

INTRODUCTION

School personnel must be prepared to respond to any threat immediately and effectively. If an emergency arises, the first concern of teachers, administrators, and other school personnel is to ensure the safety of the children. This handbook is intended to serve as a guide.

The Marionville R-9 School District Board of Education expects all school personnel to be familiar with the procedures outlined for dealing with emergency situations. The Board further expects that said procedures be revised and updated as circumstances warrant so that threats to the safety of school children and employees may be dealt with effectively.

This Safety Manual is not intended to serve as a complete guide for school safety, but to provide guidance in emergency situations. The Manual should be readily accessible at all times.

GENERAL DUTIES

The success of the Emergency Plan will depend on individuals being responsive to conditions that could result in a hazardous situation. Administrators, teachers, support staff personnel and students are encouraged to develop a consciousness of such potential hazards.

Following is a summary of the general duties of individuals responsible for the operation of the Emergency Plan:

Board of Education

1. Requires that a proper plan be developed that deals with emergency situations.
2. Generally apprises and approves the overall plan.

Superintendent of Schools

1. Provides leadership and general supervision in the development of the district's safety plan.
2. Appoints the director of safety. Note: the superintendent may serve as the director of safety.
3. Administers the overall plan in emergency situations.
4. Advises the Board of Education of potential hazards and makes recommendations for improvements.

Director of Safety

1. Responsible directly to the superintendent of schools.
Note: the superintendent may serve as the director of safety.
2. Coordinates the development, evaluation and revision of the safety plan.
3. Provides a regular, periodic check of fire extinguishers, physical plant, playground, and communications systems.
4. Provides necessary information and in-service training to staff.
5. Takes suggestions to aid effectiveness of overall safety program.
6. Recommends to principals the time to drill-four times yearly for fire, two times yearly for tornado and two times yearly for buses. Evaluates all drills with help from the principals.
7. Coordinates tornado drill with state and local drill.

Building Principals

1. Administer the safety plan in their buildings.
2. Provide adequate in-service training for persons under their supervision.
3. Provide for the placement of safety poster procedures and the crisis action plan flip chart in each room under their supervision.

4. Conduct necessary drills to ensure proper action in emergency situations.
5. See that rubbish does not accumulate, resulting in a fire hazard.
6. Apprise the Maintenance Director and/or in appropriate situations, the superintendent of schools of any potential hazards that may exist in buildings or on the school grounds.
7. Initiate necessary revisions consistent with the overall plan and recommend improvements.
8. Advise the Superintendent of Schools of emergencies as soon as is practical.
9. Provide a Safety Manual to each teacher.

Teachers

1. Understand procedures outlined in the Safety Manual for dealing with various crisis situations.
2. Properly instruct their students in procedures to be followed in emergencies.
3. Ensure that electrical outlets are not overloaded.
4. ENSURE THAT NO FLAMMABLE MATERIALS OR SUBSTANCES ARE STORED IN THE FURNACE ROOM OF THEIR CLASSROOM.
5. Apprise the appropriate building principal of any hazards that may exist in their classrooms or that they are made aware of elsewhere in the building or on school grounds.
6. Assume responsibility for the supervision of students in their class or in their presence during emergency situations.
7. In the absence of directions, take appropriate action to ensure student safety.
8. Recommend changes to make the plan more effective.

Non-Teaching Personnel

1. Understand and carry out responsibilities indicated in the Safety Manual or as assigned by the building principal or the superintendent of schools.

Building Secretaries

1. Remain in the office to receive and/or disperse communications until the building is evacuated or until the all clear is sounded.
2. Secure or evacuate school records as assigned by the building principal or superintendent.
3. Perform other duties as may be assigned by the building principal or by the superintendent.

Custodians

1. See that necessary preventative maintenance is performed.
2. Report hazards to immediate supervisor immediately. In applicable cases, correct or remove the hazardous condition.
3. Cut off gas and electricity in case of fire, explosion, or other emergencies, which would disrupt service lines. (Electricity and gas service should not be cut off in drills.)
4. Man fire extinguishers when practical.
5. Assume other duties called for in the plan or as assigned by the building principal or by the superintendent.

GENERAL PROCEDURES

The EMERGENCY DISASTER PLAN POSTER and CRISIS ACTION INFORMATION flip chart, which lists procedures to follow in case of earthquake, nuclear attack, fire, tornado, etc. are to be posted in a conspicuous place near each classroom's entrance. This poster and "Crisis Action Information" flip chart are readily accessible sources of information for emergency situations as well as an educational tool.

The respective building principals are responsible for issuing Posters and Crisis Action Information flip charts for each room in their buildings annually during the pre-school teachers' workshop. New teachers shall be familiarized with procedures. Teachers are responsible for instructing students in appropriate emergency procedures.

WARNING FROM THE NATIONAL WEATHER SERVICE

A tornado watch is intended to give advance notice concerning a threatening or possibly dangerous situation. At such time, the principal may wish to post a watch and to unobtrusively notify teachers. An alert or warning means that a tornado has been sighted and danger is imminent. Upon receipt of a local warning, the alarm shall be sounded immediately, and students directed to shelter areas.

EMERGENCY SITUATION WITHIN A BUILDING

Any emergency situation within a school building should be reported to the principal's office immediately. The principal, or a person designated by him, is responsible for alerting the faculty, student body, and other persons in the building when action is required. Should the principal or his representative not be readily available, any staff member should alert building occupants and/or sound the alarm.

The primary alarm for emergency situations is the school intercom system. In some circumstances, it may be the most prudent choice to supplement or replace the basic alarm system by vocal instructions.

DRILLS

Most emergency situations confronting the school will require one of the following actions:

1. Evacuating the buildings,
2. Taking shelter (either in designated areas or in the classroom),
3. Containing students in the classroom.

The building principals, through cooperative planning, are responsible for conducting periodic drills to ensure proper action in the event of an emergency. There is to be a school-wide fire or evacuation-type drill during the first two weeks of school and at least one such drill each quarter thereafter. At least one school-wide drill utilizing shelter areas is to be conducted each semester. It is recommended that one such drill be conducted during the statewide drill, which is normally in March.

Each teacher is responsible for instructing students under his/her supervision regarding proper action in the event of fire, tornado, nuclear attack, earthquake or any other crisis event. This instruction may be in accordance with a systematic schedule developed by the principal. Teachers shall see that their students receive proper supervision in all emergencies. Students may be assigned as row or group leaders to assist in emergency situations. Proper supervision of students during an emergency situation is of the utmost importance. Principals should use discretion in planning drills. Circumstances under which drills are called should be varied. Students, staff, or community groups may be invited to assist in evaluation of drills.

ALARM AND PROCEDURES

Alarm to Evacuate the Building

1. The alarm to evacuate the building will be the announcement: **“This is a fire drill.”** Followed by an alarm.
2. In case of power failure, vocal instructions shall serve as an alternate alarm.
3. A number of emergency situations may call for evacuation of the building. These include FIRE, BOMB THREAT, GAS LEAK, OR ANY OTHER SITUATION IN WHICH REMAINING IN THE BUILDING MIGHT CONSTITUTE A HAZARD.
4. Whatever the circumstances, the procedure for evacuating the building is essentially the same. The evacuation should be conducted in an orderly manner, but with dispatch. Each teacher is to take their grade book with them and take roll, and then send a report to the principal regarding the well being of his/her students after evacuation.
5. Specific instructions for evacuating the building are posted in each classroom. More detailed instructions for particular emergencies are in the "Emergency Plan" section of this handbook, with the most detailed treatment of evacuation being found under the heading "Fire".
6. The all-clear signal will be the announcement that "All is clear." In case of power failure, the “all clear” signal shall be given by vocal instructions from the building principal or by a person designated by him/her.

Alarm to Take Shelter

1. The alarm to take shelter will be the announcement that **“This is a (tornado, earthquake, etc.) drill.”** followed by an alarm.
2. In the event of power failure verbal instructions shall serve as an alternate alarm.
3. A number of emergency situations call for taking shelter. These include TORNADO, SEVERE STORMS, NUCLEAR ATTACK, AND EARTHQUAKE (WHEN INDOORS).
4. If time permits, designated shelter areas should be utilized. If sufficient time is not available to move to the designated shelter area, students should be directed to take cover under desks, tables or heavy furniture. Assuming a protective position near the interior wall (duck and cover) while facing away from windows affords some protection.
5. Generally speaking, the safest area in most buildings without a basement covered with concrete is an interior corridor, if the roof structure is such that it will not fall; or, the interior wall of a classroom on the opposite side of the corridor from which the storm is approaching. Centrally located restrooms are suitable for small groups.
6. Large rooms such as gymnasiums, auditoriums, or cafeterias are generally least suitable for shelters.
7. Specific instructions are posted in each room.
8. The all-clear signal will be the announcement that "All is clear." In case of power failure, the all clear shall be given vocally by the building principal or by an individual designated by him/her.

FIRE EXTINGUISHERS

Fire extinguishers are available in all buildings. All school buses are also equipped with fire extinguishers. The Emergency Disaster Plan Poster in each room lists the nearest fire extinguishers. These units, if properly used, are most effective in extinguishing small fires. In using extinguishers, the nozzle should be directed at the base of the blaze and moved from side to side. School principals are responsible for the training of school personnel in the proper use of fire extinguishers. Building principals are responsible for reporting fire extinguishers needing charged to the maintenance director. The maintenance director shall also make periodic inspections of fire extinguishers to ensure that they are properly charged.

SCHOOL EMPLOYEES' ROLE

The primary concern of school employees is the safety of children. All instructions or procedures are secondary to this end. In the absence of instructions or guidelines, all personnel are to take whatever action deemed appropriate to ensure the safety of all concerned.

SCHOOL DISTRICT'S ROLE

During a local emergency, school facilities may be needed for shelter, food services, etc. If, in the opinion of the Superintendent of Schools, circumstances warrant, he/she is authorized to make school facilities, transportation services, food services, equipment, etc. available for public use during an emergency.

EMERGENCY PLANS

Instructions to follow in the event of an earthquake, hostage or armed intruder, fire, bomb threat, serious injury or illness, hazardous material/chemical spill and tornado are covered in the Emergency Crisis Action Information flip chart in each classroom. Each classroom also contains an Emergency Disaster Plan Poster, which provides building evacuation routes. More detailed guidelines and instructions for dealing with these emergencies are in the pages that follow. Also included in this Manual are more extensive guidelines for handling emergencies not included in the posted room instructions; including school dismissal, civil disturbances, crisis situations, nuclear attack and emergencies involving a school bus.

School Dismissal Procedures

School policy provides that the Superintendent of Schools may cancel or dismiss school when deemed advisable. In the event of bad weather, an announcement is normally made prior to the school buses departure in the morning. Radio stations and television stations in Springfield are notified as early as possible and carry the announcement.

FIRE

Fire (Emergencies Requiring Evacuation)

A building can be evacuated in less than two minutes. Most buildings can be cleared in well under one minute. In the event of a fire, prompt action will ensure the safety of all. The instructions in this section supplement those posted in each classroom Crisis Action Information flip chart under "FIRE." Routine duties called for in the plan should be assigned in advance.

Discovery and Reporting

Any person reporting a fire should, when practical, report it to the appropriate building principal's office. Personnel in the principal's office should sound the alarm and call the fire department. In the absence of the principal or his designated agent, any person may and should sound the alarm. If reporting the fire to the office would endanger students or result in undue delay, an individual at the scene should "spread the word" and call the fire department. Persons in close proximity, who may be endangered by fire, should start the evacuation procedures immediately.

To REPORT A FIRE at the Marionville School, dial 911 and say: "This is (Your Name). I want to report a fire at the Marionville School."

Alarm to Evacuate Building

The alarm to evacuate the building in case of fire will be the announcement that "This is a fire drill." Followed by an alarm. The alarm may be sounded in any office. In case of power failure, vocal instructions shall be used as an alternate alarm.

Exit Routes

The EMERGENCY DISASTER PLAN POSTER posted in each classroom lists the exit to be used by that classroom's occupants. Teachers should be familiar with alternate exits and in the absence of instructions, the nearest safe exit should be used.

Teacher Responsibility

The teacher's first concern is the safety of students, not fighting fire or protecting property. Should the fire not require evacuation of the building, teachers may take necessary action (including the use of fire extinguishers) to extinguish the blaze. Such action should be undertaken only if it clearly would not endanger the safety of students.

Procedures to Follow

Upon hearing the fire alarm, students, faculty and other persons present in the building are to be instructed to EVACUATE the building via the prescribed exit routes posted in each room. With minor variations, the evacuation procedure is similar for other types of emergencies. When the alarm is sounded, the teacher or supervisor should:

1. Consult the Crisis Action Information flip chart for specific steps to be taken.
2. Give precise instructions, calling attention to the outside assembly area.
3. Have assigned students close windows ONLY IF it can be accomplished without risk.
4. Have assigned students assist handicapped individuals.
5. Instruct the students to leave wraps, books and other personal items.
6. Upon leaving classroom take grade book.
7. Close, but do not lock door.
8. Check nearby restrooms if assigned.
9. Evacuate building promptly. Instruct students to:
 - a. Form a line.
 - b. Walk rapidly and quietly. Do not run.
 - c. Avoid bunching up.
10. Use an alternate exit if primary exit is blocked.
11. Assign a mature, responsible student to lead students from the building.
 - a. Team or row leaders may be assigned to assist in emergencies.
 - b. The teacher is to be the last to leave the room.
 - c. With very young children it may be necessary for the teacher to see that the students keep moving.
12. Assign the first student out of the building to hold doors open until all the students in the class have passed.
13. Move students to the designated assembly area a safe distance from the building.
 - a. Students in a specific class or section are to stay together.
 - b. Driveways and fire hydrants are to be kept clear to permit fire trucks to get to the fire.
 - c. Check roll immediately and report missing students to the principal via arranged system.
14. Do not permit students to reenter building.
15. Administer first aid; await all clear signal, or further instructions from the principal.

To effectively deal with a fire emergency, the principal is to make a number of arrangements in advance. The principal is responsible for establishing a procedure to:

1. Sound the alarm.
2. Check restrooms or other areas.
3. Post door sentries to prevent students from reentering the building.
4. Secure and evacuate school records.
5. Meet and direct fire truck to the fire.
6. Receive reports from the teachers.
7. Immediately locate or rescue missing students.
8. Take whatever action necessary to ensure students' safety.
9. Sound or signal all clear.

The custodian is to turn off gas and electrical services for actual emergencies, but not for drills.

When Exits Are Blocked

When all exits are blocked, teachers should exit through windows only as a last resort. Keep in mind that the greatest hazard in buildings often comes from the gases associated with the blaze, not the fire itself. Keep classroom door closed, open windows to ensure fresh air. Staying low, about the height of the doorknob may help.

Prevention of Fires

Although this plan is designed to respond to a fire hazard, ways and means of prevention must continually be emphasized. Teachers and personnel can assist in the prevention of fire by:

1. Not permitting the accumulation of rags, trash and rubbish.
2. Not overloading electrical circuits.
3. Observing recognized safety procedures in class, shop, labs, etc.
4. Helping to prevent unauthorized smoking.
5. Developing students' safety awareness.
6. Remembering that flammable and/or combustible materials are not to be stored in furnace rooms.
7. Reporting fire hazards that may exist.

TORNADO

Tornado and Other Severe Storms

Tornados and severe storms generally come from the southwest, but they may come from other directions. Although tornados are most likely to occur during the spring and summer, they can occur at any time during the year. Heavy rains and/or hail may accompany a tornado. Property damage may result from high winds. Prompt action will minimize the danger resulting from a tornado or severe storm.

Teachers should assign students for routine tasks called for in the Emergency Plan before the emergency exists.

Warnings

Marionville Schools will normally receive severe weather information in advance of threatening weather by radio communications from the National Weather Service. When the area is under a severe weather or tornado watch, the principal may unobtrusively advise the teachers through a personal visit or by a note. At such times, the principal may think it advisable to post a tornado lookout or assume that responsibility himself/herself in order to be aware of imminent danger.

Alarm to Seek Shelter

The alarm to seek shelter will be the announcement that "This is a tornado drill." Followed by an alarm. In the case of power failure, vocal instructions may be utilized as the alarm. In the absence of the principal and his designated agent, any person may and should sound the alarm.

Shelter Areas

Designated shelter areas are posted in each room in the EMERGENCY DISASTER PLAN POSTER and under the heading "TORNADO." These designated "safe" areas afford maximum available protection and should be utilized during a tornado or other severe storm.

Procedures to Follow

Upon hearing the alarm, teachers should direct students to move to the designated shelter area via the most direct route. The teacher or supervisor shall:

1. Consult the Crisis Action Information flip chart for specific instructions to follow.
2. Have assigned students to assist handicapped.
3. Have students leave wraps, books and other personal items.
4. Have students walk rapidly, but quietly, to the shelter area.
5. Have students stay away from glass areas, to kneel alongside and facing the wall, to bend head close to knees, to cover sides of head with elbows, and to clasp hands behind their neck (duck and cover).
6. Check roll and keep students quiet and calm.
7. After the storm passes:
 - a. Check students for injuries.
 - b. Provide first aid.
 - c. Report to principal.
8. An administrator will notify you, either in person or over the intercom, as to whether or not you may return to your rooms.

The principal has the responsibility of sounding the alarm. Principals are to assign persons to check restrooms, and are to receive and respond to teacher's reports. The alarm may be sounded in the elementary, high school or superintendent's office.

Custodians should cut gas and electrical service in actual emergencies only.

Should there be INSUFFICIENT TIME to move to the designated shelter area, teachers should have students:

1. Lie down on the floor under their desks, a table or heavy furniture.
2. Go to the inside wall, assume protective squatting position (duck and cover) facing away from windows.

When Out of Doors

If time does not permit seeking cover inside, instruct students to lie flat in the nearest depression or ditch until the storm passes.

EARTHQUAKE

Earthquake

Although rare, earthquakes have occurred in Missouri. There is always a possibility of such an occurrence. Knowledge of a proper course of action will minimize risks.

Procedures to Follow

An earthquake will probably occur without warning, hence an alarm may not be given. The first indication of an earthquake may be a gentle shaking, a violent jolt (similar to a sonic boom), or you may hear a low (and perhaps very loud) rumbling noise. A second or two later you will really feel the shaking; and by this time movement from one place to another will be very difficult or impossible. Therefore, when a shock or tremor is first recognized, teachers or supervisors must take life-protecting actions immediately. **TAKE ACTION AT THE FIRST INDICATION OF GROUND SHAKING.** Remember, the greatest safety hazard is from **FALLING OBJECTS!**

If **INDOORS**, have students:

1. Take cover under their desks, a table, or heavy furniture. If the desk or table moves, students should hold the legs and move with it.
2. Take cover in a strong doorway or narrow halls.
3. In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.
4. In library, immediately move away from windows and bookshelves, and take appropriate cover.
5. Stay away from windows and beware of falling objects.
6. Stay under shelter or in defensive position until shaking stops. Remain in sheltered position for at least 60 seconds.
7. Building evacuation following an earthquake is **IMPERATIVE** due to the possibility of secondary hazards such as explosions and fires. The building principal will give the command to evacuate the building. If he/she is unable to do so, then a designated person (s) shall give the evacuation command. If all else fails, individual teacher should assume responsibility for evacuating their students. Building evacuation following an earthquake should be quick and orderly. Remember:
 - a. Evacuation takes place **ONLY** after ground shaking ceases. Use evacuation route assigned for fire drills.
 - b. Teachers should take grade books with them.
 - c. Evacuation from the building may be difficult due to debris that may have fallen in students' pathway to safety.
 - d. If an evacuation route is blocked an alternate exit route must be sought.
 - e. If an aftershock occurs, students are to "drop and cover" as directed in Item 3 above.
 - f. Assemble away from building and overhead power lines. If at all possible, assemble along the center of the playground beginning at the south end of the playground. Each group will then assemble to the immediate north of the previous group.
 - g. Streets and sidewalks are not good assembly areas due to the close proximity of power lines and underground gas and sewer lines.

If **OUTDOORS**, have students:

1. Move to an open space away from buildings if possible.
2. Avoid electrical poles and overhead wires.

After Quake Is Over

1. Do **NOT** light a fire or strike a match until advised that it is safe to do so. Broken gas lines could cause a fire or explosion.
2. Do **NOT** touch electrical wires, which have fallen.
3. Do **NOT** enter building until it has been determined safe.
4. Teachers should check roll and report to principal.
 - a. Account for all students.
 - b. Locate missing students and/or staff.
5. Follow instructions from principal.
6. Check radio for latest bulletin.

7. Due to the possible overtaxing of emergency medical personnel and the fire department, the following procedures are to be followed:
 - a. Administer first aid as needed.
 - b. Extinguish small fires before they get out of hand.
 - c. The janitor should shut off main power, gas, and water.
8. Attempt to calm and reassure frightened students.
9. NO STUDENT SHALL BE EXCUSED FROM SCHOOL UNLESS A PARENT (OR PERSON DESIGNATED BY PARENT) COMES FOR HIM/HER AND SIGNS HIM/HER OUT!
10. Keep a record of students that have been released to parents or other authorized persons.

NUCLEAR ATTACK

****Nuclear Attack****

Although the likelihood of a nuclear attack is much less than in the past, it is still a possibility. The destruction from nuclear attack would be great and varied from one area to another. The possibility of severe radiation would be a major concern. Our school buildings would afford very poor shelters.

Nearby Nuclear Attack

In the event of a NEARBY BLAST, with little or no warning, the alarm and response would be the SAME AS FOR A TORNADO. All students should be directed to the safest building area immediately. School shelter areas do not provide adequate protection from fallout radiation or from destruction of a nearby blast. If a BRIGHT FLASH occurs, direct students to take cover immediately away from windows, and to seek shelter under or behind desks.

For Distant Nuclear Blast

Reports concerning a DISTANT BLAST would undoubtedly be available. At such a time, building principals should monitor the radio. In case of nuclear attack on likely targets in and around MISSOURI, the greatest threat would come from radioactive fallout carried by prevailing wind currents. Such an attack would allow adequate time (probably more than two hours) for an orderly evacuation.

In this event, all students attending Marionville Schools would be sent home. Students would be evacuated by school bus or by walking as determined by the building principal.

Specific instructions would be given to teachers and student via verbal instructions from the building principal. IT IS IMPORTANT THAT ALL LISTEN CAREFULLY AND FOLLOW THE INSTRUCTIONS GIVEN.

Bus Drivers

In the event of nuclear attack, contact the school immediately for information.

BOMB THREAT

****Bomb Threat****

Some threats which endanger school children's' safety are manmade. Bomb threats are becoming more prevalent in the nation. Most bomb threats are perpetrated as a hoax, with the intent to disrupt the school routine. However, the chance always remains that the threat is authentic, thus a bomb threat SHOULD NEVER BE TAKEN LIGHTLY. In the event of a bomb threat, the building principal(s) should determine a course of action.

Receipt of a Bomb Threat

Any person receiving a bomb threat should quietly notify the principal, superintendent, or responsible school official immediately.

The person receiving the bomb threat should calmly GET ALL THE INFORMATION POSSIBLE from the caller by encouraging him/her to talk freely. Pretending ignorance may be an effective technique. Ask such questions as:

1. When is the bomb going to explode?
2. What is the location of the bomb?
3. What kind of bomb is it?
4. What does it look like?
5. Why did you place the bomb?
6. Did you place the bomb or did someone else?

Attempt to write down the caller's exact words. Note the time and length of the call. On the basis of the conversation, attempt to determine:

1. Sex of the caller.
2. Approximate age of the caller.
3. Tone of voice used.
4. Accent used.
5. Background noise.
6. Any voice characteristics that would aid in identification of the caller.
7. If the voice is familiar.

To Trace a Call

Upon the pre-arranged signal (such as a written note) from the person receiving a bomb threat or threatening call, another adult should:

1. Go to another phone on a different line.
2. Dial **911** and report that the school is receiving a bomb threat call on line...(give phone number.)
3. Request that the call be traced. The person receiving the threatening call should hold the party on the line as long as possible.
4. **DO NOT HANG UP!** Press the hold button and wait. If such calls persist, the phone company can put a trap on the line.

Procedures to Follow

The superintendent in conjunction with building principals will follow guidelines as prescribed by the Missouri Center for Safe Schools.

TEACHER CHECKLIST-BOMB THREAT

To be completed upon request,
detach and returned to the
principal within 5 minutes.

Room# _____
Teacher _____
Time _____ Date _____

DO NOT ANNOUNCE A BOMB THREAT TO YOUR CLASS!!!!

This checklist is designed to assist the teacher in checking his/her classroom for explosives. Your search will assist authorities in determining the necessity of evacuating the building.

Survey your room carefully, and then respond to each question in the list. If you feel that your room and its contents are safe--free from explosives, check the "YES" column. If a suspicious object is found, REPORT IT! DO NOT TOUCH, MOVE, OR JAR the object or anything attached to it.

YES	NO	<u>Did I check my room for any:</u>
___	___	Extraneous wires or strings?
___	___	Packages?
___	___	Ticking sounds?
___	___	Lengths of pipe?
___	___	Dynamite caps or sticks?
___	___	Exposed matchbooks?
___	___	Unexplained objects?
 <u>Did I look:</u>		
___	___	On the floor, around the baseboard?
___	___	On the walls, behind pictures, etc.?
___	___	On the ceiling?
___	___	Above the ceiling tile if applicable?
___	___	In the student and teacher desks?
___	___	Among the books, bookshelves, etc.?
___	___	In the closets, storage areas, etc.?
___	___	Among the packages?
___	___	To the best of my knowledge, this room is free from any foreign article that could contain explosives?

Fold checklist, send to principal, then:

CALMLY RESUME NORMAL CLASS ACTIVITIES

CIVIL DISTURBANCES

Marionville students enjoy a long tradition of orderly conduct and exemplary citizenship. The emergency plan for handling school disturbances is designed to deal with those students or outsiders who may disrupt normal school functions.

It is the desire of school officials to handle student problems and to retain control of the student body as far as is practical when a civil disturbance develops. Board policy and the Student Handbook give school officials wide latitude of authority to react to civil disturbances. However, if circumstances warrant, the assistance of civil authorities may be utilized.

CRISIS SITUATION PLAN

Philosophy

The purpose of this plan is to respond to trauma created by sudden death, or any other tragic situation, which has a major impact on the school population. Administrators, faculty, staff and students need to react appropriately to the needs of everyone and to maintain structure, order and control. The school is to operate normally whenever possible. It is most important that early on, with procedures clearly established and the participants properly informed, the events of a school day be handled with reasonable thought and prescribed care.

Definition of a Crisis Situation

A crisis situation is one, which affects the emotional stability of students and faculty, and disrupts the educational process. Examples are a shooting incident, suicide, death of a student or teacher, a hostage situation, an armed intruder in the building, natural disaster, a serious bus accident, abduction, drug raid, molestation, or rape.

Procedures for Handling Crisis Situations

The following guidelines are suggested for dealing with the following types of crisis situations:

Death, Serious Injury or Illness of Students or Staff

1. The building administrator will coordinate the activities, approve, conduct or delegate the release of all information to be provided to students and keep the superintendent informed of the status of the events as they occur. There must be consistency in the content of information given out; it should have validity and a tone of calm should be transmitted.
2. The principal shall meet with Marionville counselors to determine whether the crisis situation can be handled with school personnel or if the Southwest Area Crisis Team should be contacted. If it is decided to ask the crisis team for help, they will be contacted before the school day begins, as early as possible, to make arrangements for their services. They may also attend the faculty meeting held early the first day.
3. If time permits, it is recommended that an early faculty meeting be called the first day school is in session immediately following the event. At this meeting the principal will give accurate up-to-date information and background information about the event as deemed appropriate, procedures that will be followed for the day, and answer any questions or address any concerns the faculty may have. If necessary, the "phone tree" may be utilized to contact faculty members.

4. The following persons may be contacted to be available the first day:
 - a. Several substitute teachers who will be available to relieve key classroom teachers who may help to relate to the needs of students.
 - b. Students who are suggested by faculty and counselors and who are the type of student who could team up with an adult as a supportive listener (peer helper).
5. At the beginning of the school day, several options are available to the building administrator, including but not limited to:
 - a. Meeting with the student body for a brief period in the gym.
 - b. Dividing the student body into two or more sections to meet separately for a brief period in the multi-purpose gym, the gymnasium and/or the cafeteria.
 - c. Providing an announcement to be read at the beginning of classes.

The purpose of this early first day contact would be to keep structure, give information and assurances, and advise students of counseling services available and where they can go to receive them.

6. The absentee list will be examined to determine if any students are absent who may need to be contacted or checked.
7. All news media inquiries are to be referred to the superintendent's office. MEMBERS OF THE NEWS MEDIA ARE NOT TO BE PERMITTED TO TALK TO STUDENTS OR SCHOOL PERSONNEL.
8. If an emergency occurs during the school day, some of these suggestions may need to be altered. One example would be to gather close friends of those affected and meet with them for support and to share information as soon as possible. A faculty meeting will be held immediately after school.
9. School secretaries will be on hand to respond, as needed for incoming calls from parents and others.

ARMED INTRUDER IN THE BUILDING

Procedures

Classroom Door Lockdown

The signal to lock classroom doors will be through a specified tone sounded through the intercom system.

Teachers are to take the following actions immediately:

- _____ Lock classroom doors.
- _____ If safety permits, scan the hallways in the vicinity of your classroom and have any students in the hallways to come into your classroom.
- _____ Once the door is closed and locked, except for a student or employee not having safe access to another room, no one is to be allowed in or out of the classroom until the all clear signal is given.
- _____ Turn out all classroom lights.
- _____ All classroom shades are to be pulled down.
- _____ Barricade the classroom doors with student desks, teacher's desk, etc. if it is safe to do so.
- _____ Students are to huddle in a corner of the room that is not visible from the hallway.

- _____ Hallways are to be kept clear at all times until the armed intruder is no longer a threat or until you are instructed to leave the building by a law enforcement officer, school administrator or the all-clear signal is given.

- _____ Depending on the situation, it may be necessary for a teacher to take actions that are contrary to the procedures outlined above. The teacher will ultimately be responsible for making decisions that are in the best interest of students.

Hostage Situation

Each situation is different and there can be no definite guidelines. Following are suggestions for dealing with a hostage situation involving employees and/or students.

1. STAY CALM. Remember that the hostage taker is in control. Irresponsible, "heroic" actions can be dangerous to all. One's first concern must always be the safety of those being threatened.
2. The hostage taker has a need for something. If possible, without placing a high value on the hostages, find out what his/her wants or needs are. TRY TO ESTABLISH COMMUNICATION WITH OTHER PERSONS such as the superintendent, principal, the police, a pastor, etc.
3. If possible, keep the hostage taker in the same area or an area of least danger to all concerned.
4. Generally, the longer the time lapse, the greater the success of unharmed hostage release. With the passage of time the hostage will be more likely to see the hostages as people.
5. It is most important that employees retain self-composure. They must then in turn help keep other calm. This can best be done by maintaining composure of positive helpfulness. Statements such as, "John, listen quietly," or "Jack, stay in your seat," could be helpful. At the earliest point the teacher feels it would not jeopardize the ones involved, a request to release all or some of the students should be tried.

EMERGENCIES CONFRONTING BUS DRIVERS

The Marionville R-9 School District operates several buses. At any time, a bus driver may be confronted with unexpected conditions relating to weather, mechanical problems, an accident, or other circumstances beyond his/her control. The information in this section will serve as a guide for bus drivers in handling unforeseen problems that may arise.

All bus drivers should be familiar with the "School Dismissal Procedure."

A proper response to emergency situations is a further extension of the bus driver's responsibility to provide for the safety of bus passengers entrusted to his care. Therefore, drivers are expected to understand the emergency provisions contained in this section.

Daily Pretrip Inspection

Bus drivers shall make a daily bus inspection as outlined in the "Daily Pretrip Bus Inspection Sheet." All faulty or improperly functioning equipment shall be reported to the Transportation Supervisor immediately so that the condition can be repaired as soon as possible.

Emergency Bus Drills

Each driver, cooperating with the principals, is responsible for instructing school bus safety and emergency procedures.

Drivers, under the direct supervision of principals, shall conduct at least one bus evacuation drill each semester utilizing the emergency door(s). The first drill shall be prior to October 1. Care should be taken to ensure that the unloading drill does not constitute a hazard. Older students are to be designated to catch or assist little ones. These drills are to be conducted at school. The purpose of bus evacuation drills is to make students aware of the emergency exit should it be needed.

In emergency situations or drills, a responsible older student(s) seated near the back of the bus should be assigned to exit the bus emergency door(s) first. The student(s) appointed should direct all students to a central point that can be reached off the roadway. Students should remain as a group off the highway shoulder during the emergency or drill.

If fire or the danger of fire is present, students shall move at least 100 feet from the bus.

Requesting Help

In any emergency situation, should help be needed, the bus driver should call the superintendent of schools or the transportation supervisor via cellular phone. **IF AN EXTREME MEDICAL EMERGENCY EXISTS REQUIRING IMMEDIATE MEDICAL ASSISTANCE-DIAL 911.** If the cellular phone is not functioning, send a responsible student, a passing motorist, or a nearby resident for help. The driver SHOULD NOT leave bus passengers unsupervised.

Emergency phone numbers for Marionville are:

Fire.....	911	Superintendent's Office.....	258-7755
Sheriff.....	911	Sheriff.....	911
Ambulance.....	911	Bus Barn.....	258-2524

Breakdown

Should a breakdown or mechanical failure occur which the driver cannot correct, the driver should stay with the bus. Call the superintendent of schools or the transportation supervisor. If the cellular phone is not functioning an older responsible student, a passing motorist, or a nearby resident should be requested to notify the bus barn, superintendent's office, or the superintendent's home as soon as possible. The driver should:

1. Pull bus as far to the right hand side of the road as possible.
2. Activate clearance lights.
3. Elect a responsible student to place safety triangle reflectors.

Should it be necessary to unload students, the driver should direct them to:

1. Assemble off road shoulder.
2. Stay in a group.

Snow, Ice and Flood

A bus driver may find road conditions such that he is unable to deliver students home. Under such circumstances, the following suggestions should serve as a guide:

1. Students should be delivered to the customary unloading point only if, in the judgment of the driver, the bus can be driven safely.
2. When the bus is running late, arrange for the parents of child who has been let off to call other parents on the route, notifying them that the bus is on its way. This procedure may be prearranged.
3. Make sure children get into their house if cold or adverse weather conditions exist. If a child is unable to get into their house, bring them back to school.
4. Notify the bus barn, superintendent's office, or the superintendent's home and give as much information as possible if:
 - a. The road is blocked.
 - b. The bus is stuck.
 - c. The bus has broken down.
 - d. Another bus is needed.
 - e. Location of bus.
5. If a bus is stalled in a snow storm:
 - a. Stay with the bus.
 - b. Turn on clearance lights.
 - c. Allow motor to run only if the wind carries away exhaust fumes.
 - d. Provide ventilation by lowering windows slightly on the side away from the storm.
 - e. Work slowly; beware of over-exertion.
 - f. Get word to school officials as soon as possible.
 - g. If needed contact the city police, county sheriff's office, or the highway patrol.
6. During severe weather and in the absence of a principal or superintendent being in attendance, sponsors accompanying students on an out-of-town activity are authorized to call off a scheduled event and return home. If the sponsor believes that conditions warrant, a group should stay over only with approval from a principal or the superintendent. Under the above conditions, all appropriate parties should be notified.
7. In areas where flooding frequently occurs, the driver in cooperation with the transportation supervisor and the superintendent, should establish procedures in advance and advise parents affected of the plan. REMEMBER, FEW HAZARDS PRESENT A GREATER POTENTIAL DANGER THAN CROSSING FLOODED ROADWAYS WHERE THE DRIVER IS UNCERTAIN OF THE DEPTH OF THE WATER. IF YOU ARE IN DOUBT, DON'T CROSS THE FLOODED PORTION OF THE ROADWAY.
8. Consider the possibility of an alternate safe route if the bus run cannot be completed via the usual route.

9. Whatever the cause, should it be determined that the students cannot be delivered home, notify a principal or the superintendent and provide for the student's shelter. School officials are to attempt to notify the parents should the driver be unable to do so.
10. REMAIN CALM AND EXERCISE COMMON SENSE.

Tornado When Aboard Bus

If the threat of a tornado is imminent, or during a severe thunderstorm, school dismissal may be delayed at the discretion of the principal.

If the threat of a tornado is imminent while aboard a bus, and if time permits, the vehicle should be stopped at a place offering shelter, preferably a house with a basement. A ditch or a ravine may offer protection for bus passengers.

If time does not permit the above action, the bus should be stopped, hopefully, at a place offering some shelter.

Windows should be lowered slightly, warning lights should be activated, and passengers instructed to place heads between knees, lock hands behind the neck, open mouth, and remain that way until the all clear is given by the bus driver.

School Bus Fire

In the event of a fire aboard a school bus, the driver and responsible students should consider the following actions as circumstances may dictate:

1. Evacuate and move students a safe distance from the bus off the roadway.
2. Attempt to extinguish the fire if the flame is away from the gas tank. A hefty shake of the extinguisher may give better results.
3. Report the fire to the fire department.
4. Request an ambulance if needed.
5. Care for the injured.
6. Move the bus away from other hazards, if practical.
7. Take whatever action necessary to ensure the safety of the students and/or to protect property.
8. Notify the bus barn and/or the superintendent as soon as possible.

Bus or Vehicle Accident

Each bus driver should designate a mature student regularly seated near the rear of the bus to assume responsibility should the driver be unable to supervise students.

In the event of an accident, the bus driver should:

1. Evacuate the bus if needed and have students stand clear of bus and well off the roadway as a group.
2. Check for the possibility of fire.
3. Survey the injured. If there are injuries immediately dial 911 and request an ambulance. Give the number of injuries. Care for the injured giving immediate attention to those with life threatening injuries.
4. Call the sheriff's office by dialing 911 and report the accident. If cellular phone is inoperable, send for help. Have a mature student, a passing motorist, or a nearby resident call the sheriff's department:
 - a. Give location.
 - b. Request fire truck, if needed.
 - c. Do not hang up until the dispatcher has all the information.
5. Call the superintendent at school, page him, or call his cell phone and report the nature and location of the accident.

6. Place safety reflective triangles.
7. Prohibit smoking near vehicles involved in accident.
8. Direct traffic if a hazard exists.
9. If roadway is blocked, clear traffic way, if possible.
10. Secure names and addresses (or license number) of witnesses.
11. Obtain name, address, and insurance information (Company, agent, address, phone number) from person with whom you have been involved in an accident. Do not be confrontational or admit to wrongdoing.
12. Cooperate fully with sheriff's department officer.
13. Compile a list of students on the bus at the time of the accident.
14. Initially, release information only to the investigating officers, school officials, or the school insurance company representative.
15. Permit wrecker to tow vehicle away only after the investigation is complete.
16. Remain at the scene of the accident until excused by officials

Insurance information: (Company, agent, address, phone number) from person with whom you have been involved in an accident. Do not be confrontational or admit to wrongdoing.