

SCHOOL EMERGENCY RESPONSE PLAN

**Kimes Elementary School
1207 Reading St.
Streator IL 61364**



Rev. 2026 - 2027 School Year

Promulgation Statement

Kimes Elementary School is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency Response Plan that follows is the official policy of **Kimes Elementary School**. It is a result of a comprehensive review and update of school policies in the context of its location at **1207 Reading St. Streator, Illinois** and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

Approval and Implementation

This Emergency Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

_____ DIR. OF SAFETY AND SECURITY	_____ DATE
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_____ SUPERINTENDENT	_____ DATE
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_____ SCHOOL BOARD	_____ DATE
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TABLE OF CONTENTS

A. INTRODUCTION – page 7

1. Authority
2. Purpose
3. Mission & Goals
4. Explanation of Terms

B. SITUATION and ASSUMPTIONS – page 10

- 1) Situations
- 2) Building Information
- 3) Hazard Analysis
- 4) Assumptions
- 5) Limitations

C. CONCEPT of OPERATIONS – page 15

- 1) Objectives
- 2) General
- 3) Operational Guidance
 - A) Initial Response
 - B) Notification Procedures
 - C) Training Exercises
 - D) Implementation of Incident Command System (ICS)
 - E) Sources and Use of Resources
 - F) Incident Command System
 - G) Incident Command System (ICS) – Emergency Operations Center (EOC) Interface
 - H) Activities by Phases of Emergency Management

D. ORGANIZATION and ASSIGNMENT of RESPONSIBILITIES – page 23

Organization
General
Executive Group
Emergency Operations Planning
Emergency Response
Volunteer and Other Services

Assignment of Responsibilities

Executive Group Responsibilities

- 1) The School Board
- 2) The District Superintendent
- 3) The Direction of School Safety and Security

- 4) The School Principal
- 5) Emergency Operations Planning
- 6) Emergency Response
 - A) Teachers
 - B) Technology/Information Services
 - C) Transportation
 - D) The Incident Commander

E. DIRECTION and CONTROL – page 29

- General
- Emergency Facilities
- Line of Succession

F. READINESS LEVELS – page 30

- Readiness Levels
- Readiness Level Descriptions

G. ADMINISTRATION and SUPPORT – page 31

- Agreements and Contracts
- Reports
- Records
- Incident Costs
- Emergency and Disaster Costs
- Preservation of Records
- Post-Incident and Exercise Review

H. PLAN DEVELOPMENT and MAINTENANCE – page 33

- Plan Development and Distribution of Planning Documents Review Update

I. REFERENCES – page 34

J. APPENDIXES – page 35

- Summary of Agreements and Contracts
- Incident Command System Summary
- Incident Command Structure
- Campus Map
- Building - Emergency Response Contact Numbers
- District - Emergency Response Contact Numbers
- Sample School-Parent Letter
- Staff Skills Survey and Inventory
- Master Campus Schedule
- Emergency Response Drill Log

K. **ANNEX – PLANNED RESPONSES/TEACHER ACTION GUIDES
(SECURE MATERIALS) – page 51**

Active Shooter / Lockdown Response	PAGE 52
Severe Weather Response	PAGE 54
Tornado / Shelter-in-Place Response	PAGE 55
Fire Response	PAGE 57
Bomb Threat/Suspicious Packages Response	PAGE 58
Bomb Threat Checklist	PAGE 60
Unauthorized Person / Hostage Situation	PAGE 61
Structural Failure	PAGE 62
Utilities Loss or Failure	PAGE 63
Hazardous Materials Release (indoors and outdoors)	PAGE 64
Bus Accident Response	PAGE 66
Mental Health / Crisis Intervention Event	PAGE 68
Nuclear Powerplant Failure Event	PAGE 70
Earthquake Response	PAGE 71
Evacuation Procedures	PAGE 72
Return to Building Procedures	PAGE 73
Off-Campus Evacuation Procedures	PAGE 74
Family Reunification	PAGE 76
Media	PAGE 77
Medical Emergency	PAGE 78
CPR/AED Response Plan	PAGE 79

A. INTRODUCTION

Authority

- A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA–REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones
- B. State: Public Act 94-600 School Safety Drill Act; 29 Illinois Administrative Code 1500 (School Emergency and Crisis Response Plans); 77 Illinois Administrative Code 527 (Physical Fitness Facility Medical Emergency Preparedness Code)
- C. Local:
- D. School Board:

Purpose

- A. This Basic Plan outlines the School District and the School's approach to emergency management and operations. It has been developed to assist the school to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

- A. The mission of the school in an emergency/disaster is to:
 - 1. Protect lives and property
 - 2. Respond to emergencies promptly and properly
 - 3. Coordinate with local emergency operations plans and community resources
 - 4. Aid in recovery from disasters
- B. The goals of the school are to:
 - 1. Provide emergency response plans, services, and supplies for all facilities and employees
 - 2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
 - 3. Restore normal services as quickly as possible
 - 4. Coordinate the use of school personnel and facilities
 - 5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

Explanation of Terms

A. Acronyms

1.	AED	Automated External Defibrillator
2.	CERT	Community Emergency Response Team
3.	CFR	Code of Federal Regulations
4.	CPR	Cardio-Pulmonary Resuscitation
5.	EOC	Emergency Operations Center
6.	EOPT	Emergency Operations Planning Team
7.	EPI	Emergency Public information
8.	FEMA	Federal Emergency Management Agency
9.	Hazmat	Hazardous Material
10.	IC	Incident Commander
11.	ICP	Incident Command Post
12.	ICS	Incident Command System
13.	NIMS	National Incident Management System
14.	SC	School Commander
15.	SOPs	Standard Operating Procedures
16.	UC	Unified Command

Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.

- D. One or more local response agencies or departments acting under an IC normally handles incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. **Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- C. Requires community-wide warning and public instructions.
- D. Requires a response by all local response agencies operating under one or more ICs.
- E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**

A document published separately from this plan identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. Inter-local agreement

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. Standard Operating Procedures (SOP)

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. The school could be affected by hazards, some which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards are provided in this plan. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is generally approximately 400 students.

The school's staff is comprised of:

- Teachers
- Administrators
- Office/support staff
- Teachers Aides
- Cafeteria staff
- Custodial staff

C. The school has a master schedule of where classes and grade levels are located during the day.

2. Building Information

A. **Kimes Elementary School** is made up of 2 building(s).

B. The school consists of a main campus located at **1207 Reading St. Streator, Illinois.**

C. The school also includes the separate Modular Buildings

D. A map of the buildings annotated with evacuation routes and shelter locations are included in this plan.

3. Hazard Analysis

- A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for the school. After reviewing the school's hazard analysis and security audit, it appears that the school could be affected by:

Earthquake, Flooding (River or Tidal), Tornado, Wildfire, Winter Storm, Chemical / Hazardous Materials, Fire, Nuclear Facility Incident, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
Hazard Type:					
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. The school could be subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.
- G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.
- H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limitations

- A. It is the policy of the School District and the school that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, the School Staff, District Staff and First Responders can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

- A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

- A. It is the responsibility of the school and District officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

- B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.
- C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
- D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
- E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.
- F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school . We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.
- G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government will be used to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.
- H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. The School District and the school recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. The School District and school officials will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.
 2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.
 3. Participate in the local government’s NIMS preparedness program.
- I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate responses are in place.
 - J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**
2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Return to Building** – When conditions are safer inside a building than outside. Requires all staff and students to go to safe places in the building from outside the building.
- c. **Active Threat** – When a person or situation presents an immediate threat to students and staff in the building. Staff and students may use option-based training such as all exterior doors and classroom doors being secured and students and staff stay in their offices, work areas and classrooms, evacuating if staff and students have a safe option to depart from the building, staff may also counter the subject if they can safely prevent the subject from harming others.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or the basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

B. Notification Procedures

- 1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the school Principal to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
- 2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is an Active Threat incident or a shelter in place incident in progress, the building shall be evacuated. In the event that an Active Threat or Shelter-in-Place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
- 3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school District Superintendent. Specific guidelines are found in the individual annexes and appendices.

C. Training and Exercise

- 1. The School District and the school understand the importance of training, drills, and exercises in the overall emergency management program. To ensure

that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and the participants will be maintained.
3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
4. The school will plan for 3 Fire Evacuation drills, 1 Severe Weather/Shelter-in place drill, 1 Bus Evacuation drill, 1 Law Enforcement Monitored Active Threat Drill, and additional Active Threat Training during the school year. The types of drills and exercises will be determined by the Director of School Safety and Security in compliance with the provisions of PA 94-600 (105 ILCS 128) also known as the School Safety Drill Act.
5. The school will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E. Source and Use of Resources

1. The school will use its training and resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - A. Request assistance from volunteer groups active in disasters.
 - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

- A. The School District and school officials intend to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Superintendent or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- C. In emergency situations where other jurisdictions or the state or federal government is providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

- A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
 - a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

B. Mitigation/Prevention

1. The School District and the school will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2. Hazard Analysis
3. Identifying hazards
4. Recording hazards

5. Analyzing hazards
6. Mitigating/preventing hazards
7. Monitoring hazards
8. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:
 - a. Providing emergency equipment and facilities.
 - b. Emergency planning, including maintaining this plan, its annexes, and appendices.
 - c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
 - d. Conducting periodic drills and exercises to test emergency plans and training.
 - e. Completing an After Action Review after drills, exercises and actual emergencies.
 - f. Revise plan as necessary.

D. Response

1. The school will respond to emergency situations effectively and efficiently to the best of its ability. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, the School District and the school will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer or Other School Breaks

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a. Notify all District Administrators to convene to develop an appropriate action plan.
 - b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c. Notify staff or families of students identified in #2 and recommend community resources for support.
 - d. Notify general faculty/staff by letter or telephone with appropriate information.
 - e. Schedule faculty meetings for an update the week before students return to school.
 - f. Be alert for repercussions among students and staff.
When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

A. General

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Emergency Management Coordinator, and School Principal.

C. Emergency Operations Planning

District Administrators and designated District Staff develop emergency operations plans for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards. The Emergency Operations

Planning Team at the school level includes Superintendent, Director of School Safety and Security, Principal, Assistant Principal, Counselor(s), and Nurse(s).

D. Emergency Response Team

Emergency Response Team assists the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include Director of School Safety and Security, Principal, Assistant Principal, Counselor(s) and Nurse(s).

E. Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.
2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the Teachers, Emergency Services, and Support Services.

B. Executive Group Responsibilities

1. The School Board

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.

2. The District Superintendent

- a. Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- g. Implement the policies and decisions of the governing body relating to emergency management.
- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
- i. Coordinate emergency assistance and recovery.

3. The Director of School Safety and Security

- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
- h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for district emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with the state emergency management staff and other

- local emergency management personnel.
- n. Serve as the school's Emergency Management Coordinator.
- o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Supply Administrators with appropriate maps and building floor plans.
- t. Coordinators with Administrators and Building Secretaries to provide staff and student roster information to help manage the emergency.
- t. Assists Administrators and First Responders at the Incident Command Post

4. The School Principal

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrive.
- b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
- c. Keep the school board informed of emergency status.
- d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- e. Ensure that the plan is coordinated with the district's plans and policies.
- f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- h. Conduct drills and initiate needed plan revisions based on After Action Reports.
- i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - 2. Appoint monitors to assist in proper evacuation.
 - 3. Ensure that all exits are operable at all times while the building is occupied.
 - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
- j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

5. Emergency Operations Planning:

- a. District Administrators and any District Staff that participate in the annual Safety Planning Review, in conjunction with the local emergency services create and maintain the Emergency Operations Plan.
- b. Provide information to staff, students and community on emergency procedures.
- c. Provide assistance during an emergency in accordance with designated roles.
- d. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

6. Emergency Response Teams:

- a. Participate on the Community Emergency Response Team (CERT).
- b. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- c. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - 1. Facility evacuation - Assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place.
 - 2. First aid - Provides basic first aid to injured students and/or staff.
 - 3. Search and rescue - Assists in search and rescue operations to find missing or trapped students and/or staff and note and record the situation for other responders.
 - 4. Fire suppression - Provides information on fire suppressions to Fire Personnel and provide utility shut-off locations if necessary.
 - 5. Damage assessment - Assists with conducting building assessments of school buildings to evaluate whether or the building(s) are safe for occupation.
 - 6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
 - 7. Student supervision - Assists all Building Staff with supervising students while emergency response activities are occurring.
 - 8. Support and security - Responsible for securing the school grounds and making preparations for caring for students until it is safe to release them.

7. Teachers:

- a. Prepare classroom emergency materials.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.

- d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in the student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

8. Technology/Information Services will:

- a. Coordinate use of technology.
- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

9. Transportation will:

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

10. The School Incident Commander (Principal) will:

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

- A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.
- B. The Director of School Safety and Security will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.
- C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.
- D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.
- E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

- A. Incident Command Post
 - 1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school buildings will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.
 - 2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

- A. The line of succession for the principal is:

1. Assistant Principal
 2. Superintendent
 3. District Certified Administrative Staff
 4. Dir. of School Safety
- B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

- A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)
1. Green – Low
 - a. Assess and update emergency operations plans and procedures.
 - b. Discuss updates to school and local emergency operations plans with emergency responders
 - c. Review duties and responsibilities of emergency response team members.
 - d. Provide CPR and first aid training for staff.
 - e. Conduct training and drills.
 - f. Conduct 100% visitor ID check
 2. Blue - Increased Readiness
 - a. Review and upgrade security measures
 - b. Review emergency communication plan
 - c. Inventory, test, and repair communication equipment.
 - d. Inventory and restock emergency supplies
 - e. Conduct emergency operations training and drills
 3. Yellow – Elevated
 - a. Inspect school buildings and grounds for suspicious activities.
 - b. Assess increased risk with public safety officials.

- c. Review crisis response plans with school staff.
 - d. Test alternative communications capabilities.
4. Orange – High
- a. Assign staff to monitor entrances at all times.
 - b. Assess facility security measures.
 - c. Update parents on preparedness efforts.
 - d. Update media on preparedness efforts.
 - e. Address student fears concerning possible emergencies.
 - f. Place school and district emergency response teams on standby alert status.
5. Red – Severe
- a. Follow local and/or federal government instructions (listen to radio/TV).
 - b. Activate emergency operations plan.
 - c. Restrict school access to essential personnel.
 - d. Cancel outside activities and field trips.

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

- A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

2. Reports

- A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

- B. Situation Report

A situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

3. Records

A. Record Keeping for Emergency Operations

The School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:
 - a. Activation or deactivation of emergency facilities.
 - b. Emergency notifications to local emergency services.
 - c. Significant changes in the emergency situation.
 - d. Major commitments of resources or requests for additional resources from external sources.
 - e. Issuance of protective action recommendations to the staff and students.
 - f. Evacuations.
 - g. Casualties.
 - h. Containment or termination of the incident.

4. Incident Costs

- A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

- A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
 1. Personnel costs, especially overtime costs
 2. Equipment operations costs
 3. Costs for leased or rented equipment
 4. Costs for contract services to support emergency operations
 5. Costs of specialized supplies expended for emergency operations
 6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6. Preservation of Records

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review

- A. The Superintendent, Director of School Safety and Security, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

- A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.
- B. Distribution of Planning Documents
 - 1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
 - 2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by District Administrators, emergency response agencies, and others deemed appropriate by school administration. The Director of School Safety and Security will establish a schedule and oversee record keeping for annual review of planning documents.
2. Update
 - a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
 - b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
 - c. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified School District Model Safe School Plan
11. Chicago Public Schools Emergency Management Plan
12. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Agreements and Contracts

Agreements and Contracts between the Streator Elementary School District 44 and Local Emergency Services, other Agencies or Industries may be documented in Appendix 1.

If not attached, Agreement and Contracts that exist can be obtained from District Administration

APPENDIX 2

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, checking in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

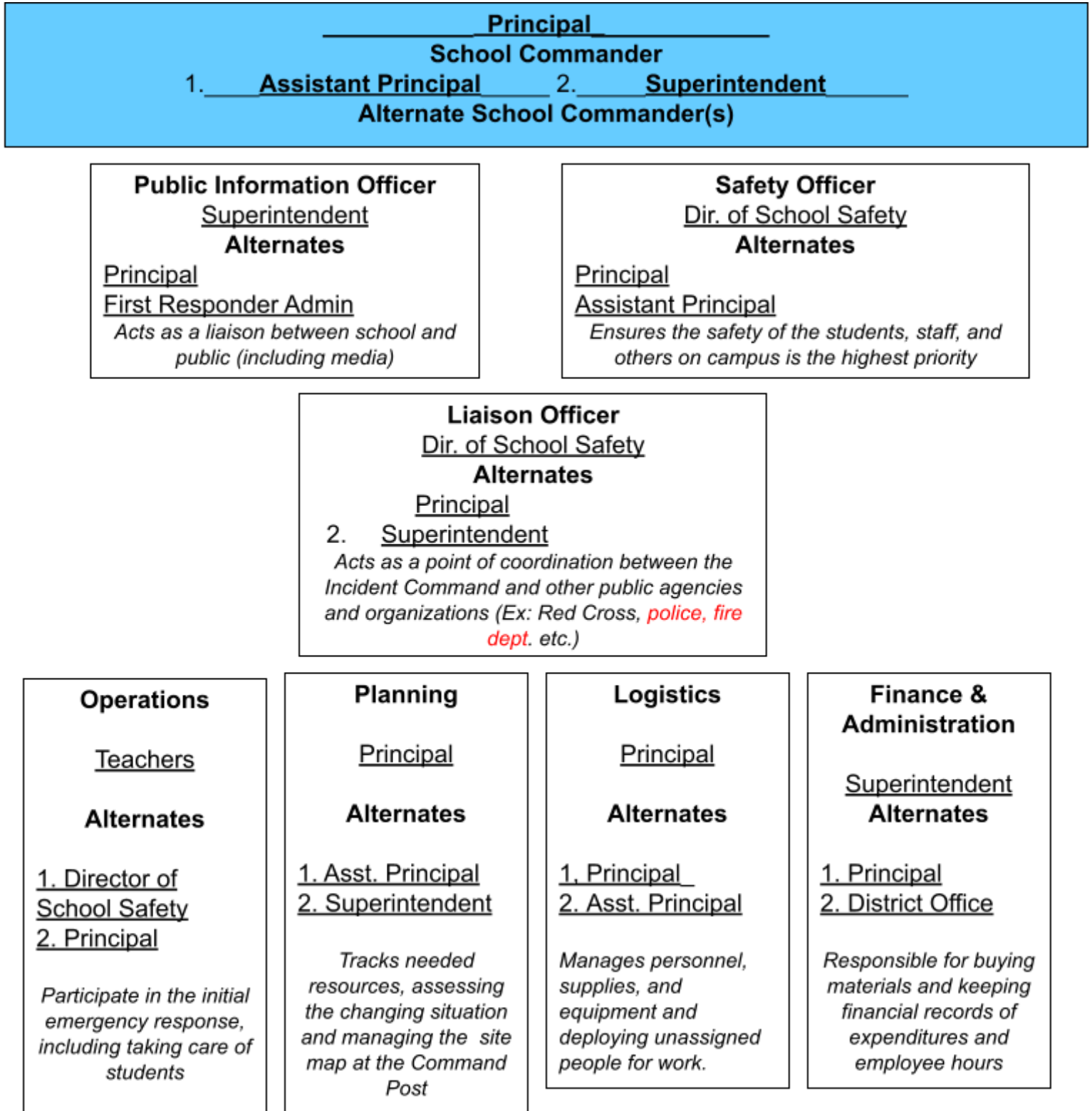
Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3

Incident Command Structure



APPENDIX 4 - CAMPUS MAPS

Kimes Elementary School - Utility Access / Shut Off Locations

Main Electric Shut Off - Located in the Main Custodian Office. Entrances to this office are located off of the Main Gymnasium and Boys Restroom (South Hallway)

Main Gas Shut Off - Located on outside on the South side of Main Building outside Room 96. Also located in the Main Custodian Office.

Main Water Shut Off - Located at Entrance 5

Main Fire Alarm Reset Panel - Located in Service Room in Room 92
(located at Southwest End of Main Building)

To Reset Alarm System:

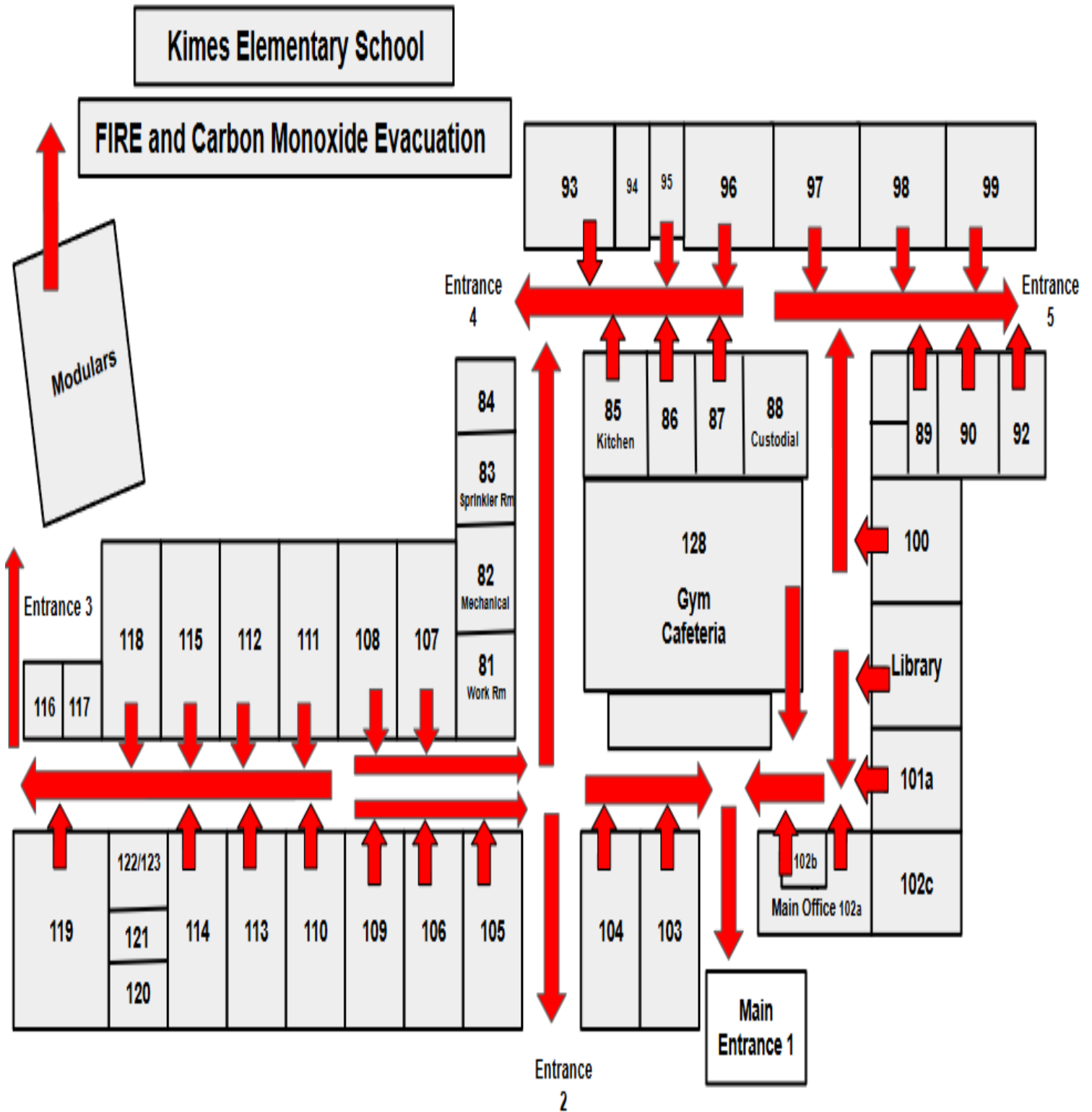
- 1) PRESS SILENCE SIGNAL BUTTON
- 2) CALL ALARM COMPANY TO PLACE AT ACTIVATED DETECTORS ON TEST. ***THE PHONE NUMBER AND BUILDING PASSWORD ARE ON THE PANEL DOOR. ***
- 3) PRESS RESET BUTTON AFTER SYSTEM IS PLACED ON TEST
PRESS ACK/SIGNAL SILENCE BUTTON TO SILENCE PANEL

Main Burglary Alarm Reset Panel - Located at Main Entrance Vestibule
(located at North End of Main Building)

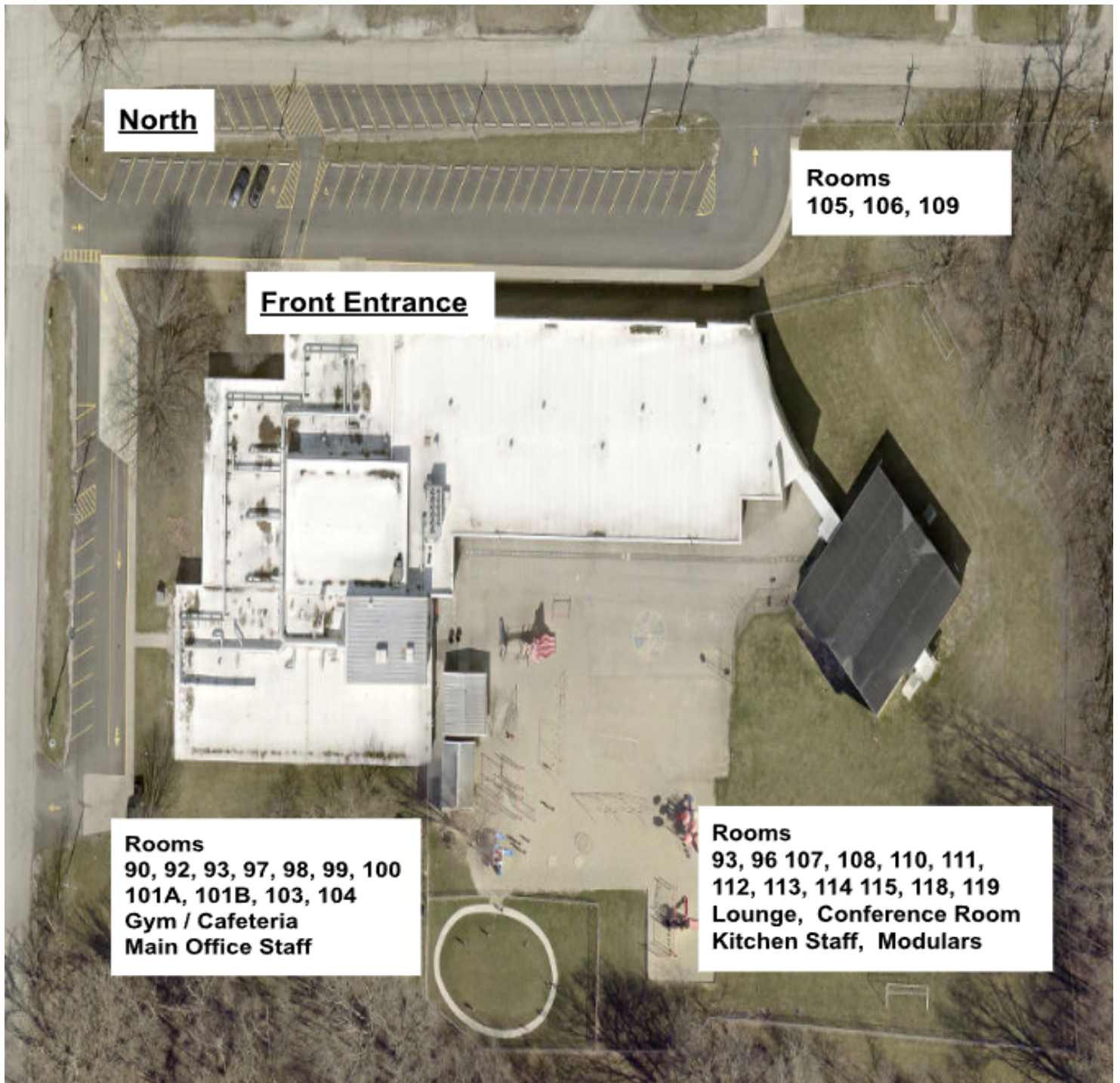
To Reset Alarm System:

- 1) Keyholder must enter their Security Code on panel

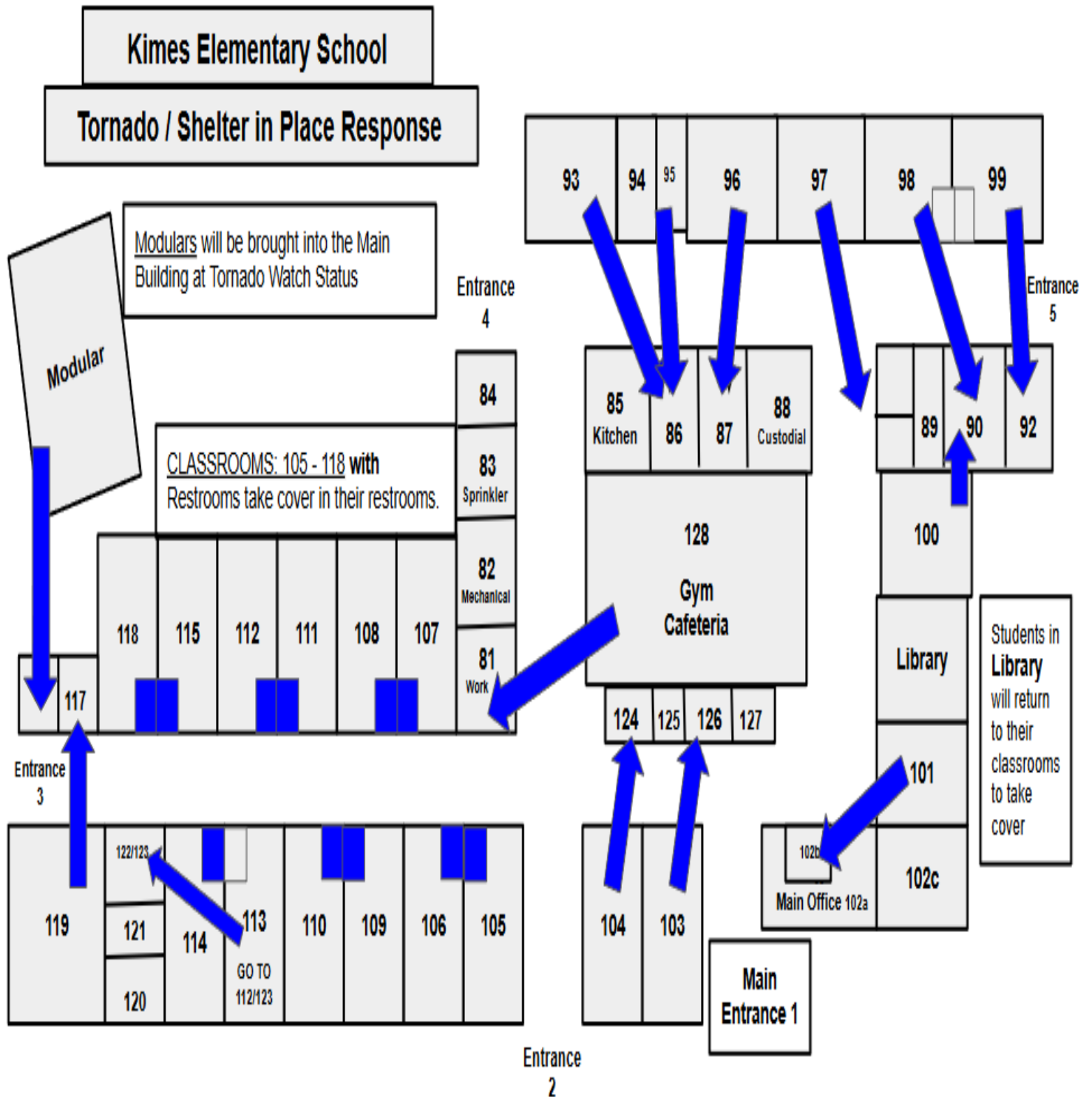
Kimes Elementary School - Fire Evacuation Route Map



Kimes Elementary School
FIRE RESPONSE Staging Locations



Kimes Elementary School - Tornado Response Map



APPENDIX 5

Kimes Building - Emergency Contact Numbers

	<u>Title/Name</u>	<u>Phone Number</u>	<u>Email Address</u>
Superintendent	Jeffery Alstadt	262-672-0219	jalstadt@ses44.net
Principal	Heather Ketcham	309-231-6522	hketcham@ses44.net
Asst. Principal	Chris Kirkpatrick	847-630-6670	ckirkpatrick@ses44.net
Director of School Safety	Jordan Risley	815-822-3613	jrisley@ses44.net
Director of School Maintenance	Duane Ehrler	815-672-2926	dehrler@ses44.net
Transportation Director	Jackie Heidenreich	815-822-1864	jheidenreich@woodland5.net
Social Worker(s)	Kristin Lindeman	816-672-2496	klindeman@ses44.net
Nurse(s)	Sophia Bryant	309-634-6062	sbryant@ses44.net

APPENDIX 6

District - Emergency Contact Numbers

Public Safety Agencies Number

• General Emergency/Dispatch	Vermillion Valley Dispatch	815-844-0911
• Police Non-Emergency	Streator Police Department	815-672-3111
• Fire / EMS Non-Emergency	Streator Fire Department	815-672-2266
• Sheriff Non-Emergency	LASCO Sheriffs Office	815-433-2161
• Sheriff Non-Emergency	LIVCO Sheriffs Office	815-844-0911
• Local Hospital	Streator OSF ER	815-673-4545

District Contacts Number

• Superintendent	Jeffery Alstadt	262-672-0219
• Transportation	Jackie Heidenreich	815-822-1864
• School Safety	Jordan Risley	815-822-3613

School Contacts Number

• Principal	Heather Ketcham	309-231-6522
• Assistant Principal	Chris Kirkpatrick	847-630-6670
• Student Resources	Jennifer Martin	815-672-2926
• Maintenance Department	Duane Ehrler	815-672-2926

APPENDIX 7

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools or a safety alternative location until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Monitor local radio and news media for emergency announcements. If students are to be kept at school or transported to a safe alternative location, radio stations and other media may be notified. If electrical service is not affected, information will be relayed via the School District Notification Systems. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
(Insert School Name)

APPENDIX 8

Staff Skills Survey & Inventory

Name & School _____ / _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.**

_____ First Aid (current card yes/no)	_____ CPR (current yes/no)	_____ Triage	_____ Firefighting
_____ Construction (electrical, plumbing, carpentry, etc.)	_____ Running/Jogging/physical fitness		
_____ Emergency Planning	_____ Emergency Management	_____ Search & Rescue	
_____ Law Enforcement	Bi/Multi-lingual (what language (s)) _____		
_____ Mechanical Ability	_____ Structural Engineering	_____ Bus/Truck Driver (CDL yes/no)	
_____ Shelter Management	_____ Survival Training & Techniques	_____ Food Preparation	
_____ Military Experience (current (reserves/national guard yes/no)	_____ CB/Ham Radio Operator	_____ Journalism	
_____ Camping	_____ Waste Disposal	_____ Recreational Leader	

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT
COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A CRITICAL INCIDENT OR DISASTER
STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 9

Kimes Elementary School - Master Campus Schedule

Students enter the building at 8:00 A.M. and proceed to the gym.

At 8:15 AM, students are greeted by their teacher and escorted to the classroom.

At 3:05 PM on Monday / Tuesday / Thursday / Friday students are escorted to the gym or the west door for dismissal.

At 2:20 PM on Wednesdays students are escorted to the gym or the west door for dismissal.

Lunch Schedule

11:10 – 12:25 Kindergarten Lunch

11:20-12:40 First Grade Lunch

APPENDIX 10

Emergency Response Drill Log

All Documentation of Emergency Response Drills Logs are maintained at the Streator Elementary District Office.

K. ANNEX - Restricted Information

1. RESPONSES - ACTION GUIDES

A. Incident Specific Procedures -Immediate Response Actions

- Active Shooter / Lockdown Response
- Severe Weather Response
- Tornado / Shelter-in-Place Response
- Fire Response
- Bomb Threat/Suspicious Packages Response
- Bomb Threat Checklist
- Unauthorized Person / Hostage Situation
- Structural Failure
- Utilities Loss or Failure
- Hazardous Materials Release (indoors and outdoors)
- Bus Accident Response
- Mental Health / Crisis Intervention Event
- Nuclear Powerplant Failure Event
- Earthquake Response
- Evacuation Procedures
- Return to Building Procedures
- Off-Campus Evacuation Procedures
- Family Reunification
- Media
- Medical Emergency
- CPR and AED Response

ACTIVE SHOOTER / ARMED INTRUDER / LOCKDOWN

Purpose: *Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Armed Intruder; Active Shooting)*

An active shooter or armed assault on campus involves one or more individuals intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device.

School Commander:

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

“ATTENTION, WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS AND STUDENTS, GO INTO PROTOCOL NOW..”

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1 give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer. Caller will remain on the line to provide updates.
- Direct staff and students not to return inside the building, if conditions are safe outside the building. Instruct staff to prepare to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The SC will secure a command post on-site or at the District Administrative Office. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will direct office staff to contact the classrooms via alternate means of communication to check status.
- The SC will notify the Superintendent’s office and request activation of media and parent notification protocols.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to Active Threat Protocol.
- Clear students from the hallway and bathrooms outside the classroom immediately. Bring students into their classrooms.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Move students and staff away from the doors and windows.)
- Notify 911 of your location, your status and what is occurring in the building.
- Allow no one outside of the classroom until First Responders clear your room in person.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions
- If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location or evacuate the building.

Staff may option utilize option-based training by evacuating the building if circumstances and location from the threat are determined safer for staff and students.

Recovery

- This will occur after the intruder(s) have been subdued.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using exit routes at the direction of First Responders to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The Building is considered a crime scene. Law Enforcement will oversee the building and will determine its release back to the School District. The Building will require a thorough search and processing by Law Enforcement)

SEVERE WEATHER RESPONSE

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

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside the building(s).
- Be prepared to move students from mobile classrooms into the 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 gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- All Staff should review the SHELTER-IN-PLACE Procedures
- 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 SC 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 SHELTER-IN-PLACE positions until the danger passes.
- 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.
- Evacuate students and staff from any modular classrooms into the building.
- Remain in a safe area until warning expires or until emergency personnel have issued an all-clear signal.

TORNADO - SHELTER IN PLACE RESPONSE

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:

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

- Order a RETURN TO BUILDING 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.
- Notify the District Office the school is SHELTERING-IN-PLACE.
- Monitor the NOAA weather radio

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 hallways 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 school building 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 away from trees and power poles.
 - b. 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.
-
- Move students from mobile classrooms to an interior safe area in a permanent structure.
 - All persons must remain in shelter until notified by the Incident Commander or emergency responders.

FIRE RESPONSE

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 Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the district office.
- 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:

- School Commander or designee calls 911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster and 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 if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

BOMB THREAT RESPONSE

Call Taker:

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

- Use Bomb Threat Checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is the caller doing this.
- Listen closely to the caller's voice and speech patterns and to noises in the background.
- After hanging up phone, immediately dial *57 to trace calls. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

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

“ATTENTION PLEASE, THE BUILDING IS GOING INTO A HOLD AND TEACH. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

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

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives it to law enforcement officials.
- Assemble a Search Team (Principal, Assistant Principal, Custodians, Director of School Safety. Assign search the emergency exit routes and the outside assembly areas, to confirm a building evacuation is applicable.
- If a suspicious item is located, notify law enforcement officials, 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 will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s). Consult with Fire and Police officials
- Arrange for a 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 them safe.
- The school commander will notify staff and students of the termination of the emergency and to resume normal operations.

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 their FIRE RESPONSE STAGING LOCATIONS
- 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 a student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Teachers will class together at the STAGING LOCATIONS until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

Bomb Threat / Threatening Message Checklist

Date: _____ **Time of Call:** _____

Phone Number: _____ **Time Call Ended:** _____

For a Bomb Threat is received by phone:

Do not hang up, keep caller on the line
Signal for staff members to notify Admin
Retrieve the Bomb Threat Checklist
Retrieve the Bomb Threat Checklist
Write down the number from the Caller ID
Write down the exact words of the threat

For a Social Media / Email Threat:

Do not turn off or log out of the account
Leave the message open on the device
Take a screenshot if the message
Note the Date and Time
Notify Administration and IT Staff

Ask Caller:

Where is the bomb located? _____
When will it go off? _____
What does it look like? _____
What kind of bomb is it? _____
Did you place the bomb? _____
Why did you do this? _____
What is your name? _____

Exact Words of the Threat?

Background Noises

____ Street Noises ____ Voices
____ Clear ____ Static
____ Factory Machinery
____ Dog Barking
____ Other

Caller's Voice

____ Calm ____ Soft ____ Stutter
____ Laughter ____ Rasp ____ Rapid
____ Angry ____ Crying ____ Deep
____ Irrational ____ Nasal
____ Well Spoken ____ Accent
____ Incoherent ____ Taped

Staff Member: _____ **Date:** _____

UNAUTHORIZED PERSON / HOSTAGE

Unauthorized Subject- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching the guest/intruder.
- Politely greet the guest/intruder and identify yourself.
- Ask the guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If the 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 Security or Police and Principal if the intruder still refuses to leave. Give the police a full description of the intruder. (Keep intruders unaware of calls for help if possible).
- Maintain contact with intruders from a safe distance.
- School Commander notifies the Superintendent and may issue Lockdown procedures if needed.

Hostage Situation:

- If the hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce Active Threat action.
- The SC or designee will ensure staff outside are notified of the Active Threat and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately. Give dispatcher details of the situation; description and number of intruders, exact location in the building and that the school is in Active Threat Protocol..
- The SC or designee will redirect any buses enroute to the school to an alternate location, if needed.
- The School Commander notifies the Superintendent.
- The SC will give control of the scene to police.
- Teachers and staff will implement Active Threat 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 the hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker with respect and as normally as possible.

STRUCTURAL FAILURE RESPONSE

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 an EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately seek shelter under desks and tables, and move away from windows or glass.
- Teachers and student that can evacuate the building safely will move to their FIRE STAGING LOCATIONS
- The School Commander (SC) 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 SC will direct staff to turn off utilities.
- The SC 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 the Critical Emergency Response Team Members section.). 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.
- When determined needed or appropriate to do so, the SC will implement an OFF-CAMPUS EVACUATION.

Structural failure without collapse

- For structural failure without collapse, the SC 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 SC will notify the Superintendent and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Superintendent and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

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 (SC) will initiate appropriate immediate response actions, which may include HOLD and TEACH or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company and determine the anticipated duration of the outage.
- The School Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1 and give the 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 transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly areas, 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.
- 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 and send it to the Superintendent's Office.

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. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. 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 (SC) 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 SC directs staff to call 9-1-1 (Insert the actual sequence to dial 911 from your phone system,) 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 SC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- 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 SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move students to designated transportation sites.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a HOLD AND TEACH alert and a RETURN TO BUILDING PROCEDURE for all students and staff outside the building.
- The SC 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 SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the Superintendent's office and request activation of media and parent notification protocol.

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- 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 SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in HOLD AND TEACH until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SC 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.

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 1. Who
 2. What,
 3. When,
 4. Where(location)
 5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess the level of support needed and convey this to the School Commander and Superintendent's office.
- School Commander or designee at the scene will report the names of student passengers, their conditions, disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

MENTAL HEALTH / CRISIS INTERVENTION

Purpose: *These procedures are intended to guide staff in responding to more frequently occurring crisis such 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. Knowing what to do if such a crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the Superintendent of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken.
- Notify the school Social Workers and other support staff and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- 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 district/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 support services. If unable to intercept, make parent notification and inform them of the situation.
- Immediately following resolution of the crisis, convene all participating staff for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator 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. Encourage
- 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.

NUCLEAR POWER PLANT FAILURE EVENT

The school may be subject to a radiological event, due to the **LaSalle County Nuclear Station** being in the region of the City of Streator. Schools will be notified if radiological release requires protective actions. There are two basic protective actions: Sheltering and Evacuation.

RETURN TO THE BUILDING Notification:

- Bring all persons inside the building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put food in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

Administration:

- School Commander announces HOLD AND TEACH alert to students and staff directing them to remain in the classrooms until transportation arrives and a second notice is given to load the buses.
- School Commander contacts (Transportation Coordinator) and informs him/her that an EVACUATION and OFF CAMPUS RELOCATION has been ordered.
- School Commander or designee notifies the relocation site to activate the FAMILY REUNIFICATION PROTOCOL.
- The Reunification Center for Nuclear Failure is **ILLINOIS VALLEY COMMUNITY COLLEGE in Oglesby Illinois**
- Activate the parent notification protocol.
- Order teachers and support staff to close all windows.
- Direct staff to turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Upon bus transportation arriving, oversee an organized and structured evacuation of classes.

Teacher responsibilities during evacuation and movement to relocation site:

- Keep classes intact.
- Take attendance.
- Explain evacuation/off-campus relocation procedures to students.
- Instruct students to take belongings.
- Take class roster, emergency material and move students to the bus staging area for loading.
- Take roll again after arriving at the reunification site.

EARTHQUAKE

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

- After the shaking stops, the School Commander (SC) will place a building wide HOLD AND TEACH.
- All staff and students outside the building should be immediately assessed. These staff and students will return to the building if safe to do so.
- The SC and designees will complete an assessment of the building for damage and injuries. The building will also be assessed to determine if a safe evacuation is applicable.
- The School Commander (SC) or designee will call 9-1-1 to report status of the building
- Once determined safe to do so, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside FIRE STAGING LOCATIONS.
- The SC will contact the Superintendent's office and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe to return to school operations
- The SC will consult with the Superintendent concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE students off-campus to an alternate relocation site for Parent Reunification.
- If an OFF CAMPUS EVACUATION is ordered, activate the 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 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 response materials, take attendance at their FIRE STAGING LOCATION and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate if an OFF CAMPUS EVACUATION is ordered.

BUILDING EVACUATION

Purpose: *Whenever it is determined that it is safer outside than inside the building.*

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:

“ ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED FIRE STAGING LOCATION.

- Notify the district office of the school evacuation.
- Designate someone to contact the Transportation Director or bus service to transport students to alternate off-campus relocation sites.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.
- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.
- Take a laptop or portable computer (if applicable), to assist with accounting for students

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned FIRE STAGING LOCATIONS. Designate a student leader to help move your class to the assembly area, if needed
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and other needed classroom materials
- Staff should sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specifically noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. 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.

RETURN TO BUILDING PROCEDURE

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 RETURN TO BUILDING PROCEDURE for students and staff outside to move inside the building. Use the building PA,, 2-way radio telephones, or runners to gather the school community inside.
- Notify the District 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 administration
- 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.

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. During emergencies, parents, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large numbers of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander 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:

“ ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA FIRE STAGING LOCATION OR OFF-SITE LOCATION.

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the District Office and Superintendent 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.
- Request the district office to dispatch appropriate system-wide support staff from district schools and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release 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 and other needed materials as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. 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 to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- 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 after consulting with the Incident 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 the arrival of students.
- Designate a Reunification Site Commander.
- Request the District 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 the 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 school media liaison 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.

MEDIA / PUBLIC COMMUNICATIONS

All staff must refer media to the district spokesperson (the District Superintendent).

- The School District Superintendent, Law Enforcement and Fire assume responsibility for issuing public statements.
- The Superintendent serves as district spokesperson unless he/she designates a spokesperson. If the spokesperson is unavailable, an alternate assumes responsibilities.
- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. The person will be determined by the Superintendent. If a Public Information person is unavailable, an alternate assumes responsibilities.

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in the district
- Establish a media information center away from school.
- Update media regularly.
- Do not argue with the media.
- Maintain logs of all telephone inquiries. Use scripted responses to respond to inquiries.

Media statement

- Emphasize safety of students and staff first.
- Briefly describe the school's plan for responding to emergencies.
- Issue a brief statement consisting only of the facts.
- Respect the privacy of victim(s) and family of victim(s). Do not release names to the media.
- Refrain from exaggerating the crisis.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach.
- 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 (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or Main Office.
- 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, 4:170-E7. 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.
- 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 parents or guardians of the situation, including 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.
- Notify the School Counselor/Crisis Support Staff and provide a brief description of the incident.
- 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, 4:170-E7.
- Follow-up with the parents or guardian

**Streator Elem. District 44 - CPR and AED Emergency Response Plan
(CERP)**

Name of School: Kimes Elementary

**School-Based Cardiac Emergency
Response Team Members (CERT):**

School Nurse
H. Ketcham, Principal
C. Kirkpatrick, Assistant Principal
SRO / School Safety Personnel

School Staff CPR / AED Trained:

S. Peterson	M. Brown
M. Pitte	C. Jabczynski
N. McCandless	M. Osborn
L. Flavel	

**Emergency Medical Services (EMS)
Contact Information:**

Streator Fire EMS: Call 911
Non - Emergency Dispatch: 815 - 844 - 0911
Streator Fire Department: 815 - 672 - 2266

School Location / Contact Information:

Address: 1207 Reading St., Streator IL
Phone: 815 - 672 - 2496

AED/Emergency Defibrillator Locations:

AED #1 Location:

Located directly outside the Main Gym near
Main Office

Scenario:

Individual is found on the floor and is unresponsive.
Individual is not breathing and not responding to name or
hard tapping of shoulders.

Responding Staff Member Actions:

- 1) First responding staff member calls for additional help and **begins CPR** if able to do so.
- 2) First responding staff member instructs assisting staff to **CALL 911** and to inform Office Staff of the unresponsive victim/location.
- 3) Office Staff will notify the CERT and **CALL 911** if not already completed. A Hold and Teach or Medical Lockdown will be put into effect for the School Building.
- 4) The CERT responds to victim location to assist with efforts and situation management. CERT will bring an **AED** if it has not already been retrieved.
- 5) **AED** is immediately applied and used as directed by the device.
- 6) Upon EMS arrival, they will immediately be brought to the victim location.

Teachers and other Staff Actions:

- 1) Secure a safe scene by instructing students to clear the area.
- 2) Assure students remain in the classroom until there is an "all clear" announcement.
- 3) Assure all students are accounted for. Communicate with the Main Office immediately if all students are not accounted for.
- 4) Debrief with students after the event if appropriate to do so. Building Administration and Building Support Staff can be utilized to assist with this.
- 5) Use this opportunity to review education about CPR and AEDs, as well as the importance of not tampering with the AEDs on campus.