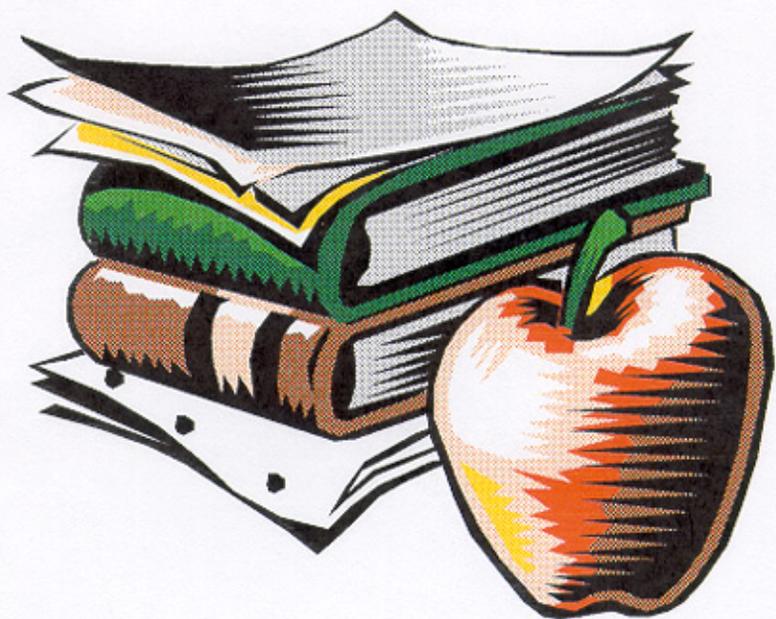




School Emergency Planning Guide



Illinois Emergency
Management Agency
Michael Chamness
Director

Illinois State Board
of Education
Glenn W. McGee
State Superintendent
of Education



March 1999

Dear School Administrator:

At any given moment, Illinois schools and the community in general can be placed in emergency situations, whether by natural disasters such as tornadoes, floods, winter storms, or earthquakes; technological disasters such as fire or hazardous materials incidents; or civil disturbances such as bomb threats or demonstrations.

School administrators can reduce the loss of life, injury, and property damage these hazards may cause by preparing ahead and developing emergency plans to protect students and staff in emergency situations. To help school officials to be aware of potential hazards and to develop plans of action, the Illinois Emergency Management Agency and the Illinois State Board of Education have jointly produced the ***Illinois School Emergency Planning Guide***.

This guide contains facts about the different hazards that are likely to occur in Illinois. More importantly, it gives administrators and school personnel information they can use to develop or modify emergency plans for school districts and individual facilities.

We urge you to use this guide to provide the best possible protection for students, staff and visitors as well as school facilities.

Michael Chamness
Director
Illinois Emergency Management Agency

Glenn W. McGee
State Superintendent of Education
Illinois State Board of Education

INTRODUCTION

The purpose of this guide is to help school officials or administrators develop and implement preparedness plans that minimize problems and confusion during emergency situations. A major emergency may occur any time; lives can be saved if people are prepared.

Hazards are classified in three categories:

1. natural disasters (tornado, winter storm, earthquake, etc.),
2. technological disasters (fire, hazardous material incident, etc.), and
3. civil disturbance (bomb threat, demonstrations, etc.)

Plans and policies for responding to natural and technological disasters and civil disturbances should be developed for each school building. These plans should be part of a community emergency plan that coordinates with your local government emergency operations plans.

Although school authorities are legally responsible for the safety of students, staff and facilities, everyone should work together to protect the school and its occupants. The local board of education, school administrators, teachers, custodians, nurses, food service managers, transportation managers and community members should be involved in developing, implementing and evaluating the school's emergency operation plans.

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DEVELOPING YOUR EMERGENCY OPERATIONS PLAN

Who Can Help

The following agencies are available to help schools develop emergency operation plans: Local Emergency Services and Disaster Agencies, Local Emergency Management Agencies, Illinois State Board of Education, American Red Cross, Illinois Department of Human Services, and the National Weather Service.

Illinois Emergency Management Agency (IEMA)

IEMA provides technical assistance to local governments, private businesses and individuals on all aspects of emergency management. IEMA coordinates programs and operations for disaster preparedness, response and recovery. During a disaster, IEMA coordinates the resources of other state agencies and, when warranted, with the Federal Emergency Management Agency (FEMA) to obtain federal disaster assistance. The agency has a central office in Springfield and eight regional offices listed in the column on the right.

CENTRAL OFFICE
110 East Adams Street
Springfield, Illinois 62701-1109
Director: 217/782-2700
Agency: 217/782-7860

REGION 2
100 North Peoria Avenue
Dixon, Illinois 61021-2027
815/288-1455

REGION 3
1015 North LaSalle Street
Ottawa, Illinois 61350-2018

REGION 4
9511 West Harrison Street
Des Plaines, Illinois 60016-1563
847/294-4717

REGION 6
110 East Adams Street
Springfield, Illinois 62701-1109
217/782-0922

REGION 7
201 West Springfield Avenue - Suite 206
Champaign, Illinois 61820-4834
217/352-0163

REGION 8
2105 West Vandalia - Suite 6A
Collinsville, Illinois 62234-4859
618/344-1024

REGION 9
P.O. Box 680 - 112 West Sixth Street
Flora, Illinois 62839-1401
618/662-4474

REGION 11
2309 West Main Street
Marion, Illinois 62959-1195
618/997-5847

Local Emergency Services and Disaster Agencies (ESDA) or Local Emergency Management Agencies (EMA)

At the local level, each county (and many municipalities) has an ESDA or EMA that can help in the planning process. They are required to prepare and maintain emergency operations plans that take into consideration your geographical area. Plans are based upon an analysis of the hazards most likely to occur and factors that may affect response and recovery.

Illinois State Board of Education (ISBE)

During a disaster, the State Board serves as a liaison between school districts and IEMA and coordinates the use of school facilities to support disaster operations. If necessary, the State Board makes arrangements for feeding those in need using government-donated commodities. For more information, contact the Division of Business Services, toll free at 888/872-3260.

American Red Cross

Local chapters of the Red Cross serving your area are sources of information for disaster preparedness.

Illinois Department of Human Services (DHS)

The Illinois Department of Human Services (DHS) offers guidance for schools with disabled students and personnel.

DHS has a Bureau of "Accessibility and Workplace Safety" that can be reached in Chicago at 312/793-0034 (voice), 312/793-2354 (TTY), 312/793-2406 (fax) and in Springfield 217/524-4987 (voice), 217/557-5564 (TTY), 217/557-5565 (fax).

National Weather Service

The National Weather Service (NWS), a branch of the National Oceanic and Atmospheric Administration (NOAA) under the U.S. Department of Commerce, continuously broadcasts weather information/alerts via the NOAA Weather Radio.

Schools outside NOAA transmitter range or that do not have Weather Alert Radio should ask the county sheriff's office to pass along alerts received from the National Weather Service.

Commercial radio and television stations also broadcast Emergency Alert System (EAS) weather alerts issued by the National Weather Service. When outdoor warning sirens are sounded, tune to your designated EAS station for information about the warning and any protective actions that need to be taken. The National Weather Service issues the following types of bulletins:

Weather Watch - conditions exist that might cause some type of severe weather or flooding. Keep abreast of the situation by tuning in to radio and television reports.

Weather Warning - severe weather or flooding is imminent or occurring. Take shelter immediately.

Weather Advisories - conditions may cause significant inconveniences and be hazardous.

CITY	STATION	FREQUENCY
Chicago	KWO-39	162.550 MHZ
Champaign	WXJ-76	162.550 MHZ
Dubuque, IA	WXL-64	162.440 MHZ
Evansville, IN	KIG-76	162.550 MHZ
Hannibal, MO	WXK-82	162.475 MHZ
Marion	WXM-49	162.425 MHZ
Moline	WXJ-73	162.550 MHZ
Peoria	WXJ-71	162.475 MHZ
Rockford	WXJ-74	162.475 MHZ
Springfield	WXJ-75	162.400 MHZ
St. Louis, MO	KDO-89	162.550 MHZ

General Considerations

Chain of Command

Emergency operations plans should include a "chain of command" or "continuity of administration" so that everyone knows who to contact for decision making.

The plans should be updated at the beginning of each school year or whenever there is a change in personnel. A current copy should be sent to your local ESDA or EMA. (See the Appendices for a "Continuity of Administration" checklist.)

Vital Records

Schools should establish policies for determining vital records (personnel files, student records, fiscal documents [financial and insurance], facility plans/drawings, etc.) and a method for preserving them. Procedures could include backing up computer files, duplicating records for off-site storage, storing computer tapes and disks in fire/waterproof containers or arranging for the evacuation of records to a backup facility.

Warning

Schools should develop specific plans for alerting staff and students, including people outside the building, of impending hazards. Once policies and procedures are in place, they should be shared with all staff and students, as appropriate, so that everyone knows what to do when hazards threaten.

Shelter

Schools should determine tornado and severe thunderstorm shelter locations. Basements provide the best protection. In buildings without basements, use interior rooms or hallways on the lowest floor and away from windows, glass trophy areas and pictures with glass. Avoid auditoriums, cafeterias, gymnasiums, or other structures with wide free-span ceilings or roofs. Make special provisions for moving and sheltering disabled persons.

Once shelter areas are determined

- Post shelter locations and routes in each room.
- Inform all school staff of shelter procedures early in the school year and review them periodically.
- Conduct classroom discussions at the beginning of each school year and then periodically throughout the year concerning emergency procedures.

Evacuation

Each school should have a plan for evacuating and relocating in the event of a disaster.

Utilities

Develop instructions and procedures for turning off utilities with the school engineer or custodian.

Drills

Conducting drills ensures that procedures are reasonable, familiarizes staff with their assigned duties in time of an emergency, and reinforces procedures so that everyone can react immediately and appropriately when hazards threaten. For assistance in conducting a tornado drill, contact your local ESDA office.

Because severe weather conditions pose significant threats to schools, policies and procedures should be developed prior to severe weather seasons. These should be shared with all personnel and students, as appropriate, so everyone knows what to do when severe weather threatens. Periodically, and at the onset of severe weather seasons, the information should be reviewed and drills conducted. All personnel should participate in the drills so that students see the importance and seriousness of the drills.

The Illinois Emergency Management Agency, local Emergency Services Disaster Agencies and the National Weather Service conduct an annual tornado drill during the first week of March. Participating in this drill is an excellent opportunity to test your emergency plans and procedures.

Schools in earthquake-risk areas should conduct earthquake drills to familiarize students and staff with the appropriate protective actions.

After the drills have been conducted, allow students to discuss what took place. This will give them an opportunity to express their feelings and fears.

Special Considerations for Students and Staff with Disabilities

Each year more and more students with special needs and disabilities attend schools across Illinois. Disabilities may be grouped into five general categories:

- Physical
- Motor
- Developmental
- Mental
- Sensory

Special consideration and planning should be given to individuals with disabilities when developing evacuation and relocation procedures.

Due to the additional time necessary for individuals with disabilities to move to shelter, there is a need to identify shelter areas which can be reached quickly. In some cases a disaster will not give adequate warning time to evacuate to traditional shelter locations. It is important to identify alternative, accessible shelter locations that will provide the highest level of safety when there is not enough time to reach the normal areas of shelter.

Individuals with mobility impairments should have two or more individuals assigned to assist them in an emergency. It is important for the assigned assistants to become familiar with the extent of the disability and how to best facilitate getting the individuals to safety.

Individuals with hearing disabilities will require school personnel that can communicate with them. Therefore, all school personnel should receive training in basic sign language.

Students with developmental disabilities may become upset if routine patterns of activity are disrupted. Hysteria should be firmly and promptly addressed to avoid spreading it to others. Give firm and clear directions and isolate the student if necessary. If possible, divert the student's attention.

Debris encountered during an evacuation may make it difficult for individuals that are visually and mobility impaired to evacuate safely. Consider the accessibility of evacuation routes when developing evacuation procedures.

Fire

If flames or smoke are encountered during your escape, use an alternate exit. If you must exit through smoke, keep the head of the individual with a disability as low to the ground as possible. The ideal safety zone is 12 to 24 inches above the ground. Do not use elevators to evacuate individuals with disabilities during a fire emergency. In multi-story buildings it may be necessary to establish a safe area where individuals that use wheelchairs can be placed while waiting evacuation by fire fighters. Look for areas that can be shut off with a fire-rated door for at least one hour where, if necessary, a "hold and defend" approach can be taken until the fire department arrives. In many cases stairwells have a landing that can serve as a safe area to isolate the individual from smoke and fire while waiting for evacuation by the fire department.

Severe Weather (Tornadoes, Thunderstorms and Flooding)

Not all persons that use wheelchairs are able to bend over to assume the protective position recommended during tornadoes. Identify safe and appropriate shelter areas inside school buildings that can be reached quickly and can accommodate individuals that use wheelchairs. Seek an interior room that offers the highest level of structural support possible. Make provisions with staff to move wheelchair-bound students to safety above potential flood areas.

Earthquake

Provisions should be made to move students in wheelchairs to safety beneath heavy furniture tables. If possible, they should be moved to the most structurally reinforced areas of the room such as an interior wall corner of the room.

If you have questions, contact the Department of Human Services' Bureau of "Accessibility and Workplace Safety". That deals specifically with these issues. They can be reached in Chicago at 312/793-0034 (voice), 312/793-2354 (TTY), 312/793-2406 (fax) and in Springfield 217/524-4987 (voice), 217/557-5564 (TTY), 217/557-5565 (fax).

NATURAL DISASTERS

EARTHQUAKES

An earthquake is a sudden, rapid shaking of the earth caused by the breaking and shifting of rock beneath the earth's surface. This shaking can cause buildings and bridges to collapse and can disrupt gas, electric, water and telephone service. Earthquakes can trigger secondary hazards such as landslides, flash floods and fires. The shaking is seldom the actual cause of injury or death, but the motion can damage and destroy buildings. Most earthquake-related casualties are the result of collapsing walls, flying glass, falling objects and debris from structures and furniture.

Earthquakes can occur at any time of the year. They pose a risk in parts of Illinois because of the state's proximity to the New Madrid Fault and other active faults which run through the state. During the winter of 1811 and 1812, four powerful earthquakes occurred along the New Madrid Fault. In June of 1987, a 5.5 (Richter scale) quake occurred along the Wabash Valley Fault. Since 1975 there have been 17 earthquakes in Illinois large enough to be felt, according to the United States Department of the Interior's Geological Survey.

How to Prepare for an Earthquake

- Bolt down boilers and water heaters.
- Fasten shelves to walls. Place large or heavy objects on lower shelves and brace high and top-heavy objects.
- Anchor overhead lighting fixtures and suspended ceiling tiles which could fall.
- Store bottled goods and other breakables on low shelves or cabinets that can be fastened shut.
- Store hazardous chemicals in appropriate containers in a safe place.
- Check with your local utility company for instructions on how to shut off electricity, gas and water at main switches and valves where necessary.
- Make note of inflexible utility connections.
- Locate the safe areas within each room — under desks, tables and work benches.

- Identify danger areas within each room — near windows, bookcases or furniture which can fall over.
- Plan evacuation routes away from buildings and utility lines.
- Conduct earthquake drills at the beginning of each school year and periodically throughout the year.

What to Do during an Earthquake

- Remain calm and stay where you are.
- If indoors, take cover under a sturdy desk, table, or bench and hold on or sit against an interior wall. Avoid glass, windows, outside doors or walls and anything which could fall.
- If outdoors, stay there. Move away from buildings, utility poles, wires and street lamps.
- If driving a vehicle, stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, overpasses, utility poles, wires or trees. When shaking stops proceed cautiously watching for road and bridge damage.

What to Do after an Earthquake

- Be prepared for aftershocks. Secondary shocks can cause additional damage to already weakened structures.
- Have the school nurse or health care person check for injuries. Do not attempt to move seriously injured persons unless they are in immediate danger of death or further injury. If you must move an unconscious person, stabilize the neck and back and call for help immediately.
- Proceed with an orderly evacuation from the building, accounting for everyone.
- Use flashlights or battery-powered lanterns. Do not use candles, matches or flames indoors because of possible gas leaks.
- Check the school building(s) for structural damage. If you have any doubts about the safety of a

building, have it inspected by a professional engineer.

- Have a structural engineer check chimneys for damage. The initial check should be made from a distance.
- Evacuate the building if gas or chemical fumes are present and the building is not well-ventilated.
- Visually inspect utility lines and pipes and appliances for damage.
- Check for gas leaks. If you smell gas or hear a hissing sound, open window(s) and evacuate the building. Shut off the main gas valve at the meter if possible. Report the leak to the gas company and stay out of the building.
- Check for electrical damage. Switch off all electrical power at the main circuit breaker or fuse box.
- Check for water leaks. If water pipes are damaged, shut off the water supply at the main valve, if possible.
- Check to make sure the sewer lines are intact. In the meantime, do not flush toilets.
- Open cabinets cautiously since objects can fall off shelves.
- Use the telephone only to report emergency situation(s).
- Monitor news reports for emergency information.

Earthquake Drills

Students in a classroom should crawl beneath desks or tables and hold on to the legs of the desk or table. People in hallways or large open areas should move to an interior wall, crouch down and cover their heads with their arms. People who are outdoors should move away from buildings and utility wires and either lie or sit down.

At the start of the drill, students should demonstrate their ability to react immediately and appropriately. During a classroom drill, the teacher should instruct the students by saying:

"Drop, cover your head and face away from windows. Stay calm, and remain under your desks until the shaking stops."

Teachers should participate in the drill so that students see the importance and seriousness of the drill. Everyone should remain covered until instructed to move from under the desk or table.

FLOODS AND FLASH FLOODS

One of the most destructive and widespread natural hazards is flooding. In the summer of 1993 flood losses adversely affected the social and economic structure in Illinois. All types of structures including school buildings sustained damage. Utility services were interrupted and water systems were impaired. Crops were destroyed and farmland was temporarily removed from production.

Floods can occur at different times of the year and over varying geographical areas. Generally, floods result from one or more of the following reasons:

- abnormally heavy rainfall,
- excessive and rapid snow melt,
- ice jams on rivers and streams,
- failure of manmade dams or levees,
- intense rainstorms, and
- flood crests from major tributaries.

Be aware of flood hazards, especially if your school is in a low-lying area, near waterways or downstream from a dam. Be prepared to move to higher ground quickly during periods of flash flooding. Even very small streams, gullies, creeks, culverts, dry stream beds or low-lying ground which appear harmless in dry weather can flood.

How to Prepare for a Flood

- Know your school's flood risk and that of the surrounding area that encompasses homes of students and bus routes traveled. Contact your local ESDA or National Weather Service (NWS) for more information on the flood risk in your area.

- Identify dams in your area and determine whether they pose a threat. Be aware of streams, drainage channels and areas prone to rise suddenly.
- If the school is in an area subject to flooding, consider stocking emergency building materials such as plywood, plastic sheeting, lumber, nails, hammer and saw, pry bar, shovels and sandbags that may be needed in an emergency.
- Develop flood and flash-flood procedures (including a warning signal) and inform all school personnel about them at the beginning of the year and review them periodically.
- Know which radio and television stations broadcast weather alerts issued by NWS for your area. Assign staff to monitor them during periods of threatening weather.
- Develop means to warn all persons outside the building to evacuate if necessary.
- Ensure the capability of each building to receive weather alerts issued by NWS by having either a tone-alert weather radio and assigning personnel to monitor broadcasts or by making arrangements with the county warning point (local sheriff's office) to notify you. For more information about tone-alert radios contact your local ESDA or NWS office.
- Be prepared to evacuate. Find out if your community has predetermined flood evacuation routes.
- Conduct classroom discussions at the beginning of the school year about flood and flash-flood procedures and the terms used to describe the threat.
- Establish procedures for bus drivers to follow if they encounter flooding that could endanger students or themselves. Ensure that all transportation personnel understand these procedures. If each bus is not equipped with communications equipment (radio or cellular phone) consider obtaining such equipment.
- Install check valves in building sewer traps to prevent flood waters from backing up in sewer drains.

- Instruct personnel of the terms used to describe flood and flash-flood threats:
 - A flash-flood watch indicates that flash flooding is possible.
 - A flash-flood warning indicates that a flash flood is occurring or will occur very soon
 - A flood watch indicates that flooding is possible.
 - A flood warning indicates that flooding is occurring or will occur soon.
 - An urban and small stream advisory indicates that flooding of small streams, streets and low-lying areas is occurring.

What to Do during a Flood or Flash Flood Watch

- Be aware of streams, drainage channels and other areas known to flood suddenly.
- Turn off utilities at the main switches or valves. Disconnect electrical appliances, but do not touch electrical equipment if you are wet or standing in water.
- Do not walk through moving water. Six inches of moving water can knock you off your feet. If you must walk in a flooded area, walk where the water is not moving. Use a stick to check the firmness of the ground in front of you.
- Advise bus drivers not to attempt to drive through floodwater. The bus could be quickly swept away as floodwaters rise.

What to Do during a Flood or Flash Flood Warning

- Monitor the tone alert radios and listen to radio or television newscasts for the latest information.
- Evacuate the building by prescribed routes when necessary.
- Move to higher ground if outside and stay there until the danger has passed or you are rescued.

- Advise bus drivers not to drive through floodwater. The depth of water is not always obvious. The road bed may be washed out under the water, and a bus could become stranded or trapped. If communications equipment is available, notify base of the road hazard and the route change.
- Stay away from floodwaters. Oil, gasoline or raw sewage may contaminate the water. The water may also be electrically charged from underground or downed power lines.
- Stay away from moving water. Moving water only six inches deep can sweep people off their feet.

What to Do after a Flood or Flash Flood

- Wash your hands frequently with soap and clean water if you come in contact with floodwaters.
- Monitor news reports or NOAA weather radio for official emergency information.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of the vehicle.
- Stay out of the school if floodwaters remain around the building.
- Inspect the school's foundation for cracks or other damage if floodwaters reached the school.
- Re-enter buildings with extreme caution.
 - Wear sturdy shoes and use battery-powered lanterns or flashlights when examining buildings.
 - Examine walls, floors, doors and windows to make sure that the building is not in danger of collapse.
 - Watch out for animals, especially poisonous snakes, that may have come into the school with the floodwaters. Use a stick to poke through debris.
 - Watch for loose plaster and ceilings that could fall.
 - Take photographs and or videotape of the damage to the school and its contents for insurance claims.
- Examine the building for fire hazards such as
 - Broken or leaking gas lines,
 - Flooded electrical circuits,
 - Submerged furnaces or electrical appliances,
 - Flammable or explosive materials from upstream.
- Contact your insurance agent. If the school's policy covers flooding, an adjuster will be assigned to visit the school. To prepare for the insurance adjuster
 - Separate damaged and undamaged contents.
 - Attempt to locate financial records.
 - Keep detailed records of cleanup, damage, and replacement or repair costs.
- Throw away food, including canned goods, that have come in contact with floodwaters.
- Pump out flooded basements gradually (about 1/3 of the water per day) to avoid structural damage.
- Where appropriate, service damaged septic tanks, cesspools, pits and leaching systems as soon as possible. Damaged sewer systems are health hazards.
- Check and dry equipment thoroughly before returning it to service.
- Inspect utilities in a damaged school:
 - Check for gas leaks
If you smell gas or hear a blowing or hissing noise, open a window and quickly leave the building. Turn off the gas at the outside main valve if you can and call the gas company from another location. If you turn off the gas for any reason, a professional must turn it back on.
 - Check for electrical system damage
If you see sparks or broken or frayed wires or if you smell hot insulation, turn off the electricity at the main fuse box or circuit breaker. If you have to step in water to get to the fuse box or circuit breaker, call an electrician first.
 - Check for damage to water and sewage lines
If you suspect water pipes are damaged, contact your local water department/company and avoid using water from the tap. If sewage pipes are damaged, avoid using the toilets and call a plumber.

HEAT ALERTS

While most schools are not in session during the hottest parts of the summer, heat waves are common in May, August, and September.

Heat waves are unpredictable and often lead people to believe that the heat will abate at any time. It may take three consecutive days of above 90° temperatures accompanied by high humidity to create life-threatening conditions. Heat stress can be a major contributing factor to serious injury or death of the very young as well as the elderly or disabled.

Many school buildings do not have air conditioning and may become so hot that the temperature affects occupants. During hot days, plans for early dismissal should be considered. Rules on drinking water in the classroom might be relaxed to ensure that students and staff are sufficiently hydrated.

The National Weather Service (NWS) developed the Heat Index as an accurate measure of how hot it feels when the relative humidity is added to the actual air temperature. A Heat Index above 105°F can cause increasingly severe heat disorders with continued exposure or increased physical activity. Exposure to full sunshine can increase Heat Index levels.

HEAT INDEX	HEAT DISORDERS	RESPONSE LEVEL
130°F or above	Heat stroke or sunstroke likely with continued exposure	Warning
105°F- 129°F	Sunstroke, heat cramps or heat exhaustion likely and heatstroke possible with prolonged exposure or physical activity	Watch
90°- 104°F	Sunstroke, heat cramps and heat exposure possible with prolonged exposure or physical activity	Advisory
80°F	Fatigue possible	

What to Do before a Heat Alert

- Instruct personnel and students on the symptoms of heat illness and the proper treatment.
- Make plans for possible early dismissal, relax drinking rules and curtail extracurricular activity if school remains in session. Obtain fans for the classrooms.

The NWS initiates a Heat Alert when the Heat Index is expected to exceed 105°F for at least two consecutive days of an air temperature of 90°F. The table below gives specific danger levels.

Although the Heat Index is helpful, the most accurate measure of the combination of air temperature and humidity is the Wet Bulb Globe Temperature. You can obtain these readings from the local NWS office or some local hospital. A sling psychrometer may be purchased by your school or district to provide accurate Heat Index readings. (Your school science department may have one of these instruments.)

What to Do during a Heat Alert

- Monitor the Heat Index readings issued by the National Weather Service.
- Curtail physical activities. Watch for heat-related injuries.
- Make sure each classroom has a fan and open windows.
- Relax classroom drinking policies.
- Implement early dismissal procedures.
- Listen to news reports for the latest emergency information.

OZONE ALERTS

Ozone is one of the chief sources of air pollution during late spring, summer and early fall. The Illinois Environmental Protection Agency (IEPA) sets the ozone season from May 1 through September 30. During this period ozone is most likely to be formed by the interaction of sunlight on nitrogen oxides and hydrocarbons from the exhaust gases combined with large stagnant air masses, producing high ozone concentrations within the atmosphere.

Ozone in large concentrations is a health hazard, especially to those suffering from chronic respiratory and coronary illnesses. The IEPA warns the population in times of dangerous ozone concentrations and has established the following standards:

- When ozone reaches 100 parts per billion (ppb) for a two-hour period, an ozone advisory for the area involved is issued. As the ozone levels increase, additional steps in the warning system are issued. Alerts are declared when levels are expected to reach the following concentrations:

Yellow Ozone Alert - 200 ppb

Red Ozone Alert - 300 ppb

Emergency Ozone Alert - 500 ppb

There have been no Ozone Alerts since 1988 when a Yellow Alert was declared in Chicago. According to IEPA, it is highly unlikely that conditions will develop beyond a Yellow Alert but the regulations are in place should the need arise.

SEVERE THUNDERSTORMS

An estimated 100,000 thunderstorms occur each year in the United States. About 10 percent are classified as severe. The National Weather Service (NWS) classifies a thunderstorm as severe if it produces hail at least 3/4 inch in diameter, wind speeds of 58 mph or higher, or tornadoes.

Severe thunderstorms typically last 30 minutes and may cover a circular area. The heavy rains produced by thunderstorms can lead to flash flooding. Strong winds, hail and tornadoes are associated with some thunderstorms.

Lightning, a major threat during a thunderstorm, can often strike outside the areas receiving heavy rains. If you can hear thunder, you are probably close enough to the storm to be struck by lightning. Avoid using the telephone and appliances since telephone lines and metal pipes can conduct a lightning charge of electricity.

The areas selected as having the best available protection during a tornado also afford the best protection during a severe thunderstorm. Basements offer the best protection. In buildings without basements use interior rooms or hallways on the lowest floor and away from windows, glass trophy cases, and pictures with glass frames. Straight-line winds can cause damage equivalent to a strong tornado, thus auditoriums, cafeterias, gymnasiums, or other structures with wide, free-span ceilings or roofs should be avoided.

How to Prepare for a Severe Thunderstorm

- Develop severe thunderstorm procedures (including a warning signal). Inform all school personnel about the procedures at the beginning of each school year and review them periodically. It is important that everyone know and understand what position to take when a thunderstorm threatens. Be a very small target. Squat low to the ground and place your head between your knees and hands over your head. Make yourself the smallest target possible.
- Ensure the capability of each school building to receive weather alerts issued by the National Weather Service (NWS) or by either having a tone alert weather radio and assigning personnel to monitor broadcasts or by making arrangements with the county warning point (the local sheriff's office) to notify you. For more information about tone alert radios, contact your local ESDA or NWS office.
- Determine shelter locations and post them in each room with routes drawn to direct the public towards those shelters.
- Know which radio and television stations broadcast weather alerts issued by the NWS for your area. Assign personnel to monitor them during threatening weather.

- Develop procedures to warn all persons outside the school building(s) to move to designated shelter areas. Give special considerations for the movement of persons with disabilities. (See "Aid to Disabled Students and Staff.")
- Designate personnel as "lookouts" or "spotters" to watch for the approach of threatening weather. Select a place with a good clear view where they can be positioned when a watch issued or threatening conditions exist. Provide communications equipment for them, if possible.
- Conduct classroom discussions at the beginning of the school year. Explain established severe thunderstorm procedures, terms used to describe severe thunderstorms, and related hazards of low-lying areas where flooding might occur such as loose or downed electrical wires, and the dangers from lightning, hail, etc.
- Conduct severe thunderstorm drills at the beginning of the year and periodically throughout the school year.
- Instruct personnel of the terms used to describe severe thunderstorm threats:
 - A severe thunderstorm watch indicates that severe thunderstorms are possible.
 - A severe thunderstorm warning indicates that a severe thunderstorm has been reported by spotters or indicated by radar. Take shelter immediately.
- Establish procedures for bus drivers to follow if they are caught in a severe thunderstorm while transporting students. Ensure that all transportation personnel are advised of these procedures.
- Develop a telephone tree or another means for notifying parents should it be necessary to alter the schedule for dismissal (either early or late) due to impending or threatening weather conditions.
- Instruct custodial or maintenance personnel how and when it is appropriate to turn off utilities.

What to Do during a Severe Thunderstorm Watch

- Be alert for approaching storms. Post "spotters" as prearranged.
- Monitor the weather alert radio and local radio or television stations. Note: A severe thunderstorm watch can be sent from the warning point (county sheriff's office) if arrangements are made in advance.
- Postpone outdoor activities to avoid being caught in a dangerous situation.

What to Do during a Severe Thunderstorm Warning

- If inside, move to predesignated thunderstorm shelter area(s). Remain there until the thunderstorm has passed.
- If outside, go inside immediately. If this is not possible, go to a low-lying, open place (not subject to flash flooding) away from trees, utility poles, fences, and metal objects. Become a very small target. Squat low to the ground on the balls of your feet. Place your head between your knees and hands over your head. Do not lie flat on the ground as this will make you a larger target. Make yourself the smallest target possible.
- If a severe thunderstorm is occurring at dismissal time, keep the students at school until the storm has passed. Do not use the telephone to notify parents of the change in schedule until the storm has passed. Parents should be notified at the beginning of the year as to the procedure which will be followed in the event students need to be kept at school.

What to Do after a Severe Thunderstorm

- Attend to lightning-strike victims immediately. They do not carry an electrical charge.
- Be alert to flash flooding, washed-out roads, debris and downed power lines.

- Establish procedures for bus drivers to follow if they sight a tornado while transporting students. Ensure that all transportation personnel are advised of the procedures.
- Instruct custodial or maintenance personnel how and when it is appropriate to turn off utilities.
- Develop a telephone tree or another means for notifying parents should it be necessary to alter the schedule for dismissal (either early or late) due to impending or threatening weather conditions.

TORNADOES

What to Do during a Tornado Watch

- Be alert for approaching storms. Post "spotters" as prearranged.
- Be ready to take shelter.
- Monitor the weather warning receiver and local radio or television station. Note: the tornado watch can be sent to your school from the warning point (county sheriff's office) if arrangements are made in advance.
- Avoid use of telephones if lightning is occurring. Keep students at school until the threatening weather is over. Implement the telephone tree or other means established to notify parents.

What to Do during a Tornado Warning

- Sound the school warning signal.
- Begin moving to shelter if revolving funnel cloud(s) are seen and, if possible, report the sighting to the local police department or sheriff's office.
- Proceed with students to predesignated tornado shelter areas. Stay away from windows, doors, and outside walls. Assume the squat position with head protected. Remain there until the tornado has passed.
- Implement the telephone tree or other means established to notify parents that students are being held at school.

- Stay inside the building. If outside and unable to get to a building, lie flat in the nearest ditch, ravine, or culvert with your hands shielding your head.

What to Do after a Tornado Has Passed

- Check for injuries. Do not attempt to move seriously injured persons unless they are in immediate danger of death or further injury. If you must move someone, first stabilize the neck and back, then call for help immediately.
- Use great caution when leaving a damaged building. Look out for broken glass inside and outside. Be alert for downed power lines and treat all wires as though they are hot.
- Implement procedures to resume school, dismiss or keep students as warranted.
- Monitor local radio or television stations for official information or instructions.
- Do not return to the building until authorized by local officials.

WINTER STORMS AND EXTREME COLD WEATHER

There has not been a winter in Illinois in this century without a severe winter storm. On the average, five severe winter storms strike each year. A major winter storm can last for several days and be accompanied by high winds, freezing rain or sleet, heavy snowfall and extremely cold temperatures.

Glazing from ice storms can topple utility lines and poles and make travel virtually impossible. People can become stranded on roads or trapped in buildings without utilities or other services. Even walking may be dangerous. When accompanied by severe winds and extreme cold, snow can isolate entire communities.

Extreme cold often accompanies or follows a winter storm. Prolonged exposure to the cold can cause frostbite or hypothermia and become life-threatening. The best protection against severe winter weather is

to stay indoors and to dress warmly in loose-fitting, layered, lightweight clothing.

How to Prepare for Winter Storms and Extreme Cold Weather

- Develop winter storm and extreme cold weather procedures and inform all school personnel about them prior to the winter season.
 - Establish policies and procedures for canceling extracurricular activities when weather conditions could be life threatening to students, staff and visitors.
 - Know which radio and television stations broadcast weather alerts issued by the National Weather Service (NWS) for your area. Assign someone to monitor them during threatening weather.
 - Ensure that each building can receive weather alerts issued by NWS by having a tone alert weather radio or by making arrangements with the county warning point (sheriff's office) to notify you. For more information about tone alert radios, contact your local emergency services coordinator or nearest NWS office.
 - Develop a telephone tree or other means of notifying parents when it is necessary to alter the schedule of dismissal (either early or late) due to impending weather conditions.
 - Ensure that all school buses are winterized, in good mechanical order and properly equipped with a two-way radio or cellular telephone, flashlight, blanket, shovel, plastic scraper and snow brooms.
 - Establish procedures for bus drivers to follow when transporting students during inclement weather.
 - Instruct personnel of the terms used to describe winter storms and extreme cold.
 - Wind chill is a calculation of how cold it feels outside when the effects of temperature and wind speed are combined. A strong wind combined with a temperature of just below freezing can have the same effect as still air with a temperature about 35° colder.
- Frostbite is a severe reaction to cold exposure that can permanently damage fingers, toes, nose or ear lobes. Symptoms are the loss of feeling and a white or pale appearance.
 - Hypothermia occurs when the body temperature drops to less than 95° Fahrenheit. Symptoms include slow or slurred speech, incoherence, memory loss, disorientation, uncontrollable shivering, drowsiness, repeated stumbling and apparent exhaustion.
 - Freezing rain is rain that freezes when it hits the ground, creating a coating of ice on all surfaces including roads, walkways, steps, power lines, trees, etc.
 - Sleet is rain that turns to ice pellets before reaching the ground. Sleet causes roads, walkways and steps to freeze and become slippery.
 - A winter weather advisory indicates that cold, ice and snow are expected.
 - A winter storm watch indicates that severe winter weather such as heavy snow or ice is possible within the next day or two.
 - A winter storm warning indicates that severe winter conditions have begun or are about to begin.
 - A blizzard warning indicates that heavy snow and strong winds will produce a blinding snow, near zero visibility, deep drifts and life-threatening wind chill.
 - A frost/freeze warning indicates that below-freezing temperatures are expected.
- Conduct classroom discussions prior to the winter season concerning established procedures and terms used during winter storms and extreme cold weather. Discussions should include the following recommended seasonal attire:

Wear several layers of loose-fitting, lightweight, warm clothing (trapped air insulates). Layers can be removed to avoid perspiration and subsequent chill.

 - Outer garments should be tightly woven, water repellent and hooded.

- Wear a hat. Half of the body's heat is lost through the top of the head.
- Cover the mouth with a scarf to protect lungs from cold air.
- Mittens, snug at the wrist, are better than gloves.
- Stay dry.
- Service snow removal equipment. Obtain or replenish supplies of rocksalt to melt ice on walkways and steps and sand to improve traction on driveways.
- Prepare for possible isolation at school and maintain a supply of food that does not require cooking.
- Maintain a supply of heating fuel.

What to Do during a Winter Storm Watch

- Review policies and procedures relevant to winter storms and extreme cold.
- Monitor the weather warning receiver and local radio or television station. Note: the winter storm watch can be sent to your school from the warning point (county sheriff's office) if arrangements are made in advance.
- Implement early dismissal or school closure procedures.
- Conduct classroom review of the suggested attire for a winter storm or extreme cold. Inform students and parents which radio or television station(s) will announce school closures, if warranted.
- Obtain or replenish supplies of rock salt to melt ice on walkways and steps and sand to improve traction on driveways.
- Check school buses for required and recommended equipment.

What to Do during a Winter Storm or Extreme Cold

- Conduct classroom review of the suggested attire for a winter storm or extreme cold. Instruct them

which radio or television station will announce school closures.

- Listen to the radio or television for weather reports and emergency information. Based upon reports, evaluate the feasibility of transporting students, the need for early dismissal of school, the need to hold students at school beyond the normal dismissal schedule or the cancellation of extra-curricular activities.
- Before dismissing students instruct them to:
 - Go directly home after being dismissed.
 - Be careful when crossing streets or rural roads.
- Watch for signs of frostbite and hypothermia.
 - If frostbite symptoms are detected, seek medical help immediately. If you must wait for help, slowly rewarm affected areas. However, if the person is also showing signs of hypothermia, warm the body core before the extremities.
 - If hypothermia symptoms are detected, take the person's temperature. If below 95°F (35°C), seek medical help immediately. If medical help is not available, begin warming the person. Warm the body core/trunk first. If needed, use your own body heat to help. Get the person into dry clothing and wrap them in a warm blanket covering the head and neck. Do not give the person alcohol, drugs, coffee or any hot beverage or food; warm broth is better. Do not warm extremities (arms and legs) first! This drives the cold blood toward the heart and can lead to heart failure.
- Check school buses for operational order and required or recommended equipment before transporting students.

WIND CHILL CHART

Read right and down from the calm-air line. For example, a temperature of 0°F combined with a 20 mph wind has an equivalent cooling effect of -39°F.

WIND SPEED IN MPH	TEMPERATURE IN FAHRENHEIT										
	Calm	35	30	25	20	15	10	5	0	-5	-10
5	32	27	22	16	11	6	0	-5	-10	-15	-21
10	22	16	10	3	-3	-9	-15	-22	-27	-34	-40
15	16	9	2	-5	-11	-18	-25	-31	-38	-45	-51
20	12	4	-3	-10	-17	-24	-31	-39	-46	-53	-60
25	8	1	-7	-15	-22	-29	-36	-44	-51	-59	-66
30	6	-2	-10	-18	-25	-33	-41	-49	-56	-64	-71
35	4	-4	-12	-20	-27	-35	-43	-52	-58	-67	-74

TECHNOLOGICAL DISASTERS

FIRES

Each year thousands of people are killed or injured by fires. Fire-related injuries are extremely painful and have a lifelong effect upon victims. Children are especially vulnerable to injury and death by fire. Fire is one of the most common hazards to schools. It is for this reason that fire drills should be practiced at the beginning of the school year and periodically throughout the year. The schools are required to establish and maintain a fire-drill program.

Fire drills should be conducted in accordance with the School Code and the fire marshal. Local fire department officials should be invited to observe drills, offer suggestions and help develop local plans.

What to Do before a Fire

- Maintain emergency telephone numbers of your fire department, police department, ambulance service(s), hospitals, health care services, etc.
- Inspect and maintain fire-alarm equipment, smoke alarms, sprinkler systems, exit lights, etc.
- Develop evacuation procedures for each classroom and assembly spaces outside the building for each school.
- Mark and explain fire routes for each room within the school.
- Practice fire-drill procedures with the local fire department observing.
- Discuss classroom/area exit procedures with the students and where to assemble outside so a roll call can be taken.
- Train school personnel on the use of fire alarms and extinguishers.
- Maintain list of utility companies' names, contact persons and day and night telephone numbers for companies serving your school(s).

What to Do during a Fire

- Sound the fire alarm by pulling the alarm box nearest to your location.

- Notify your local fire department.
- Make sure the building is evacuated according to the established fire plan. Move occupants at least 500 feet from the building(s) and out of the fire department's way.
- Check washrooms and supposedly vacant rooms for students and staff.
- Take roll call of each class or activity once outside the building.
- Render first aid as necessary.
- Keep access roads open for emergency vehicles.

What to Do after a Fire

- Do not return to the building until authorized by local officials.
- Make necessary arrangements for assessment of the fire damage.
- Make necessary arrangements for debris removal and cleanup.

HAZARDOUS MATERIALS INCIDENTS

Millions of tons of hazardous materials are stored and transported throughout Illinois. The Illinois Environmental Protection Agency (IEPA) estimates that approximately 80% of the hazardous materials incidents in Illinois occur at fixed facilities and the remaining 20% in transportation incidents. Federal law requires facilities that manufacture, store or transport hazardous materials notify local officials for the purpose of emergency planning.

If a hazardous materials environment exists at or near the school, the best protection is probably to take shelter indoors, closing all windows and doors, and shutting down ventilation systems which draw in outside air. If time permits, or when specifically recommended by local officials, evacuation may be appropriate.

What to Do before a Hazardous Materials Incident

- Contact your local fire department to learn what chemicals are located near your school building which may be hazardous to health if released.
- Develop procedures for sheltering students and staff when hazardous conditions could make it unsafe to evacuate. Emergency personnel will make the recommendations to evacuate or shelter in place.
- Inform students and staff of the potential dangers and harmful effects of hazardous materials.
- Survey and determine shelter locations within the school and post them in each room with routes to them. Mark routes to shelter areas.
- Hold drills. Know what to do if the school cannot evacuate and must shelter the students and staff "in place."
 - Stay indoors.
 - Close doors and windows.
 - Shut down all ventilation and heating systems which draw in outside air if contamination comes from outdoors.
- Arrange to use another school or similar facility as alternate site if evacuation becomes necessary.
- Have a plan where each student and staff member can get back together with other family members.
- Develop a telephone tree or other means to notify parents that students are being held at school or have been evacuated to another school or alternate site.
- Provide a list of emergency supplies that should be preassembled for a quick evacuation.
- Preplan evacuation routes with your local emergency manager.
- Inform bus drivers of evacuation plans and procedures.
- Develop plans for recalling school buses or arrange for another means to transport students to an alternate site or shelter.

What to Do during an Outdoor Hazardous Materials Incident

- Stay indoors and follow your school's shelter procedures or evacuate to another site if instructed to do so.
- Close doors and windows.
- Turn off all ventilation and heating systems which draw in outside air or vent to the outside.
- Have buses pick up students and move them outside the affected area if necessary. Contact the alternate shelter site and inform them of the need to evacuate.
- Assign students to buses by class and have teachers take roll call on the bus. Students with personal vehicles should leave them and travel with the other students.
- Report any missing students to school officials and emergency response personnel.

What to Do after a Hazardous Materials Incident

- Have local fire department or HAZMAT (Hazardous Materials) personnel survey the school building for any hazardous materials contamination.
- Arrange for decontamination if necessary.
- Do not return to the building until authorized by local officials.

NUCLEAR EMERGENCIES

There are seven nuclear power stations operating in Illinois. The Illinois Plan for Radiological Accidents (IPRA), developed by state and local officials, serves as the framework for response to and recovery from an accident at a nuclear power station.

Schools within a ten-mile radius of any nuclear power station are identified in the IPRA. Procedures for these schools are included within the IPRA and, periodically, these schools and school districts are asked to participate in exercises of the IPRA.

UTILITY EMERGENCIES

Illinois is dependent on an adequate supply of energy and other utilities to function efficiently. Natural and technological disasters can impact energy distribution, both for the long and short term. Ice or wind storms can pull down electrical power and telephone lines. Earthquakes can rupture pipelines, electrical transmission lines and communications links.

How to Prepare for Utility Emergencies

- Identify what utility services are absolutely necessary to operate the school and what effects the loss of each utility would have.
- Consider purchasing an emergency generator to supply emergency electrical power for essential needs.
- Locate buildings, churches, auditoriums, training centers or parks which would be suitable and available as a temporary school.

What to Do during Utility Emergencies

- If the emergency is a natural gas leak and occurs during school hours:
 - Clear the immediate area and evacuate the building(s).
 - Telephone the fire department.
 - Telephone the superintendent of schools or principal.
 - Telephone the natural gas utility company.

- If the emergency is a natural gas leak and occurs after school hours:
 - Clear the immediate area and evacuate the building(s).
 - Telephone the fire department.
 - Telephone the maintenance supervisor of the gas utility company.
 - Telephone the principal.
 - Telephone the superintendent of schools.

What to Do after a Utility Emergency

- Arrange for utility inspection, if necessary.
- Do not return to the building until authorized by local officials.

CIVIL DISTURBANCES

BOMB THREATS

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

Receiving a Call or Letter about a Bomb Threat

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

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

What to Do Immediately following a Bomb Threat

Do not ignore the bomb threat.

- Evacuate the school building immediately.

- Permit emergency personnel and authorities to conduct the search for the bomb.
- Save all written materials, including the envelope or container.
- Immediately report the threat to local law enforcement officials.

What to Do after a Bomb Threat

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

DEMONSTRATIONS AND RIOTS

Reducing the risk of demonstrations and riots at schools can be accomplished through lines of communication and educational programs for students, staff, parents and the community.

How to Prepare for a Disturbance

- Become familiar with insignias, colors, mode of dress, etc. used to identify clubs, groups, youth gangs, etc.
- Talk with students to calm fear and dispel rumors during periods of increased tension.
- Alert the police to possible action. A plainclothes police officer may be assigned to observe activities on school property.

What to Do during a Disturbance

- Assess the situation and attempt to determine its seriousness.
- Implement the following procedures:
 - Notify the superintendent of schools, who should notify all nearby schools of possible disturbance.
 - Implement the school's prearranged emergency plan.
 - Prearrange duties and responsibilities for all staff. Have them record events that occur in their vicinity with names, time and place of events and any actions they've taken.
 - Have the teachers, nurses, etc. remain at their stations unless specifically instructed otherwise by the administrative staff or emergency response personnel.
 - Keep the telephone lines clear for emergency calls.
 - Maintain normal classroom activities as much as possible and encourage all students to stay in class.
 - If disturbance is outside, keep students away from windows.
 - Advise students of any potential threat to their safety that may be encountered when leaving school.
 - Inform students and student groups not to try to calm any disturbance where physical harm might occur or that would jeopardize their normal relationship with other students.
 - Protect essential records, unless staff safety is threatened.
 - Keep parents fully informed of the situation in school, if possible.
- Assign a staff person with the specific responsibility for dealing with all news media.
- Dispel rumors by using the news media. Provide reporters with periodic briefings.

What to Do after a Disturbance

- Do not return to the building until it is authorized by local emergency officials.
- Close the school(s) if necessary and
 - inform all neighboring schools.
 - inform parents as quickly as possible through radio, television and the telephone tree.
 - inform all students and staff.
 - inform the local police before closing the school to prepare them for any possible disturbances in the area after the students are dismissed.
 - arrange for bus transportation and security.
 - supervise dismissal.
 - release students in groups rather than all at once whenever possible.

TERRORISM

Terrorism has no clear meaning; it can be the act itself or merely the threat to commit such an act. It can be a state of mind caused by actions that may or may not be a criminal act. Terrorist activities include bombings, sabotage, kidnapping or taking of hostages, murder or assassination and hijacking.

The primary concern is the possibility of death or injury caused by a terrorist. There are three types of threats phased sequentially by terrorists:

- demanding actions to which a person, groups, or population has already taken a position;
- attempting to induce an individual, group, or population to change a specific behavior; and
- demanding a change in a course of action directly opposed to those which people are pursuing.

The main areas terrorists disrupt could be utility services such as water plants, electrical or gas supplies, places of public assembly, large office and

industrial buildings and transportation facilities. A bomb threat itself is a terrorist act because it causes the disruption of activities. (See the section on Bomb Threats for specific information.)

If a hostage situation develops, contact local law enforcement officials.

What to Do before a Terrorist Incident

- Establish procedures for monitoring persons entering the school buildings or grounds.
- Instruct school personnel to report suspicious activities or persons to the administrative office.

What to Do during a Terrorist Incident

- Contact local law enforcement officials.
- Keep students in their classrooms until law enforcement officials issue instructions.
- Begin evacuation if recommended.

What to Do after a Terrorist Incident

- Do not return to the building until authorized by local emergency officials.
- Establish Crisis Debriefing Program for students and staff.

APPENDIX A

CONTINUITY OF ADMINISTRATION

Emergency operations plans should include a "chain of command" or "continuity of administration" so that everyone knows who to contact for decision making. The plans should be updated at the beginning of each school year or whenever there is a change in personnel. A current copy should be sent to your local emergency services agency.

In the case of a district-wide emergency situation, the decision will be made by:

SUPERINTENDENT OF SCHOOLS

School Telephone

Home Telephone

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

ASSISTANT SUPERINTENDENT

School Telephone

Home Telephone

OTHER DESIGNEE

School Telephone

Home Telephone

In the case of a school building emergency situation, the decisions will be made by:

SCHOOL PRINCIPAL

School Telephone

Home Telephone

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

ASSISTANT PRINCIPAL

School Telephone

Home Telephone

OTHER DESIGNATED REPLACEMENT

School Telephone

Home Telephone

NURSE OR HEALTH CARE PERSON

School Telephone

Home Telephone

CUSTODIAN

School Telephone

Home Telephone

OTHER

School Telephone

Home Telephone

APPENDIX B

TORNADO CHECKLIST

Tornado Watch

When a tornado watch is announced over the weather warning receiver, tune to station _____ for current weather information. The station's frequency is _____.

Alternate station frequencies are

STATION	FREQUENCY
_____	_____
_____	_____
_____	_____
_____	_____

Storm spotters (those specifically designated to watch for storms):

Tornado Warning

Monitor the weather warning receiver and radio station _____ constantly.

The tornado warning will be sent to the school from the county warning point which is _____. (The county warning point is normally the county sheriff's office.)

School administration will send the tornado warning to remaining school(s). (If applicable)

Give the school warning signal (established by each school). School warning system is as follows:

Proceed with students to predesignated tornado shelter areas. Remain in shelter until the tornado warning has been terminated. TAKE ALL APPROPRIATE PROTECTIVE ACTIONS.

APPENDIX C

FIRE CHECKLIST

If a smoke or fire is detected within a school building:

Sound the FIRE ALARM by pulling the alarm box closest to you located in the halls or in specific rooms.

Evacuate the building according to the established plan with occupants at least 500 feet from the structure and out of the fire department's way. Check washrooms and supposedly vacant rooms. Take attendance book and check roll when everyone is out.

Notify:

Fire Department

Telephone

Police Department/Sheriff

Telephone

If it can be done safely, confine the fire by closing the door to the area involved.

School personnel trained in the use of fire extinguishers may fight small fires after sounding the alarm. Do not endanger life!

Contact school nurse or health care person. Render first aid as necessary.

Contact utility companies regarding any break or suspected break in lines which might present an additional hazard in accordance with local policy.

Keep access roads open for emergency vehicles.

Notify:

Principal (if not in school at time of fire)

Home Telephone

Furnish a calling list to the fire and police department which lists home phone numbers of key personnel of all buildings.

Notify:

Superintendent of Schools

Home Telephone

APPENDIX D

HAZARDOUS MATERIALS INCIDENT CHECKLIST

Whether the incident occurs at the school or off the school grounds, follow the advice of local safety officials to determine the need to leave the building.

Determine whether the students and staff should leave the school grounds. Take student attendance.

Notify:

Fire Department

Telephone

Render first aid to uncontaminated persons, if necessary.

Notify:

Police Department/Sheriff

Telephone

School Superintendent

Telephone number

The building principal will direct further action as required. Students and staff must not return to the school until the fire department and school administration have declared the area safe.

Arrange for alternate buildings to house students if necessary.

APPENDIX E

UTILITY EMERGENCY CHECKLIST

Gas Line Break - TOP PRIORITY

During school hours

Ensure all sources of sparks or flames (motors, pilot lights, matches, etc.) are extinguished or turned off.

Clear the immediate area and evacuate building.

Call:

Fire Department

Telephone

Police Department

Telephone

Superintendent of Schools and/or Principal

Telephone

Utility Company

Telephone

After school hours

Clear the immediate area and evacuate the building.

Call:

Fire Department

Telephone

Utility Company, Maintenance Supervisor

Emergency telephone

Assistant Maintenance Supervisor

Emergency telephone

Principal

Telephone

Superintendent of Schools

Telephone

Electric Power Failure

During school hours

Call:

Electric Company

Emergency telephone

APPENDIX E (CONTINUED)

WATER MAIN BREAK

During school hours

Call:

Water Company

Emergency telephone

_____ if flooding occurs
and a pump is needed.

Telephone

Engineering Department

Telephone

Emergency Services Coordinator

Telephone

Call the Fire Department to inform them of the water
problem.

Telephone

After school hours

Public Utilities

Telephone

Custodian

Telephone

_____ if flooding occurs
and pumps are needed.

Telephone

Engineering Department

Telephone

Emergency Services Coordinator

Telephone

APPENDIX F

BOMB THREAT CHECKLIST

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

Establish a predesignated chain of command in case the principal is absent from the building.

Notify:

SUPERINTENDENT OF SCHOOLS

Telephone _____

Notify all schools in the area of possible disturbance.

Bomb Threats

If a call is received that a bomb has been planted at the school, try to determine the following from the call:

Date call is received: _____

Time of call: _____

Exact location of bomb:

Time set for detonation:

What does the bomb look like?

Why was the bomb placed?

What kind of explosive was used?

CALLER: Male _____ Female _____

Adult _____ Child _____

Are there any identifying background noises?

The name of person receiving call.

If the caller does not answer questions, try to encourage him or her to do so by expressing a desire to save lives. Try to keep the caller on the phone as long as possible so that the call can be traced.

Should the caller not give any essential information, it may be necessary to check the building for a bomb. Before doing so, be sure the following people are notified:

PRINCIPAL

Telephone _____

SUPERINTENDENT

Telephone _____

POLICE DEPARTMENT

Telephone _____

FIRE DEPARTMENT

Telephone _____

APPENDIX G

OBTAINING USDA-DONATED DISASTER FOOD SUPPLIES

Government-donated surplus commodities are available for distribution in disaster areas. Schools (both public and private) and institutions may act as disaster-relief facilities or sources of food to disaster-relief agencies.

The following outlines the procedures for obtaining government-donated foods from the United States Department of Agriculture (USDA), the roles organizations play in disaster feeding, the types of disasters which qualify for use of USDA-donated foods, and the reporting requirements.

Definitions

1. Disaster-Relief Agencies include all recognized institutions or associations of persons engaged in charitable activities. The Disaster Relief Act of 1974 specifies the American Red Cross, Salvation Army, and Mennonite Disaster-Relief Service as agencies that may coordinate disaster relief. Disaster-Relief Agencies are eligible to receive USDA-donated foods for the purpose of mass or congregate feeding of disaster victims.
2. Disasters, as defined by federal regulations, include
 - a. Natural disasters such as hurricanes, tornadoes, storms, floods, high water, wind-driven water, tidal waves, earthquakes, drought, and fires;
 - b. Man-made disasters such as explosions, fires, riots, nuclear and chemical contamination; and
 - c. Other emergencies which warrant congregate feeding, as approved by the USDA, such as energy emergencies and defense-related crisis relocation.
3. Disaster victims include those persons who, because of disasters and emergencies, are in need of emergency food assistance.
4. Sponsoring organizations are schools, charitable institutions, area agencies on aging, summer camps for children, and Summer Food Service Programs.

5. USDA-donated commodities are food items purchased by the USDA for distribution to eligible facilities. These commodities include such items as meats, poultry, fruits, vegetables, grains, oils, peanut products, eggs, and dairy products.
6. Mass or congregate feeding, as defined for disasters, is the preparation and service of food to groups of disaster victims at a centralized location.

Role of the Disaster-Relief Agency

In order to efficiently implement a disaster feeding program, the Disaster-Relief Agency should follow these guidelines:

1. Determine that there is a need for congregate feeding of victims.
2. Locate a site convenient to the disaster area capable of producing, storing, and serving foods in quantity.

A school may serve as an acceptable site because of its proximity to the area being served and the accessibility to USDA-donated foods.

3. Contact administrative officials at the chosen site and acquire permission for the use of the facility and/or use of USDA-donated foods.

All USDA-donated foods may be utilized by a Disaster-Relief Agency.

4. Contact the Illinois State Board of Education (ISBE) for permission to use USDA-donated foods and provide the following information:
 - a. Name of the Disaster-Relief Agency, contact person's name and telephone number;
 - b. Type of disaster;
 - c. Complete address of the feeding location;
 - d. Anticipated number of persons and meals to be served daily;
 - e. Anticipated quantity and types of food needed;
 - f. Anticipated time span feeding will last;

APPENDIX G (CONTINUED)

g. Delivery directions including contact person and telephone number for delivery.

In the event the Disaster-Relief Agency cannot reach ISBE, proceed to provide disaster relief and comply with other requirements as listed. Contact ISBE as soon as possible and provide the above information.

5. Implement food production and service.
6. Maintain a daily record of the number of meals served by type, i.e., breakfast, lunch, supper and the quantities of USDA-donated foods used.
7. Complete a Commodity Transfer Form for all commodities transferred from the Sponsoring Organization's inventory to the Disaster-Relief Agency's inventory. Inventories should be stored separately.

It is the responsibility of the Disaster-Relief Agency to make arrangements with each Sponsoring Organization to transfer commodities to the disaster feeding site.

In the event that commodities are transferred from a Sponsoring Organization's inventory, a Commodity Transfer Form must be completed in triplicate, listing the commodities and quantities transferred to the Disaster-Relief Agency's inventory.

If more commodities are needed, arrangements can be made with ISBE for shipment of additional commodities to the disaster feeding site.

8. Upon the completion of the congregate feeding, the Disaster-Relief Agency must conduct the following activities:
 - a. Contact ISBE regarding the inventory of leftover commodities.
 - b. Transfer leftover commodities to a Sponsoring Organization identified by ISBE.
 - c. Complete a Commodity Transfer Form in triplicate, listing all commodities and quantities transferred.

d. Attach a copy of the Commodity Transfer Form to a completed Summary of Commodities Used in Disaster Feeding (Appendix B) and submit to:

Illinois State Board of Education
Division of School Financial Services
100 North First Street
Springfield, Illinois 62777-0001

Financial Responsibilities of the Disaster-Relief Agency

If any Section 6A Commodities are made available to and used by the Disaster-Relief Agency, the value of these commodities must be paid to ISBE. Replacement instructions will be provided by ISBE prior to use.

The Disaster-Relief Agency is responsible for transportation costs for commodities shipped from the ISBE-contracted warehouse and replacement of commodities to the Sponsoring Organization unless prior arrangements for payment have been made through the state and/or federal emergency management agencies (IEMA and FEMA).

Role of Supporting Sponsoring Organizations

In order to effectively coordinate a disaster feeding program, supporting sponsoring organizations should follow these guidelines:

1. Determine if commodities will be made available for disaster feeding purposes and/or if the Disaster-Relief Agency may use the premises as a congregate feeding facility.
2. Determine what commodities and quantities are available for release in order that the sponsoring organization's own supply is not depleted.
3. Complete and retain a copy of a Commodity Transfer Form for all commodities used at or transferred to a feeding site organized by the Disaster-Relief Agency.

APPENDIX G (CONTINUED)

4. Determine if unused commodities can be accepted, if contacted by a Disaster-Relief Agency or ISBE, after the mass feeding operation is completed. If all or part of the commodities are accepted, obtain a copy of a Commodity Transfer Form from the Disaster-Relief Agency for all commodities received.

Replacement of Commodities to Sponsoring Organizations

Upon ending the disaster feeding program, ISBE will determine the value of the commodities used. If exact replacements are not available, similar items will be provided and shipped within ten days. The sponsoring organization will be offered replacement commodities equal to the value of commodities used for disaster feeding. The Disaster-Relief Agency is responsible for the transportation costs incurred for the replacement of commodities.