

**SCHOOL EMERGENCY**

**And**

**CRISIS RESPONSE PLAN**

**Wilco Area Career Center**

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## PROCEDURES

- Identifying and Reporting Threats
  - When an individual makes a threat or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation, the Center the Threat Assessment Guidelines shall be followed. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.
  - Threats of self-harm by students, also require compliance with applicable Center board policies and regulations. For any individual, when threats of self-harm are accompanied by threats to harm others, or investigation suggests the existence of a threat to others, the threat assessment team shall be notified and take appropriate action to prevent acts of violence. The threat assessment team shall work collaboratively with feeder school threat assessment team.
  - All Center employees, volunteers, and contractors are required to report immediately to the designated school administrator any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.
  - Anyone who believes that a person or situation poses a clear and immediate threat of serious violence that requires containment shall notify Center administrators.
- Assessing Threats
  - When a threat is reported, the Center administrator and/or threat assessment team leader shall initiate an initial inquiry/triage and, in consultation with the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible in accordance with Center's Student Threat Assessment Guidelines.

Upon notification of threatening behavior or communications, the Center administrator or threat assessment team leader shall determine if an imminent threat is believed to exist. If the individual appears to pose a clear and immediate threat of serious violence, the administrator shall notify law enforcement and feeder school.

- If there is no reasonably apparent imminent threat present, or once such an imminent threat is contained, the threat assessment team leader shall ensure that the situation is screened/triaged by the feeder school to determine if the full threat assessment team needs to be involved. This triage may include (as necessary and appropriate):
  - Review of the threatening behavior
  - Communication is shared with the feeder school
- Intervening, Monitoring, and Resolving Threats
  - The Wilco feeder schools shall communicate the findings and interventions to Wilco.

## PRINCIPLES OF THREAT ASSESSMENT

### **At Wilco**

Threat assessment is a systematic process that is designed to:

- 1) Identify individual(s)/situation(s) whose behavior causes concern for violence
- 2) Communicate concerns and collaborate with feeder schools

### **Feeder Schools will**

- 1) Gather additional relevant information in a lawful and ethical manner
- 2) Assess the individual(s)/situation(s) in context based on the totality of the information available
- 3) Manage the individual situation to prevent violence and mitigate impact of harm

## IDENTIFYING AND REPORTING THREATS

All Center employees, volunteers, and contractors are required to report immediately to the Wilco administrator or designee any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest a student may intend to commit an act of targeted violence.

The Wilco threat assessment team shall strive to make the reporting process both understandable and highly accessible and to discourage a “code of silence” that may be a barrier to reporting. Faculty and staff, students, volunteers, and other members of the school community need to know:

- their role and responsibility to report concerns;
- what to report;
- where and how to report it;
- that reports are wanted and will be acted upon appropriately.

Members of the Wilco community should be encouraged on an ongoing basis to report any threatening communication or troubling behavior and be reminded that reporting is an act of caring and not “snitching” or “tattling.”

## ASSESSING AND CLASSIFYING THREATS

When a threat is reported, the Wilco administrator and/or threat assessment team leader shall initiate an initial inquiry/triage and, in consultation with the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible in accordance with Wilco Student Threat Assessment Guidelines.

Upon notification of threatening behavior or communications, the Wilco administrator or threat assessment team leader shall determine if an imminent threat is believed to exist. If the individual appears to pose a clear and immediate threat of serious violence, the administrator shall notify law enforcement.

### **Assessing Potential Threatening Behavior**

Information gathered in a threat assessment inquiry should be examined for evidence of behavior and conditions that suggest that the individual of concern is planning and preparing for an act of violence or to cause harm to self or others. Based on a review of the totality of the information available, the threat assessment team should seek to answer the following questions:

1. What are the subject’s motive(s) and goals? / What first brought him/her to someone’s attention?

- Does the subject have a major grievance or grudge? Against whom?
- Does the situation or circumstance that led to these statements or actions still exist?
- What efforts have been made to resolve the problem and what has been the result?
- Does the subject feel that any part of the problem is resolved or see any alternatives?
- Has the subject previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?

2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?

- What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or Web site concerning his or her grievances, ideas and/or intentions?
- Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?
- Has anyone been alerted or “warned away”?

3. Additional Information will be compiled and assessed through the feeder school threat assessment team.

**Classifying Threats to Determine Response Strategies**  
(Feeder Schools will make this determination)

The threat assessment is designed to identify and assess risks in a deliberate and thorough manner. In determining response strategies to mitigate the risk and to provide assistance, as needed, it is helpful to classify threats by level. Based on the information collected, the threat assessment team may classify threats using the following basic criteria:

Threat Levels	Criteria
Low risk threat	Individual/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
Moderate risk threat	Person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
High risk threat	A high-risk threat is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that require intervention

# Evacuation

*Purpose: Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

## **School Commander:**

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED AREA. TEACHERS TAKE YOUR EMERGENCY KIT AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Designate someone to contact the bus service to take students to the alternate off-campus relocation site if deemed necessary.

## **Office staff:**

- Take visitor log and student sign out sheet to the assembly area.
- Gather headcount information from teachers and inform the Assistant Director or Incident Commander of any missing student(s) or staff.

## **Teachers:**

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, pen/pencil and classroom red emergency bag.
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, noting any students in other activities or services such as Student Services that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators.
- At the assembly area, teachers and students will stay in place until further instructions are given.

## **Support Services:**

- Report to the Area Coordinator. You may be needed in another capacity as the incident unfolds

## Reverse Evacuation

***Purpose:** When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

### **School Commander:**

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE A **REVERSE EVACUATION**. TEACHERS ARE TO BRING THEIR STUDENTS FROM OUTSIDE INTO THE BUILDING IMMEDIATELY. REPORT TO YOUR CLASSROOM AND TAKE A HEADCOUNT. REPORT ANY MISSING STUDENT TO THE MAIN OFFICE.”

- Notify the main office of the situation.

### **Teachers:**

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.
- Teachers will take attendance and account for all students. Report any missing students to the main office.
- No students or staff are allowed outside the building.
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

## **Weapons Possessions/Intruders**

An armed offender is a person possessing a weapon capable of deadly force, whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may be a student staff member, and/or parent or community member.

The Illinois Criminal code governing this offense states that unlawful possession of a weapon on school property or within 1000 feet of a school in the State of Illinois is a Class 3 Felony.

### **A.L.I.C.E**

Initiated when: Active threat if is on the school grounds or in school building

#### **ALERT**

- Inform others of the situation – no code words
- Alert: what is it, where is it
- Assess the situation- you have options

#### **LOCKDOWN**

- If you cannot safely run- hide
- Lockdown or hide in a classroom, office or staff bathroom
- Secure the door –lock the door or belt or cord around the door handle or hinge
- Barricade - stack desks and chairs in front of door move a large piece of furniture in front of door
- Spread out away from the doorway – move out of view from hallways, windows
- Prepare to evacuate or counter if the opportunity arises
- Communicate (if intruder is not in your area)
- If the fire alarm sounds during the lockdown, evaluate the situation and plan an escape route

#### **INFORM**

- Notify main office of an active threat
- Notify police or office of location of intruder: real-time information is vital

#### **COUNTER**

- Create noise, movement, distance and distraction to reduce the intruder’s ability to shoot accurately

#### **EVACUATION**

- When safe to do so, remove yourself from the danger zone
- Stop, look and listen at each exit point and corner
- Move out and away from the building
- If outside, gather students and move away from the school building and proceed to Lewis Univ. gym or Prairie Bluff Golf Course
- Call 911 – Do not assume Police were notified

# Hard Lockdown/ALICE

**Purpose:** *Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

## **School Commander:**

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

### Option 1:

“YOUR ATTENTION, PLEASE. WE ARE GOING INTO A HARD LOCKDOWN/ALICE. INITIATE ALICE PROTOCOL”

Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.

## **Office Staff:**

- Direct all visitors located in the main office to safe area and lock the door.

## **Custodians/Maintenance:**

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

## **A.L.I.C.E**

Initiated when: Active threat inside the school building

### **ALERT**

- Inform others of the situation – no code words
- Alert: what is it, where is it
- Assess the situation- you have options

### **LOCKDOWN**

- If you cannot safely run- hide
- Lockdown or hide in a classroom, office or staff bathroom
- Secure the door –lock the door or belt or cord around the door handle or hinge
- Barricade - stack desks and chairs in front of door move a large piece of furniture in front of door
- Spread out away from the doorway – move out of view from hallways, windows
- Prepare to evacuate or counter if the opportunity arises
- Communicate (if intruder is not in your area)
- If the fire alarm sounds during the lockdown, evaluate the situation and plan an escape route

## **INFORM**

- Notify main office of an active threat
- Notify police or office of location of intruder: real-time information is vital

## **COUNTER**

- Create noise, movement, distance and distraction to reduce the intruder's ability to shoot accurately

## **EVACUATION**

- When safe to do so, remove yourself from the danger zone
- Stop, look and listen at each exit point and corner
- Move out and away from the building
- If outside, gather students and move away from the school building and proceed to Lewis Univ. gym or Prairie Bluff Golf Course
- Call 911 – Do not assume Police were notified

When conditions are clear and safe, we will transition into a **Hold in Place & Teach (page 12)**. The following announcement will be made jointly by an Administrator and a Police Officer.

“YOUR ATTENTION, PLEASE. WE ARE GOING INTO A HOLD IN PLACE & TEACH.”

## Hold in Place & Teach

### School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE GOING INTO A HOLD IN PLACE & TEACH. TEACHERS SECURE YOUR ROOM AND TAKE ATTENDANCE. YOU MAY CONTINUE CLASSROOM ACTIVITY. KEEP STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. IGNORE ALL BELLS & ALARMS UNTIL YOU ARE ADVISED.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide known information and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.

### Office Staff:

- Direct all visitors located in the front hall to the main office and lock the door.

### Custodians/Maintenance:

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

### Teachers:

Note: Keep current class list and pen/pencil in red bag.

- Immediately stop all activities.
- Direct any students in the hallway into your classroom.
- Shut and lock door(s) immediately.
- Quietly continue classroom activities – no one is permitted to leave the classroom.
- DO NOT call out and ask questions, transmit any email, or attempt to get messages out. Be prepared to wait for instructions to evacuate. Stay off the phone.
- When instructions are given from the Wilco administration or incident commander, follow them to the letter.
- DO NOT respond to a fire alarm unless confirmed by Wilco administration or incident commander.
- Remain in room until Wilco administration or incident commander has given the all clear.

## Shelter-in-Place

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

### **School Commander:**

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Monitor the weather radio.
- Be prepared to announce a change in status (“DROP, COVER AND HOLD” or “ALL CLEAR”).

### **Maintenance/Custodians:**

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

### **Teachers:**

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest interior safe area or other appropriate shelter.
  - a) For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine or open ditch) or low spot
  - b) away from trees and power poles.
  - c)

- d) If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

## **Drop, Cover and Hold**

***Purpose:** Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff, who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the main office.
- The School Commander or designee may order an evacuation if the situation warrants and it is safe to do so.

# Off-Campus Evacuation

***Purpose:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians.*

## **School Commander:**

- The School Commander will advise the Assistant Director of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE, FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO \_\_\_\_\_ LOCATED AT \_\_\_\_\_ . YOUR HOME SCHOOL BUS WILL PICK YOU UP FROM THIS LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the feeder school Superintendents of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- If necessary, request the Office Staff to contact the feeder school bus companies of alternate location.
- Request the Assistant Director to activate appropriate system-wide Crisis Response and send them to the relocation site to assist with Family Reunification.
- Prepare information release statement to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

**Teachers and staff**

- Take your class roster, phone lists, pen/pencil and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to the main office. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students as directed to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

# FAMILY REUNIFICATION

***Purpose:** The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

## **School Commander:**

- The School Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the Main Office to send personnel to staff the Family Reunification Center.

## **Reunification Site Commander:**

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the Executive Director of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

## **Teachers**

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

## **Mental Health/Crisis Intervention**

***Purpose:** These procedures are intended to guide staff in responding to more frequently occurring crisis such as deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff.*

### **School Commander:**

- Notify the all school administration of the incident or emergency.
- Prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional support from feeder schools or community-based mental health resources if needed.
- Notify building Student Services staff.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to Student Services. If unable to intercept, make parent and feeder school notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming.
- Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feelings and reactions.

### **Mental Health/Crisis Intervention Team and/or Feeder School:**

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the administration to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on-going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building-wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.

- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

**Teachers and staff:**

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event.
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

# Bomb Threat

**Call Taker:** Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist, PAGE 17.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*57 to trace call. (May be different on your phone system)
- Notify the Executive Director or Administrator in charge.

**School Commander:**

- School Commander or designee notifies law enforcement by calling 911.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO \_\_\_\_\_ ALL CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately.
- Search the building and evacuate if warranted.
- Notify the feeder schools.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post.
- Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an **EVACUATION** selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Direct students and staff, “**DO NOT TAKE PERSONAL BELONGINGS, COATS OR BACKPACKS. TEACHERS AND STAFF ARE TO OPEN CLASSROOM WINDOWS AND DOORS WHEN EXITING.**”
- Students and staff must be evacuated to a safe distance outside of school building(s) **MINIMUM 1000 Feet** is the general rule.
- Arrange for the person who found a suspicious item to talk with law enforcement officials.
- No one may re-enter the building(s) until fire or police personnel declare the buildings safe.
- Students may need to be moved to Lewis University if weather is inclement or building is damaged.
- The school commander will notify staff and students of the termination of the emergency and to resume normal operations.

## **BOMB THREAT CONTINUED –**

### **Teachers and staff:**

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found - DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to move to the Off-Site Evacuation location if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

## BOMB THREAT CHECKLIST

### Description Detail Report

#### Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

#### Notes:

### Callers Voice - Circle as applicable:

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?

### Background Sounds:

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

### Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_

\_\_\_\_\_

# FIRE

## In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the school administration.
- The School Commander or designee will immediately initiate an EVACUATION announcement.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department.

## Administration:

### In the event of a fire the following people will be stationed at the locations indicated:

Bosa Goodale – North side/child care [Carol Schroeder]  
Paris Wilhite– East side/student services [Sherry Harris]  
Jeannine Marco – South side/auto service [David Presi]  
Anita Baxter – West side/front [Jose Ramirez]  
Custodians/Maintenance – Meet Director at Front Entrance/Alt. location Maintenance Door26

- In the event these individuals are absent the person in [ ] will substitute. If you are not located in the building near your exit, once outside *quickly* walk around the building to your assigned post.
- Must have two-way radio in possession and wear orange vest.
- Take red clip board with master class list and student contact.
- The **Assistant Director** will contact each person to ask for attendance and any students that are missing. **DO NOT RADIO THE ASSISTANT DIRECTOR; HE/SHE WILL CONTACT YOU.**
- **DO NOT** use radio except to report attendance when called upon **or** in the event of an emergency to ask for assistance.
- Maintenance will check fire doors in hall to make sure they are properly opened after the alarm.
- In the event that the Assistant Director is out, the Assistant Principal of Student Services will be the point of contact for attendance.
- School office staff will take the visitor log, student sign-out sheet and the Red Emergency Bag and evacuate to the designated school command post.
- After consulting with the fire department and law enforcement officials, the School Commander may direct an off-site evacuation to Lewis University if weather is inclement or building is damaged.
- When the alarm is silenced **AND** given the all clear, your group may enter the building.

## **FIRE CONTINUED –**

### **Teachers**

- Take the class roster, pen/pencil and the Emergency Go Kit; lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students to an OFF-CAMPUS EVACUATION site when ordered.
- Keep your class together and wait for further instructions.

# INTRUDER/HOSTAGE

## **Intruder- When an unauthorized person enters school property:**

- Notify School Administration.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

## **If intruder refuses to leave:**

- Warn intruder of consequences for staying on school property.
- Notify police if intruder refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
- Maintain visual contact with intruder from a safe distance.
- If potential for violence issue Lockdown procedures (see Lockdown Procedures section).

## **Hostage Situation:**

- If hostage taker is unaware of your presence, do not intervene.
- Notify School Administration.
- School Commander or designee will announce LOCKDOWN action.
- The School Commander or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The School Commander or designee will call 9-1-1 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN.
- The Maintenance/Custodial staff will redirect any buses en route to the school to an alternate location.
- The School Commander will give control of scene to police and hostage negotiation team.
- The School Commander will ensure detailed notes of events are taken.
- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

## **If taken hostage:**

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

# **SEVERE WEATHER**

**When a Severe Weather Watch or Warning has been issued in the area near the school.**

**Severe Weather Watch has been issued:**

- Monitor Weather Stations/Radio (National Weather Service, Weather Channel, or television).
- Bring all persons inside building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid rooms with wide free-span roofs and large areas of glass windows.
- Review “DROP, COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

**Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school**

- The School Commander will announce SHELTER-IN-PLACE alert signal.
- The School Commander will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The School Commander will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

# HAZARDOUS MATERIAL RELEASE

*Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.*

## **Substance Released Inside A Room or Building:**

- The School Commander will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The School Commander directs staff to call 9-1-1. Provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The School Commander will request activation of feeder school, media and parent notification protocol.
- The School Commander will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The School Commander will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

<u>Executive Director – Elizabeth Kaufman</u> District spokesperson	<u>815/347-1411 (cell); 815/838-6941 (work)</u> Telephone Numbers
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- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The School Commander will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from Valley View School District. Alert staff to move students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

## **Substance Release Outdoors:**

- The School Commander will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The School Commander or designee will call 9-1-1, identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The School Commander will direct maintenance to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The School Commander will request activation of media, feeder school and parent notification protocol.

## HAZARDOUS MATERIAL RELEASE CONTINUED -

- Refer media to:

Executive Director – Elizabeth Kaufman      815/347-1411 (cell); 815/838-6941 (work)  
District Spokesperson                              Telephone Numbers

- The School Commander will ensure all buses en route to the school are re-directed to the alternate relocation site and deposit the students there for reunification with parents or if appropriate return students back to home school.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The School Commander will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the School Commander.
- When emergency responders determine it is safe to do so, the School Commander will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

# EARTHQUAKE

*Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.*

## **School Commander:**

- The School Commander or designee will call 9-1-1(if necessary).
- After the shaking stops, the School Commander will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The School Commander will activate the feeder school and parent notification protocol.
- The School Commander will establish a school command post and medical triage site on campus.
- The School Commander will direct maintenance to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The School Commander will consult with emergency management and public safety officials to determine if the buildings are safe for re-occupancy.
- The School Commander will decide whether to announce dismissal of students from the school or EVACUATE student's off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the feeder school and parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

## **Teachers and staff:**

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and Emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students to school administration.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

## UTILITY LOSS OR FAILURE

*Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.*

- Upon notice of loss of utilities, the School Commander will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The School Commander may direct maintenance to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will determine whether school should be closed and classes temporarily suspended. If so, activate feeder school notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1, give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and announce that TEACHRES AND STUDENTS ARE TO IGNORE ALL BELLS UNTIL NOTIFIED. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

Executive Director – Elizabeth Kaufman      815/347-1411 (cell); 815/838-6941 (work)  
District Spokesperson                                      Telephone Numbers

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity.

## **MEDIA**

All staff must refer media to the Executive Director.

- The Executive Director, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency.
- The Executive Director serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

<u>Ex. Director, Elizabeth Kaufman</u>	<u>WK 815/838-6941 or Cell 815/347-1411</u>
District Spokesperson	Telephone Numbers (work, mobile)

Alternate District spokesperson:

<u>Asst. Director Bosa Goodale</u>	<u>WK 815/838-6941 or Cell 815/954-0722</u>
Name	Telephone Numbers (work, mobile)

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Executive Director.
- Executive Director notifies feeder schools and prepares a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

### **Media statement**

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

# STRUCTURAL FAILURE

*Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.*

## **Structural failure with collapse or partial collapse:**

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately tend to the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The School Commander will direct staff to turn off utilities and seal off the high risk area, if necessary.
- The School Commander will notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Critical Incident Response Kit. The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

## **Structural failure without collapse**

- For structural failure without collapse, the School Commander will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The School Commander will determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The Executive Director will notify the architect and insurance carrier to document and assess the damage.
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

# MEDICAL EMERGENCY

## **School Staff Response:**

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
  - a. Live electric wires
  - b. Gas leak
  - c. Building damage
  - d. Animal threat
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (door & room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the administrator in charge.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report. If appropriate, a supervising staff member completes the report.

## **Administration:**

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Direct staff to call parents of students and feeder school.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital.
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report.
- Follow-up with the parents or guardian.