

2025-2026



*Lee-Hamilton Intermediate*  
**The Eagle Way**

# SCHOOL-WIDE EMERGENCY PROCEDURES

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All Lee-Hamilton staff should be familiar with the components of this plan in order to effectively and safely handle emergency and crisis situations.

# Classroom Emergency Procedures

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## **CRISIS TEAM**

### **WHAT IS A CRISIS?**

A crisis is a time-limited event. It is an unstable condition where internal and external resources are severely taxed. A crisis is a turning point where the opportunity exists for improvement and where there is danger and risk for deterioration.

- ❑ Crisis Level I - Local Building situation handled by Building Administrator with notification to the Superintendent's Office.
- ❑ Crisis Level II - School emergency handled by Building Administrator with support from Central Office.
- ❑ Crisis Level III - A School or Area crisis handled by Building Administrator with Central Office support and outside agency support (Police, Fire, EMS, etc.).
- ❑ Crisis Level IV - A full-blown crisis with extended impact affecting numerous people indefinitely.

A CRISIS CAN BE SCHOOL WIDE (TORNADO, FIRE, EARTHQUAKE, etc.) or INDIVIDUAL/FAMILY (DEATH, SUICIDE, BOMB THREAT, INTRUDER, CHILD ABUSE, etc.) AT SCHOOL.

### **FUNCTION OF EMERGENCY CRISIS TEAM**

- ❑ To assist the Principal (and others) with the development of specific plan/procedures for responding to an emergency/crisis.
- ❑ To consult with and support, on an as needed basis, the affected building staff in reacting to and dealing with the emergency/crisis.
- ❑ To provide direct support services to staff and students in distress during and after the emergency/crisis.
- ❑ To make referrals to outside resources for those needing follow-up counseling and/or support.
- ❑ To monitor the situation after the emergency/crisis has subsided and provide other follow-up services.

## LEE-HAMILTON CRISIS TEAM

Principal(s)	A. Eye & K. Logan
Counselor	E. Trittler
Nurse	T. Dortch
Custodian	L. Duncan
ISL	N. Hayman
Office Manager	C. Clark

## LOCATION OF CRISIS TEAM DURING CRISIS

Interior: Main Office / Exterior: Basketball Court/Black top

## EMERGENCY CHAIN OF COMMAND

Person(s) Responsible for Emergency Communication	A. Eye & K. Logan
Emergency Phone Line	C. Clark
Person(s) Responsible for Team Communication	A. Eye, Crisis Team Members
Person(s) Responsible for Communication with Media	O. Hollomon (Central Administration)
Person(s) to Answer Other Requests for Information	A. Eye, C. Clark
Person(s) Responsible for Contacting and Coordinating Outside Resources	A. Eye
Methods of Notifying Students and Staff	Intercom / P.A. / Bullhorn

## LEE-HAMILTON EMERGENCY HOLDING AREAS

The following areas have been designated as HOLDING AREAS should the need arise during an emergency situation:

### FIRST AID

Inside	Nurses Office, Teacher's Lounge Alternate Site: Library
Outside	Back Field by Playground

### COMMUNICATIONS

Inside	Main Office Alternate Site: Library
Outside	Command Post

### MORGUE

Inside	Art Room Alternate Site: Music Room
Outside	Back Field

### MEDIA

Inside	None
Outside	Front/Side Lot

## **Emergency Actions Checklist** (Check box when completed)

- ☐ Verify emergency information
- ☐ Follow emergency response procedures
- ☐ Call 911 (if necessary)
- ☐ Complete notifications below.
- ☐ Coordinate with crisis team and team leads, as needed

### **NOTIFICATIONS**

- ☐ Ensure the Administration Office is aware of the incident.
- ☐ Provide the Administration Office with your first assessment of the emergency.  
(Stabilized? – Growing? – Out of Control?)

### **COORDINATION**

- ☐ Find the Police/Fire First Responders and make your presence known.
- ☐ Remain constantly accessible to emergency personnel.
- ☐ Assemble team leaders.
- ☐ Establish priorities keeping in mind:
  - LIFE/SAFETY
  - INCIDENT STABILIZATION
- ☐
- ☐ Request “Crisis Team” if needed.
- ☐ Get a report of the student accounting process.
- ☐ Coordinate with the Communication Department for Media Spokesperson.

### **MEDIA**

- ☐ Contact the Communication Department to work with the media.

### **PUBLIC**

- ☐ District/responding agencies are aware of the emergency and are involved in the response.

## Emergency Summary Sheet

<u>Emergency Situation</u>	<u>Means of Notification</u>	<u>Procedures/Protective Actions</u>
Fire/ Emergency	Continual blast of Fire Horn	<ol style="list-style-type: none"> <li>1. Teachers take their roster and exit the building through the nearest exit following evacuation procedures.</li> <li>2. Take roll and report attendance to designated staff.</li> <li>3. Remain 150 ft. from the building.</li> <li>4. Return to the building when the administrator signals.</li> </ol>
Earthquake	Alarm / Bullhorn / P.A.	<ol style="list-style-type: none"> <li>1. Stop and use the DROP and COVER technique.</li> <li>2. Move away from windows and any objects that may pose immediate danger.</li> <li>3. Wait for the announcement to evacuate the building.</li> <li>4. Follow evacuation procedures.</li> </ol>
Tornado / Severe Weather	Alarm / Bullhorn / P.A.	<p>Follow procedures for each location and assume take cover position:</p> <ol style="list-style-type: none"> <li>1. <u>Gym</u>: proceed to the hall next to the gym.</li> <li>2. <u>Cafeteria</u>: proceed to the hall near the stairs.</li> <li>3. Playground: proceed to classrooms or Door 4.</li> <li>4. All other rooms kneel along the wall in the hallway.</li> </ol>
Lockdown	P.A. / Bullhorn / Phone Message	<ol style="list-style-type: none"> <li>1. Close and lock doors.</li> <li>2. Turn off lights, TVs, and computer screens.</li> <li>3. Instruct students to lie flat on the ground away from doors and windows.</li> <li>4. Teachers and students will remain in the classroom or secured area until further instructions are received.</li> </ol>

# LOCKDOWN PROCEDURE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

The purpose of a lockdown is to secure staff, students, and visitors in the building and to minimize their exposure to a potential internal or external threat.

## **Types of Lockdowns: (The lockdown level may increase if the threat increases)**

(Level 1) Precautionary Lockdown (also known as a *Campus lockdown*)

No one is allowed in the building. No outside student activities are permitted. Students on P.E. fields must be directed to return to the building.

Examples:

- A violent crime occurs near the campus
- Police in the area looking for a violent offender

The Principal/Designee will assess if teachers may or may not continue to teach and if passing may or may not be possible.

\*\*\* The lockdown will continue until the ALL-CLEAR signal is given

(Level 2) Educational Lockdown- (also known as a *Soft lockdown*)

No one is allowed in. Classroom doors will be shut. All door windows must be covered. No outside student activities are permitted. Students on P.E. fields must be directed to return to the building. No passing is permitted in the halls.

Examples:

- An unruly visitor/parent
- Visitor fails to stop when asked
- Threats to staff or students
- Random drug sniff

The Principal/Designee will assess if teachers may or may not continue to teach, if lights will be turned off, if windows need to be covered, and/or if students will be moved away from windows and doors and will need to take cover.

\*\*\* The lockdown will continue until the all-clear signal is given

(Level 3) Active Intruder- Initiate option-based active intruder training.

Examples:

- Reported use or flourishing of a weapon in the building/campus



## INTRUDER IN SCHOOL (Non-Active)

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

Intruder – An unauthorized person who enters school property.

### Principal/Designee will:

- Notify Police/School Resource Officers and security officers.
- Contact the Director of Safety & Security.
- Ask another staff person to accompany you before approaching the intruder.
- Politely approach the intruder and ask the intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office or the security station.
- If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- If an intruder refuses to leave, implement lockdown procedures by announcing a warning over the PA system, **"Teachers initiate lockdown level \_\_\_\_"**
- Be prepared to give a full description of the intruder; where he/she is located in the school.
- Direct students, staff and visitors into safe areas.
- Contact the school's Assistant Superintendent and other necessary administrators.
- **If an intruder has a weapon, notify staff and students to employ their option-based active intruder training. (also see *Active Intruder Procedure*)**

### Staff will:

- Shut locked classroom doors.
- Cover classroom door windows.
- Turn off all classroom lights.
- Move all persons away from windows and doors.
- Do not unlock doors or allow anyone inside classrooms, until the principal gives an all-clear signal.
- Notify principal/designee and SRO. Give a full description of the intruder; where he/she is located in the school.
- Follow the procedures for the appropriate Lockdown level initiated by the principal/designee.
- Keep detailed notes of events.

### If Taken Hostage, staff will:

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

## ACTIVE INTRUDER/ SHOOTER

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

***\*TO BE ISSUED WHEN THERE IS THREAT OF IMMINENT DANGER\****

Active Intruder – An unauthorized person who enters school property for the purpose of harming a person or people in the building. An Active Intruder has a weapon.

### **Principal/Designee will:**

- Call 911, provide suspect description and other pertinent information to police, and follow instructions.
- Announce the following message: **“There is an active intruder located \_\_\_\_\_ (area), teachers and students respond accordingly!”**
- If active **intruder** is inside, advise staff to employ their option-based active intruder training.
- Ensure your own safety and employ your option-based active intruder training, as well.
- Notify your School Resource Officer (s).
- Contact the Director of Safety & Security.
- Contact the school’s Assistant Superintendent and other necessary administrators.
- Direct students, staff and visitors into safe areas. Assist those needing special assistance.
- Order all persons on the exterior of the building (P.E., recess) to move to your designated rally point.

### **Staff will:**

- Check hallways for students: (Quick visual check for students) If students are in the hallway, have them come into your classroom quickly and quietly.
- Shut all classroom doors. Doors should already be in a locked position.
- Do not open your classroom door until the all-clear is given.
- Employ your option-based active intruder training.

### Things to Remember.....

Cover classroom door windows.

Turn off all classroom lights.

Move all persons away from windows and doors.

Barricade the door and/or point of entry.

Do not unlock or open doors or allow anyone inside classrooms. First Responders access your classroom when they are clear to do so on their own.

If in contact with a supervisor or other person of authority, follow their instructions.

If it appears an active intruder(s) is attempting entry or is in the process of trying to enter the classroom, barricade the doorway(s) using any available objects.

If it appears an active intruder(s) may gain access to the classroom; utilize any available alternate means of safe escape such as exterior windows, doors leading to the outside, etc.

If an active intruder(s) gains access to the classroom and loss of life appears imminent; take whatever action is believed necessary to neutralize the intruder and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

# ACTIVE INTRUDER RALLY POINTS

**Rally Point** is a short term location to be used when you need to evacuate the building due to an emergency situation inside the school which requires you to move the students away from school property. It is a predetermined area that the staff will escort the students to and does not have to be an enclosed area.

RALLY POINT

## GUN/WEAPON INCIDENT

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

**If a gun (real or fake) or other weapon is reported, suspected, or found**

**The Principal/Designee will:**

1. Contact the Director of Safety & Security.
2. Contact the School Resource Officer (SRO) assigned to your school, if applicable.
3. If you are unable to reach your SRO, call the *non-emergency* police phone number for your local police department.
  - St. Louis County Police                      636-529-8210
  - Florissant Police Department              314-831-7000
  - Ferguson Police Department              314-522-3100
  - Berkeley Police Department              314-524-3311
  - Hazelwood Police Department              314-838-5000
  - Normandy Police Department              314-385-3300 (Cool Valley)
  - Calverton Park Police Department      314-522-3100
4. Contact the Director of Safety & Security.
5. Contact the school's Assistant Superintendent and other necessary administrators.
6. Involve at the minimum one additional member of your school's Emergency Management Team (EMT) to assist with the investigation. Do not handle any weapon investigation alone.
7. Implement Lockdown Procedure. (Utilize the most appropriate level, as necessary)
8. Secure the area where the gun (real or fake) or other weapon has been found or located.
9. Upon arrival of police, assist and comply with all reasonable requests until the situation is rendered safe, the gun seized, and suspect removed.
10. Do not attempt to take a weapon from a suspect. Police will handle that situation.
11. Do not touch, handle or take pictures of the weapon. If the weapon is a gun (real or fake), the police will take possession of it upon their arrival.
12. Provide police with identification and pertinent information on all possible suspects, witnesses, victims, injuries, etc.

**If a gun (real or fake) or other weapon is in the possession or has been flourished by someone**

**The Principal/Designee will:**

1. Contact the School Resource Officer (SRO) assigned to your school.
2. Initiate the Active Intruder Procedure, if necessary. **(also see *Active Intruder Procedure*)**
3. If you are unable to reach your SRO, call **911**.
4. Contact the Director of Safety & Security.
5. Contact the school's Assistant Superintendent and other necessary administrators.
6. Implement Lockdown Procedure. (Utilize the most appropriate level, as necessary)
7. Upon arrival of police, assist and comply with all reasonable requests until the situation is rendered safe, the gun seized, and suspect removed.
8. Do not attempt to take a weapon from a suspect. Police will handle that situation.
9. Do not touch, handle or take pictures of the weapon. If the weapon is a gun (real or fake), the police will take possession of it upon their arrival.
10. Provide police with identification and pertinent information on all suspects, witnesses, victims, injuries, etc.

**If shots are fired**

**The Principal/Designee will:**

1. **Call 911** and notify the School Resource Officer (SRO) assigned to your school.
2. Initiate the Active Intruder Procedure, if necessary. **(also see *Active Intruder Procedure*)**
3. Contact the Director of Safety & Security.
4. Contact the school's Assistant Superintendent and other necessary administrators.
5. Implement Lockdown Procedure. (Utilize the most appropriate level, as necessary).
6. Upon arrival of police, assist and comply with all reasonable requests until the situation is rendered safe, the gun seized, and suspect removed.
7. Do not attempt to take a gun (real or fake) from a suspect. Police will handle that situation.
8. Use the police report for documentation regarding discipline.

9. Do not touch, handle or take pictures of the gun (real or fake). Police will take possession of the gun upon arrival.
10. Provide police with identification and pertinent information on all suspects, witnesses, victims, injuries, etc.

## GENERAL EVACUATION

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

**Purpose:** An **Evacuation** occurs when it is determined that it is safer to be outside the building than inside the building.

Incidents that will or may require an evacuation are:

Fire	Structural damage to building
Explosion	Gas leak
Bomb threat	Hazardous material spill inside
Post-Earthquake	Other unsafe conditions inside the school that warrant evacuation

**Principal/Designee will:**

1. Designate someone to pull the fire alarm.
2. Call 911.
3. Contact the Director of Safety & Security.
4. Contact the school's Assistant Superintendent and other necessary administrators.
5. Make an announcement on the intercom such as this:
6. Activate the School Emergency Management Team (EMT) to assist.
7. Ensure that all staff, student, and visitors have left the building.

**Teachers will:**

1. Close your door, turn off your lights.
2. Take emergency
3. Ensure that all students exit the classroom
4. Lead students to exit route. Move students at least 50 feet away from the building
5. If the exit route is blocked, follow an alternate exit route
6. Take a headcount. Notify the principal or a member of the school's Emergency Team that a student is unaccounted for.



# FIRE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

Unfortunately, a fire is one of the most probable and most frightening disasters which might face school officials. Such diverse things as a gas leak, an electrical short circuit, a boiler explosion or even a student's thoughtless prank are all possible causes of fires. The use of candles and candle warmers is prohibited.

In consideration of the above known causes, it makes sense that a fire can occur in any school building at any time of the day, on any day of the year. This is why safety practices to prevent fires must be rigidly observed throughout the entire school year. It is with that objective in mind that constant thought must be given to minimize the possibility of a fire ever occurring in any school building.

- a. Frequency of Drills – each building principal shall hold one fire drill per month to assure that all students understand the procedure and exits to use. Evacuation will then become routine exercise for students.
- b. Person in Charge – the building principal shall be in charge. In the absence of the building principal, his/her designee shall assume control.
- c. Warning – the warning shall be given by pre-arranged signal. The intercom would be utilized as a backup.
- d. Procedure – immediately upon hearing the emergency signal, students, faculty, and others shall evacuate the building, via a prearranged evacuation route posted in the room, and assemble at a prearranged assembly point which is away from the routes of emergency vehicles.
- e. Teacher Responsibilities – student leaders shall line up per the teachers' instructions and shall move quickly and orderly over the route previously assigned for that room. Teachers in rooms next to a restroom or other rooms not under supervision of a teacher at that time shall be sure that everyone in the room has received the warning and evacuates the room to the designated area. Upon reaching assembly point, students will be reunited with their respective room groups. Designated areas should be at least 50 feet from the building.
- f. Closing of Windows and Classroom Door – the teacher is responsible for closing the windows and classroom door.
- g. Door Guards – the building principal shall have previously designated door guards to prevent the return into the building of any unauthorized person after the building has been evacuated. These door guards shall assume their appointed stations as soon as possible after the alarm is sounded, and shall see that the door is closed as soon as that exit has been evacuated.

- h. Books, Coats, and Other Belongings – students shall be instructed to leave all books at their seats and not to get clothing or other belongings which may be in cloakrooms or lockers. No student will be allowed to return to the building once it has been vacated until authorized to return.
- i. Evacuation Lines – at the time of evacuation of the building, there shall be no talking so that instructions may be easily heard. Lines will move quietly and quickly under the teacher's direction. No running will be permitted.
- j. Routes, Exits – the occupants of each room will exit from the building according to the evacuation plan posted in the room. If the exit is blocked, the alternate route posted in the room shall be used. Personnel not specifically assigned to a group of children should be assigned to an exit to guide children to alternate routes, if necessary.
- k. Assembly Area – upon reaching the designated assembly area, teachers will check their class roster for missing students. Any missing students will be reported (by a runner) to the principal/designee. The signal for return to the building shall be designated by the principal. The return to classrooms shall be quietly, orderly, and quickly accomplished, without talking. Group leaders should remain in charge until the return is completed, and all are back in their proper places. In case of fire, groups will remain at assembly point until authorized to return to building or dismissed.
- l. Children with Special Needs – one or more students in upper elementary grades or secondary schools may be selected to assist a child with special needs or injured child who is in the room. In lower elementary grades, the teacher will need to give assistance.
- m. Fire Extinguishers – fire extinguishers are placed in strategic locations as recommended by the fire code. They will be inspected regularly. Faculty members and other personnel will be instructed in the proper use of fire extinguishers at periodic safety training sessions.

## **FIRE EVACUATION PLAN** **Ferguson-Florissant School District**

### **FIRE DRILL**

Each teacher should discuss the fire drill with his or her room and conduct enough practice drills so that the real drill goes well.

Immediately upon hearing the fire alarm signal, teachers and students will begin exiting the building to their assigned spots, at least 50 feet from the building. All windows and doors should be closed.

To ensure satisfactory fire drills, teachers must have complete control. Classes may need to be redirected if near a blocked exit. A brisk, quiet, and orderly manner is a must.

See fire drill exit procedures for your location.

Each teacher will carry his or her class roster outside and account for each student. If someone is unaccounted for, the teacher must immediately inform the principal/designee.

Students not with their assigned teacher should be taken to their regularly assigned places.

### **FIRE EXTINGUISHERS**

Become familiar with the location of fire extinguishers in the building, and how to use them.

### **Procedure for Evacuating**

1. Classrooms and Offices in the 4th and 5th Grade Hallways will exit through Door 1 to the blacktop.
2. Classrooms, Offices, and the Gym in the 3rd Grade Hallway will exit through Door 2 to the blacktop.
3. Classrooms and the cafeteria downstairs will exit through Door 4 to the blacktop.
4. All other persons leave the building by the nearest available exit.
5. Cafeteria: Children in the cafeteria at the time of a fire alarm will be taken by staff in charge to the nearest exit. After exiting the building, teachers will locate their class and assume care, custody and control.
6. Lakisha Brown - Bldg Aide will collect reports from lines numbered #1-5, James Anderson - Restorative will collect reports from lines numbered #6-10, Elizabeth Trittler - Counselor will collect reports from lines numbered #11-15. Nichelle Hayman - ISL will collect reports from lines numbered #16-18.
7. All----clear: this will be determined by the principal/designee, after a class count has been completed by each teacher and all children have been accounted for either being present or absent from school for the day.
8. Return to the Classroom Signal: Will be given by the principal or designee.

# EARTHQUAKE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

## General Characteristics:

An earthquake is a trembling or shaking of the earth's crust caused by underground volcanic forces or the breaking and shifting of rock beneath the surface.

The actual movement of the ground during an earthquake is seldom the direct cause of death or injury. Most casualties result from falling objects and debris, because the shocks can shake, damage, demolish buildings and cause fires.

Missouri has one of the highest seismic risk areas: the New Madrid Fault area in Southeast Missouri. This area experienced a series of quakes in the winter of 1811-1812 which is considered to be the most severe seismic event ever to occur in North America.

Studies indicate that a recurrence of the 1811-1812 quakes is due to impact the heavily populated New Madrid area within the next twenty years. Seismic experts hold the opinion that a quake of the same intensity occurring today would cause such destructiveness that only an all-out nuclear war would do more damage. St. Louis could receive major structural damage in such a quake.

With the information now known about the threat of earthquakes in Missouri, it is only fitting that federal, state, and local emergency management officials are showing increased interest in earthquake preparedness in Missouri schools.

## Before An Earthquake

1. Check for potential fire risks. Defective electrical wiring and leaky gas connections are very dangerous in an earthquake. Bolt down or provide other strong support for smaller gas or electrical equipment; where safely possible, use flexible connections.
2. Know where and how to shut off electricity, gas and water at main valves and switches.
3. Place large, heavy objects on lower shelves. Fasten shelves securely to walls. Brace or anchor high or top-heavy objects.
4. Wire or anchor overhead lighting fixtures.
5. Bottled glass goods should not be stored on high shelves or left to slide freely on shelves (*pay special attention to science chemicals*).
6. As always, a flashlight and a battery-powered radio should be kept on hand with fresh batteries.
7. Practice DROP, COVER AND HOLD ON at least twice a year. Drop under a sturdy desk or table, hold onto the desk or table with one hand, and protect the back of the head with the other hand. If there is not a table or desk nearby, kneel on the floor against an interior wall away from windows, bookcases, or tall furniture that could

fall on you and protect the back of your head with one hand and your face with the other arm.

## During An Earthquake

If you are indoors, stay indoors. If outdoors, stay outdoors. Most injuries occur as people are entering or leaving a building.

1. **DROP** to the ground
2. **COVER** yourself under a sturdy table or desk, and cover your face and head with your arms.
3. **HOLD ON** to something sturdy until the shaking stops.
4. If indoors, take cover under heavy desks or tables, in doorways or against inside walls. Stay away from windows or other glass. Avoid high bookcases, cabinets, chimneys or other furniture or structures which might topple or collapse.
5. If in a multi-story building, take cover under heavy furniture. Do not run for stairways or exits since they may be unusable. Never use elevators.
6. If outdoors, move to an open area, away from buildings and utility wires. The greatest danger from falling debris is just outside doorways and close to outer walls.
7. If in a school bus or other vehicle, stop as quickly as safety permits, but remain in the bus away from buildings and wires.
8. Don't use candles, matches or other open flames during or after an earthquake in case of gas leaks. Douse all flames.
9. Above all, remain calm. Think through the consequences of any actions you take.

## After An Earthquake

1. Be prepared for additional earthquake shocks called "*aftershocks*."
2. Check for injuries. Do not attempt to move seriously injured persons unless they are in danger of further injury.
3. Turn on an AM/FM radio or other mobile devices for emergency instructions.
4. Check for fires.
5. Check utilities for damage. If you smell gas, shut off the main gas valve and open windows. Leave the building and do not reenter until a utility official advises that it is safe. Shut off electrical current at the main box. This may prevent sparks which could ignite gas. If the water pipes are damaged, shut off the supply at the main valve. Obtain emergency water supplies from hot water heating or holding tanks.
6. Be alert for spilled chemicals, medicine or other potentially harmful materials and follow appropriate safety measures in clean-up.
7. Check to see that sewage lines are intact.
8. Check chimneys for cracks and damages. Make the initial check from a distance. Approach with caution.
9. Check for structural damage in the school. Evacuate if necessary. Stay out of severely damaged buildings; aftershocks may shake them down.

## **EARTHQUAKE EVACUATION PLAN**

### **Ferguson-Florissant School District**

- a. Teacher directs the students to get under desks or tables or stand against the wall away from windows.
- b. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures.
- c. If it is safe to do so, evacuate the building when the earthquake is over, using fire drill evacuation routes and procedures.
- d. Avoid touching any wires.
- e. Do not light any fires after the earthquake.
- f. Do not return to the building for any reason until it has been declared safe by officials.
- g. Teacher will check attendance as soon as the building is evacuated, and report as instructed by the principal/designee.
- h. Principals complete the earthquake checklist on the following pages to ensure important items are covered in your building plans.

# EARTHQUAKE CHECKLIST

## Before An Earthquake

1. My staff is aware that students may be required to remain at school for two or three days or until help arrives.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Key staff members and I know where the main shut off valves/switches are located for gas, electric and water.  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. I have building evacuation routes and first aid locations identified on building maps and made available to staff.  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. I am assessing and initiating corrective actions to eliminate or minimize non-structural hazards such as falling shelves, light fixtures, etc.  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. I have assigned a staff member to check on the condition of the chemical storage area and report any problems.  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. I have identified and notified those staff members who are trained and will assist with First Aid and CPR.  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Teachers have a student list available to them at all times.  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. Teachers know pre-arranged earthquake signal and route to evacuate.  
Yes \_\_\_\_\_ No \_\_\_\_\_

## During The Earthquake

1. I have identified a location to use as a command post with the current enrollment sheets kept there.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Teachers are aware of the safety measures to take when the earthquake occurs including the duck and cover exercise as outlined in your individual school's Safety Booklet.  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. We have developed a reunification plan to use when releasing students to adults.  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. In the event a teacher is injured, arrangements are in place for his/her students' safety.  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. I have identified a person to be liaison with the press.  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. We have identified alternate evacuation sites should exits be blocked/ inaccessible.  
Yes \_\_\_\_\_ No \_\_\_\_\_

## After The Earthquake

1. We have an absence policy that will extend to teachers and students after a disaster.  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Counseling resources are available to those who may need them after a disaster?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## TORNADO/SEVERE STORM

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

The school shall be equipped with a radio designed to receive warnings for emergencies such as tornadoes, storms, blizzards and other emergencies. The principal's office in each building shall have a tone-activated receiver/radio. (NOAA radio) Provisions shall be made to warn all persons who may be outside of the school building, so they can get to a shelter as quickly as possible.

The building principal shall hold four (4) tornado drills throughout the year and at various times of the day to be sure that all students understand the procedure and the designated shelter areas. An all-clear signal shall be given for the return to the classroom. Attendance checks should be made as soon as possible.

### **Types of Tornado Alerts**

TORNADO WATCH means there is a chance of dangerous weather later with damaging winds. When these conditions occur, the office manager and custodian will be put on watch and report to the principal/designee any dangerous weather.

TORNADO WARNING means a tornado has been sighted nearby and that we will take cover in our assigned areas. This may be announced by intercom or by megaphone in the hall.

### **Principal/Designee will:**

- A) Monitor the National Oceanic and Atmospheric Administration (NOAA) Weather Stations, National Weather Service or Weather Channel. Keep a close watch on cloud conditions in the vicinity of the school during the watch period, paying particular attention in the southwest direction. Notify staff/students who are outside to return to the building. (P.E., recess, lunch, etc.)
- B) Take action when a tornado warning has been declared and sirens are sounding.
- C) With the tornado warning in effect, sound the predetermined tornado drill signal throughout the building, initiating the Tornado Drill Procedure. A back-up alarm (falcon horn) should be available if electricity is out.
- D) Instruct teachers in classrooms next to a restroom to make sure that everyone in the restroom receives the warning and evacuates to the shelter area designated for that area.
- E) Classroom Evacuation – students shall be instructed to leave all books at their seats and clothing or other belongings in the cloakroom or lockers. No student shall be allowed to return to the room until authorized to do so.
- F) Attendance Check – the teacher shall take the class roster for the group in the room at the time and upon arrival at the assigned shelter, check the group to see that no one is missing. A report shall be made to the principal/designee as soon as possible of any absentees and of any person in the group that should be with another group.
- G) Shelter Lines – while going to shelter, there shall be no talking: lines will move quietly, in single file, quickly to the “safe” area previously designated.



- H) Safest Area – if time does not permit going to the previously arranged shelter, students and teachers shall go to the “safest” area of the room. This will normally be the inside wall of the room, away from any openings, windows, or doors. Students are directed to crawl under desks or other large pieces of furniture which will afford some protection. Upon reaching shelter areas or the safest place in the room, everyone shall kneel, with back to the wall, draw up the knees, rest head on knees, and clasp hands over neck or head. An attendance check shall be made as soon as possible.
- I) Children with Special Needs – one or more students in upper elementary grades or secondary schools may be selected to assist a child with special needs or injured child who is in the room. In lower elementary grades, the teacher will need to give assistance.
- J) If a tornado hits the building, remain calm, assess and treat the injured, call or send for help.
- K) Everyone will remain in shelter areas until the situation stabilizes at which time students will be directed to a safe area.
- L) If the building is not safe to occupy, students will be moved to a relocation point and parents notified.
- M) Each school should have a supply of emergency equipment and medical supplies, transportable when evacuating or relocating to another site.

The National Weather Service defines a tornado as a violently rotating column of air, suspended from a thunderstorm cloud and touching the ground.

From our local St. Louis County perspective, tornadoes are the most destructive of all atmospheric-generated happenings. Devastating winds, high speed missiles and building element collapse are all danger producing effects of a tornado which cause the majority of all resulting damages.

Tornado winds (100 + mph), can blow down walls and cause roofs to be uplifted and/or carried away. Common objects and glass become flying missiles and could cause instant death. Building element collapse may cause portions of buildings to fail structurally and collapse on other interior spaces.

In an average year, nearly 1,000 tornadoes hit various parts of the United States. Although tornadoes occur during all months of the year and at any hour of the day or night, the largest number occur between March and June, generally in the late afternoon (3:00 PM) to early evening (7:00 PM). Almost all tornadoes have a direction of movement from the southwest to the northeast

## Before A Tornado

1. Select the best available areas of shelter and denote them on a floor plan.
2. Appoint trained weather spotters to watch for possible oncoming tornadoes (*should be in the southwest corner of the building*).
3. Obtain a tone-activated Weather Alert Radio and a tone-activated County Warning System Radio (NOAA radio) which has battery backup power. Leave these radios with someone who will always be near them. Check the batteries periodically. If the radios do not respond to weekly tests, have them repaired. Units are tested on Wednesdays at 11:00 AM.
4. Hold tornado drills (*announced and unannounced*) throughout the year.
5. In case of a tornado warning near the close of the school day, plans should be made for students to be kept at school and not placed on buses. Notify parents of this procedure.
6. School bus operators should have instructions concerning procedures to follow in case of a tornado when transporting students.
7. Emergency equipment, including a flashlight and first aid kit, should be available to all teachers.
8. Prepare and maintain a current inventory on all equipment for each building.

## During A Tornado Watch (*Weather Conditions Are Favorable For a Tornado*)

1. Alert staff of the tornado watch. Return staff and students who are engaged in outside activities (P.E., recess, lunch break, etc.) into the building if weather is threatening.
2. The principal/designee will monitor the weather for danger signs.
3. Special provisions should be made to see that children with special needs can get to the tornado shelter.

## During A Tornado Warning (*Tornado Has Been Sighted*)

1. Immediately alert everyone within the building.
2. Quickly relocate all occupants of the building to the pre-selected tornado shelter areas.
3. Assume crouched position and cover head with hands and arms.
4. Check attendance to assure that all are present.
5. Monitor a portable AM/FM radio, weather alert radio (NOAA radio) or mobile device for "all-clear" information.
6. Once a tornado has been sighted **no visitors** will be allowed inside the building.

## After A Tornado

1. Check for injuries. Do not attempt to move seriously injured persons unless they are in danger of further injury.
2. Make all necessary emergency notifications.
3. Regroup to a safe area and recheck attendance.
4. Check for fires and other danger signs (*gas, electric*) in the building; evacuate if necessary.
5. Listen to an AM/FM radio and monitor your mobile device for possible emergency information.

## Helpful Selection Tips

1. Utilize the lowest floor to the extent that it is readily accessible.
2. Seek out interior spaces with short roof spans.
3. Select spaces that can be reached from all portions of the building in less than two minutes.
4. Always avoid spaces with glass.
5. Avoid spaces on the windward side (*southwest*).
6. Avoid using above-ground stairwells which face southwest.

**Please alert your parents at the start of the school year of your severe weather procedures.**

## TORNADO SHELTER PLAN Ferguson-Florissant School District

When there appears to be tornado-like weather, be sure to:

Listen for the St. Louis County Outdoor Warning Sirens

Tune in to the local weather updates to determine the severity of the weather or alerts

A **tornado watch** means the conditions are favorable for tornado development. This is the time to prepare. Continue to be alert by listening to radio or television for the latest weather information. Know where all participants are.

A **tornado warning** means that a tornado has been sighted or indicated by radar. If it is determined that the building is located in the path of the storm, take immediate actions.

Be familiar with the building's tornado shelter locations. If not known, identify areas within the building that are free of windows and have concrete walls, bathrooms, closets or go to the basement. Stay low and away from heavy objects if possible.

**Listed below are the affected rooms and the assigned area:**

Location	Procedure
Classroom	Go to hallway outside of room
Gymnasium	Go to hall outside of Gym
Music & Art	Go to music room
Cafeteria	Go to hall outside of Cafe' by stairs
Playground	Go to hallway by Door 4 (by stairs)

Persons in Cafeteria: Go to the hall outside of Cafe' by stairs.

Cafeteria personnel should leave windows open, shut off all electric and gas units, and assemble in their locker room.

Night Activities: Night custodians should notify occupants of the building to follow procedures above by location.

Bus Riders: Any children waiting for a bus or entering a bus when warning sounds, should not board the bus but should return to the building and take cover in the main hallway.

# BOMB THREAT

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

All bomb threats shall be recorded on the **BOMB THREAT RECORD FORM**.

Copies of the form shall be maintained in the main office and in other areas with school phones for quick access and reference.

## A) Telephone Bomb Threats

**Principal/Designee will:**

1. Instruct the person receiving the bomb threat call to:
  - Remain calm.
  - Notify the principal of the call as soon as possible.
  - Ascertain as much information from the caller as possible.
  - Have a BOMB THREAT RECORD FORM available when a call is received.
  - Attempt to keep the caller on the phone as long as possible.
2. Use the following information to help assess the level of threat:
  - When is the bomb going to explode?
  - Where is it now?
  - What does it look like?
  - What kind of bomb is it?
  - What will cause it to explode?
  - Did you bring the bomb into the building?
  - What is your name?
  - If the voice is familiar, who does it sound like?
  - Have someone else listen to the call along with you or put the call on speakerphone, if it is safe to do.
  - Record the exact words used by the caller.
  - Try to determine the approximate age, gender, other distinguishing characteristics (such as accent, speech, tone).
  - Prolong the conversation as long as possible.
2. Instruct staff to save all Bomb Threat messages left on the voice mail system.
3. Send a copy of the completed **BOMB THREAT RECORD FORM** to the Director of Safety & Security.
4. Follow the guidelines for threat assessment in Section C.

## B) Written Bomb Threats

**Principal/Designee will:**

1. Ensure that an immediate investigation is conducted to identify the responsible party, including the viewing of school security cameras and comparisons of student handwriting samples.

2. Ensure that the written bomb threat is preserved as evidence and is handed over or made available to the Police Department for processing. Written bomb threats can include messages on computer screens, notes, walls, etc., and should be photographed for evidence.
3. Follow the guidelines for threat assessment in Section C.

### **C) Threat Assessment To Be Conducted**

ALL BOMB THREATS must be taken seriously and the principal/designee has the primary responsibility for assessing the level of threat to determine the credibility of the threat.

Things that should be considered are:

*Was there specific and verifiable information given?*

*Was a time frame given that has not passed or is reasonable?*

*Was a suspicious object located? (See Section D)*

Any decision to evacuate is the responsibility of the principal/designee unless a device is located, at which time the local police department will take charge of the situation.

#### **Principal/Designee will:**

1. Notify School Resource Officers.
2. Implement Lockdown procedure. (Utilize the most appropriate level, as necessary)
3. Alert all staff over intercom (by prearranged signal) that a bomb threat has been received.
4. Notify School Security Officer(s) to assist with the search.
5. Contact the school's Assistant Superintendent and other necessary administrators.
6. Activate your Emergency Management Team (EMT) to search the entire school. PORTABLE RADIOS AND CELL PHONES SHOULD NOT BE USED, there is a slight risk that radios and cell phones may cause certain types of suspicious devices to function.
7. Consult with your Assistant Superintendent, the Director of Safety & Security, and local police department regarding the decision to evacuate the building based upon the threat assessment investigation. Email a final Bomb Threat Report to your Assistant Superintendent, the Director of Safety & Security, and the Director of Communications.
8. **THE DECISION TO CANCEL SCHOOL OR REROUTE BUSES WILL BE MADE BY THE SCHOOL SUPERINTENDENT.**

### **D) Suspicious Package/Object:**

Some indicators for determining suspicious packages and letters include, but are not limited to, the following:

- Hand written or poorly typed addresses
- Foreign mail, air mail, and special delivery, especially when the recipient is not expecting it

- Lack of a return address or fictitious return address
- Misspelling of title, title only, or, wrong title with name
- Misspellings of common words
- Distorted handwriting or “cut & paste” lettering
- Cancellation or postmark and return address indicating different locations
- Excessive postage
- Restrictive labeling such as “Personal, Private”
- Markings such as “Fragile-Handle With Care” or “Rush-Do Not Delay” or “Deliver by Date/Time”
- Visual Distractions, such as money or pornography
- Unusual size or shape (uneven, lopsided)
- Tube-type packages heavier at one end
- Unprofessional or sloppy wrapping
- Excessive security material such as masking tape or string
- Protruding wires, aluminum foil, oily stains or discoloration
- Unfamiliar couriers delivering official looking packages to specific individuals
- Peculiar odor
- Parcel unusually heavy for size
- Buzzing or ticking noise or sloshing sound
- Rigid or soft spots
- Pressure or resistance noted while removing contents of envelope or parcel
- Leaking fluids or powdery substances coming from package

**Upon locating a suspicious package, the Principal/Designee will:**

1. Ensure that NO ONE WILL MOVE OR TOUCH THE OBJECT OR ANYTHING ATTACHED TO IT, UNDER ANY CIRCUMSTANCES.
2. Attempt to obtain additional information related to the suspicious object in order to make a reasonable assessment of risk.
3. If the object is deemed to present a credible risk, the principal/designee will contact the police immediately and notify them of the location of the suspicious package. Law enforcement will then follow their protocol for such situations.
4. Execute the FIRE EVACUATION PROCEDURE to exit the building.
5. Contact the school's Assistant Superintendent and other necessary administrators.
6. Meet with responding police officers to coordinate a plan of action. Upon their arrival, the police will take charge of the situation.
7. Exercise caution, assuring that staff and students exit the building away from the suspicious object. Follow evacuation procedures.
8. Advise, when possible, custodians/maintenance to shut off water and gas leading to the danger area.

**NOTE:** When a substance is deemed to have a creditable risk, the following precautions should be implemented:

- Be careful not to breathe or touch the substance.
- Leave the letter, package or substance where it is, exit the room and close the door to the room.
- Wash your hands.
- If the substance was inhaled, blow nose and save the tissue in a plastic bag.
- If the substance gets on clothing, change clothes and bag the used clothing in a plastic bag.



**FERGUSON-FLORISSANT SCHOOL DISTRICT**  
**BOMB THREAT RECORD FORM**  
*(Telephone calls only)*

Date	
School	
Length of Call	
Telephone # Receiving Call	
VoiceMail Message <b>(Save the Message)</b>	Yes No
Person Receiving the Call	

Exact wording of threat:	
--------------------------	--

Use the following information to help assess the level of threat:

When is the bomb going to explode?	
Where is the bomb right now?	
What does the bomb look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you bring the bomb into the building?	
What is your name?	
If the voice is familiar, who does it sound like?	
Have someone else listen to the call along with you or put the call on speakerphone, if it is safe to do.	
Prolong the conversation as long as possible.	

### Background sounds (check)

<input type="checkbox"/> Street Noises <input type="checkbox"/> Vehicles <input type="checkbox"/> Dishes <input type="checkbox"/> Voices <input type="checkbox"/> Music	<input type="checkbox"/> Factory Machines <input type="checkbox"/> Office Machines <input type="checkbox"/> Animal Noises <input type="checkbox"/> Public Address System <input type="checkbox"/> TV/Radio
---	--

### Based on Voice

Sex of Caller (Circle)	Male	Female
Age (Circle)	Adult	Child
Approximate Age		
Race of Caller		

### Caller's Voice (Check)

<input type="checkbox"/> Calm <input type="checkbox"/> Angry <input type="checkbox"/> Excited <input type="checkbox"/> Slow <input type="checkbox"/> Clearing Throat <input type="checkbox"/> Accent	<input type="checkbox"/> Nasal <input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Rapid <input type="checkbox"/> Disguised <input type="checkbox"/> Slurred	<input type="checkbox"/> Rasp <input type="checkbox"/> Deep <input type="checkbox"/> Soft <input type="checkbox"/> Loud <input type="checkbox"/> Cracking Voice <input type="checkbox"/> Familiar
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After the call is over, notify the principal/designee and the Director of Safety & Security (314-369-2665).

**Send copy to the Director of Safety & Security**

# BIOTERRORISM

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

- Calmly keep students informed about health hazards.
- Supervise the students in maintaining good personal hygiene. Wash hands frequently.
- Monitor the daily decontamination of the classroom.
- Do not open mail in the classroom.
- Wear plastic gloves whenever there is danger of coming in contact with bodily fluids.
- Be observant for symptoms associated with disease and report symptoms to the school nurse.

1. Convey biosafety alert notices to the students. Only relay information provided by the school administration to the students. The administration may provide information regarding the hazard/agent, manner of transmission, incubation period, the signs/symptoms of infection, types of clinical tests that can detect infection, duration of the illness, vaccine, prophylaxis (measures designed to preserve health and prevent the spread of the disease), treatment, and decontamination.
2. It is unlikely that bioterrorist attacks will be detected during the attack. It is more likely that detection will occur after the incubation period of the agent, when symptoms are reported. If, however, the school is notified that an attack is underway and that the school is potentially in the target area, follow the procedures in the HAZMAT section of these Emergency Standard Operating Guidelines.

**The terrorism advisory system is as follows:**

**A. Severe (red):**

- Be prepared for immediate activation of the emergency management plan.
- Restrict school access to essential personnel.
- Cancel outside activities and field trips.
- Provide mental health services to anxious students and staff.

**B. High (orange):**

- Place school and District Emergency Management Teams on standby alert status.
- Monitor all entrances at all times.
- Assess facility security measures.
- Update students and parents on preparedness measures.

**C. Elevated (yellow):**

- Review emergency management plans with school staff and first responders.
- Test alternative communication capabilities.

**D. Guarded (blue):**

- Confirm emergency exercises are current.
- Confirm Emergency Management Team training (Citizen Emergency Response Team (CERT), CPR, First Aid, etc.) is current.

**E. Low (green): Continue normal operations.**

- When there is a Biosafety alert, advise students to refrain from biting fingernails, licking fingers, rubbing eyes to avoid ingesting contamination.
- Wash hands frequently as if contaminated.
- Decontaminate all surfaces daily.
- Use approved disinfectant.

3. When there is a biosafety alert, handle mail carefully wearing gloves. Open mail in a controlled area and control access to distribution boxes. Anthrax has been transmitted by mail. An object or letter is suspicious if:

- Unexpected or from someone unfamiliar to you.
- Addressed to someone no longer with your organization.
- No return address or the return address does not match the postmark.
- Unusual weight, given their size, or lopsided/oddly shaped.
- Marked with restrictive endorsements, such as “personal” or “confidential.”
- Protruding wires, strange odors or stains, or makes a noise.
- If a suspicious object is received:

Do not try to open the parcel.  
Isolate the parcel.  
Evacuate the immediate area.  
Notify the principal/designee.

4. Use proper waste management.

5. Use gloves for protection when working with or around blood and body fluids. Change gloves between patients. Wash your hands after removing gloves. The following are potential sources for exposure: blood (lacerations, abrasions, and bloody noses), vomit, urine, feces, saliva, needles, syringes or other sharp objects.

6. Use glasses, goggles, or masks to protect your face from splashes.

7. Use resuscitation equipment and devices for mouth-to-mouth resuscitation.

8. Promptly seek medical attention and counseling from the school nurse if exposed to contaminated materials. Report any needle sticks immediately to the school nurse.

9. Be vigilant for the following symptoms among the students and staff and make sure the school nurse is notified when these symptoms are detected.

- a. **Influenza-like illness**— malaise, headache, fever, cough and sore throat, in the absence of a known cause.
- b. **Hemorrhagic disease**— bleeding from skin or mucus membrane surfaces or reddish or purplish spots or discolorations on the skin or mucus membrane surfaces.
- c. **Gastrointestinal illness**—diarrhea, vomit, abdominal pain or cramps, with or without fever.
- d. **Neurological illness**—headache, sensitivity to light, confusion, convulsions, double/blurred vision, drooping eyelids, muscle twitching, difficulty talking/swallowing, weakness or paralysis.
- e. **Rash illness**— rash with or without fever.
- f. **Fever illness**—fever of unknown origin.
- g. **Respiratory illness**—cough, sore throat, trouble breathing, with or without fever.

10. If neither the school office nor the school nurse is available, these emergency telephone numbers may be helpful:

- |                                      |              |
|--------------------------------------|--------------|
| a. General Emergency                 | 911          |
| b. School District Administration    | 314-824-1912 |
| c. County Health Department          | 314-615-0600 |
| d. SSM DePaul Health Center          | 314-344-6360 |
| e. Christian Hospital                | 314-653-5000 |
| f. MO Regional Poison Control Center | 314-772-5200 |

# TERRORIST EVENT

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

## **Nuclear:**

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Use interior hallways as an alternative.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if the attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by first responder, emergency management, or military authorities.

## **Biological:**

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. When there is a biological attack during school hours, the school should:

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by first responder, emergency management, or military authorities.

## **Chemical:**

- Reverse-evacuate all people into school buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- Evacuation. *(The decision to evacuate should only be made after consulting with first responder, emergency management, or military authorities.)*

## Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- Assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if the attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by first responder, emergency management, or military authorities.

### ***If the school is the target of the event:***

Evacuate to designated off-site location(s). This site will be determined by District leadership.

## HAZARDOUS MATERIAL/CHEMICAL SPILL INCIDENT

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

### Hazardous Materials/Chemical Spills

#### Principal/Designee will:

- A) Call the Fire/Police Department for assistance.
- B) Contact the school's Assistant Superintendent and other necessary administrators.
- C) Take the action deemed most appropriate, after consultation with the fire/police officials.
- D) Follow-up action, upon recommendation by fire/police personnel, may include the following:
  - Dispatching emergency response personnel to the facility.
  - Determining a relocation point in event of evacuation of students/staff.
  - Dispatching buses to move students to a relocation point.
  - Releasing information to parents and the media.

## HAZARDOUS/TOXIC CHEMICAL VAPOR EMERGENCY EVACUATION PLAN

Major highways and railroads carry a substantial quantity of chemicals through though/near our district each day.

Many of the hazardous materials could require students to be evacuated within a five-mile radius if an accident occurs.

The time necessary to evacuate students away from a toxic chemical vapor is critical.

Rapid emergency transportation is necessary to move students a safe distance from the spill.

#### **The following actions should occur in the event of a toxic chemical spill near school property:**

1. The principal/designee, upon receiving information that evacuation is necessary should notify the school's Assistant Superintendent and other necessary administrators.
2. Fire officials in charge of the scene will recommend shelter or evacuation actions.
3. Follow procedures for sheltering or evacuation.
4. Notify parents if students are evacuated.
5. Request number of buses required to transport students to a predetermined safe relocation point.
6. Provide advance notice to the relocation point.



7. Summon nurses and/or medical assistance to relocation point.
8. Designate someone to monitor the telephone to facilitate communication.
9. News releases to the public/press should be handled by the Director of Communications.

**The following actions should occur in the event of a toxic chemical spill in school building(s):**

Toxic leaks or fumes occurring from within the school building may also require emergency evacuation. Should such action be necessary, the following procedures will apply:

**Principal/Designee will:**

1. Call 911.
2. Contact the school's Assistant Superintendent and other necessary administrators.
3. Evacuate the building to predetermined appropriate safe areas nearby (within walking distance). If appropriate safe areas are not available nearby, request the required number of buses to transport staff and students to a predetermined safe area. Provide advance notice to the relocation point as needed.
4. Summon medical assistance and/or ambulance as needed to the school or the relocation point as needed.
5. News releases to the public/press should be handled by the Director of Communications.
6. The principal/designee will designate someone to monitor the telephone to facilitate communication.

## GAS LEAK

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

A natural gas leak and/or an accompanying odor may bring with it a danger of explosion. Leaks can occur in gas lines located inside or outside the building. Natural gas contains a chemical called Mercaptan which gives it a recognizable odor.

When this odor is suspected, the following procedures apply:

- Contact   Laclede Gas Company   314-621-6960  
              Maintenance Director   314-761-0557  
              Security Director       314-369-2665
- Upon arrival of emergency personnel, the source of the suspicious odor and the safety implications will be determined.
- If the building has been evacuated (per the Fire Evacuation Procedure), the police and fire department will be immediately notified.
- If the building cannot be re-entered, the Transportation Department will be requested to assist with moving students and staff to the designated relocation center. Parents will be notified when and where students will be released to their custody.
- Refer to Relocation Center procedures.

## REUNIFICATION PROCEDURE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

**Purpose:** 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. The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

### **Principal/Designee will:**

1. Begin to move students and faculty to relocation site. The relocation site will be determined by District leadership.
2. Use two way radios or cell phones for internal communications.
3. Coordinate bussing arrangements with the Transportation Department, if needed.
4. Secure an area at the relocation site for arriving students. An accounting of all students should be verified and communicated to the principal/designee.
5. Make critical District contacts, specifically with your Assistant Superintendent, the Director of Safety & Security and the Chief of Staff. Information should be quickly given to the media to divert parents to the reunification location.
6. Make provisions for an influx of automobile traffic. Additional police and District staff may be necessary to assist with traffic control.
7. If necessary, set up a media staging area and coordinate with other emergency service provider agencies.
8. In the case of police involvement and investigation, release students to parents only after police authorization has been obtained.
9. Ensure that the Double Gate System is utilized for Parent Reunification. Only release students to authorized persons using a double gated system, including a sign out procedure.
10. Contact the Director of Child Nutrition for food and water.
11. Provide restroom facilities on site or request portable units from the maintenance department. Contact maintenance for assistance if needed.

# Reunification Student Release Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
Grade \_\_\_\_\_ Staff Member \_\_\_\_\_

## Completed By Reunification Team

Parent/Guardian/Relative is in Tyler SIS as an Emergency Contact Yes ☐ No ☐

Print Name \_\_\_\_\_

Proof of ID \_\_\_\_\_

## Student's Status - Completed by Holding Area Staff

Sent with Runner	Yes		No		
If No, Not Available for Release	Absent	First Aid	Missing	Hospital	Other
Comments					

## Completed by the Family Emergency Contact at Release Gate

Proof of ID & Parent/Guardian/Relative is in Tyler SIS as an Emergency Contact Yes ☐ No ☐

Confirm the student is being matched with the adult. Have the requesting adult sign for the student.

Emergency Contact Signature \_\_\_\_\_

Destination \_\_\_\_\_

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

Staff Signature \_\_\_\_\_

# PANDEMIC PLAN

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

## Procedures for Infectious Diseases (including Pandemic Flu) in the General School Population

Source: Center for Disease Control (CDC) and St. Louis County Health Department

### Healthy Hygiene and Etiquette:

- Cover your coughs and sneezes into a tissue or the inside of your elbow, not your bare hands.
- Wash hands frequently with soap and water, especially after coughing or sneezing. When hand washing is not possible use a hand sanitizer that is at least 60% alcohol.
- Avoid touching your eyes, nose and mouth. The virus can remain on frequently touched objects such as doorknobs after an infected person touches it. Others can become infected by touching the doorknob, then rubbing their eyes.
- Stay home if you're sick, especially if you have a fever.
- Stockpile and rotate stock of personal protection supplies, i.e. masks, high-quality surgical gloves, alcohol, hygienic soap, bleach etc.

### Routine Cleaning Procedures:

- Custodial Services staff will clean all areas and items that are more likely to have frequent hand contact (like doorknobs, desks, faucets, handrails) and also clean these areas immediately when visibly soiled. Use the cleaning agents that are usually used in these areas. These areas are cleaned daily by custodial staff.

### Physical Distancing:

- In the event that a school has more than one confirmed case of the infectious disease, staff will be given guidelines to use for physical distancing techniques in the school setting.
- Such as limiting outside visitors to schools.

### Education and Outreach:

- School community will need to follow the steps that limit the transmission of infections. During the building staff meetings the school nurses will educate staff on hand hygiene and respiratory etiquette along with universal precaution procedures.
- The school nurse will also educate students on hand hygiene and respiratory etiquette along with universal precaution procedures.
- Teachers will be instructed to send any student with illness to a nurse for evaluation. Teachers will emphasize hand hygiene and respiratory etiquette in the classroom.
- The FFSD Website will post parent information about the symptoms and prevention guidelines.
- Distribute flyers and posters as reminders of healthy habits. This information will continue in school newsletters and on the district webpage as appropriate.

- Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and community/school plans on cleaning precautions.

### **School Closure:**

#### **In the event the St. Louis County Health Department confirms a case in a FFSD School**

- School dismissal is not advised for a suspected or confirmed case of the infectious disease and, in general, is not advised unless there is a magnitude of faculty or student absenteeism that interferes with the school's ability to function.
- Health Services staff will continue to monitor staff and student absences.
- Education and Prevention efforts will continue.

#### **Notification of school community:**

We will follow the direction of the St. Louis County Health Department officials. If the health officials direct us to notify parents and staff, the Director of Health Services will notify the Superintendents of Student Services and the Director of Communications.

#### **In the event the St. Louis County Health Department confirms additional cases of the Infectious Disease in a FFSD School(s):**

- Consider canceling all after-school activities for the individual school site; continue to sanitize the school each day.
- Sanitize the buses for that school.
- Limit outside visitors to schools.
- Communicate updated information to parents and staff.
- The CDC and the St. Louis County Health Department may recommend additional measures to help protect students and staff.
- *Staff will be given guidelines to use social distancing techniques in the school setting.*
- Permit high risk students and staff to stay home (The decision about whether to stay home should be made in consultation with their health care provider)

#### **In the event the CDC and the St. Louis County Health Department determine the infectious disease is more severe in our area**

The CDC and St. Louis County Health Department will monitor for changes in the virus and geographic spread. If they determine the infectious disease is more severe, then students and staff that present with symptoms will stay home at least 7 days after symptoms begin.

The CDC and St. Louis County Health Department may recommend additional measures to help protect students and staff.

The decision to close a school will be determined by the Superintendent and will be based on severity and absence reports, and information received from the CDC and/or the Department of Health.

#### **Once school reopens**

The school nurse will continue to monitor students/staff for Infectious Disease symptoms.

#### **When the CDC and Department of Health confirm Infectious Disease termination**

Notify Principals and Site Directors that we will no longer monitor absences.

#### **Debriefing phase**

- Evaluation of Pandemic response protocol and implementation.

### **Vaccinations:**

- The Director of Health Services will serve as the primary contact with the St. Louis County Health Department for details about the school based vaccination clinics.
- Obtain standing orders for vaccine administration and emergency medications from a district consulting physician.
- Obtain standing orders for vaccine administration and emergency medications from a district consulting physician.
- The Director of Health Services will assign health services staff to work at various school based vaccination clinics.
- If there is limited vaccine available, vaccines will be given first to priority groups as designated by the local health department and Centers for Disease Control.
- The District will receive vaccination consent forms, screening questionnaires and vaccination information sheets (VIS) for each student from the St. Louis County Health Department.
- The schools will send the consent forms, VIS and screening questionnaire home with each student. The VIS will also be posted on the FFSD website.
- There will be an auto-dialer message alerting parents that “the student is bringing home a consent form, screening questionnaire and detailed information about the infectious disease vaccination. The signed consent form along with the completed screening questionnaire will need to be returned to the school nurse by \_\_\_\_\_ in order for their student to receive the vaccine at school.”
- A parent may later withdraw their consent by sending a note to the school nurse.
- Consent forms will be counted and collated into grade level and classes. The nurse will use this information to create a grade level class list of students to be vaccinated.
- Prior to the scheduled date for the school based vaccination clinic the appropriate class teacher will be notified of the time, date and location of the vaccination clinic. Only students with a signed parent consent form and completed paperwork will be called to the vaccination clinic.
- If a student with a signed parental consent form refuses to be vaccinated or is ill when they arrive at the clinic, the “Unable to Vaccinate” form will be completed by the school nurse. A letter will be sent home to the parents (*If time permits the nurse may call parents to notify them.*)

## UNIVERSAL PRECAUTIONS FOR ALL STAFF AND STUDENTS

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

“Universal Precautions” is an approach to infection control. The concept of universal precautions is that all human blood and body fluids are treated as if known to contain disease-causing germs (pathogens).

Human immunodeficiency virus (HIV) and hepatitis B (HBV) can be found in blood, semen, vaginal secretions, and breast milk. HBV (not HIV) is also found in high enough concentrations in saliva to transmit infection from one person to another. Saliva and other body fluids such as urine, vomit, nasal secretions, sputum, and feces often contain germs that cause other diseases. It is not always possible to know when blood or body fluids are infectious; therefore, all body fluids shall be handled as if infectious. All students and staff shall routinely observe the following universal precautions to prevent and reduce spread of infectious disease:

1. Wear disposable waterproof gloves whenever you expect to come into direct contact with blood, other body fluids containing blood, or contaminated items and surfaces. This applies to incidents including, but not limited to, caring for nosebleeds or cuts, cleaning up spills, or handling clothing soiled by blood or body fluids containing blood. Do not reuse gloves. After each use, remove gloves without touching them on the outside and dispose of them in a lined waste container. After removing gloves, wash hands thoroughly with soap and water as described below.
2. Wash your hands and any other contacted skin surfaces thoroughly for 15 to 30 seconds with dispensable soap and warm running water, rinse under running water, and thoroughly dry with disposable paper towels:
  - a. Immediately after any accidental contact with blood, body fluids, or drainage from wounds, or with soiled garments, objects or surfaces.
  - b. Immediately after removing gloves or other protective equipment or clothing.
  - c. Before assisting others with eating and drinking as well as eating or drinking yourself.
  - d. Before handling food, cleaning utensils, or kitchen equipment.
  - e. Before and after diapering and assisting with toileting, as well as toileting yourself.

When running water is not available, use an antiseptic hand cleaner, clean towels or antiseptic towelettes and use soap and running water as soon as feasible.

3. Clean surfaces and equipment contaminated with blood with soap and water and disinfect them promptly with a fresh solution of household bleach (ten parts water to one part bleach) or other disinfectant. While cleaning, wear disposable gloves and use disposable towels whenever possible. Rinse mops or other reusable items in the disinfectant and dry thoroughly.
4. Properly dispose of contaminated materials and label them as bio hazardous.
  - a. Place blood, body fluids, gloves, bloody dressings, and other materials soaked with blood into appropriately labeled plastic bags or lined waste containers.
  - b. Place needles, syringes, and other sharp disposable objects into lead-proof, puncture-proof containers.



- c. Bag soiled towels and other laundry. Presoak with disinfectant and launder with soap and water.
  - d. Dispose of urine, vomit, or feces in the sewer system.
- 5. Do not care for others' injuries, if you have any bleeding or oozing wounds or skin conditions yourself.
- 6. Use a mouthpiece, resuscitation bag, or other ventilation device when it is necessary to provide mouth-to-mouth resuscitation.
- 7. If your action is time critical, always put a barrier between you and your body fluid.
- 8. Immediately report any incident of accidental exposure to blood or first-aid incident that involved direct contact with blood in accordance with district policies.
- 9. Please exercise flu prevention techniques:
  - a. Cover your nose and mouth with a tissue or sleeve when you cough or sneeze.
  - b. Wash your hands often with soap and water. Alcohol-based hand cleaners are also effective.
  - c. Avoid touching your eyes, nose, or mouth. Germs spread that way.
  - d. Report to the school nurse if any influenza-like symptoms occur.

## ELECTRICAL STORM

*THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER*

The Principal/Designee will direct students and staff to follow the following procedures:

- Stay away from open areas and find shelter in an enclosed building as quickly as possible.
- Stay indoors and do not venture outside unless absolutely necessary.
- Stay away from open doors and windows, metal objects and electrical appliances until the storm has passed.
- Alert physical education classes and discontinue all outdoor activities.
- If outside, do not seek shelter under isolated trees, close to wire fences, or around playground equipment, and avoid the highest object in the area when there is not shelter.
- Limit use of the telephone during the storm as lightning may strike telephone lines.
- Do **not** handle flammable materials in open containers.
- When the storm subsides, contact the Director of Safety & Security at 314-369-2665 or the National Weather Service at 636-441-8467 to obtain the status of weather conditions and further advice.

## INJURY AT OR AWAY FROM SCHOOL

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

### Emergency Care for Injured (at school)

- a. If possible, all injured persons will be safely moved to the nurse's office.
- b. Emergency care rendered at school will be done by or under the direction of the nurse.
  - Student injuries will be immediately reported to the nurse, who made contact with 911.
- c. For the nurse report, the following will be needed:
  - How the accident/injury occurred.
  - A description of the appearance of the injury.
- d. Notation of the care and/or advice given.
  - a. If parents cannot be contacted regarding medical emergencies, and the nature of the emergency dictates immediate medical treatment, Emergency Medical Services (ambulance) will be called, and medical treatment will be available at the nearest appropriate medical facility where the parent can then respond on behalf of the child.
- e. A current list of staff trained in CPR and First Aid will be kept in the office and used as needed.
- f. When the injured person's condition is stabilized, parent(s) or legal guardian should be contacted to arrange for transportation and further medical care.
- g. Parent(s) or legal guardian(s) should be advised of the District's emergency care policy, with the understanding that treatment beyond the first aid emergency situation is the parents' responsibility.

### Emergency Care for Injured (away from school)

- a. In situations where students are injured away from school or on a bus, move the students to a safe place.
- b. Those needing medical attention will be taken to the nearest medical facility for medical treatment and the parent notified.
- c. Students not needing medical attention will be taken to a safe area and those students no longer at risk can thereby be returned to their school setting or released to their parents.
- d. An emergency notification file should be maintained on both students and employees.
- e. All staff and students being taken for medical care will be transported via ambulance. Private vehicle conveyance of injured will be at the direction of the injured student's parent(s).
- f. Parent Medical Release Forms will be obtained for students who are away on school sponsored overnight events.

## KIDNAPPING INCIDENT

After ascertaining that a kidnapping has occurred, contact the building principal/designee.

**Principal/Designee will:**

- a. Call **911**.
- b. Notify the school's Assistant Superintendent and other necessary administrators.
- c. Consult with the Director Safety & Security.
- d. Notify parents or legal guardians and request that they come to the school site.
- e. Be prepared to give the police a full description of the student (include age, race, gender, date of birth, grade, clothing, address, hair color/style, belonging description)

**DO NOT** release any information to the media. **All staff must refer the Media to the Director of Communications.**

## MISSING STUDENT

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

### **Staff will:**

- Notify principal/designee.
- Provide information as follows:
  1. Where and when the student was last seen.
  2. Description of student's clothing.
  3. Presence of any unidentified people around school.
  4. Has the parent called the student's friends?
- Keep other students in the classroom.
- If the student is a bus rider, have the Transportation Department check the buses and make sure that the student got on/off.
- Inform the parent that they can notify the police.

### **Principal/Designee will:**

- Initiate a building search.
- Contact parents and have them contact relatives and friends.
- Consult with the Director of Safety & Security.
- Notify the school's Assistant Superintendent and other necessary administrators.
- Call 911.
- If the student is a runaway, follow, if possible and obtain a description of the student's clothing from the classroom teacher.
- Be prepared to give a photo and description to the police.
- All staff must refer media to the Director of Communications.

### **Department of School Safety will:**

- Send security officer(s) to assist with the neighborhood search.

## SUICIDE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

1. If any employee believes that an individual at school intends to harm him/herself, the following procedures should be followed:
  - a. Never leave the student alone.
  - b. Involve your SRO immediately.
  - c. Notify the office. Seek assistance.
  - d. Remain calm and remove other students as appropriate.
  - e. Do not allow the student to leave school unsupervised. A parent, Children Division employee or law enforcement officer must assume direct responsibility before the student is allowed to leave.
  - f. Notify the school's Assistant Superintendent and other necessary administrators.
2. If a student or staff member commits suicide at school, the following steps are to be taken:
  - a. Call 911.
  - b. Secure the area where the suicide occurred.
  - c. Notify the office.
  - d. Be sure that all students who witnessed the suicide are removed from the immediate vicinity and placed under the supervision of a counselor or teacher. Keep a record of witnesses for the police.
  - e. The school office will notify all teachers to keep their students until further notice.
  - f. Request support from the counselor in meeting the mental health needs of students. Do not allow students to leave school prior to normal dismissal without parent/guardian approval.
  - g. Contain the story and protect the privacy of the family.
  - h. Notify the school's Assistant Superintendent and other necessary administrators.

**Follow the Suicide Prevention Protocol whenever a student or staff is having suicidal ideations.**

## TRAUMATIC INJURY OR DEATH OF A STUDENT OR STAFF MEMBER

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

1. If the incident occurs on campus or at a school event:
  - a. Call 911
  - b. Contact the office or building nurse for immediate assistance. If no one is available at the school office.
  - c. Perform life-saving procedures (CPR, stop the bleeding, treat for shock, etc.) if qualified. Protect yourself and others against blood borne pathogens.
  - d. Have other adults take charge of students who may have witnessed the incident and have them moved away from the area. Their eye witness accounts will be obtained later.
2. If the incident occurred off campus and not as part of a school event, check with the principal/designee for reliable information about reports of traumatic injury or death (resulting from an accident, sickness, homicide, suicide, or other cause) of students or staff members.
3. Refer to the FFSD Crisis Recovery Team (CRT) Guide for detailed instructions when there is a student or staff death.
4. Determine from school data if students in the class are related to any of the injured or deceased.
5. Confirm with the school counselor what procedures will be followed to refer students for assistance who are traumatized by the loss. Know what resources are available.
6. If the injured or deceased student is from your classroom, secure all personal items that may be in the classroom. Check with the principal/designee on securing personal items in lockers and elsewhere in the school.
7. Share with students the prepared statements from the principal/designee regarding the death(s), memorial services, and funeral arrangements.
8. Contact with the family of the deceased will only be made by the principal/designee. Delete the deceased's name from mailing lists so that correspondence is not inadvertently sent to the home of the deceased.
9. Attend scheduled school debriefings.
10. All staff must refer media to the Director of Communications.

## CIVIL DISTURBANCE

***THESE PROCEDURES ARE NOT INTENDED TO BE FOLLOWED IN SEQUENTIAL ORDER***

A civil disturbance is when there is a high possibility that a demonstration or disturbance is imminent. There are three conditions that should be considered when responding to a civil disturbance.

1. ***Condition Green*** – means that there has been a sufficient amount of information or rumors received to indicate the distinct possibility of a disturbance.

### **Principal/Designee will notify:**

Notify the school's Assistant Superintendent and other necessary administrators.  
Consult with the Director of Safety & Security.  
Local Police Department should be notified, if necessary

### **Principal/Designee will define specific duties and responsibilities to the following:**

- Teachers
- Secretaries
- Custodians
- Security Officers
- Maintenance
- Transportation

2. ***Condition Yellow*** – means that events and circumstances have been observed (i.e., students milling around, tensions are high) which indicates the imminent possibility of a disturbance.

### **Principal/Designee will:**

Notify the school's Assistant Superintendent and other necessary administrators.  
Consult with the Director of Safety & Security.  
Local Police Department should be notified, if necessary

3. ***Condition Red*** – means that a demonstration or disturbance has begun.

### **Principal/Designee will:**

1. Ensure the safety of students and staff.
2. Notify the school's Assistant Superintendent and other necessary administrators.
3. Consult with the Director of Safety & Security.
4. Notify the Local Police Department should be notified, if necessary
5. Implement Lockdown procedure. (Utilize the most appropriate level, as necessary)
6. Move students involved in disturbance to an isolated area, if possible.
7. Meet with the student spokesperson to address issues.
8. Communicate and coordinate information and actions relative to the demonstration or disturbance.
9. Document incidents.



## COMMUNICATING WITH THE MEDIA

**All staff must refer media to the** Director of Communications.

**The School District assumes responsibility for issuing public statements during an emergency.**

- The Director of Communications serves as the District's spokesperson unless he/she designates a spokesperson.

**During an emergency adhere to the following procedures:**

- Principal/designee relays all factual information to their Assistant Superintendent and the Chief of Staff.
- Notification is made to other schools in the District.
- The Director of Communications may be asked to prepare a written statement to the media.
- The principal/designee should designate an area where the media can gather.
- Maintain a log of all telephone inquiries. Use a scripted response to inquiries.

# Appendix A

## Building Map

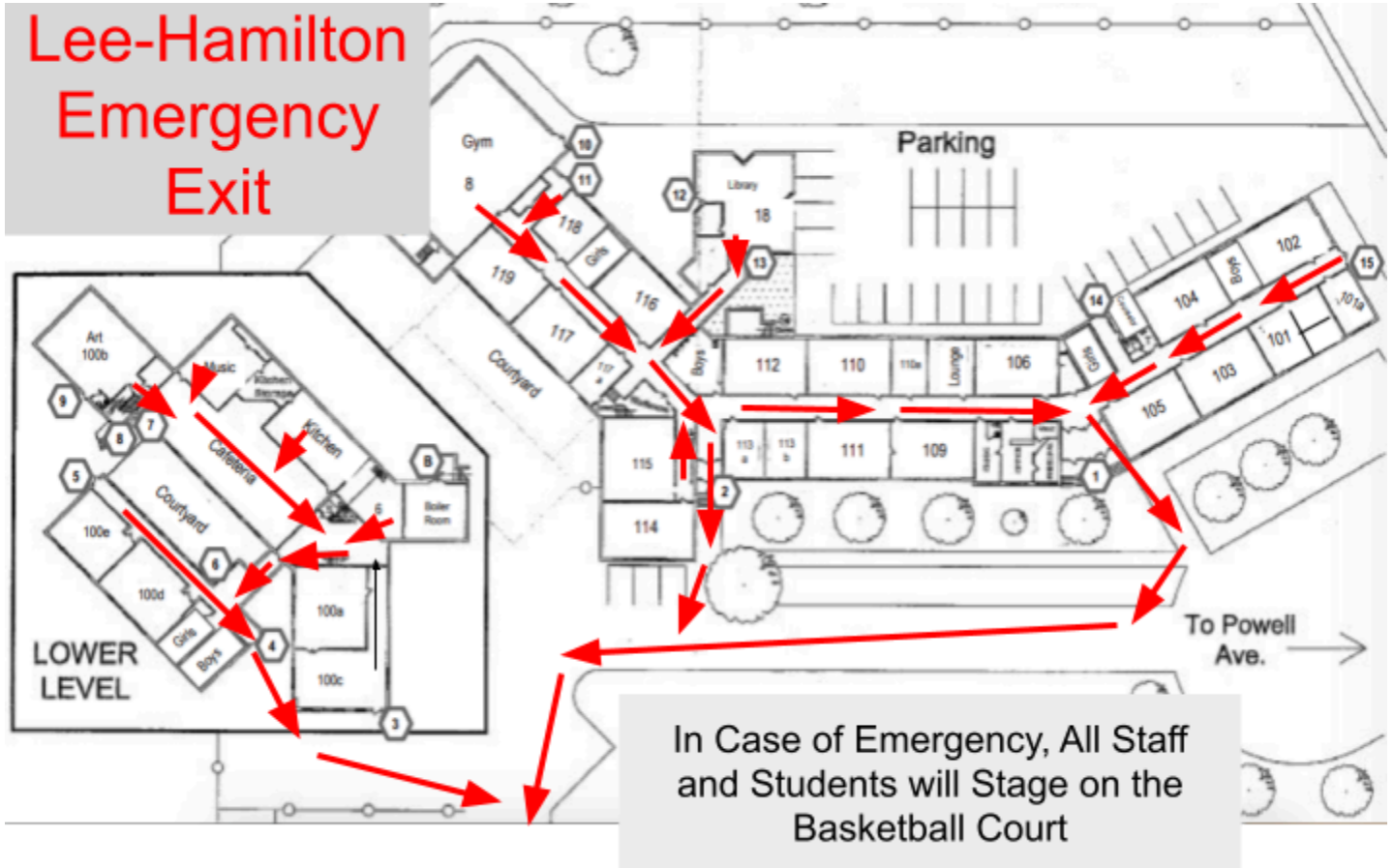
Lee-Hamilton Elementary  
401 Powell Ave.  
Ferguson, MO 63135

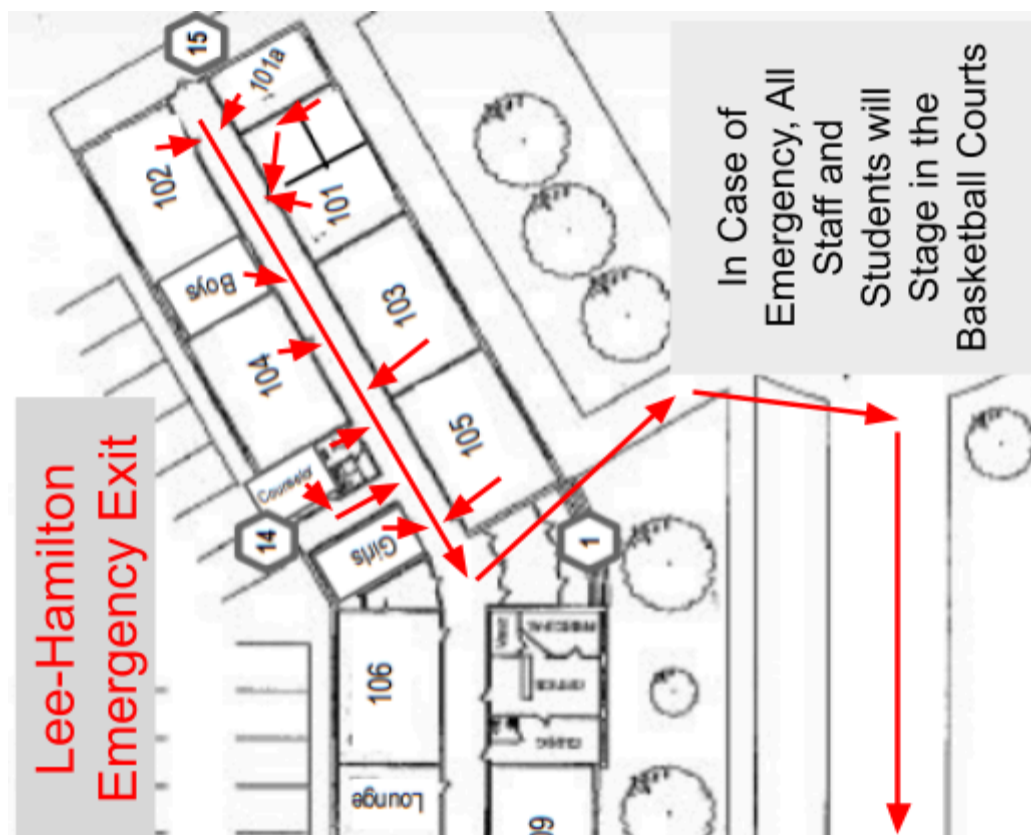
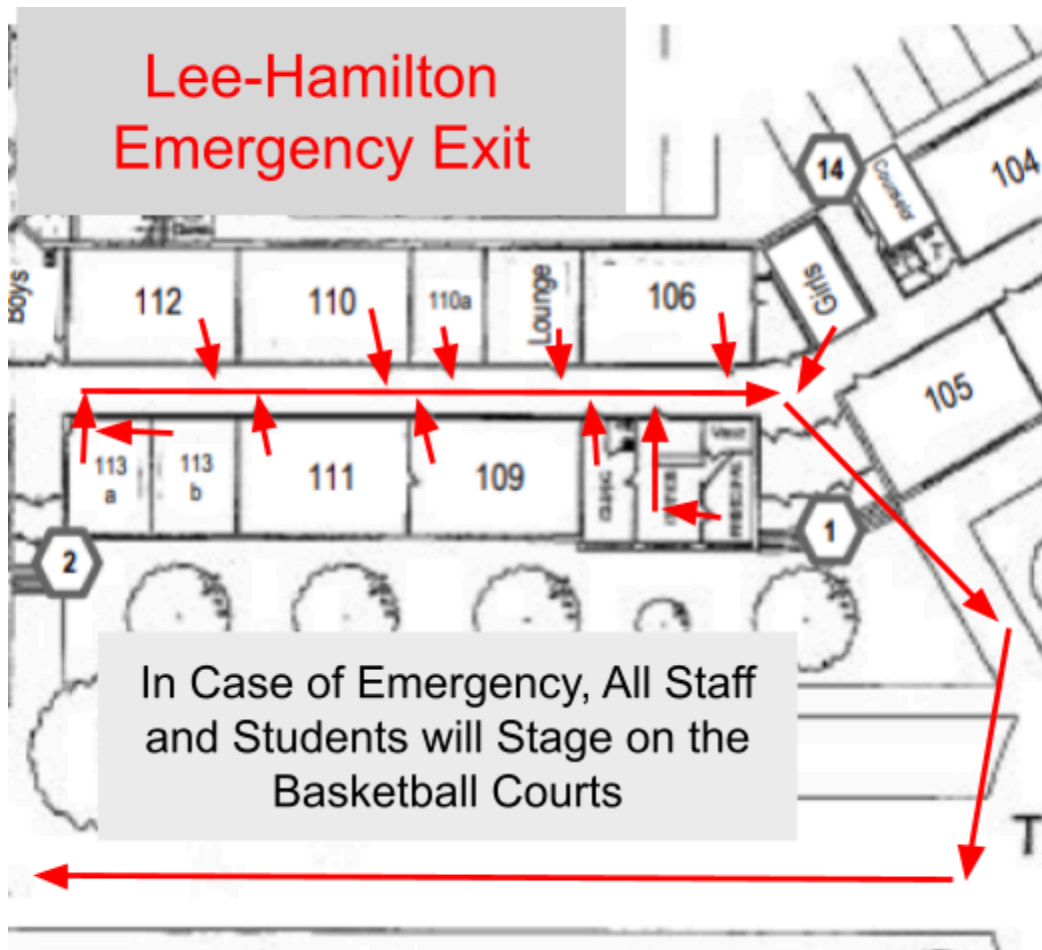
Scale: 1"=30'-0"  
Revised 07/00



## Appendix B

### Emergency Exit Evacuation Routes







# Lee-Hamilton Emergency Exit



In Case of  
Emergency, All  
Staff and  
Students will  
Stage on the  
Basketball Courts

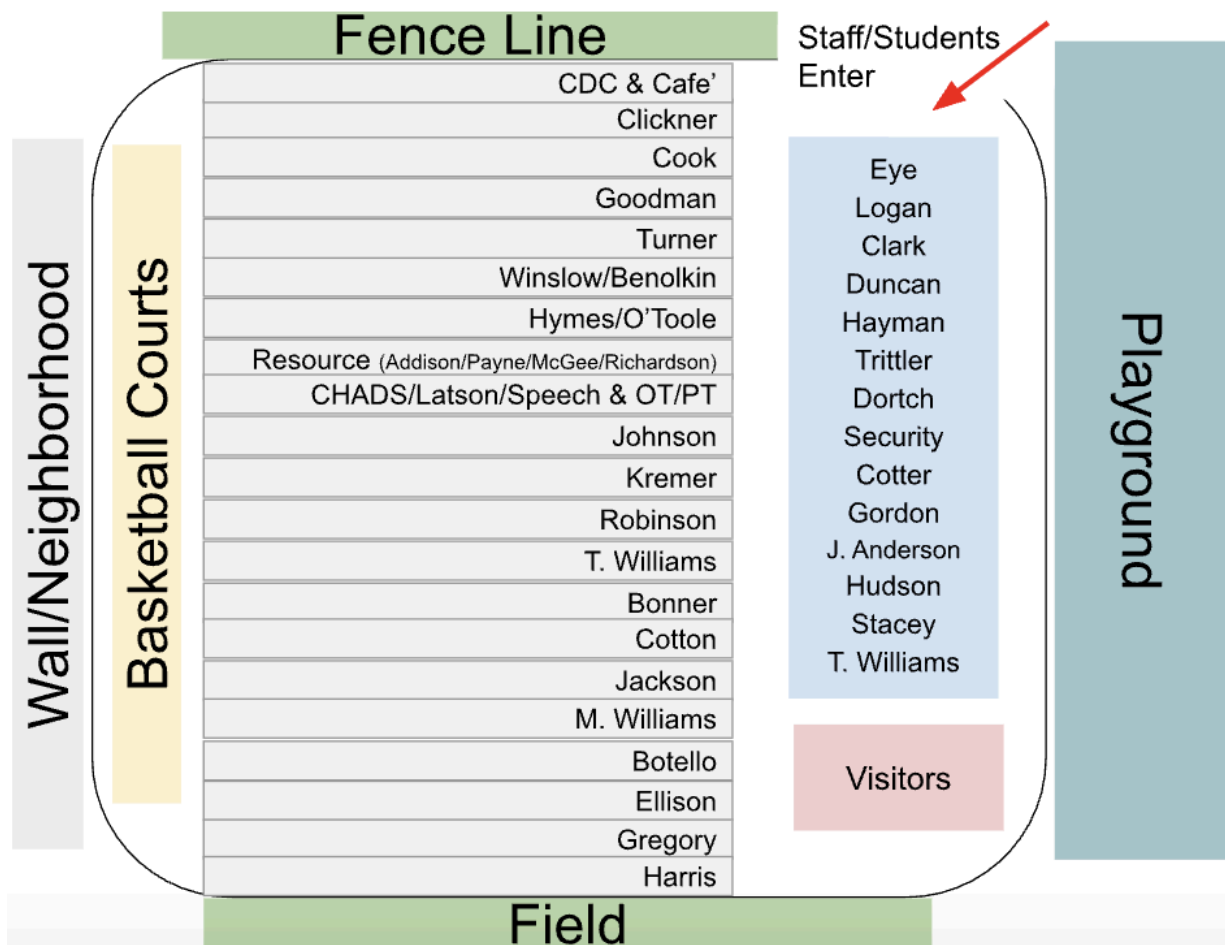
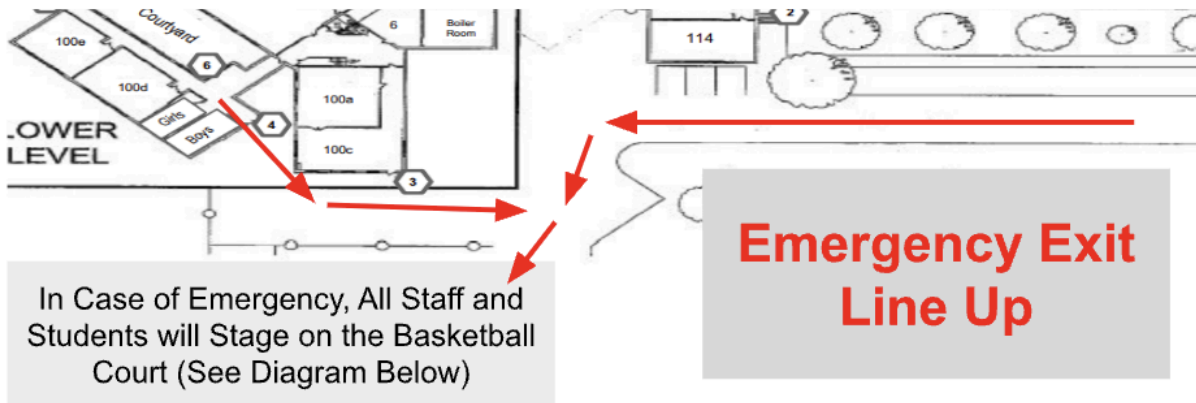
## Appendix C

### Emergency Exit Line Up



## *Lee-Hamilton Intermediate*

### **The Eagle Way**



## Appendix D

### Emergency Drill Schedule

DRILL	2025-2026
<b>Fire Drills</b>	
1st Fire Drill	8/21
2nd Fire Drill	9/25
3rd Fire Drill	10/23
4th Fire Drill	11/11
5th Fire Drill	12/11
6th Fire Drill	1/8
7th Fire Drill	2/12
8th Fire Drill	3/12
10th Fire Drill	4/16
11th Fire Drill	5/7
<b>Tornado Drills</b>	
1st Tornado Drill	9/18
2nd Tornado Drill	11/19
3rd Tornado Drill	12/4
4th Tornado Drill	1/22
5th Tornado Drill	4/2
<b>Earthquake Drills</b>	
1st Earthquake Drill	9/11
2nd Earthquake Drill	3/26
<b>Lockdown Drills</b>	
1st Lockdown Drill	8/28
2nd Lockdown Drill	10/2
3rd Lockdown Drill	11/6
4th Lockdown Drill	2/26

## Appendix E Emergency/Fire Report Sheets

### LEE-HAMILTON FIRE DRILL ACCOUNTABILITY REPORT

**IF ALL YOUR STUDENTS ARE ACCOUNTED FOR HOLD UP THE GREEN CARD/ DO NOT TURN IN THIS SHEET.**

Classroom Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
Specialist Teacher (if applicable) \_\_\_\_\_

**List any students who YOU have placed in another room.**

Student name

Teacher name

\_\_\_\_\_ is with \_\_\_\_\_  
\_\_\_\_\_ is with \_\_\_\_\_  
\_\_\_\_\_ is with \_\_\_\_\_  
\_\_\_\_\_ is with \_\_\_\_\_  
\_\_\_\_\_ is with \_\_\_\_\_

-----

### LEE-HAMILTON FIRE DRILL ACCOUNTABILITY REPORT

***This section is to be filled out by: SSD staff, band, orchestra or anyone with a student who is visiting their classroom.***

STAFF: Name \_\_\_\_\_

I have students from another assigned class.

\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ came from \_\_\_\_\_ Grade \_\_\_\_\_



## LEE-HAMILTON FIRE DRILL ACCOUNTABILITY REPORT

*To be filled out by: SSD staff, band and orchestra.*

**ALWAYS TURN IN THIS SHEET. HIGHLIGHT OR PUT A CHECK MARK BY  
THE STUDENTS YOU HAVE AT THE CURRENT TIME.**

## LEE-HAMILTON FIRE DRILL ACCOUNTABILITY REPORT

STAFF: Name \_\_\_\_\_

I have students from another assigned class.

_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____
_____	came from _____	Grade ____

## **Appendix F**

### **EMERGENCY DISMISSAL PROCEDURES - REUNIFICATION**

#### **Reminder of Reunification Plan:**

- All students return to homeroom
- Listen for announcement/details
- Specialists and all available staff to main office to be runners to get students being signed out
- Call will be made so you do not have to make calls
- Plan to stay with your kids until they are released or consolidated into smaller groups

#### **Outside**

**Lead 1** - Charisse Clark & Kemba Logan (taking names and checking IDs)

**Lead 2** - Teaira Hudson (supervising sign out sheet/process)

**Lead 3** - Nichelle Hayman (calling for runners/students on walkie)

**Lead 4** - Amanda Eye (supervising reunification at table #2)

**Runners** - David Goodman, Jeff Cook, and Bryce Clickner

#### **Phones/Office/Clinic**

Elizabeth Trittler and Thelma Dortch (no parent call aheads for dismissal, must wait in line)

#### **Lead Custodian - Lynn Duncan**

- ☐ Doors locked - double check at announcement
- ☐ Two tables at door #1 (one near building, one near circle drive)
- ☐ Stationed at the front door to support Leads 1-4 if needed (crowd control as needed)

#### **Releasing Students**

Students can be released from school **ONLY to parents/guardians and persons carrying photo identification who are listed as an emergency contact for the student on their enrollment verification form** which parents/guardians are asked to complete/review at the beginning of each school year. If parents need to add another authorized adult emergency contact to their student's Enrollment Verification Form, please share the form and ask them to keep the following criteria in mind:

- a. They are 18 years of age or older.
- b. They are usually home during the day.
- c. They could walk to school, if necessary.
- d. They are known to the student.
- e. They are aware and able to assume this responsibility.

#### **Outside Role Definition**

**Lead 1** - You are the first person parents will see/speak to. As parents approach you, you will check photo IDs and cross reference the Family Listing packet. Please see the notes from Communications with regard to who can and cannot sign a student out. Once you've checked IDs and the Family Listing packet, please send them to Lead 2.

**Lead 2** - Once Lead 1 has checked IDs and the Family Listing packet, parents will sign out with you via the Crisis Reunification Forms red folder. Once they've completed the sign out form, please send them to Lead 3.

**Lead 3** - Once Lead 2 has completed the sign out process, you'll need to contact the runners with student names to gather. You will call a specific runner over the radio, wait for their confirmation, and then radio the names of the students. Give the parents the runner ID card to match with the runner once they come with the students. Once you've radioed the runners, send the parents to Lead 4.

**Lead 4** - Once Lead 3 has called for the runners/students, parents will come and wait near you. When the runners come out with the students, they will go to the parent holding the corresponding card identifying the runner/staff member. Once the reunification occurs, take the card and give to Lead 3 to use with another family.

**Runners** - You will be in communication with Lead 3. That person will call you over the radio (see radio assignment below). When you hear your name, confirm. Lead 3 will give you names of students (within the same family) and classrooms to pull students. When you have all the students you are assigned, take them to the reunification table with Lead 4. The parents/family members will be waiting with a card with your name. Once the students are reunited, return to the waiting area (main office).

Radio #	Current Staff Radios	Reunification Staff Radios
Eagle 1	Amanda Eye (Principal)	Amanda Eye
Eagle 2	Kemba Logan (Assistant Principal)	Kemba Logan
Eagle 3	Charisse Clark (Office Manager)	Charisse Clark
Eagle 4	Teaira Hudson (Office Bldg Aide)	Teaira Hudson
Eagle 5	Thelma Dortch (Nurse)	Thelma Dortch
Eagle 6	Elizabeth Trittler (Counselor)	Elizabeth Trittler
Eagle 7	Nichelle Hayman (ISL)	Nichelle Hayman
Eagle 8	Lynn Duncan (Lead Custodian)	Lynn Duncan
Eagle 9	James Anderson (Restorative)	James Anderson
Eagle 10	TBD (Speech Pathologist)	TBD
Eagle 11	Bryce Clickner (PE)	Bryce Clickner
Eagle 12	Mary Margret - CDC	CDC
Eagle 13	Recess/Dismissal Radio	Leannett Payne
Eagle 14	Recess/Dismissal Radio	TBD

# Appendix G Student Reunification Master List

Date \_\_\_\_\_  
Monitor \_\_\_\_\_  
Monitor \_\_\_\_\_  
Time Started \_\_\_\_\_

Location \_\_\_\_\_  
Assistant \_\_\_\_\_  
Assistant \_\_\_\_\_  
Time Ended \_\_\_\_\_

Student Name	Parent/Guardian	Phone #	Authorized
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>

# Appendix G

## Reunification Student Release Form

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Grade \_\_\_\_\_ Staff Member \_\_\_\_\_

### Completed By Reunification Team

Parent/Guardian/Relative is in Tyler SIS as an Emergency Contact    Yes ☐    No ☐

Print Name \_\_\_\_\_

Proof of ID \_\_\_\_\_

### Student's Status - Completed by Holding Area Staff

Sent with Runner	Yes		No		
If No, Not Available for Release	Absent	First Aid	Missing	Hospital	Other
Comments					

### Completed by the Family Emergency Contact at Release Gate

Proof of ID & Parent/Guardian/Relative is in Tyler SIS as an Emergency Contact    Yes ☐    No ☐

Confirm the student is being matched with the adult. Have the requesting adult sign for the student.

Emergency Contact Signature \_\_\_\_\_

Destination \_\_\_\_\_

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

Staff Signature \_\_\_\_\_

**ALL  
CLEAR**

**HELP**