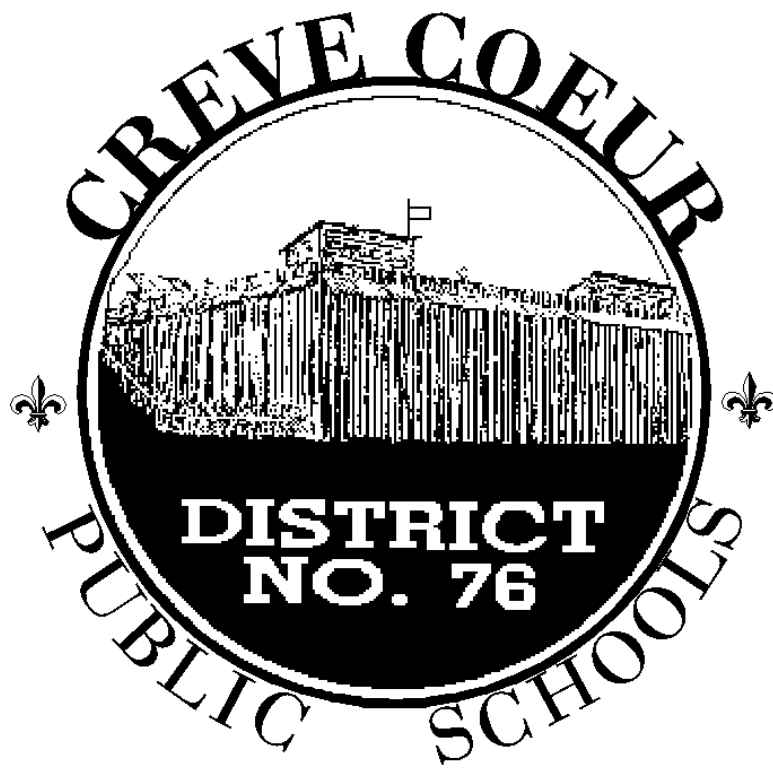


Emergency Preparedness Plan



Updated: June 2024

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EMERGENCY PREPAREDNESS PLAN

Creve Coeur School District 76 is legally and morally obligated to provide for the safety of their students, staff and facilities. A comprehensive plan was developed for each attendance center. These plans are a part of a district-wide emergency plan and coordinated with police and fire, along with other local and/or county plans.

THE EDUCATIONAL COMMUNITY MUST RESPOND TO THREE MAJOR KINDS OF EMERGENCIES:

GENERAL DISASTERS (e.g. tornado, fire, explosion, earthquake)
INDIVIDUAL EMERGENCIES (e.g. injury, illness, drug reaction)
CIVIL DISORDERS (e.g. bomb threats, student unrest, and intruders)

The objectives of this Emergency Preparedness Guide are:

- To educate school personnel of the need for emergency preparedness.
- To aid in the preparation of an emergency plan for every school within District 76.
- To stimulate the development of a system for staff training and evaluation of school emergency procedures.
- To encourage the inclusion of safety training within the curriculum.

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, rumors, and the impact of the event on students and community.

When a disaster strikes, teachers and school staff members are torn between the need to deal with student reactions at the same time they are coping with their own reactions. This often proves to be a time that they are least prepared to think quickly. With some advance planning, this process can be much smoother than when tragedy takes a school by surprise and no preformatted plan is in effect.

DEFINITIONS

Crisis: A sudden generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death. A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed

Crisis Team: A group consisting of administrators, school psychologists, counselors, and other designated persons to handle media, traffic, logistics and information. The Superintendent will make the determination to activate the Crisis Team. NOTE: Classroom teachers who have regular charge of students should not be on this team.

Auxiliary Crisis Team: This pre-established and trained group includes representatives from law enforcement, mental health agencies, medical, clergy, Illinois Department of Education, Attorney General's Office, parents, patrons and school personnel from other districts.

Calling Tree: The Superintendent will contact the Crisis Team on an as needed basis.

Crisis Kit: Each school building will have a container which will have name tags, class lists, sheets, blankets, notebook, pens, markers, hand radios, batteries, flashlight, first aid supplies, tape, and pylons to keep traffic areas open for emergency vehicles. Separate placards with directional words such as PARENTS, COUNSELORS, MEDIA, CLERGY, VOLUNTEERS, KEEP OUT, caution tape, etc. should be in the kit. Also have ready to send to the hospital copies of student records, especially health and identification. (Send a current yearbook also.) Fanny packs are useful to replace purses.

Holding Safe Zone: A temporary holding area (building within the neighborhood) to which students and staff may go following a building evacuation during inclement weather. The Central Office will be contacted and will arrange transportation of students and staff from the Holding Safe Zone to another school building.

TRAINING

- All staff members will be trained concerning the crisis plan. This includes teachers, clerical staff, aides, bus drivers, custodians, and maintenance staff.
- All secretaries need training in information management.
- Parents and community leaders, as identified by the Crisis Team.

CREVE COEUR SCHOOL DISTRICT 76

CRISIS TEAM

| NAME | TITLE | WORK PHONE # |
|-----------------|------------------------------------|--------------|
| Steve Johnson | Superintendent | 698-3603 |
| Kayla Woods | Principal – LaSalle School | 698-3608 |
| Jake Yocum | Principal – Parkview JHS | 698-3611 |
| Jason Thompson | Assistant Principal - Parkview JHS | 698-3611 |
| Kelsey Messineo | School Counselor | 698-3610 |

AUXILLARY CRISIS TEAM

Creve Coeur Police/Fire Department: Emergency: 911 or Non-emergency: 699-9511

Tazewell County Police Department: 346-4141

East Peoria High School: 694-8300

North Pekin Marquette Heights School District 102: 382-2172

OTHER IMPORTANT CONTACTS

Water Company: 699-9505

Electrical & Gas Company - Ameren: 1-800-755-5000

State Police: 383-2133

Attorney General: 1-800-243-0618

Regional Office of Education: 477-2290

Department of Children and Family Services: 347-5978 (Hotline: 1-800-252-2873)

Tazewell County Health Department: 477-2223

IL Poison Control: 1-800-222-1222

CIDS (Critical Incidents Stress Debriefing Team/OSF Medi: 655-2564

Local Services

| | |
|---------------------------|----------|
| Police | 699-9511 |
| Fire Department | 699-9511 |
| Village of Creve Coeur | 699-6714 |
| Water & Sewer | 699-9505 |
| Food Pantry | 699-8421 |
| Energy Assistance | 694-4391 |
| Groveland Township Relief | 387-6100 |
| Head Start | 699-6843 |
| Community Center | 699-1147 |

\$ Fee based on income

Crisis Intervention & Counseling

| | |
|--------------------------------------|----------------|
| \$ Catholic Social Services | 636-8000 |
| \$ Children’s Home | 685-1047 |
| \$ Counseling & Family Services | 676-2400 |
| Senior Strength | 637-3905 |
| Emergency Response System | 347-1148 |
| \$ Lutheran Social Services | 671-0300 |
| \$ Tazwood Center for Human Services | 347-5522 |
| Big Brothers/Big Sisters | 637-1771 |
| Ill Valley Mental Health | 692-1766 |
| Suicide Prevention | 1-888-799-7373 |

Alcohol/Drugs

| | |
|-------------------------------|--------------|
| Alcoholics Anonymous | 687-1329 |
| Chestnut Health Systems, Inc. | |
| \$ Lighthouse (Bloomington) | 309-827-6026 |

| | |
|---------------------------------------|----------------|
| \$ Gateway Foundation | 1-877-321-7326 |
| \$ IL Institute of Addiction Recovery | 691-1055 |
| \$ White Oaks Substance Abuse | 671-8040 |

Family Violence

| | |
|--|----------------|
| Center for the Prevention of Abuse | |
| Shelter for Women & Children | 691-0551 |
| Elder Abuse | |
| Rape Crisis Center | |
| Department of Children and Family Services | |
| D.C.F.S. | 671-7900 |
| Hotline: | 1-800-252-2873 |
| Crittenton Center Nursery | 674-0105 |

Legal Services

| | |
|---------------------------------|----------|
| \$ Prairie State Legal Services | 674-9831 |
| (free - based on need) | |

ROLES AND EXPECTATIONS FOR THE CRISIS TEAM FOLLOWING A CRISIS

Crisis Team Director: Building Principal, until Law Enforcement arrives.

- Directs and coordinates all activities dealing with the crisis at hand.
- Has authority to make decisions on the use of facilities, staff, and equipment.
- Works directly with the Superintendent of Schools.

IMMEDIATE DECISIONS FOR THE CRISIS TEAM

1. **Decide about scheduling changes.** Set aside regular scheduling in an all-out effort to deal with the crisis. The decision will depend on the extent of the crisis and may vary from class to class. Teachers will be with the same students that they were responsible for at the time of the incident.
2. **Be available for and keep in contact with school counselors** and crisis counselors from Tazwood.
3. **Identify high-risk students, staff, and parents** most likely to be most affected by the news (e.g. due to relationship with deceased/injured, personal history with similar crisis, recent confrontations with affected students). Consider using Interview Intervention Process (See Attachment).
4. **Don't forget spouses and parents of staff members. Personnel emergency contact sheets updated annually and copies located in the main office at each school building.**
5. **Gather and inform close individuals of the victims.** Provide support and information to them before the announcement is made. If certain close friends are absent, assure that a supportive adult gives the news to them. This ensures that they do not get initial information from the media.
6. **Prepare a formal statement** for initial announcement to students and teachers in classrooms. Include minimum details and note additional information will be forthcoming. Also prepare statements for telephone inquiries.
7. **Use the public announcement system.** The Crisis Team will assist the administrator in the formation of the first public announcement. Note: Carefully plan and rehearse what will be said. Choice of words, voice tone, and inflection are very important and will set the tone for management of the tragedy. Faculty, staff, and support personnel are directed not to speak to the media. The Crisis Team will assist the designated spokesperson in disseminating all public announcements and only that representative will speak to the media.
8. **Hand deliver a memo to all teachers.** Give all teachers the facts about the tragedy and instructions on how to share the information with the students, as well as suggestions for assisting the students. This memo may also invite the staff to a faculty meeting after school. Also have a mechanism for the teachers to share their insights, concerns, and other pertinent information. During the moments following a tragedy, all students should stay in their classrooms. Only those closest to the victim or those with tragic life situations of their own should be identified and accompanied to the school's support personnel. The Crisis Team will assist in pulling out family and friends.

9. **Send letter home to parents/Alert Now Telephone System.** Send home the prepared crisis letter and utilize the all-call Alert Now System. Include specific factual information about the event; information about community resources, including phone numbers. Some parents will need to be contacted by phone, particularly if their child's reaction is severe.
10. **Determine if additional district/community resources are needed** to be on "stand-by" to effectively manage the crisis. The team is to notify them if appropriate. It is essential to minimize the number of "strangers" who may seem to be just standing around.

FACILITATE STAFF MEETINGS TO PROVIDE INFORMATION RELATED TO THE CRISIS.

- Assist teachers with students' processing information dealing with the crisis.
- Direct counselors to work with students/staff individually or in groups in a variety of locations.
- Provide support and counseling for students. Regular instruction will likely need to be altered while the crisis is discussed.
- Provide trained workers to be available for contact with parents.
- Provide helpful, factual information to parents.
- Coordinate individuals to assist providing information and answering (non-media) inquiries.
- Maintain a record of offers of assistance and ensure that proper personnel respond.
- Provide awareness training on dealing with rage (hate) mail.
- Deal with the "empty desk" problem. (Ex. A counselor would provide therapy while sitting in the desk- The desk would then be moved to the back of the row and all other desks moved forward. Finally the desk would be removed.) Students need to be part of the entire process.

OTHER CONSIDERATIONS FOR THE CRISIS TEAM

- Work with local police to ensure traffic control.
- Call to inform the Regional Superintendent's Office.
- Consult with the Superintendent concerning a special board meeting.
- Call to get maintenance personnel to assist in cleanup.
- Call East Peoria and Pekin High Schools, LaSalle and Parkview Junior High School.
- Call for use of buses.

COUNSELOR'S/ PSYCHOLOGIST'S/SOCIAL WORKER'S ROLE

- Stay in close contact with the Counseling Director of the Crisis Team.
- Be available by canceling other activities.
- Locate counseling assistance (check community resources). Be sure to use counselors from other schools and high schools.
- Provide individual and group counseling.
- Coordinate and greet support staff members and then take them to their assigned location.
- Contact parents of affected students with suggestions for support and further referrals.
- Follow the schedule of the deceased and visit classrooms of close friends.
- Support the faculty (provide counseling as needed).
- Keep records of affected students and provide follow-up services.
- Establish a self-referral procedure. Make referral forms available.
- Review and distribute open-ended questions to assist teachers with classroom discussions.
- Monitor grounds for students leaving the building without permission.
- Arrange routing for the masses of parents who will pick up their children early.
- Ensure that students who are closest to the victims are picked up by parents at school.
- Notify bus drivers of the victims in order for them to adjust and be aware of student emotion.
- Notify feeder schools so they can prepare siblings and other students regarding the crisis.

PRINCIPAL'S ROLE

- Upon students' return to school, lower flag to half-mast.
- Support response efforts...be available for consultation.
- Be visible, available, and supportive to empower staff.
- Provide direction for teachers to alter the curriculum.
- Communicate with central administration and other affected schools.
- Contact family of the deceased and inform staff and students about funeral arrangements.
- **Practice avoiding different areas of the building during routine evacuation drills.**
- Consider an area on campus to land an emergency helicopter.

TEACHER'S ROLE

- Take attendance and notify Crisis Team of absences.
- Provide accurate information to students who may help to dispel rumors.
- Lead classroom discussions, when warranted, that focus on helping students to cope with loss.
- Answer questions without providing unnecessary details.
- Recognize and honor the various religious beliefs that may help the students to cope.
- Be understanding and receptive to students' expressions of various emotions.
- **DO NOT** use radios or televisions for the purpose of live broadcasts.

- Identify students who need counseling and refer them to building support personnel.
- Provide activities to reduce trauma. (Such as artwork, music, and writing)
- Alter the curriculum as needed.
- Discuss funeral procedures when appropriate.
- Know how to get assistance from other professionals should the need arise.
- Make arrangements to deliver student's personal belongings within 2 weeks.

STAFF – GENERAL RESPONSIBILITIES FOR A SAFE SCHOOL

All district employees must be proactive in their efforts to maintain a safe school environment. Below are a few suggestions as to how this should be done:

BEFORE SCHOOL:

- Watch for trespassers on campus.
- Be alert of your surroundings.
- Report all safety concerns immediately, unless the report may place people in immediate risk.
- Listen and know how to use the portable radio, telephones, alarms and intercom systems.
- Always remain professional when dealing with students and visitors.
- Keep students alert of your presence.

IN THE CLASSROOM:

- Be at your assigned post between classes.
- Demonstrate your authority.
- Enforce behavior expectations fairly, and consistently.
- Have an emergency plan posted in your room.
- Know emergency codes.
- Notify the administrative team of student rumors.
- Know and practice school emergency procedures.

AFTER SCHOOL:

- Keep students moving towards buses.
- Watch for trespassers.
- Report any safety concerns ASAP.
- Be alert as students depart the building.

OTHER CONSIDERATIONS

- Creve Coeur school campuses are closed - this provides for much more control in the event of an emergency. The media will have severe limitations and restrictions will be upheld by law enforcement.

- Principals will have posted an emergency evacuation plan, which will also include a manner to evacuate the blacktop and ball field.
- Principals will keep a packet that includes building information. This packet will include facts on the number and names of faculty and staff and a map of each building. A copy of the map should be on file with law enforcement agencies, the fire department, and EMS.
- Principals will have locations identified for the use of media outside of school property, family, and workers. Alternate locations will be made available.
- The transportation director will have copies of a county/city map highlighting the bus route.
- A hot line established by law enforcement will be available for students to call with anonymous tips.
- It is not unusual for old issues to resurface. Each student should be given permission to feel a range of emotions. There is no right or wrong way to feel. Typically, individuals go through a sequence of emotional reactions following a crisis: 1) high anxiety, 2) denial, 3) anger, 4) remorse, 5) grief, and 6) reconciliation.

LONG-TERM/ON-GOING DISASTER INTERVENTION

Provide for on-going opportunities to deal with the crisis. These might include:

- Continue to have additional support staff and outside professionals available to students.
- Making additional resources available to teachers who will be dealing with students' reactions.
- Providing a list of suggested readings that can be accessed.
- Amending crisis response procedures as necessary.
- Writing thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.
- Be alert on crisis anniversaries and holidays. Often students will experience an "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that reminds them of the original crisis. Holidays are often difficult for students who have experienced loss.
- Support the hospital's policy for visitation to the victims' rooms.
- After one week, consider raising the flag back to full mast. Remove the flowers, cards, displays, etc. to get the building back to normal.

DETERMINING THE FACTS OF THE CRISIS

The person with a first hand source of information about the crisis is not to repeat it elsewhere in the school. This information needs to be verified and converted into a single announcement, which is to come from a designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have him/her come into the office) until appropriate steps are taken.

Office staff members are not to repeat or give any information within or outside the school unless specifically instructed to do so. They are to direct inquiries to an administrator or designee until told otherwise.

Verification is very important. In case of a reported student death, verify the reported incident by calling the police liaison or coroner. **DO NOT DISTURB THE VICTIM'S FAMILY.** Give everyone the facts as quickly as possible to dispel rumors. Have a prepared statement to give callers.

NOTE: The timing of the notification of a crisis may alter the order of the initial steps taken.

The following questions will help the administrator anticipate the amount of emotional trauma:

- Who was the person and were they a long-time popular member of the school?
- What happened? Murder and suicide are unexpected and violent, and thus more difficult to deal with than, for example, a death from a serious illness.
- Where did the death occur? A death that occurs on school grounds is more difficult to deal with. It is important to find out who witnessed the death and provide them with counseling. Students may also express concerns about personal safety.
- What other tragedies have impacted this school recently? The latest death will cause other unresolved issues to surface for both staff and students.
- Who was the perpetrator? If the person believed to be responsible for the death is also a member of your school community, it adds to the emotionality.

GUIDELINES FOR MEDIA RELATIONS

1. The print and broadcast media have the responsibility to report accurately and fairly, noteworthy events, including those that occur in your school district. This includes any event that significantly impacts the schools and the communities that the school serves. These events "I include such "crises" as the violent death of a teacher or student a shooting on or near campus, or a man-made or natural disaster. You must prepare for the media before a crisis strikes.
2. Your cooperation with the Media is both desirable and necessary to ensure the story gets told as completely and accurately as possible.

3. If you, or your designated spokesperson, do not help media representatives, they will turn to less reliable sources who do not have any of the facts. Your goal is to ally the media as an educational and informational tool in communicating the situation and the efforts of the district.
4. The overall accuracy and completeness of media coverage depends to a large degree upon getting the maximum amount of information out to the media-and thus to the public-as rapidly as possible.
5. Emphasize and strongly encourage parents, students and staff that they can say "No" to interviews.
6. If media makes reporting errors, the spokesperson should name the specific reporting agency in correcting the facts.

General principles that can positively affect your actions and communication in a crisis situation:

1. Bring the situation under control if possible. Always protect people first and property second.
2. Analyze the situation to judge its newsworthiness. Don't create a crisis by being hasty. Many times the situation doesn't warrant media attention.
3. Act quickly to distribute the information you determine the media and others should have. Before the crisis, prepare a one-page handout with basic information about each building and about the school district in general.
4. Set the ground rules for the media. Have a pre-assigned place for the media to meet when an event erupts.
5. Appoint someone to be a spokesperson for the district. School spokesperson should avoid speculation as to the cause of the incident and allocation of blame.
6. Gather the facts: who, what where, when, why, how, what next.
7. Give the media as much information as possible; they'll get the information (perhaps inaccurately) from other sources.
8. Be truthful.
9. Never answer "NO COMMENT". It can imply a lack of cooperation, a lack of concern, or an attempt to hide something. If you won't comment on a situation, you can be sure someone else will.

More appropriate responses are:

"I'm not the authority on that subject. Let me have our Mr. Jones call you right back"

"All our efforts are directed at bringing the situation under control, so I'm not going to speculate on the cause".

Never go "Off the record." Most reporters respect an "off the record" comment and will not quote you, but they will get the information from someone else. A reporter's job is to get the story and provide reliable information to their audiences. They will get that information whether or not you cooperate.

Remain open and accessible.

Keep no secrets from the public.

Report your own bad news. Don't allow another source to inform the media first.

Conduct frequent news conferences with the media representatives.

Remember that trust is the bedrock of the relationship between the press and the community.

STAFF MEETING I

A facilitator from the Crisis Team must do the following at the first staff meeting after a crisis:

- Review facts and dispel rumors.
- Help staff members process their responses to the situation.
- Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- Provide guidelines for helping students who are upset.
- Encourage teachers to allow for expressions of grief, anger, etc. in the homeroom or class in which announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to normal as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
- Discourage any glorification of the event (especially in suicidal death).
- Request staff to meet 30 minutes early the next school day to review procedures plans for the day if needed.

STAFF MEETING 2

- Assign a support team in the class where the tragedy occurred, or in the classes where the student(s) are in attendance.
- Determine the need for law- enforcement personnel, if any, and their location for that day.
- Questions to be considered in classroom discussion include the following: Are students sleeping? Eating? This may determine the level of stress they are experiencing.
- Provide stress reduction techniques to the teachers to share with the students.
- Prepare the students for the injured visiting or returning to school.
- Encourage the teachers to put structure back in the classroom.
- Place the "high risk" students and teachers on a list so they may be followed.
- Set up regular meetings with the teachers and staff.
- Stick to the program schedule that will be provided- have the teachers offer grief activities.
- In case of death, provide funeral/visitation information/procedures.

DEBRIEFING FORMAT FOR TEACHERS AND STAFF

- Review intervention process and events of the day. This should be daily.
- Ensure that key school personnel attend debriefing.
- Review status of referred students and staff that needed follow-up attention.
- Identify and prioritize needs for following day.
- Provide opportunities for the staff to express feelings and request support.

PROCEDURES FOR STOPPING A FIGHT

- If a teacher in a classroom is informed that there is a fight, he or she should send a reliable student to the office to summon assistance and notify the office by intercom system.
- When in sight of the altercation, speak loudly and let everyone know that the behavior should stop immediately.
- If possible, obtain help from other teachers.
- Call out to any of the students you recognize and start giving orders. Attempt to get students away from the commotion as quickly as possible.
- If you know the fighting students by name, call out each of their names and let them know they have been identified. If confronted with a serious fight, especially one that involves weapons, get additional help; do not try to be a hero.
- After separating the students, try to avoid using further confrontational behavior yourself (i.e., do not point at the students, make accusations, or corner them with their backs against the wall).
- Remember that no one can “cool down” instantly; give the students’ time to talk in a calm setting and gradually change the climate of the situation.

SCHOOL SAFETY RESPONSE PLAN FOR LIFE-THREATENING SITUATIONS

The School District will utilize code signals through its intercom systems for the purpose of relating to staff members circumstances that have the potential to become life-threatening. The following codes have been established:

Medical Emergency signals a life-threatening medical situation is occurring within the building (e.g., cessation of breathing, uncontrolled bleeding, heart attack, unconsciousness, severe shock, etc.).

Lockdown Situation is a non-medical emergency and relates to an extreme circumstance that has the potential of becoming life-threatening for one or more individuals within the building (e.g., armed and/or dangerous individuals) within the building, to include students).

When the suspected code occurs, it is the responsibility of the employee in the area to get the following information to the office immediately:

- The name of the victim or individuals involved
- The location of the individuals
- What happened or is happening
- Why a particular code situation

The employee relating this information to the office must use the fastest method possible (intercom, phone, runner, etc.), and stay in contact with the office. Also, if there is an injured person, stay with that person. Sound judgment should be exercised at all times.

Office personnel will then respond as follows:

1. An announcement will be made over the public address system in a calm voice, “Please keep your students in your rooms. We are in a LOCKDOWN SITUATION.” It should be repeated three times.

2. For a **Medical Emergency** or **Lockdown Situation**, 911 emergency should be called to request medical and/or police assistance immediately. In the case of Medical Emergency, the building response team should also be notified; the team should report to the scene with a first aid kit.
3. Teachers should secure their classrooms or areas until the *All Clear* is announced. This includes the office area as well. Under Lockdown Situation, instructors shall:
 - a) Secure their rooms (lock the doors).
 - b) Have the students remain seated. No student is to leave the room under any circumstances.
 - c) Ignore all class change bells.
 - d) If necessary, remove the class and themselves from clear view and seek shelter in the room.
4. In **Medical Emergency** situations, teachers who are on prep periods should report to the office to be available as needed.
5. The parent/spouse/designee should be called under **Medical Emergency** guidelines.
6. The building administrator or person in charge will announce an *All Clear* three times over the public address system when the situation is ended.

The district administrator will be immediately advised of all **Medical Emergency/Lockdown** situations. He/she will be the district's spokesperson pertaining to the release of public information.

TORNADOES

If no underground shelter is available, an interior hallway on the lowest floor will probably be the best shelter. AVOID windows, auditoriums, gymnasiums, or other structures with wide, freespan ceilings or roofs.

The determination of the best available shelter is crucial to the safety of students and staff. The following preparatory activities should be implemented BEFORE a tornado strikes.

- All school personnel are to be knowledgeable of the established tornado procedures at the beginning of each school year. The subject should be reviewed periodically.
- Tornado shelter routes are to be posted in each room.
- Classroom discussions should be conducted periodically concerning established tornado procedures.
- BUS DRIVERS should be informed what to do if they sight a tornado while transporting students either by the Central Office or by the School Building. Airwave communications need to be maintained at all times.
- Provisions should be made to warn all persons outside the building so that they may proceed to shelter. Special provisions for the movement of DISABLED STUDENTS should be made.
- STUDENTS should be warned about these ADDITIONAL HAZARDS before the tornado season:
 - Low areas where flooding might occur
 - Loose, downed electrical wires
 - Danger from lightning

A **TORNADO WATCH** is a forecast of the possibility of one or more tornadoes in a large area. Continue normal activities but WATCH for tornadoes.

The WARNING RECEIVER should be operational and placed in a location where it can be monitored whenever the building is occupied.

If at dismissal time the weather is threatening, and no official warning has been received, consider keeping the students at school until the threatening period is over.

A **TORNADO WARNING** means that a TORNADO HAS BEEN DETECTED and may be approaching. A school WARNING SIGNAL of a series of broken bells will be given. PRECEDE with STUDENTS TO PREDISIGNATED TORNADO SHELTER AREAS. Remain in shelter until the tornado has passed and an "ALL CLEAR" notification has been given.

PROCEDURES FOR MISCELLANEOUS EMERGENCIES.

Emergency at Parkview.

- Call Ameren to determine the possible length of the outage.
- Keep students in classroom or move them into the cafeteria or gymnasium - - Principal's decision.
- Insure that the backup fire alarm system is working.
- Make preparations for the feeding of the students. Lunch may have to be supplied by the LaSalle kitchen.

Emergency at LaSalle.

- Call Ameren to determine the possible length of outage.
- Keep students in classroom or move them into the cafeteria or gymnasium - - Principal's decision.
- Insure the backup fire alarm system is working.
- Make preparations for the feeding of the students. Lunch may have to be supplied by the Parkview kitchen.

In the event of District wide emergency all of the above procedures may be used or schools may be closed.

THE CLOSING OF SCHOOLS is determined by the SUPERINTENDENT OF SCHOOLS.*

NO STUDENT SHALL BE DISMISSED WITHOUT PARENT/DESIGNEE BEING NOTIFIED.

BLIZZARDS

The PUBLIC WARNING is issued by the National Weather Service through RADIO and TELEVISION when a BLIZZARD is anticipated.

School may be closed early to permit buses to deliver students to their destination in accordance with local school policy.

BUSES will stay in RADIO CONTACT at all times.

STUDENTS should be instructed to:

- GO DIRECTLY HOME AFTER school is DISMISSED.
- Go to residences other than their homes in emergency situations.
- Be properly dressed.
- Be especially careful when crossing streets.

THE CLOSING OF SCHOOLS is determined by the SUPERINTENDENT OF SCHOOLS.

The following equipment is recommended for the SCHOOL BUS in addition to that required by law:

- Two-way radio
- Fire extinguisher
- First-aid kit
- Flashlight
- Plastic scraper
- Bus route with student names

The BUS DRIVER should:

- Use a two-way radio to notify the superintendent or designated superior in the following situations:
 - If road is blocked.
 - If bus is stuck.
 - If bus has been in an accident.
 - If route has to be changed.

FIRE

In the event that SMOKE or FIRE is detected within a school building, proceed according to the following plan:

- SOUND the FIRE ALARM by pulling the alarm system switch closest to you located in the halls or in specific rooms.
- CONFINE the FIRE by closing the door to the area involved. Do this only if it can be done safely.
- NOTIFY the CREVE COEUR FIRE DEPARTMENT (Telephone: 9-911).
- School PERSONNEL TRAINED IN THE USE of FIRE EXTINGUISHERS may fight small fires after sounding the alarm. Do not endanger life!
- BE SURE the BUILDING IS EVACUATED according to the established plan with occupants at least 500 feet from the structure and out of the fire department's way. Check washrooms, supposedly vacant rooms and take attendance book to check roll. Take roll after evacuation, in accordance with local policy. Notify Administrator immediately, if a student is unaccounted for.
- In the event of an actual fire, students may be outside in inclement weather for an extended period of time. In such an event, students and staff will be moved to a "**HOLDING SAFE ZONE**". A Safe Zone will be a facility near the school building in which students and staff will be temporarily housed until alternate transportation measures can be arranged to transport students to one of the other school buildings.
- The **CLASSROOM TEACHER** will be responsible for parent sign out of students, in the event of an actual emergency. A current classroom roster and communication devices should also be taken with the Teacher. **The classroom roster shall contain current telephone number of parents or designees.**
- The SECRETARY, or designee, is responsible for taking the school first aid kit during building evacuation.
- UTILITY COMPANIES will be CONTACTED regarding any break or suspected break in lines which might present an additional hazard.
- Keep access roads open for emergency vehicles.
- NOTIFY the SUPERINTENDENT of Schools.
- Students and staff should not return to the school until fire department officials declare the area safe or they discover the cause of the alarm.
- In the event of a fire near the school, the principal shall determine which of the foregoing instructions are required after consultation with fire and police officials. Premature evacuation or evacuation not coordinated with fire and police officials could lead to confusion.

FIRE DRILLS should be conducted in accordance with the School Code at least THREE times annually. Local fire department officials should be invited to observe drills, offer assistance and help with local plans.

EARTHQUAKES

During an EARTHQUAKE the “solid” earth moves or sways. The shaking is seldom the actual cause of injury or death. MOST CASUALTIES RESULT FROM FALLING OBJECTS AND DEBRIS because the shocks can damage or destroy buildings. Landslides and fires can also be triggered by earthquakes. For a school to be properly prepared, actions must be taken before, during, and after an earthquake has occurred.

MANY HAZARDS EXIST in every school. A HAZARD CHECKLIST will be compiled to identify hazards in a particular school building. Each hazard can then be systematically removed. Some hazards found in schools include:

- Glass: such as windows, aquariums, beakers, etc. which can shatter and be thrown at students.
- Anything stored above the head level which can fall or be thrown.
- Objects which may impede the orderly movement of people to exits.
- Cabinets without strong latches or open face shelving from which objects may fall or be ejected.
- Chemicals which may be hazardous if spilled or dumped or any chemical which may be hazardous if combined with another chemical.
- Water or gas pipes that may fracture.
- Suspended ceilings that can fall.
- Desks or tables that are not securely fastened to a floor or wall.
- Door frames may be bent and may jam doors shut. Window frames may bend and break causing windows to shatter sending dangerous shreds of glass into rooms.
- The noise levels may be extremely high and many unfamiliar sounds will be heard. This will cause great emotional stress on all involved, especially children.

Actions should be taken ahead of time to correct those hazards identified. Common sense will dictate actions needed to correct each hazard.

Students should be informed of the DANGER that EARTHQUAKES pose BEFORE an earthquake occurs. IT IS IMPORTANT THAT STUDENTS KNOW WHERE TO SEEK SHELTER and how to protect their heads and bodies from falling or flying objects.

It is possible to CONDUCT EARTHQUAKE DRILLS with the students so that they become better informed as to what to do during an earthquake.

An **EARTHQUAKE DRILL** may be conducted as follows:

The teacher or administrator determines a preset time for the drill (**THE BELL SYSTEM IS NOT USED**). At the start of the drill, or realistically as soon as shaking starts, students demonstrate their ability to react immediately and appropriately.

Example: The teacher says:

**DROP AND COVER, FACE AWAY FROM WINDOWS.
REMAIN UNDER SHELTER UNTIL THE SHAKING STOPS.
BE SILENT.**

Students who are in a classroom should crawl beneath desks or tables, place their heads between their knees and cover their heads with their arms. Students who are in hallways or large open areas should move to an interior wall, crouch down and cover their heads with their arms. Students who are outdoors should move from buildings and utility wires and either lie or sit down. Teachers should participate in the drill so that students see how important the drill is. People should remain covered for approximately 60 seconds.

AFTER THE DRILL is completed a discussion of the drill should be held. Students should be allowed to express their feelings and fears. This will make them feel as though they are a part of the drill and it will make the drill seem more important to them.

DURING A STRONG EARTHQUAKE, the overriding **CONCERN MUST BE** for the **SAFETY** of as many individuals as possible. A sense of **ORDER**, although difficult to maintain, **IS NEEDED THROUGHOUT** the **EVENT**.

AFTER A STRONG EARTHQUAKE HAS PASSED, the following things needs to be considered:

- **STRUCTURAL DAMAGE** to the building **NEEDS TO BE ASSESSED** by someone (a janitor or building trades teacher). **EVACUATION MAY BE NECESSARY** and may need to be accomplished promptly.
- **FIRST AID** may need to be rendered by the school nurse or health care designee.
- **FIRES** of small origin need to be **EXTINGUISHED**.
- **GAS MAINS, WATER MAINS, AND ELECTRICAL SERVICE** may need to be **SHUT OFF** by someone who has been previously trained in this.
- It may be necessary to **TAKE ROLL** to find out if everyone is accounted for.
- **IT MAY BE NECESSARY TO EVACUATE THE BUILDING IMMEDIATELY FOLLOWING AN EARTHQUAKE**. If so, the procedures used for **BUILDING EVACUATION** will apply.
- The school may be isolated from its surroundings because of damage to highways or telephone lines. **IT MAY BE NECESSARY FOR THE SCHOOL TO BE SELF-SUFFICIENT** for hours or perhaps a few days.
- **AFTERSHOCKS** may also occur after the initial tremor. It may be necessary to take cover again while implementing the above steps.
- **MONITOR** radio Stations for important information.

Calm, diligent actions will be the best way to assure safety and efficiency during and after an earthquake.

SERIOUS INJURY OR ILLNESS

Individual emergencies and sudden illness occurring on school property, or during school sponsored activities need prompt, efficient attention.

RELEASE CARDS should be SIGNED BY PARENTS at the beginning of the school year for treatment/transportation to the hospital in the event a parent can't be reached. These forms should include medical history and list of allergies.

After assessment of injury or illness, the following procedures are to be used as General Guidelines only:

- Immediately contact the building principal and school nurse or health care designee.
- Contact the parent or legal guardian.
- The health care designee and building principal shall determine the seriousness of the injury or illness.

Based on the decision of the building principal, school nurse, health care designee, parent and/or EMS, the injured or ill student may be taken to the hospital. Depending on the seriousness of injury, one of the following two procedures may be used to transport the injured or ill student to the hospital:

- Ambulance Service: The building principal may obtain the services of an ambulance by calling 9-911.
- Parents: The parent will come to school and transport the injured in his/her own car.

It is helpful to have someone meet and direct ambulance personnel to the injured. Call the superintendent on all serious injury or illness. Inform him/her on number of students, the type of injury, seriousness, and status of situation.

An accident report form and/or list of those injured shall be completed and forwarded to the Superintendent's Office within 24 hours of the accident.

BOMB THREATS

A bomb can be made to look like anything and can be placed anywhere. Most bombs are homemade. **DO NOT TRY TO LOCATE THE BOMB.**

Receiving a Call or Letter about a Bomb Threat

When a telephone call is received, try to get two people to listen to the call at the same time. Stay as calm as possible and remember and record as much data about the caller as possible.

- Inform the caller that the building is occupied or that it cannot be evacuated in a short amount of time. The caller may give more specific information on where the bomb is located or how and when it will be detonated.
- Keep the caller talking as long as you can. The more the caller talks, the more information you may receive. Ask the caller to repeat the initial message and attempt to write down every word he or she says.
- Ask the caller where the bomb is located and when it will detonate – **ASK!**
- Try to distinguish background sounds. There may be traffic noises, music playing or other noises that could help identify the location of the caller.
- Pay close attention to the voice of the caller for identifying characteristics.
- Immediately after the call is complete, notify the staff person in charge who is responsible for reporting the threat to the local emergency response agencies, i.e., police, fire department, etc.

WHAT TO DO IMMEDIATELY FOLLOWING A BOMB THREAT

DO NOT IGNORE THE BOMB THREAT!

If any **SUSPICIOUS OBJECT** that is believed to be a bomb is **DISCOVERED**, the following procedures should be followed:

- Do not move or disturb the object.
- Evacuate the building immediately to a distance of at least 500 feet. Teachers should take roll of students.
- Be sure police and fire authorities know the exact location of the bomb.

It may be necessary to evacuate the building and/or move students and staff to a **HOLDING SAFE ZONE**. Contact the Central Office if transportation arrangements need to be made.

- Have trained law enforcement personnel survey the school building.
- Do not return to the building until it is authorized by local emergency officials.
- If there is a letter, place it in an envelope. Fingerprints on the materials may be one of the few pieces of evidence. Additional evidence could be the handwriting and characteristics, typing style, type of paper and ink used, its manufacturer as well as any postmark.

(CIVIL DISORDER)
TELEPHONE PROCEDURES - BOMB THREAT CHECKLIST

If a call is received that a bomb has been planted at the school, try to determine the following from the caller. This form should be completed by the person who received the bomb threat call, and the information should be made available to the fire marshal and/or police upon their arrival at the school building.

NAME OF CALLER or ORGANIZATION associated with the attempted bombing _____

DATE CALL IS RECEIVED: _____ TIME _____

CALLER ID NUMBER LISTED: _____

EXACT LOCATION OF BOMB: _____

TIME SET FOR DETONATION: _____

WHAT DOES THE BOMB LOOK LIKE: _____

WHY THE BOMB WAS PLACED: _____

WHAT KIND OF EXPLOSIVE USED: _____

CALLER: Male ___ Female ___ Adult ___ Child ___ Approximate Age ___

VOICE CHARACTERISTICS: Loud ___ High-Pitched ___ Raspy ___ Intoxicated ___ Soft ___ Deep ___

SPEECH: Fast ___ Distinct ___ Stutter ___ Slurred ___ Slow ___ Distorted ___ Nasal ___ Lisp ___ Other ___

LANGUAGE: Excellent ___ Good ___ Fair ___ Poor ___ Foul ___ Other _____

ACCENT: Local ___ Foreign ___ Not Local ___ Region ___ Race _____

MANNER: Calm ___ Rational ___ Coherent ___ Deliberate ___ Righteous ___
Angry ___ Irrational ___ Incoherent ___ Emotional ___ Laughter ___

BACKGROUND NOISES:

Factory Machines ___ Bedlam ___ Music ___ Office Machines ___ Trains ___ Animals ___ Quiet ___
Voices ___ Party atmosphere ___ Mixed ___ Airplanes ___ Street Traffic ___ Other _____

PERSON COMPLETING REPORT _____

**(CIVIL DISORDER)
DISTURBANCES AND DEMONSTRATIONS**

Prevention of possible disturbance through sound and relevant education programs, and open lines of communication with students, staff, parents, and community is essential and should be a prime concern of the entire community.

The following procedures should be considered only in case of emergencies. The administrative staff should **ASSESS** the **SITUATION** to **DETERMINE** its **SERIOUSNESS** and its **EFFECT** on the **SAFETY** of students and staff before taking any action.

After deciding that a situation threatens the safety of students and staff, the following procedures should be implemented:

- The **PRINCIPAL** is in complete charge of the building and facility.
- In case the Principal is absent from the building, the pre-designated Chain Command will be in effect.
- Implement the Pre-arranged individual building emergency plan.
- Notify the Superintendent of schools.
- The Superintendent's Office should notify all schools in the area of possible disturbance.

In the area of **STUDENT RELATIONS**, the following activities should be implemented:

- **KEEP STUDENTS INFORMED** of situation through normal channels of communication.
- **IF APPLICABLE CONFER WITH STUDENT REPRESENTATIVES** of all groups holding all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
- **NORMAL CLASSROOM OPERATION** should be maintained as much as possible and all students should be encouraged to stay in class.
- If the disturbance is **OUTSIDE** of the building, **STUDENTS SHOULD BE KEPT AWAY FROM THE WINDOWS**.
- **STUDENTS** should be **ADVISED** of any **THREAT TO THEIR SAFETY** that may be encountered when leaving the building.
- **NO STUDENT OR STUDENT GROUP SHOULD TRY TO CALM ANY DISTURBANCE** where physical harm might occur, or that would jeopardize their normal relationship with their fellow students.

In the area of **STAFF RELATIONS**, the following should be considered:

- The **FACULTY** should be **KEPT** fully **INFORMED** of the situation, through all available means of communication.
- **DUTIES** and **RESPONSIBILITIES SHOULD BE PREARRANGED**.
- All faculty should **RECORD EVENTS** that occur in their vicinity with names, time and place of events, and actions taken.
- The **FACULTY CAN CREATE** a **CALMING EFFECT** by their actions and reactions to the situation. **GOOD JUDGEMENT** and **REASONED ACTION** will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.

The CUSTODIAL STAFF is responsible to the building principal for assigned duties. These may include:

- RESPONSIBILITY FOR PHYSICAL PLANT, i.e., utilities, fire alarm system, etc.
- SECURITY of ALL ENTRANCES.

The CLERICAL STAFF should be responsible for the following:

- The access and security of essential RECORDS, unless their own safety is threatened.
- Keeping communications channels open for emergency calls.

PROFESSIONAL STAFF, such as teachers, nurses, etc., should remain at their assigned duties unless specifically assigned other duties by the administrative staff. Attempt to predetermine recognized group insignias, colors, and mode of dress, etc. for identification of clubs, groups, youth gangs, etc.

In the area of POLICE RELATIONS, the following should be considered:

- The PRINCIPAL of the building should alert the police for possible action. (Pre-disturbance alerting will greatly hasten police response if they are needed later. A plain-clothes police officer can be assigned to observe and assist).
- The use of uniformed police in any crisis situation must be handled with extreme care. The principal should designate an entrance and room where uniformed police may enter and remain until called for duty.

In the area of COMMUNITY RELATIONS, the following should be considered:

- Keep parents fully informed of the situation in school by all possible means of communication.
- Organize a parental group that will voluntarily participate in attempts to calm disturbances in schools.
- Alert Now should be established for speedy utilization of parents.
- Establish relations with organizations in the community and recognized community leaders so that they can help defuse potentially dangerous situations.

In the area of MEDIA RELATIONS, the following should be considered:

- Assign a staff person the specific responsibility for dealing with all news media. This should be a school official familiar with the news media. All news inquiries should be directed to him/her.
- Provide a room for press conferences.
- Keep news media informed of all decisions.
- Insist that news media keep cameras out of the building. Cameras may be used in a pre-designated room.
- Urge the news media to present a complete and accurate picture of the disturbance rather than isolated inflammatory incidents.
- Every effort should be made to dispel rumors by utilization of news media. Reporters should be furnished with all available facts.

INTRUSION – UNAUTHORIZED ENTRY

PROTECT STUDENTS FIRST!

- Principal declares BUILDING “LOCK DOWN”.
 - Get students out of harm's way.
 - If the sniper is outside, use all care getting students out of line of fire.
 - Keep covered and keep students covered until all is clear.
 - If hostage situation, do a lockdown.
1. Have someone call 9-911 and EMS. Principal (or designee) will make an all school announcement giving instructions as to what to do.
 2. Have someone ready the Crisis Kit and notify the superintendent and principal.
 3. Continue first aid for victims until EMS is on the scene. If possible, identify students by using nametags or markers on their wrists or ankles. Be careful not to make alterations to surroundings, since it will be investigated later as a crime scene. Clear unharmed students out of the immediate area to a pre-designated gathering area for safety.
 4. Principal may need the remainder of the students to go to the pre-designated location. It may be back to classrooms or cafeteria; the principal will make that determination based on the situation. The principal needs to notify the building, by way of a bell etc., that all is safe. Teachers and staff not tending to victims need to be with and giving support to the rest of the students. One staff person needs to be at the hospital to help with identification and to support parents. That person needs to take the information notebook from the Crisis Kit.
 5. Set up tables and place cards to give information and directions. Keep track of injured students. Keep track of students missing from each class. All students need to be accounted for.
 6. Set up pre-designated areas off of school grounds for media, family, etc.

PROCEDURE FOR AN INTRUDER

Determine the severity of the crisis. If it is decided that the intruder could pose a threat to the school population, then the following steps will be followed:

- An all call will be made for “Lockdown Situation”. This is the signal for all classroom doors in rooms where children are present to be locked.
- Local law enforcement will be notified.
- Immediately take attendance and email it to the office.
- The bell system will be disconnected/ignored until an "all clear" is given.
- Move students to the back of the room away from doors with windows.
- Remain in that mode until an "all clear" is given. Further instructions and information will be forthcoming.

PROCEDURE FOR SUSPECTED OR CITING OF A WEAPON

If there are reports of a student possessing a weapon, begin the appropriate steps immediately. Do not take matters into your own hands or assume that it is mere gossip. Every rumor and actual citing of a weapon will be taken seriously by law enforcement.

- Send a message to the office with the pertinent information. **DO NOT** confront the student or try to remove the weapon. Be watchful of the suspected student and his book bag if he has one. Do not stare at him. Continue to monitor the classroom...help is on the way!
- The police will be contacted immediately.
- The police will decide how to remove the student and handle the situation.
- After the administrators or police have removed the student from the classroom, record all information for the incident report.
- Do not discuss the incident with your class, until instructed otherwise.
- Follow up with the administrators at the end of the day.

It is most important that you remain calm and try not to aggravate a potentially harmful situation.

WHEN ASSAULT AND BATTERY OCCURS

- Notify the principal or his/her designee.
- Notify law enforcement personnel.
- Secure medical assistance as needed.
- Identify the assailant(s) and victim(s). Isolate the assailants in a predetermined location.
- Report incidents and injuries to the district office.
- Notify the guidance office so it may address students' counseling needs.
- Have a replacement ready to teach the victimized teacher's classes.
- Meet with faculty and staff, if necessary, to defuse rumors.

**CREVE COEUR SCHOOL DISTRICT 76
CONTINUITY OF ADMINISTRATION**

In the case of a DISTRICT-WIDE EMERGENCY situation, necessary decisions will be made by the SUPERINTENDENT OF SCHOOLS.

**CENTRAL-OFFICE
Telephone Contact Sheet**

| Name | Position | Telephone Numbers |
|-----------------|---------------------------------|--------------------------|
| Steve Johnson | Superintendent | School: 698-3603 |
| Ashley Kersting | Secretary to the Superintendent | School: 698-3600 |
| Amy Oldfield | Bookkeeper | School: 698-3602 |

In the absence of the SUPERINTENDENT, the following administrators, in sequence, will be contacted for decision-making purposes:

| Name | Position | Telephone Numbers |
|------------------------------|---|--------------------------|
| Kayla Woods | Principal – LaSalle School | School: 698-3608 |
| Jake Yocum Jason Thompson | Principal – Parkview JHS Assistant Principal | School: 698-3611 |

LASALLE SCHOOL
Telephone Contact Sheet

In the case of a SCHOOL BUILDING EMERGENCY situation, necessary decisions will be made by the BUILDING PRINCIPAL:

| Name | Position | Telephone Numbers |
|-------------|-----------------|--------------------------|
| Kayla Woods | Principal | School: 698-3608 |

In the absence of the BUILDING PRINCIPAL, the following administrators, in sequence, will be contacted for decision-making purposes:

| Name | Position | Telephone Numbers |
|-----------------|-----------------|--------------------------|
| Steve Johnson | Superintendent | School: 698-3603 |
| Catherine Wolfe | Secretary | School: 698-3605 |

LASALLE SCHOOL-FIRE EVACUATION PLAN

“A fire drill is a practice or rehearsal of evacuation of all the occupants of a building according to a plan designed to accomplish such evacuation as quickly as possible and to avoid panic, injury or loss of life.” Each fire drill should be treated as an actual fire and all students and other school employees should evacuate the building.

THE FIRE ALARM IS ONE (1) LONG BLAST OF THE FIRE ALARM SYSTEM.

When the alarm sounds/strobe lights:

1. Students shall form a line quickly, quietly, and in an orderly manner.
2. Teachers or monitors shall close classroom doors: windows should be closed if it does not cause a serious delay.
3. No one shall stop or obtain clothing when the alarm sounds.
4. Occupants shall walk to the nearest unobstructed exit and leave the building in an orderly fashion.
5. Help should be provided by a pre-arranged plan for those students incapable of moving at a reasonable speed.
6. Each class shall proceed to a pre-determined point outside the building and far enough removed so there will be no interference with fire department operations.
7. Each teacher shall make an accurate check of all pupils under his or her authority.

Fire alarm boxes are located throughout the building. It is important that each adult knows where they are located. Most classrooms are equipped with an outside door, which will assist in an orderly and swift evacuation. Those on the west side of building (Rooms 170-179) should go to the sidewalk on North Highland Street. Those on the east side (Rooms 107-114) of the building should go out on the athletic field beyond 75 yards. The two most north-east classes (Rooms 106 & 119) are to go to the far north end of the playground behind the administration building

In case of fire during the lunch hour, all students in the lunch line are to go out the gym door on the east side and go beyond 75 yards of the building on the athletic field. Those on the east side of the stage are to go out the exit door on the east side; and those on the west side of the stage are to go out the west stage door and out the south hall doors onto the athletic field beyond 75 yards.

Students in hall restrooms will evacuate through the west front doors.

The principal, secretary, and custodian will thoroughly check the building to see that all have evacuated.

TORNADO WARNING PLAN

Three short continuous blasts of the school bell will be sounded plus an announcement over the P.A. system. Students are to sit along the walls on each side of the hallway. Doors and windows are to be closed.

Never remain in the gym, which is the most dangerous place to be if a tornado should hit.

BOMB EVACUATION PLAN

Using the fire alarm plus an announcement over the P.A. system will signal a bomb threat alarm. Evacuation from the building will be the same as used in the fire evacuation plan. However, teachers and other employees should not close windows and doors when leaving the building. All electrical appliances and machines should be unplugged. The principal or his assistant will call the proper authorities to make a check of the building.

EARTHQUAKE PLAN

Upon initial indication of tremor activity, teachers will direct students to assume the “cover” position under their desks and/or tables within their classroom. Upon cessation of tremors, teachers shall evacuate the classroom, following the predetermined routes as used in our fire drill.

PROCEDURE FOR INTRUSION

(Unauthorized Entry)

The principal or his/her designee will determine the severity of the crisis.

If it is decided that the unauthorized intruder could pose a threat to the school, then the following steps will be followed:

- An all call will be made for a building “lock down”. (This is a signal for all doors to be locked or secured in rooms where children and staff are present.)
- Call 911 – Creve Coeur Police Department
- In all crisis situations, teachers should have their attendance books.
- Take attendance and notify the office if someone is missing.
- Wait for further instructions and information.

PARKVIEW JUNIOR HIGH SCHOOL
Telephone Contact Sheet

In the case of a SCHOOL BUILDING EMERGENCY situation, necessary decisions will be made by the BUILDING PRINCIPAL:

| Name | Position | Telephone Numbers |
|----------------|---------------------|--------------------------|
| Jake Yocum | Principal | School: 698-3611 |
| Jason Thompson | Assistant Principal | School: 698-3611 |

In the absence of the BUILDING PRINCIPAL, the following administrators, in sequence, will be contacted for decision-making purposes:

| Name | Position | Telephone Numbers |
|-----------------|-----------------|--------------------------|
| Steve Johnson | Superintendent | School: 698-3603 |
| Diana McClister | Secretary | School: 698-3610 |

DISASTER INFORMATION

ATTENTION TEACHERS: PLEASE KEEP IN A NOTICABLE PLACE

FIRE: We have fire alarms located at convenient places in the building. You should be familiar as to their location but they are clearly marked and easy to find. This alarm will be used for any emergency which requires the evacuation of the building.

TORNADO: The warning signal will be a series of short bells by using the regular school bell system. These will be in a series of eight to ten. This means for students to line the halls on the main floor. Gym students will be in the hall between the locker rooms on each side. If possible, windows and doors should be closed. No students should be in front of a door even if it means a double row.

Teachers: please have your attendance book with you.

If the electricity is off and an emergency occurs, the warning will be sounded by air horn. When this happens teachers are to appear in the hall at their classroom doors and will then be told to evacuate the building or gather in the hall on the first floor.

TORNADO DRILL PROCEDURE
Upstairs Hall Classes

Rooms 201, 202, 203 and 204 will go down the east stairs (the gym is on the east side of the building).

| Room Upstairs | Where students are to huddle in lower hall |
|----------------------|---|
| Room 201 | In front of room 103 |
| Room 202 | In front of room 102 |
| Room 203 | In front of library 101 |
| Room 204 | In front of room 104 |

Rooms 205, 207, 208, 209, 210, 211, 212, 213, and are to use the west stairs.

| Room Upstairs | Where students are to huddle in lower hall |
|----------------------|---|
| Room 205 | In front of room 105 |
| Room 207 | In front of room 105 |
| Room 211 | In front of room 105 |
| Room 208 | In front of room 106 |
| Room 210 | In front of room 107 |
| Room 213 & 215 | In front of room 109 |
| Room 212 | In front of room 108 & 110 |
| Room 209 | In front of the office |

Lower hall students will go in front of their classrooms. PE will go to the locker rooms. Band and cafeteria students will go to the inside hallway in the new addition. The following people will monitor the fire alarms during tornado drills:

All staff without a classroom or students to watch over.

ACTION STEPS FOR STUDENTS

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult-such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as "Students Against Destructive Decisions" and "Young Heroes Program."
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Organize an assembly and invite your school psychologist, school social worker, and counselor-in addition to student panelists-to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan.
- Participate in violence prevention programs such as peer mediation and conflict resolution.
- Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips. such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model-take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult - such as a school psychologist, social worker, counselor, teacher - if you are experiencing intense feelings of anger, fear, anxiety, or depression.

TIPS FOR PARENTS

Parents can help create safe schools. Here are some ideas that parents in other communities have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees-on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child - and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, and frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child-even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

EARLY WARNING SIGNS OF VIOLENCE

When a student commits a violent act at school, administrators, staff and parents ask certain questions over and over. Why didn't we see it coming? Did the child do or say anything that should have alerted us to an impending crisis? Did we miss an opportunity to help?

According to the document *Early Warning, Timely Response: A Guide to Safe Schools*, available from the U.S. Department of Education, there are some early warning signs in most cases of violence to self and others - certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. Some early warning signs include:

- Social withdrawal.
- Excessive feelings of isolation or rejection.
- Being a victim of violence.
- Feelings of being picked on and persecuted.
- Low school interest and poor academic performance.
- Expressions of violence in writings and drawings.
- Uncontrolled anger.
- Patterns of impulsive and chronic hitting, intimidating and bullying behaviors.
- History of discipline problems.
- History of violent and aggressive behavior.
- Intolerance for differences and prejudicial attitudes.
- Drug or alcohol use.
- Affiliation with gangs.
- Inappropriate access to, possession of, and use of firearms.

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first consideration. Action must be taken immediately by school officials and possibly law enforcement officers when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others - particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

It is important to remember that early warning signs (as opposed to imminent danger signs) are simply indicators that a student may need help. Educators and others must avoid inappropriately labeling or

stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. *Early Warning, Timely Response* offers the following caveats:

- Do no harm. First and foremost, the intent should be to get help for a child early. The early warning signs should not be used as a rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children.
- Avoid stereotypes. It is important to be aware of false cues - including race, socioeconomic status, cognitive or academic ability, or physical appearance. Such stereotypes can unfairly harm children, especially when the school community acts on them.
- View warning signs within a developmental context. Children and youth at different levels of development have varying social and emotional capabilities, and may express their needs differently in elementary, middle and high school.
- Understand that troubled children typically exhibit multiple warning signs, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words or actions.

Finally, it is important that school communities use their knowledge of early warning signs to address problems before they escalate into violence. School boards should have policies in place that support training and ongoing consultation so the entire school community knows how to identify early warning signs. School leaders should encourage others to raise concerns about observed early warning signs and to report all observations of imminent danger signs immediately. Schools also should have access to a team of specialists trained in evaluating and addressing serious behavioral and academic concerns.

In situations where students exhibit threatening behaviors:

- Parents should be involved as soon as possible. Inform parents of your concerns immediately, and listen to them when early warning signs are observed. Parents need to know what school-based interventions are being used with their children, and how they can support their success.
- Seek assistance from appropriate agencies, such as child and family services and community mental health centers. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists and counselors.
- Simplify staff requests for urgent assistance. Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering themselves or others cannot be put on waiting lists.
- In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.

School communities that encourage staff, families and students to raise concerns about observed warning signs - and that have in place a process for getting help to troubled children once they are identified - are more likely to have effective schools with reduced disruption, bullying, fighting, and other forms of aggression.

Early Warning, Timely Response: A Guide to Safe Schools offers a wealth of material designed to help school communities identify early warning signs that violence could occur, and develop prevention, intervention and crisis response plans. The guide is supported by the National School Boards Association and more than a dozen other organizations. It includes sections on characteristics of a school that is safe and responsive to all children; early warning signs; getting help for troubled children; developing a prevention and response plan; responding to a crisis; and resources. The full text of this publication is available on-line from the U.S. Department of Education at <http://www.ed.gov/offices/OSERS/OSEP/earlywm.html>.

SCHOOL BUS

EMERGENCIES

You can help reduce the potential for emergencies by making sure that you are ready to drive, the vehicle is ready to respond, and you are confident of your ability to operate the school bus safely. Emergencies are generally related, at least in part, to the unexpected. Your immediate positive response to an emergency, as well as the control you exhibit, will reduce any confusion, anxiety, and stress for your students. Therefore, develop a general plan to cover school bus emergencies.

Where Are My Tools?

When an emergency happens, it is too late to learn about your emergency equipment. Review your emergency equipment and procedures to be prepared.

1. Your communication device is the most valuable piece of emergency equipment that you have. It can be used in every type of emergency.
2. The parking brake should be used whenever you stop, emergency or not.
3. Locate the switch for the hazard lights and know where it is on each bus that you drive.
4. Know where the emergency warning device, containing three bi-directional red reflectors, is located in each bus that you drive. It could be in front or in back of the bus.
5. The first aid kit must be in the driver's area.
 - a. The kit must be dust-proof and clearly labeled.
 - b. Become familiar with the contents and replace any item used.
 - c. Add extra rubber gloves to use when cleaning up body fluids.
6. Each school bus is equipped with a dry-chemical fire extinguisher, ABC classification. Fire is of special concern because a school bus, once ignited, will burn very fast. The first priority is to contact your designated emergency contact to get help on the way. It is better to have too much help than none or not enough.
 - a. The fire extinguisher is secured in the driver's area.
 - b. Ask your supervisor for hands-on training with a fire extinguisher.
 1. Hold the extinguisher in a vertical position.
 2. Remove the safety lock pin.
 - P - Point
 - A - Aim
 - S - Squeeze
 - S - Sweep
 3. Activate the trigger lever or button and aim at the base of the fire. Use a sweeping motion to put the fire out. Always start at a point closest to you and use a sweeping motion and then back away from the fire. **NEVER TURN YOUR BACK ON A FIRE.**
 - c. Make sure the students are a safe distance from the danger. **BUSES CAN BE REPLACED, STUDENTS CAN'T.**
7. A 3 x 5 index card can be a very important tool, especially if you do not have a communication device in your bus. A pre-printed index card should have the following information on it:
 - a. Name of school district and company with the phone numbers;

- b. The emergency phone number for that area, 911 or whatever is used;
- c. Your name and bus number;
- d. Space to put your location;

8. Distinguish between breakdown or accident and what is needed.

9. Ask more than one passing motorist to help call.

It Won't Work

In spite of regular preventative maintenance practices, breakdowns do occur. Generally, you will have an indication of a problem developing: a miss, vibration, or a strange noise. You know your bus best. When something out of the ordinary is going on, contact your main station or emergency contact to see whether you should pull over and wait for another bus or continue on your route. This could prevent you from being stranded in a dangerous spot.

1. If a sudden breakdown occurs, get the bus out of traffic, if possible, and in the safest possible position. Use your radio or cellular phone to call for assistance.

2. Turn off the ignition and take the key out.

3. Place the transmission in neutral and set the parking brake.

4. Activate the hazard lights to warn other motorists.

5. Decide if it is safer to keep students on the bus or evacuate. If possible danger exist, it may be more important and safer to get the students off the bus. When conditions allow, it may be wise to keep the students on the bus because you will have better control over them.

- a. Consider the position of the bus and the possibility of a collision.
- b. Determine if the problem could become a safety hazard.

6. Never leave the bus with students on board, except under extreme circumstances.

- a. If you must leave the bus, always take the keys with you.
- b. Leave someone in charge.

7. Place the emergency bi-directional reflectors as prescribed by law.

NATURAL DISASTER PROCEDURES

This section is designed to teach the school bus driver techniques for driving in adverse weather conditions such as thunderstorms, earthquakes, tornadoes, flash floods, etc.

General Points

1. If the nature of the disaster is weather related and will prohibit the continuation of the route or special assignment trip, radio stations will broadcast emergency disaster information. Make a note of your local AM and FM stations that broadcast emergency disaster information.

2. Prepare yourself before a disaster occurs! Instruct students to move to one location. This will help prevent confusion. You will be better able to aid the students for whom you are responsible if you have discussed a plan to implement in time of a natural disaster.

3. Panic, if uncontrolled, is contagious!

THIS INFORMATION IS NOT MEANT TO BE ALL-INCLUSIVE. APPLY YOUR KNOWLEDGE AND COMMON SENSE TO DEAL WITH THE SITUATION AT HAND. BE FAMILIAR WITH YOUR DISTRICT/COMPANY EMERGENCY PROCEDURES FOR ADVERSE WEATHER CONDITIONS.

1. If the bus is already on the road, the driver should continue to his/her original destination if possible or report to the closest (district) school or emergency station such as police or fire department.

2. If the bus is in the process of picking up a load of students, the driver should continue loading and proceed to his/her original destination or report to the closest (district) school or emergency station such as police or fire department.

3. If the bus is on the road delivering students to their homes, the driver should continue to the regular bus stop. If the driver is in doubt as to the extent of the conditions, he/she should not release the students from the bus. The driver should monitor the two-way radio for specific instruction. If the two-way radio is down, the driver should report back to the (district) school or closest emergency station such as police or fire department.

4. If the bus is in the process of a special assignment (trip), the driver should proceed to the destination prescribed. If the driver is in doubt to the extent of the conditions, he/she should not release the students from the bus. The driver should monitor the two-way radio for specific instructions. If the two-way radio is down, the driver should report back to the (district) school or closest emergency station such as police or fire department.

5. If in doubt as to the extent of damage, the two-way radio is inoperative, or the route to a regular (district) school is not feasible; proceed to the nearest school or emergency station such as police or fire department. Be prepared to remain stationary if all else is impossible.

Responsibility

1. Be prepared to follow the instructions of a principal or dispatcher, or emergency personnel, or use your best judgment. The responsibility and safety of students will depend on your ability to remain calm and follow procedures.

2. Be prepared to perform minor first aid procedures to the best of your ability.

No person who in good faith, and not for compensation, renders emergency assistance shall be liable for any civil damage resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered. (Government Code 1799.102 Emergency Care at Scene of Emergency)

Earthquakes

While earthquakes are not a concern for this region of the country as a rule, the possibility that one could strike does exist.

Minor Earthquakes

In minor earthquakes, stop and/or "take cover" procedures should be followed, and vehicles should be driven to a safe point and halted. If there is no reported damage to roads and structures, normal operations should resume if electrical service is operable and there are no fires, gas leaks, or visible, serious damage to buildings.

Major Earthquakes

This plan is intended for implementation only in case of a major earthquake (usually 5.0 or

above on the Richter scale) and/or where there is obvious damage to roads and structures.

The basic emergency plan assumes that damage will be widespread, roads will be difficult or impossible to use, and buses will be rerouted to those schools which are still operating. In local emergencies such as chemical spills follow the instructions from your district/company.

If a major earthquake occurs during non-school hours, employees should wait for instructions before coming to work. The instructions may be given by telephone contacts, radio over the Emergency Broadcast System, or broadcast on local TV stations.

Instructions for Drivers during an Earthquake

1. If traveling, pull to the side of the road away from tall buildings, trees, tall signs, street lights and power lines, if possible.
2. Do not stop on or below freeway overpasses or bridges.
3. Monitor radio for instructions.
4. Keep students on the bus because they are safer there.
5. Students should be told to take cover by putting their heads down between their knees and remaining in their seats until an "all clear" is given.
6. When shaking stops, avoid areas of downed trees, buildings or power lines and park the vehicle safely.
7. Leave the door closed and go through the bus to check for student injuries.
8. Calm the students and render first aid if necessary.
9. Drive the students to the nearest school.
10. If your vehicle is inoperable or the streets are damaged, keep your door closed and wait for assistance.

Drivers are to await further instructions from their district/company. Even though students may be badly frightened, they must not be allowed to leave without adequate adult supervision. The driver should carry the bus roster (if available) personally to keep track of students and report injuries during the emergency and to report the name and identification of any parent, certified employee, or police official relieving him/her of the responsibility for bus passengers.

Student Transportation Plans

Midday Emergencies Drivers who are on a midday trip or who are not at a school site for another reason are to bring their buses to the nearest school and wait for further instructions.

Late PM Emergencies: If the earthquake occurs during the time students are on buses returning home, drivers are to bring their buses to the nearest school and wait for further information and instructions.

Out-of-Area Trips: Drivers of buses on special trips outside the district should attempt to make radio contact with their dispatcher and to return to the nearest district school and shelter students there until they can be returned safely to their sending school/homes. If returning to

the district and finding an open school is not possible, drivers should ask for local law enforcement assistance to house and feed the students until they can return. Drivers and adult escorts are to remain with the students until they are able to return.

If students, due to any condition, cannot be delivered to appointed stops, and the bus driver is directed to deliver students to an alternate location, the names of the students to be dropped at the alternate location should be left at the original stop with an official so parents will know where to find their children.

Severe Thunderstorms or Tornadoes

Procedure Prior to Emergency

If severe weather disturbances are threatening near school dismissal time, consideration might be given, in cooperation with school administrators, to retaining students in safe areas at school or other nearby buildings until the threat has diminished. School bus drivers should be regularly drilled in tornado procedures.

The National Weather Service will issue a Tornado Watch when the possibility of a tornado exists and a Tornado Warning when a tornado has been spotted or indicated on radar.

Remember also, there may not be time for a tornado warning before a twister strikes. Tornadoes form suddenly.

TORNADO WATCH means that the conditions are right for a tornado.

TORNADO WARNING means that a tornado has been spotted or indicated on radar. Investigate and become thoroughly familiar with all roads adjoining regular routes in the event that they would be needed to seek shelter.

Determine any buildings, homes with basements, ditches, hills, culverts, or other places along routes where children might be evacuated and provided safety.

Discuss the procedures you expect students to follow under tornado emergencies. These procedures should be developed in cooperation with school officials, realizing that the ultimate decision will, by necessity, be based on the driver's sound judgment.

Procedures during Emergency - School Bus Driver's Judgment

1. Never try to outrun a tornado. No one can predict the path of a tornado. Tornadoes can skip from one area to another.

2. If a school bus is caught in the open when a tornado is approaching, the students should be evacuated from the bus and escorted to a nearby ditch, ravine, building, home basement or place which might provide more protection than the bus. If they go to a ditch or ravine, they should be made to lie face down with hands over their heads. They should be far enough away from the bus so the bus cannot topple on them.

3. Remember tornadoes are only one of a thunderstorm's killer elements. Lightning is a major killer, heavy rains cause flash floods, very strong winds can cause major damage, and large hail can be dangerous.

Procedures after Emergency

1. Listen to a radio for the "all clear" signal before leaving a shelter. There may be several tornadoes in your area.

2. Check for injuries and seek medical aid if necessary.

3. After the emergency, be extremely cautious and alert for weakened structures, trees, power lines and other storm damage which may impede travel or constitute a hazard for students.

Annual Review Report

District: _____ School: _____ Annual Review Date(s): _____

105 ILCS 128, Section 25. Annual Review Meeting

- a) **Purpose.** Each school (public and non-public), through its school board or the board's designee shall conduct a minimum of one annual meeting at which it will review each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols and procedures, and the school safety drill programs.
- b) **Participants.** Each school board or the board's designee is required to participate in the annual review and to invite each of the following parties to the annual review and provide each party with a minimum of 30-days' notice before the date of the annual review:
 - 1) Principal(s) or designee.
_____.
 - 2) Representatives of any other education-related organization or association deemed appropriate by district.
_____.
 - 3) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including but not limited to:
 - A) Appropriate local fire department or district(s).
_____.
 - B) Appropriate local law enforcement agency.
_____.
 - C) Appropriate local emergency medical services agency if the agency is a separate, local first responder unit.
_____.
 - D) Any other member of the first responder or emergency management community that has contacted the district superintendent or his or her designee during the past year to request involvement in a school's emergency planning or drill process.
_____.
 - 4) School board's choice to invite to the annual review any other persons who it believes will aid in the review process, including, but not limited to, any members of any other education-related organization or the first responder or emergency management community.

_____.
- c) **Report.** Upon conclusion of annual review, school board or board's designee shall sign one page report including:
 - 1) Summary of recommended changes to existing school safety plans and drill plans are attached.

- 2) The parties listed above (b) were invited to the annual review and provided with a minimum of 30-days' notice before the date of the annual review. The annual review's attendance record is attached.
- 3) This certifies that an effective review of the emergency and crisis response plans, protocols, and procedures and the school safety drill programs for all/every school building at _____ (school district) located at _____ (address) has occurred.
 _____ (school board or board's designee)
 _____ (signature).
- 4) The school district will train on and implement those plans, protocols, and programs, during the academic year.
- 5) The plan is hereby authorized by _____ (school board or board's designee) _____ (signature) on this day of _____ (date).

d) **Copies and Comments.** The school board or its designee shall send a copy of this report to each party that participates in the annual review process and to the regional superintendent of schools. If any of the participating parties have comments on the certification document, those parties shall submit their comments in writing to the appropriate regional superintendent. The regional superintendent shall maintain a record of these comments.

Cc: Annual Review Participants, Appropriate Regional Superintendent

Regional Office of Education #53 School Safety Drills Report
(as required by P.A..94-0600, P.A. 95-1015 & P.A. 98-0048)

This form must be completed kept with your records to be reviewed at the annual safety plan review meeting and by the Regional Office staff at next year's annual inspection. **All listed drills are required.**

District: _____ Building: _____

Three Fire Drills (one drill requires participation of fire department. (This requirement can only be waived by mutual agreement)

Date of fire drill _____

Yes ____ No ____ Fire department participated in drill

Yes ____ No ____ Fire department certified drill (required if fire department participated)
Fire official's signature _____

Date of fire drill _____

Yes ____ No ____ Fire department participated in drill

Yes ____ No ____ Fire department certified drill (required if fire department participated)
Fire official's signature _____

Date of fire drill _____

Date of

Yes ____ No ____ Fire department participated in drill

Yes ____ No ____ Fire department certified drill (required if fire department participated)
Fire official's signature _____

One Bus Evacuation Drill (all students)

Date of bus evacuation drill _____

One Law Enforcement Drill including a school shooting incident. Requires participation of local law enforcement. If a date cannot be agreed upon with local law enforcement the drill must still be held.

Date of law enforcement drill _____ Signature of Law Enforcement official _____

One Severe Weather/Shelter-in-Place Drill

Date of severe weather and shelter-in-place drill _____

Crisis Plan Review

Date of review meeting _____

I, the undersigned, attest that all of the information above is correct to the best of my knowledge.

Signature of Building Principal: _____

Date _____

PA 94-0600: During each academic year, schools must conduct a minimum of 3 school evacuation drills to address and prepare students and school personnel for fire incident. One of the 3 school evacuation drills shall require the participation of the appropriate local fire department or district. During each academic year, schools must conduct a minimum of one bus evacuation drill. During each academic year, schools must conduct a minimum of one severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents and may conduct additional severe weather and shelter-in-place drills to account for other incidents, including without limitation earthquakes or hazardous materials. PA 95-1015: During each academic year, schools must conduct one law enforcement drill in accordance with the schools current emergency and crisis plans. The drill may be done on days when students are not present. P.A. 98-0048 Law enforcement drill shall include a school shooting incident and must be held even if the school and law enforcement cannot agree on a date.