity; and whether the pilot should continue or expand.

Leadership may choose to continue, modify, expand, suspend, or discontinue the pilot. Continuation should be based on demonstrated value and responsible operational capacity.

32. Share What Was Learned

Participating schools are encouraged to document their experiences in a manner that may benefit other communities. Shared materials may include de-identified outcome summaries, successful procedures, inventory improvements, administrative costs, safeguarding recommendations, preparedness exercise findings, implementation challenges, and lessons learned.

Confidential participant information should not be shared. The objective is to make successful practices replicable without requiring other schools to surrender their independence or adopt an identical operating structure.

Part Seven: Implementation Checklist

Phase One — Design and Authorization | Months 1–2

☐ Obtain leadership authorization.

☐ Establish the development team.

☐ Define the participating population.

☐ Identify existing services and partnerships.

☐ Conduct legal, privacy, insurance, and safety reviews.

☐ Select initial assistance categories.

☐ Establish a preliminary budget.

☐ Establish baseline measures.

☐ Review school emergency operations procedures.

Phase Two — Community Asset Discovery | Months 3–4

☐ Customize the Community Resource Inventory.

☐ Prepare family communications.

☐ Establish secure information collection.

☐ Distribute the inventory.

☐ Organize responses into a resource registry.

☐ Identify resource gaps.

☐ Identify emergency preparedness and recovery capabilities.

☐ Train designated coordinators.

☐ Obtain final operational approval.

Phase Three — Community Activation | Months 5–10

☐ Open the confidential request process.

☐ Screen incoming requests.

☐ Facilitate approved introductions.

☐ Document consent and outcomes.

☐ Monitor administrative costs.

☐ Conduct participant follow-up.

☐ Review safety and privacy concerns.

☐ Conduct an interim evaluation.

☐ Conduct a discussion-based preparedness exercise.

Phase Four — Evaluation and Refinement | Months 11–12

☐ Evaluate participation and outcomes.

☐ Review financial sustainability.

☐ Evaluate community belonging.

☐ Review emergency preparedness and recovery capacity.

☐ Identify unresolved needs and resource gaps.

☐ Document lessons learned.

☐ Present findings to leadership.

☐ Determine continuation or expansion.

☐ Prepare appropriate materials for replication.

Conclusion

The success of Community Helping Community should not ultimately be measured by the size of its resource registry, the number of people participating, or the amount of assistance distributed. Those measures are important, but they tell only part of the story.

The larger question is whether the community has become more capable of caring for its members.

Has a family experiencing hardship discovered that it is not alone?

Has a retired professional rediscovered the value of a lifetime of experience?

Has a parent recognized that a business, skill, or relationship can become a resource for another family?

Has a child witnessed adults practicing the values the school seeks to teach?

Has the community developed relationships that will endure when extraordinary circumstances arise?

If so, the school may have accomplished something that extends far beyond the original pilot. It has helped transform a collection of households into a more connected, capable, and resilient community.

Community is not merely something a school has. Community is something a school can activate.

About the ACMA Community Implementation Series

The American Christian Marketplace Authority (ACMA) is a community development framework designed to help people identify, connect, and voluntarily activate resources within communities to which they already belong.

The Community Implementation Series translates this philosophy into practical, adaptable models for different community types. Each model is designed to preserve local authority, encourage personal responsibility, strengthen relationships, and develop community resilience.

Additional resources are available at janenorthrupglenn.com.

Implementation Notice

This handbook is an adaptable planning resource, not legal advice, professional emergency management guidance, or authorization to provide regulated services. Participating schools are responsible for obtaining appropriate approvals and adapting the model to applicable laws, policies, insurance requirements, and local circumstances.