



Gurnee District 56

Education that Inspires...Opportunities for All

2025-2026 COMPREHENSIVE EMERGENCY RESPONSE PLAN

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INTRODUCTION

Gurnee School District 56 has had a formal emergency plan in place for a number of years. This plan is annually updated, distributed, and presented to the staff. A copy of the images and summary of SRP will be placed in each classroom located near the door. The procedures are designed to operationally reflect the Gurnee School Board of Education Policy 4:170.

OVERVIEW

The purpose of this plan is to provide a framework, consistent with Illinois School Code, for communication, assessment, organization, decision-making, response, and follow-up during a crisis. The plan should minimize the effects of shock and grief on our ability to function during a stressful time. The Incident Command Team should be assembled in all or in part for all crises, regardless of the size of the crisis. The goal of this team is to facilitate communication, help to calm, reassure, and support staff, students, and parents, and provide staff members with appropriate information.

The Incident Command Team includes the Superintendent, Director of Pupil Services (Incident Commander), building administration, school nurse(s), school psychologist(s), and social worker(s). It is the responsibility of the Incident Commander to define the problem, determine the most appropriate plan of action and then set the plan into action. The only staff person that communicates with the media is the Superintendent for any and all situations.

A crisis can encompass a wide range of situations, from those impacting an individual student or family to events affecting an entire class, grade, school, or even the entire district. Examples include, but are not limited to, the illness or death of a student or staff member, suicide, natural disasters such as tornadoes or floods, or other tragic events that pose actual danger or cause significant emotional distress to students and staff. Crisis may occur either within or outside the school environment, directly or indirectly impacting the school community. Additionally, a catastrophic or tragic event affecting a substantial portion of the population—whether during or outside the regular school calendar—may also be classified as a crisis.

Preparedness: Proactively planning for hazards that cannot be fully eliminated.

Response: Taking immediate action to address emergencies as they occur.

Recovery: Restoring the school and community to their pre-emergency state.

Mitigation: Reducing risks to minimize the likelihood of future hazardous situations.

The Comprehensive Emergency Response and Safety Plan is a dynamic document that evolves continuously. It must be reviewed and updated annually,

as well as after any crisis. The process of reviewing and revising the plan includes collaboration among individuals from the district office, school buildings, and the broader community.

All District staff must receive annual training on the Comprehensive Emergency Response and Safety Plan. This training is incorporated into the induction program for new staff and is a key component of the opening day activities for returning staff.

Gurnee SD56 faces various threats, hazards, and vulnerabilities, all of which have the potential to disrupt the school community, cause harm, and damage property. December 15, 2022, the District engaged an external firm to conduct a thorough safety and security audit. This assessment evaluated both the interior and exterior areas of all school buildings and grounds for potential risks impacting students, staff, and the site itself. The District has implemented many of the recommended safety improvements over a period of time.

To enhance safety protocols, the District will be fully adopting (August 2025) the nationally recognized Standard Response Protocol (SRP) developed by the "I Love U Guys" Foundation. The SRP is designed to ensure clear, consistent, and shared communication and actions among students, staff, and first responders during critical incidents. This all-hazards approach focuses not on specific scenarios but on universally applicable responses. The SRP emphasizes precise terminology while allowing for flexibility in execution. The protocol outlines five key actions: Hold, Secure, Lockdown, Evacuate, and Shelter. Each action is paired with a directive, and its execution involves active participation from students, staff, teachers, and first responders.

Staff Training

Basic training and refresher training sessions will be conducted during the first week of in-service days of the school year for all school personnel in coordination with local first responders. Mandatory staff training will include:

- Standard Response Protocol (SRP)
- Standard Reunification Method (SRM)
- Orientation to the School CERP
- Basic knowledge of the District's First Aid and CPR plan

Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in drills.

Parent/Guardian Training

SRP overview and other emergency information is offered to parents on the District 56 website. It is communicated through newsletters, parent forums, and during SRP activation email notifications.

Emergency Drills

Drills will be conducted in accordance with the Illinois School Safety Drill Act.

Internal Communications

Staff will be notified within a reasonable time when an incident occurs, and will be kept informed as additional information becomes available/as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally, when appropriate:

- *Morning Faculty Meeting:* As appropriate, updated information about an incident will be presented at a morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- *End-of-Day Faculty Meeting:* As appropriate, updated information and a review of the day's events will be presented at an end-of-day meeting.
- Thrill Share and or Phone Tree will also be utilized as a mode for communication

The Incident Commander may additionally use the district-wide radio network. The principal will notify the district office and will designate staff member(s) to monitor all communications.

External Communications

Gurnee SD56 will communicate with parents during an incident by disseminating information via Thrill Share, text message, voice message, social media, and/or emails to inform parents about exactly what is known to have happened. An initial communication will be sent out with more details to follow once the incident has been resolved.

Targeted School Violence Prevention Program

Gurnee School District #56 uses The Comprehensive School Threat Assessment Guidelines (CSTAG), originally known as the Virginia Student Threat Assessment Guidelines. This model was developed by Dr. Dewey Cornell and colleagues at the University of Virginia in 2001 and has been extensively examined and studied to prove its effectiveness.

The CSTAG emphasizes early attention to problems such as bullying, teasing, and other forms of student conflict before they escalate into violent behavior. This Assessment framework has a five-step decision process. In brief, the first two steps are a triage process in which team members investigate a reported threat and determine whether the threat can be readily resolved as a transient threat that is not a serious threat (jokes or statements made in anger that are expressions of feeling or figures of speech rather than expressions of a genuine intent to harm someone).

Threats that cannot be clearly identified and resolved as transient are treated as a substantive threat. Substantive threats always require protective actions to prevent the threat from being carried out. The remaining three steps guide the team through more extensive assessment and response based on the seriousness of the threat.

In the most serious cases, the team conducts a safety evaluation that includes both a law enforcement investigation and a mental health assessment of the student. The culmination of the threat assessment is the development of a safety plan that is designed to address the problem or conflict underlying the threat and prevent the act of violence from taking place. No matter what level of threat is determined, this type of threat assessment puts an emphasis on helping students to resolve conflicts and minimizing the use of suspensions as a disciplinary response.

District Level Team

Rachel Solomon, Director of Pupil Services
Dr. Jennifer Glickley, Principal, River Trail School
Michelle Handler, Social Worker, Prairie Trail School
School Resource Officer, Gurnee Police Department
Dominique Geocaris, Principal, Viking School
Lydia Scher, School Counselor, Spaulding School
Hollie Armour, Teacher/District Behavior Coach

Spaulding School Team

Sara Rosheger, Principal or Jackie Bucher, Assistant Principal
Lydia Scher, School Counselor or Daisy Lopez, School Social Worker
Hollie Armour, Teacher/District Behavior Coach
Teacher (teacher with the closest relationship to the student)
School Resource Officer, Gurnee Police Department

River Trail Team

Jen Glickley, Principal or Lori Johnson, Assistant Principal
Bethany Roy, School Social Worker
Hollie Armour, Teacher/District Behavior Coach
Teacher (teacher with the closest relationship to the student)
School Resource Officer, Gurnee Police Department

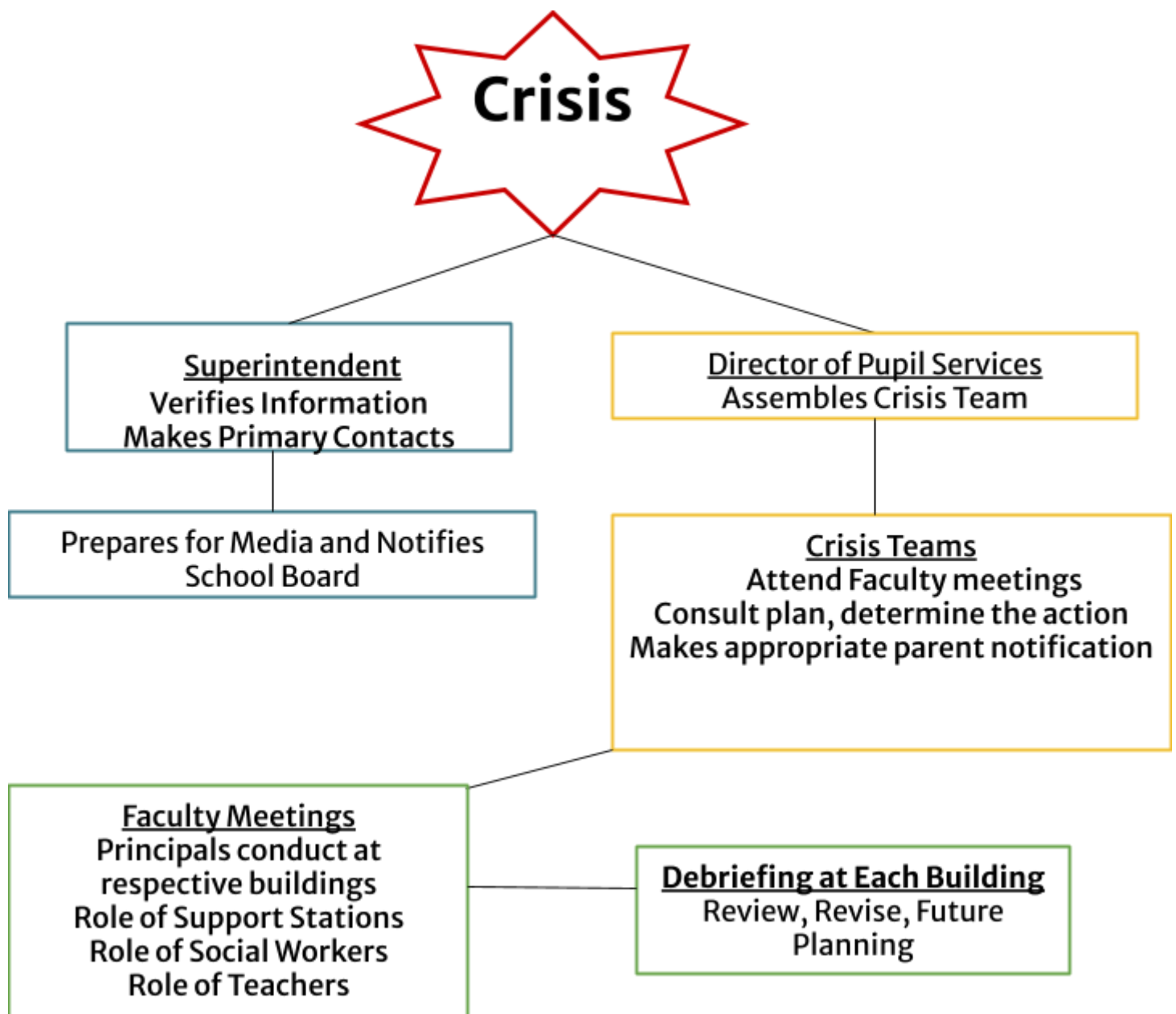
Prairie Trail Team

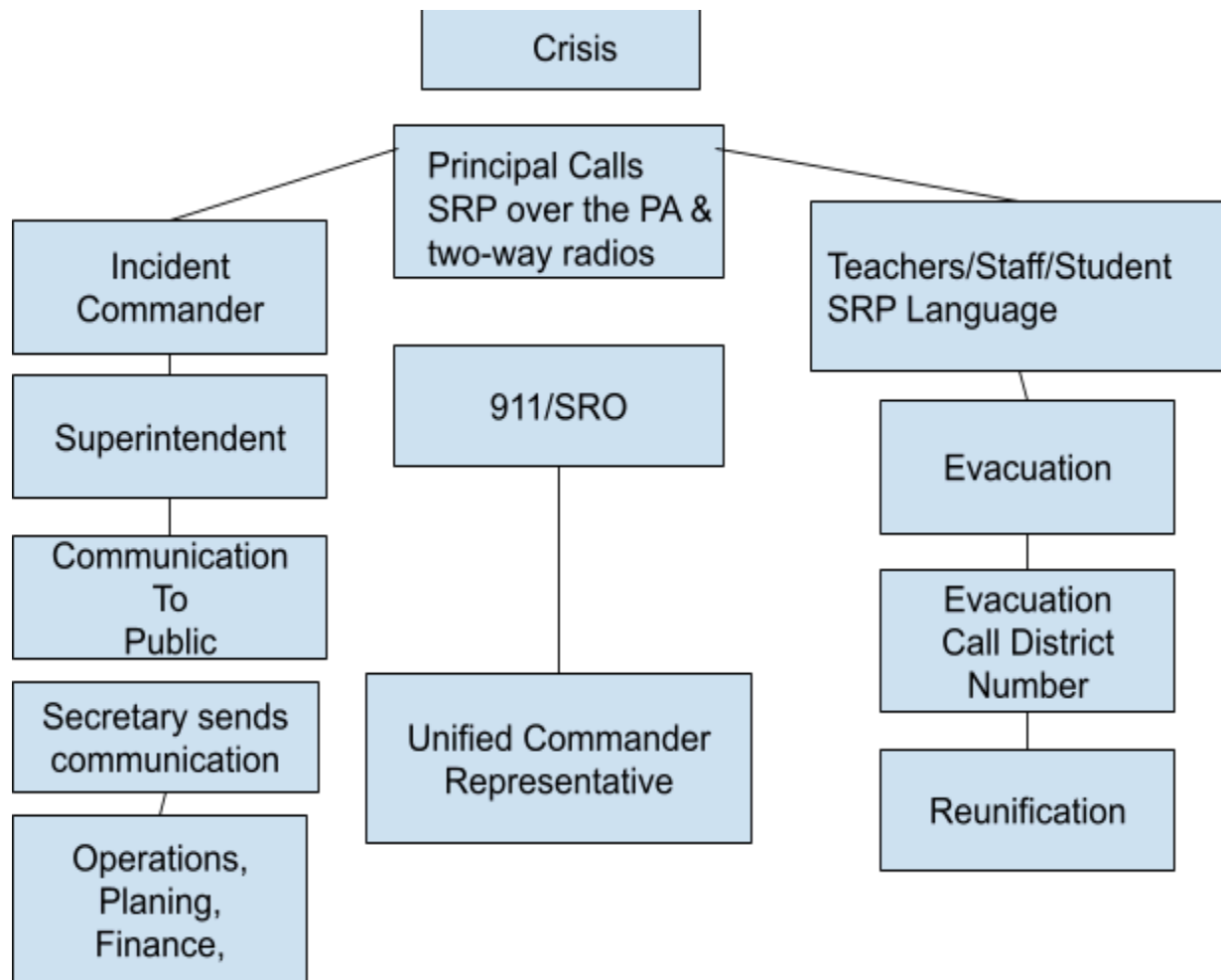
Alli Waller, Principal or Tara Lenhoff, Assistant Principal
Teaira Greathouse, Behavior Interventionist
Michelle Handler, School Social Worker
Hollie Armour, Teacher/District Behavior Coach
Teacher (teacher with the closest relationship to the student)
School Resource Officer, Gurnee Police Department

Viking School

Dominique Geocaris Principal or Meagan Goedken, Assistant Principal
TBD, Behavior Facilitator
Ian Chatman, School Social Worker or Melissa Dunbar, School Social Worker
Hollie Armour, Teacher/District Behavior Coach
Teacher (teacher with the closest relationship to the student)
School Resource Officer, Gurnee Police Dept.

Incident Command Team Flow Chart





Team Member Roles / Responsibilities

Superintendent

1. The Superintendent is notified of the crisis and verifies the information through the police or other sources.
2. The Director of Pupil Services notifies the Superintendent.
3. The Director of Pupil Services notifies the Principals.
4. The Superintendent notifies the Board of Education.
5. The Superintendent, after consulting with the Board of Education President, Director of Pupil Services, and the building principal(s), will determine if the crisis is such that any communication to the media will occur.
6. The Superintendent prepares for the media and develops a formal statement. If the superintendent is not the spokesperson, he/she appoints a spokesperson, or the Incident Commander chooses the spokesperson if the Superintendent is unable to perform this job. This spokesperson is the sole person to communicate with the media.
7. The Director of Pupil Services and/or Superintendent prepares a statement for secretarial staff to use when dealing with phone inquiries.
8. The Superintendent's office will prepare communication to be sent to parents and staff if/when appropriate. This should include information on the crisis and suggestions on how parents might best help their children.

Director of Pupil Services (Incident Commander)

1. Assume overall direction of all incident management procedures based on actions and procedures outlined
2. Take steps deemed necessary to ensure the safety of students, staff, and other individuals
3. Determine whether to implement incident management protocols (SRP)
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
5. Work with emergency services personnel (depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Keep the principal, superintendent, and other officials informed of the situation
7. The Incident Command Team Phone Tree may be implemented based upon the SRP
8. The Incident Commander will communicate with the Incident Command Team to establish a meeting annually to review and update the plan.

Principal

1. Receives notification from the Director of Pupil Services of the crisis.
2. The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with the school district, other agencies, and parents/guardians. The principal shall coordinate between the superintendent's office and the Incident Commander.
3. The principal can initiate the SRP through the phone system which will transfer to the building PA system. Initiates a message over the PA following SRP protocol.

4. Principal will communicate with the Director of Pupil Services about particulars that led to the initiation of the SRP.
5. Principal will communicate with the Director of Pupil Services to determine the next step for the SRP.
6. Initiates the Incident Commander to activate the phone tree / Thrill Share.
7. Allows teacher(s) to alter curriculum or daily schedule and determines if special events need to be rescheduled or canceled.
8. Continues to communicate with the district office staff and other affected schools.

Teachers

1. Teachers have the empowerment to make the decision if and when an SRP is needed and are able to make that decision.
2. Teachers can initiate the SRP through the phone system which will transfer to the building PA system.
3. Teachers will need to communicate with building administration and Director of Pupil Services about particulars that led to the initiation of the SRP.
4. Teachers are responsible for supervising students and must remain with them until instructed otherwise.
5. Oversee the safety and supervision of students under their care.
6. Take necessary steps to protect students, staff, and others by following established incident management protocols.
7. Guide students to designated assembly areas, whether indoors or outdoors, based on established signals, warnings, written instructions, or intercom orders.
8. Issue appropriate action commands during incidents to ensure safety and order.
9. Take attendance and note the time
10. Seek first aid services for injured students from the school nurse or a trained first aid responder. Provide or arrange for first aid to individuals who cannot be moved, administering care if necessary (staff members trained and certified in first aid and CPR may assist).

Instructional Assistants

1. Responsibilities include assisting teachers as directed.

Social Workers

These staff members aid with the overall direction of the incident management procedures at the site.

1. Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
2. Direct students in their charge according to established incident management protocols; render first aid and mental health support if necessary
3. Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
4. Execute assignments as directed by the Incident Commander

School Nurses / Health Assistants

1. Administer first aid or emergency treatment as needed;
2. Supervise administration of first aid by those trained to provide it;
3. Organize first aid and medical supplies.

Custodians / Maintenance Personnel

1. Survey and report building damage to the Incident Commander or appropriate supervisor;
2. Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines;
3. Provide damage control as needed; assist in the conservation, use, and disbursement of supplies and equipment;
4. Keep Incident Commander or designee informed of the condition of school.

School Secretary / Office Staff

1. Assist in the school site assessments;
2. Answer phones and assist in receiving and providing consistent information to callers;
3. Provide for the safety of essential school records and documents;
4. Execute assignments as directed by the Incident Commander; provide assistance to the principal;
5. Monitor radio emergency broadcasts;
6. Assist with health incidents as needed, acting as messengers, etc.

Food Service / Cafeteria Workers

1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident;
2. Execute assignments as directed by the Incident Commander.

Bus Drivers

1. Supervise the care of students if disaster occurs while students are in the bus;
2. Transfer students to a new location when directed;
3. Execute assignments as directed by the Incident Commander;
4. Transport individuals in need of medical attention.

Other Staff (e.g., *Itinerant Staff, Substitute Teachers*)

1. Reporting to the Incident Commander if requested or activated.

Students Responsibilities

1. Cooperate during emergency drills and exercises, and during an incident
2. Learn to be responsible for themselves and others in an incident
3. Understand the importance of not being a bystander by reporting situations of concern
4. Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards
5. Take an active part in school incident response/recovery activities, as age appropriate

Parents / Guardians Responsibility

1. Encourage and support school safety, violence prevention, and incident preparedness programs within the school
2. Provide the school with requested information concerning the incident, early and late dismissals, and other related release information
3. Practice incident management preparedness in the home to reinforce school training and ensure family safety
4. Understand their roles during a school emergency

SITE BASED SAFETY PLANS

At the beginning of each school year, each building principal will maintain in the building's main office a copy of the following:

- ☐ Building evacuation / relocation plan
 - a) Keep an evacuation map describing routes
 - b) Post signs containing routes for each occupied area (near exit).
 - c) Prepare evacuation plans for outdoor areas
 - d) All staff must be informed of the evacuation plan
- ☐ Safety drills including those of the SRP and state mandated drills
[School Safety Drill Report Forms](#)
- ☐ Building information packet containing;
 - a.) name and phone numbers for staff and students,
 - b.) a building map and copies will be provided to local law enforcement, fire department, and emergency medical services.
- ☐ SRP-Shelter in place, including a map showing tornado wall locations
- ☐ A map giving the location of first aid kits, AED's, and fire extinguishers
- ☐ The safety equipment's maintenance schedule and persons responsible for performing maintenance
- ☐ A map/reunification plan describing the areas to be used in the event of a crisis for triage and supervision

School Level Incident Command Structure
Spaulding School
847-662-3701

Sara Rosheger
Principal

Jackie Bucher
Assistant Principal

PUBLIC INFORMATION

Luis Correa
Superintendent
Rachel Solomon
Director of Pupil Services
Pete Helfers
Director of Curriculum/Instruction
Miriam Torres
Multilingual Studies Coordinator
Eric Esteban
Director of Technology

AUXILIARY SUPPORT

Sean Smith
Director of Buildings and Grounds
Steve Kirwan
Transportation Supervisor
Martin Da Costa
Director of Business

SAFETY

Jackie Bucher
Assistant Principal
Alyssa Atempa
Nurse
Kim Rehling
Behavior Facilitator

LIAISON

Crystal Lopez
Secretary
Lydia Scher
School Counselor
Daisy Lopez
School Social Work

LOGISTICS

Lauren Simnick
Speech Pathologist
Jill Lueders
Clerk
Elizabeth Isbell
Librarian

School Level Incident Command Structure
Prairie Trail School
847-623-4333

Alli Waller
Principal

Tara Lenhoff
Assistant Principal

PUBLIC INFORMATION

Luis Correa
Superintendent
Rachel Solomon
Director of Pupil Services
Pete Helfers
Director of Curriculum/Instruction
Miriam Torres
Multilingual Studies Coordinator
Eric Esteban
Director of Technology

AUXILIARY SUPPORT

Sean Smith
Director of Buildings and Grounds
Steve Kirwan
Transportation Supervisor
Martin Da Costa
Director of Business

Safety

Tara Lenhoff
Assistant principal
Klyde Austria
Nurse
Teaira Greathouse
Behavior Facilitator

LIAISON

Yunen Arteaga
Secretary
Jessie Saban
Social Worker
Michelle Handler
Social Worker

LOGISTICS

Lisa Hlavin
Advanced Academics
Krista Wyman
Learning Resource
Jeanne Gildea
Clerk

School Level Incident Command Structure
River Trail School
847-249-6253

Jennifer Glickley
Principal

Lori Johnson
Assistant Principal

PUBLIC INFORMATION

Luis Correa
Superintendent
Rachel Solomon
Director of Pupil Services
Pete Helfers
Director of Curriculum/Instruction
Miriam Torres
Multilingual Studies Coordinator
Eric Esteban
Director of Technology

AUXILIARY SUPPORT

Sean Smith
Director of Buildings and Grounds
Steve Kirwan
Transportation Supervisor
Martin Da Costa
Director of Business

SAFETY

Lori Johnson
Assistant Principal
Stephanie Fajardo
Nurse
Lauren Wright
Behavior Facilitator

LIAISON

Christina Ayala
School Secretary
Alyssa Honcharuk
Social Worker
Bethany Roy
Social Worker

LOGISTICS

Selene Gomez
Clerk
Deborah Handler
Librarian
Andrew Magosky
Teacher

School Level Incident Command Structure

Viking School

847-336-2108

Dominique Geocaris
Principal

Megan Goedken
Assistant Principal

PUBLIC INFORMATION

Luis Correa

Superintendent

Rachel Solomon

Director of Pupil Services

Pete Helfers

Director of Curriculum/Instruction

Miriam Torres

Multilingual Studies Coordinator

Eric Esteban

Director of Technology

AUXILIARY SUPPORT

Sean Smith

Director of Buildings and Grounds

Steve Kirwan

Transportation Supervisor

Martin Da Costa

Director of Business

SAFETY

Megan Goedken

Assistant Principal

Lizzette Ramos

Nurse

TBH

Behavior Facilitator

Laura Liphardt

CSN

LIAISON

Jaquelyn Karnstedt

Secretary

Melissa Dunbar

Social Worker

Ian Chatman

Social Worker

LOGISTICS

Barbara Rossman

Clerk

TBD

Teacher

Josh Valentine

Media Specialist

GENERAL INCIDENT RESPONSE PROCEDURES

At the onset of any event, district staff shall consider whether any of the five Standard Response Protocol (SRP) actions are appropriate for **immediate** response. For reference, the five actions are outlined and briefly summarized below:

- **HOLD**: Utilized when the halls need to remain clear for a period of time; classroom/learning space operations continue as normal - but movement within the building and in/out of the building is restricted
- **SECURE**: Utilized when there is a potential or real threat **outside** the building; classroom/learning space operations continue as normal, as does movement within the building - but movement in/out of the building is restricted
- **LOCKDOWN**: Utilized when there is a potential or real threat **inside** the building; locks, lights, out of sight is activated - and must be released by police (in cooperation with administration)
- **SHELTER**: Most often utilized in response to a natural disaster; disaster-specific directives are announced for students and staff to follow
- **EVACUATE**: Utilized when a group of staff/students (or an entire building) need to move from one location to another; evacuation-specific directions are announced for students and staff to follow

All SRP incident activations are paired with notifying building administration immediately of the situation; some are additionally paired with calling 9-1-1 (i.e., lockdown, bomb threat). Below are some examples of various events/threats that would warrant SRP activation:

Hold	Secure	Lockdown	Shelter	Evacuate
*Fight or medical emergency in the hallway *Utility issue in one area of the building (i.e., burst water pipe) *Hazardous Material inside the building	*Police activity in the area *Unauthorized person on campus (outside) *Other threat outside the building *Dangerous Animal	*Armed intruder *Weapon *Hostage situation *Unauthorized person inside the building making threats *Angry or violent person in the building	*Tornado *Earthquake *Severe weather incident (i.e., blizzard, thunderstorm, severe heat/cold) *Hazardous material incident	*Fire *Hazardous material incident *Natural gas odor *Bomb threat

During the Incident

During the incident, all district students, staff, and visitors shall follow the directives from the SRP action activated - as well as directives from any first responders/emergency personnel supporting the scene. Staff should take attendance and be prepared to report any missing, extra or injured students in their care and additionally, ensure students with access and functional needs are properly assisted.

Evacuation of a Building (with or without Reunification)

An evacuation of a building may be required due to a wide variety of events (i.e., following a lockdown, following a natural disaster, following damage to the building, following a fire). During any evacuation, staff/students shall follow all directions from the Incident Commander.

Failure of Utilities

- Notify the building administrator in a power failure, water outage, telecommunication/internet outage, or heating/cooling/ventilation outage.
- The building administrator will immediately report the failure to the Director of Maintenance and Facilities, and the immediate condition will be evaluated for SRP activation.

Fire

- Follow directives provided for the SRP action activated (EVACUATE)
- Plan for Reunification off-site, if necessary
- Post-incident, conduct any structural checks necessary and start planning for follow-up

Hazardous Materials

- ***Hazardous Materials Incident Occurring Inside the School Building***
The immediate response to be taken should be relative to the hazards posed by material, the quality of the material released, and the location within the building of the chemical release.
- ***Hazardous Materials Incident Occurring Outside the School Building***
Fire and/or police department officials will contact a school when an incident involving hazardous materials may affect the health and safety of a school population. There are two basic responses to addressing this type of emergency: SHELTER OR EVACUATE

Severe Weather

- SHELTER for severe thunderstorms and tornadoes
- SHELTER for an earthquake. After the shaking stops, listen for further directions.

Structural Failure

- A facility structural failure may result from construction catastrophes, earthquake, fire, explosion, or weather.
- The immediate structural condition will be evaluated for SRP activation.

INCIDENT-SPECIFIC CONSIDERATIONS

In addition to the activation of the Standard Response Protocol (SRP) and related communications associated with each action, there are other considerations for Incident Command Team members for various incidents.

A. Abduction of a Student

- Call 9-1-1 to provide a description of the student in as much detail as possible; be prepared to share all demographic information for the student (i.e., home address, phone numbers).
- If known, provide as much information as possible regarding the suspected abductor.

B. Armed Intruder

- Staff/students are reminded that they may EVACUATE if that is the safest course of action in an armed intruder situation once an SRP has been activated
- Staff/students are also reminded that they may barricade spaces and be prepared to defend/evade an armed intruder.

C. Bomb Threat

Written Note	Notify administration Call 911 Handle note as little as possible
Email	Notify administration Call 911 Do NOT delete email
Phone Call	Notify administration Call 911 from another building phone Do not hang up - complete bomb threat checklist
Social Media	Notify administration Call 911 Do not delete the post - take screenshots immediately

D. Bus Incident/Crash Response

- Transportation staff shall follow all protocols/procedures set forth by their department.
- Administrators shall follow all protocols/procedures set forth

E. Death off School Grounds (Staff or Student)

- Notify Superintendent, Director of Pupil Services immediately.
- Building/district crisis teams will assemble and determine supports required, specific to the situation.

F. Death on School Grounds

- Follow all directives from the Incident Command Team
- Follow all directives from any police/emergency responder personnel.

- Staff/students are reminded that with deaths on school grounds, additional steps and precautions may be necessary - as directed by police.

G. Earthquake

- Follow directives provided for the SRP action activated (SHELTER).
- Plan for Reunification off-site, if necessary
- Post-incident, conduct any structural checks necessary and start planning for follow-up steps necessary.

H. Evacuation of a Building (with or without Reunification)

An evacuation of a building may be required due to a wide variety of events (i.e., following a lockdown, following a natural disaster, following damage to the building, following a fire). During any evacuation, staff/students shall follow all directions from the Incident Commander.

Students and staff may call or text 1-844-461-6529 (OKAY), 1-844-461-OKAY to report their location to be rescued by police when safe to do so.

In the event that a reunification is required, the Gurnee School District Reunification Plan is located in [Appendix A.](#)

I. Failure of Utilities

- Notify the building administrator in a power failure, water outage, telecommunication/internet outage, or heating/cooling/ventilation outage.
- The building administrator will immediately report the failure to the Director of Facilities and Grounds and the immediate condition will be evaluated for SRP activation.

J. Fire

- Follow directives provided for the SRP action activated (EVACUATE).
- Plan for Reunification off-site, if necessary
- Post-incident, conduct any structural checks necessary and start planning for follow-up

K. Hazardous Materials

- ***Hazardous Materials Incident Occurring Inside the School Building***

The immediate response to be taken should be relative to the hazards posed by material, the quality of the material released, and the location within the building of the chemical release.

- ***Hazardous Materials Incident Occurring Outside the School Building***

Fire and/or police department officials will contact a school when an incident involving hazardous materials may affect the health and safety of a school population. There are two basic responses to addressing this type of emergency: SHELTER OR EVACUATE.

L. Public Health Emergency

- Refer to Board Policy 4:180, Pandemic Preparedness, Management and Recovery. See Appendix for additional information and roles and responsibilities

M. Severe Weather

- SHELTER for severe thunderstorms and tornadoes.
- SHELTER for an earthquake. After the shaking stops, listen for additional instructions.

N. Structural Failure

- A facility structural failure may result from construction catastrophes, earthquake, fire, explosion, or weather.
- The immediate structural condition will be evaluated for SRP activation.

O. Train Derailment

- There are two potential responses to a train derailment/hazardous materials incident affecting our school district: SHELTER or EVACUATE.
- EVACUATE (Hazmat Evacuation); in extreme situations, it could be necessary to flee the scene if danger of catastrophic impact is imminent and apparent.
- Because train derailment/hazardous materials impacts can present themselves in seconds or minutes, immediate evacuation, on foot, to a safe distance, and in a direction upwind or crosswind from a train derailment may include a designated rally point or other location identified by Incident Commander that is outside the impacted zone.

FIRST AID AND EMERGENCY CARE

Incident Command Response Team will supervise the provision of first aid and emergency care that may include:

- ☐ First-aid and CPR courses are offered to all staff members on a yearly basis.
- ☐ Staff members can access emergency medical care within each building
- ☐ Adequate first-aid and emergency care equipment are readily accessible, marked, and inspected.

Purpose

The purpose of the Medical Emergency Response Plan is to develop a comprehensive safety plan incorporating both avoidance and management guidelines and provisions for responding to medical emergencies at an indoor physical fitness facility in accordance with Gurnee Board of Education Policy 465: Safety.

Response to a Medical Emergency

In the event of a medical emergency (as defined in this plan), the following steps should be taken:

1. Immediate call to 9-1-1 by any staff member in proximity to the victim. This may be the responder, depending on the circumstances.
2. Use of the AED by a trained AED user if appropriate. If no trained AED responder is present, then another individual may use the AED if the circumstances warrant.
3. Notification of: Designated Contact of medical emergency; Parent(s) or legal guardian, next of kin (if known) of a medical emergency, Local EMS System Resource Hospital that the AED has been used and 911.
4. School administrators will ride in an ambulance if a parent is not available to escort students to the local hospital or health facility. School administrator will remain with the student until the parent arrives at the location.

The Director of Pupil Services will coordinate with the Director of Buildings and Grounds:

1. Work with each building Principal to identify and provide AED training to coaches and all other interested school staff, notify all staff regarding the locations of the AED in each facility, and verify completion of all necessary paperwork after the use of an AED.
2. Ensure that the Emergency Response Plan is reviewed with all trained AED users.
3. Ensure that all AEDs are maintained and tested according to manufactured guidelines.
4. File the initial plan and any necessary updates with the Illinois Department of Public Health.
5. Register all AEDs with the EMS System Resource Hospital (Advocate Condell Medical Center, Libertyville).
6. Notify the Gurnee Fire Department of the existence, location, and type of the automated external defibrillator.
7. Serve as primary liaison between the District and the Medical Director at Advocate Condell Medical Center including the forwarding of any incident data.
8. Hold post-incident debriefing sessions in conjunction with District Health Services Staff, for any employees involved.

Director of Pupil Services / Director of Facilities and Grounds

1. Maintain a list of all staff members who are emergency responders with First Aid and CPR certification along with training for the AED,
2. Receive notice in the event of a medical emergency,
3. Ensure that the AED is back in service as soon as possible after the emergency and replace pads as necessary. Follow manufacturers maintenance recommendations after use.

Emergency Response Coordinator: Director of Pupil Services

IL Poison Control Center: 1-800-222-1222

Hospital: Advocate Condell Medical Center
801 S Milwaukee Ave, Libertyville, IL 60048

Fire, Police, Ambulance: 9-1-1

Cardiac Emergency Response Plan (CERP)

Purpose

1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, CERP protocol and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.

2) In the United States, it is estimated that annually 356,000 adults experience out of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

1) Minimum recommended number of AEDs for Gurnee School District 56 include inside the building and outside the building:

a) Inside the building – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including periods of time where the building or location will not be used for long periods of time, such as summer months when school is not in session or community locations only opened at certain times of the year.

3) Director of Facilities and Grounds should set up a process for verifying and tracking equipment readiness and maintenance.

- 4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads. Consider storing other medical equipment with the AED or kit such as naloxone.
- 5) AEDs should not be locked in an office. It should be stored in a location that is always easily and quickly accessible.
- 6) AEDs shall be accessible for responding to a cardiac emergency during day and night activities (e.g., sports activities) and after-hours activities (e.g., after-school activities) in accordance with this CERP.
- 7) Each AED should have one set of AED pads with the device.
- 8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
- 9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
- 10) Locations of the AEDs are to be listed in the CERP Protocol with Building Location Information, AED locations, and Maps.

Communication of CERP Protocol

- 1) The CERP protocol should be distributed to:
 - a) All staff and administrators at the start of each year (or school year), with updates distributed as made. In the workplace, the CERP protocol should be made available annually and when updates are made.
 - b) All staff should be educated on the CERP protocol in their school yearly.
 - c) All staff should have access to training should they choose to participate and be educated on recognizing the signs of a cardiac emergency that is or may become a SCA, how to activate a response, location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
 - d) New staff members should receive the CERP protocol in their orientation materials.
 - e) A copy of the CERP protocol should be provided to any organization using the school, building, or location. The organization using the building or location should then adapt the CERP protocol to the needs of their group/organization.

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training

- a) The CERT team and a sufficient number of staff will be offered to participate in training in cardiopulmonary resuscitation (CPR) and in the use of an AED. Training shall be renewed at least every two years.
- b) The school or organization should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
- c) Training may be traditional classroom, on-line, or blended instruction but should include cognitive learning, hands-on practice, and testing.

Community and Workplace Considerations:

Local Emergency Medical Services (EMS) Integration with the School Plan

- 1) Provide a copy of this Cardiac Emergency Response Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local EMS.
- 2) The development and implementation of the CERP shall be coordinated with the local EMS Agency, organization safety officials, on-site first responders, administrators, organizational leadership, athletic trainers, school nurses, and other members of the school or community medical team.

Annual Review and Evaluation of the Plan

- 1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:
 - a) A post-event review following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
- 2) Post-event documentation and action shall include the following:
 - a) A contact list of individuals to be notified in case of a cardiac emergency.
 - b) Determine the procedures for the release of information regarding cardiac emergencies.
 - c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - d) The identification of the person(s) who responded to the emergency.

- e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- f) An evaluation of whether the CERP and CERP Protocol was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the CERP and CERP Protocol and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors and/or other local resources.
- h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
- i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.
- j) After an actual emergency event occurs, you may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.
- k) If the AED is taken with the patient or is removed from its cabinet, please place a sign about where the next closest one is located until there is an AED put back in the cabinet. Consider having a process or checklist for AEDs that have been used to verify all parts have been checked and replaced.

Cardiac Emergency Response Plan (CERP) Protocol

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care. Follow these steps in responding to a suspected cardiac emergency:

- 1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
 - a. The person is not moving, unresponsive, or unconscious.

- b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- c. The person may appear to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest an AED will not deliver a shock.
- d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2) Facilitate immediate access to professional medical help:

- a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on a speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort emergency responders to the victim.
- b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your facility's designated communication system (i.e. walkie talkies, overhead page).
- c. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

3) Start CPR as soon as possible. The first person who can start CPR should begin immediately and, if additional bystanders are available, other tasks can be delegated.

- a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to the Act Now. Save a Life. (Simplified Adult Basic Life Support) graphic below.
- b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.
- c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) AED Access. The person who can retrieve the AED the fastest (ideally in route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was retrieved.

5) Additional communication measures

- a. Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Office or Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter.
- b. Assign someone to go to that door to wait for and flag down EMS responders and escort

them to the exact location of the patient.

6) Use the nearest AED.

***Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.**

- a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware if you will need to press the shock button or if it will deliver automatically.
- b. Minimize interruptions of compressions when placing AED pads to the patient's bare chest.
- c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compression to avoid fatigue.
- d. Do not remove AED pads even if the patient regains consciousness - the pads should be left in place until handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
- e. If the AED is used be sure to have a plan to download the data, store the data, and deliver to the patient's cardiology care team.

7) Transition care to EMS.

- a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
- b. Team focus should now be on assisting EMS safely out of the building/parking lot.
- c. Provide EMS a copy of the patient's emergency information sheet.

8) Action to be taken by Office / Administrative Staff.

- a. Confirm the exact location and the condition of the patient.
- b. Activate the Cardiac Emergency Response Team and give the exact location.
- c. Confirm that the Cardiac Emergency Response Team has responded.
- d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- e. Assign a staff member to direct EMS to the scene.
- f. Perform "Crowd Control" – directing others away from the scene.
- g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, leadership, sports facilities manager, etc.
- h. Plan for ongoing coverage following an emergency response in case a subsequent event occurs.

- i. Consider having the people (e.g., staff, students) stay in place (e.g., delaying class changes or hallway traffic, services provided, dismissal, recess, or other changes) to facilitate CPR and EMS functions.
- j. Designate people to cover the duties of the CPR responders.
- k. Copy the patient's emergency information for EMS.
- l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule or services.
- n. Contact organization leadership (e.g., school district administration), human resources and/or other facility management (e.g., sports facility management).

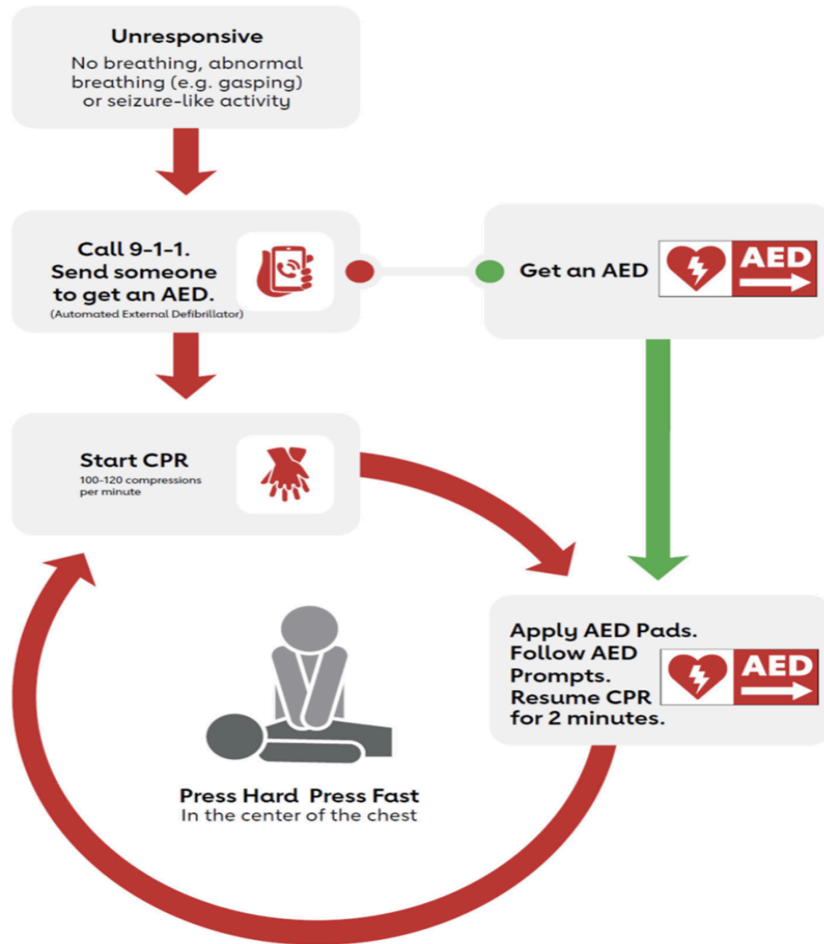
9) Debrief

- a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the organization's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including crisis counselors. **IMPORTANT:** This is a resource document intended for use in formulating a plan for adoption by organizations, schools, school districts, sports facilities or workplaces. Medical and legal counsel for the organization should review this Plan before implementation. It is the responsibility of the organization to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state, and federal law.

- [VIKING CERP](#)
- [SPAULDING CERP](#)
- [RIVER TRAIL CERP](#)
- [PRAIRIE TRAIL CERP](#)

Act Now. Save a Life.

Follow these steps to take action.



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PANDEMIC ILLNESS

The Illinois Department of Public Health, Lake County Health Department and the Centers for Disease Control and Prevention don't recommend school closures based on a confirmed or suspected case of Influenza, unless otherwise directed by the CDC. The school district will adhere to the CDC / IDPH recommendations should a pandemic illness occur in regards to the protocols that need to be enforced.

The following points are the most current recommendations from the Centers for Disease Control:

- School closure is NOT advised unless there is a magnitude of faculty or student absenteeism that interferes with the school's ability to function or an emergency declaration has been made by the Governor of Illinois to close schools.
- Students, faculty and staff with influenza-like symptoms are advised to stay home. It is recommended you take a COVID-19 test and/or see your physician.
 - Fever
 - Sore throat
 - Cough
 - Stuffy or runny nose
 - Body aches that cannot be explained by other reasons
 - Headache that cannot be explained by other reasons
 - Chills
 - Tiredness
 - Diarrhea and/or vomiting
 - Loss of taste or smell
 - Chest congestion and/or pressure
- Parents and guardians should monitor school-age children. Faculty and staff should self-monitor for influenza-like symptoms.
- School administrators or school nurses should communicate regularly with local public health officials for guidance in reporting influenza like illnesses in the school.
- Schools should focus on educational activities aimed at promoting educational activities to help reduce the spreading of influenza, including hand washing hygiene and proper cough etiquette.

Emergency Procedure for Pandemic Illness

- The Administration provides staff with accurate, timely information.
- Information is communicated to parents, through letters, e-mail, and/or automated phone systems in both English and Spanish.
- Collaborate with the Lake County Health Department and Center for Disease Control and Prevention to develop timely and relevant communications.
- Monitor attendance rates at all times.
- Building(s) will be cleaned as recommended by the Health Department and follow State Guidelines.

Roles and Responsibilities:

Superintendent

- Maintain Contact with the Lake County Health Department/IDPH/CDC
- Maintain Contact with families and staff
- Communicate, as needed, with the local media

Director of Pupil Services

- Meet with the Incident Command Team
- Monitor status of pandemic/outbreak
- Maintain daily contact with school nurses
- Assist building administration with building level meetings or other needs
- Maintain contact with Lake County Crisis Team and/or surrounding school districts
- Provide information to staff, students, and families regarding individual prevention measures, community/school plans, and the current outbreak/pandemic flu information.

Principal

- Maintain daily contact with school nurse and secretarial staff
- Monitor attendance on a daily basis for more than 10% absence rate(s).
- Provide staff with accurate information

School Nurse(s)

- Identification of students and staff who are symptomatic
- Isolate students/staff who are symptomatic while they are present in the building
- Students with special health conditions will be given masks or sent home if necessary.
- Complete the daily/weekly influenza census as specified by the Lake County Health Department.
- Educate students, staff, and parents regarding everyday preventive actions and the symptoms and the need to remain at home.

School Secretaries

- Keep a detailed daily attendance that accurately reports those students who are out ill with influenza symptoms and any other contagious symptoms. All specific attendance and illness information should be entered into the student information system.
- Encourage all students, staff, and parents who are symptomatic to stay home.

Additional Information:

- Centers for Disease Control: <http://www.cdc.gov>
- Lake County Health Department: <http://www.lakecountyil.gov/health/default.htm>
- Illinois Department of Public Health: <http://www.idph.state.il.us/>
- World Health Organization: <http://www.who.int/en/>
- Illinois Department of Public Health: (217) 782-4977 <https://dph.illinois.gov/>
- Lake County Communicable Disease Department: (847) 377-8130 [Communicable Disease \(CD\) Program | Lake County, IL](#)

SPAULDING EVACUATION / RELOCATION PLAN

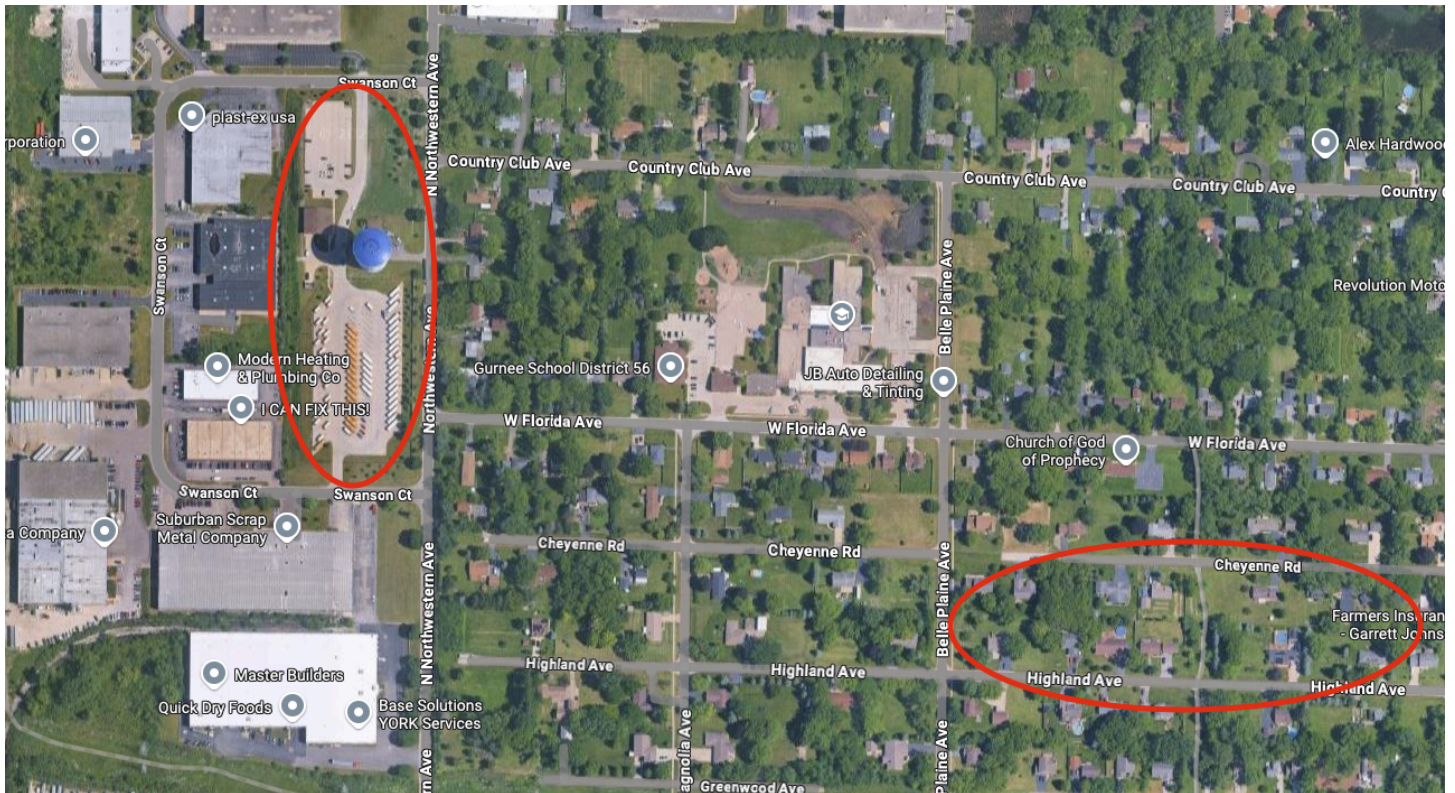
PRIMARY WEST: DISTRICT 56 TRANSPORTATION CENTER
3701 SWANSON COURT
GURNEE, IL 60031

THE BUILDING WILL NOT HOLD ALL THE STUDENTS, BUT THE PARKING LOT IS SECURE AND BUSES COULD BE UTILIZED FOR SHELTER IN CASE OF BAD WEATHER.

SECONDARY WEST: DISTRICT OFFICE
3706 FLORIDA AVE
GURNEE, IL

THE BUILDING WILL NOT HOLD ALL THE STUDENTS, BUT THE STUDENTS AND STAFF COULD SHELTER ON THE WEST SIDE OF THE BUILDING. YOU COULD ALSO SPLIT THE GRADE LEVELS BETWEEN THE DO AND THE TRANSPORTATION DEPT. THEY SHOULD BE ABLE TO HOUSE EVERYONE THAT WAY.

BUS STAGING SPAULDING



RELOCATION SPAULDING



VIKING MIDDLE SCHOOL BUILDING EVACUATIONS / RELOCATION

PRIMARY SOUTH: VIKING HALL

4374 OLD GRAND AVENUE
GURNEE, IL 60031
847-623-7788

PRIMARY SOUTH: GURNEE COMMUNITY CHURCH

4555 OLD GRAND AVENUE
847-336-2392 (OFFICE) (CLOSES AT 12:30 P.M. M–F)
224-627-6773 (ADMIN CELL)
847-309-6396 (PASTOR STEVENS' CELL PHONE)

IF THE EVACUATION IS AFTER 12:30 P.M., THE DOOR ON THE SOUTH SIDE OF THE BUILDING WILL BE USED TO GAIN ENTRY. SOMEONE WILL ENTER THAT DOOR AND OPEN SANCTUARY DOORS.

RELOCATION VIKING



BUS STAGING VIKING



PRAIRIE TRAIL BUILDING EVACUATION / RELOCATION

EAST: TAKE TRAIL TO THE CAMBRIDGE NEIGHBORHOOD NEXT DOOR AND GO TO THE PARK ON CASTLEFORD LANE

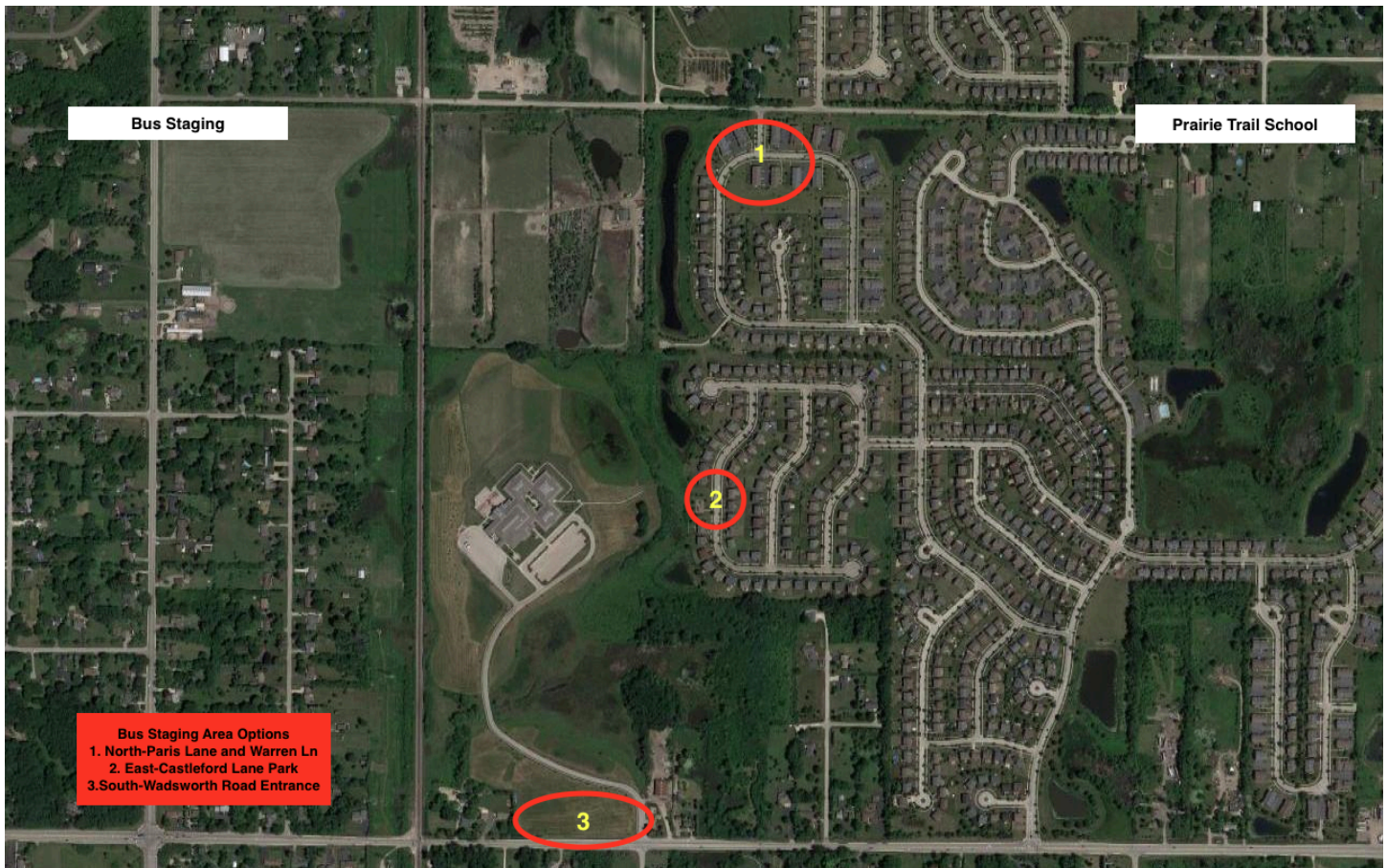
SOUTH: TAKE SIDEWALK ALONG ENTRANCE ROAD TO WADSWORTH ROAD GRASSY AREA

WEST: HIDE BEHIND THE SOLAR FIELD

RELOCATION PRAIRIE TRAIL



BUS STAGING PRAIRIE TRAIL



River Trail School Building Evacuation / Relocation

South: WTHS O'Plaine Campus
500 N. O'Plaine Road
847-662-1400

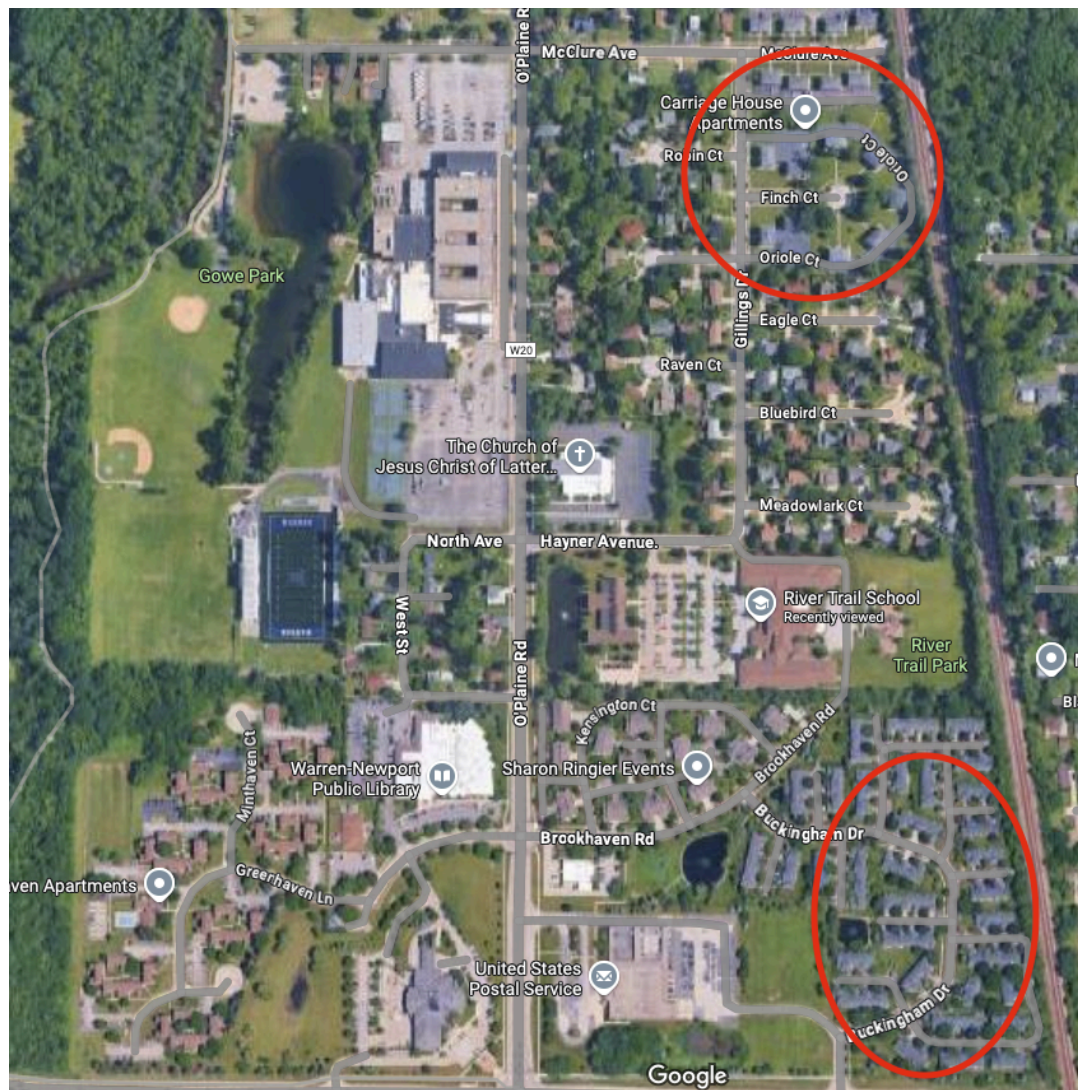
North: Gurnee Community Church
4555 Old Grand Avenue
847-336-2393 (office)(closes at 1230 M-F)
224-627-6773 Admin cell
847-309-6396 Pastor Stevens cell phone
If the evacuation is after 1230 pm, the door on the south side of the building will be used to gain entry. Someone will enter the door and then open the sanctuary doors.

Northeast: take Brookhaven Road to Buckingham Drive to the field near Washington Street (East of Post Office)

RELOCATION RIVER TRAIL



BUS STAGING RIVER TRAIL



APPENDICES

APPENDIX A - Student/Family Reunification

The Incident Command Team is responsible for supervising the reunification site and the releasing of students to their parents/guardians.

Oversee location where students will be transported or assembled.

Attend to student needs

Reunite students with their parents or guardians in an efficient and orderly manner.

Materials Needed:

- Walkie-Talkie Radios
- Cell Phones
- Clipboards
- Paper
- Pens
- Highlighters
- Yellow Caution tape or barriers of some kind
- Evacuation Kit
 - a. Medical supplies including extra inhalers, glucose tablets, epi-pens, etc.
 - b. Student rosters and information sheets
 - c. Staff rosters and information sheets
 - d. Student Emergency Medical Cards
 - e. Multiple copies of the Student Release Form
 - f. Take building designated AED and undesignated Narcan

Double Gate System: The reunification team will be using the double gate system. Staff will be located in two areas. The first area, the “holding area,” will be where students can wait for their parents. The second area will include both the “report point” where adult caregivers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another.

Holding Area Operation: Designated staff will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians and their contact numbers. They will also have the absentee lists from the school(s) involved. Staff will call all those parents/guardians who have not yet picked up their child(ren). If the parent cannot be reached, the emergency contact numbers should be used. If no one can be reached and the student is of an age to stay at home alone, they will be transported home by school personnel. The police department will be utilized if need be for students whose parents cannot be reached over an extended period of time.

Release Point Operation: When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver’s license or other government/work photo identification). When the staff

member confirms the parent's/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on the Student Release Form and the student(s) are released.

If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by district social workers/psychologists.

In the event that someone other than the parent/guardian is sent to pick up a child the staff member should access the contact information to see if the person has the authority to pick up the child. If their name is not listed a call should be placed to the parent/guardian asking for their permission to release the child to this adult. If the parent is unreachable, the adult will be notified that we cannot release the child without permission from the parent/guardian.

Notification Room Operations: Members of the Mental Health Team (school social workers, psychologists, other mental health professionals) will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, missing, etc. The staff member will:

- ☐ Provide available information regarding the child(ren) in a sensitive way.
- ☐ Assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- ☐ Inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
- ☐ Assist the parent/guardian with their trauma.
- ☐ Make available to the parent/guardian means for communicating with other family members and supporters.
- ☐ Shelter the parent/guardian from media representatives.

Student/Parent Reunification System

*For additional information on the specific details of the reunification process please see this [LINK](#)

The adult picking up a student will report to the "Adult Report Point" where two or more staff members will be posted. The Student/Family Reunification Team will post signs and Security Team Members will be stationed to assist adults in finding their way. Two or more members of the Student/Family Reunification Team who are working the report point will greet the adults. The Team Members will provide the adult with a copy of the "Student Release Form", asking the adult to complete the first section. A Team Member will then confirm the identity of the adult utilizing a government or other form of photo identification (driver's license, military ID, passport, etc.) and confirm that the adult is listed on the emergency contact information for the student as being authorized to pick up the student. A Team Member will then complete section two of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The adult will be asked to step over to the "Student

Release Point” and wait for the Runner to return. (These two areas can be combined if there is not enough staff)

In the event that someone other than the parent/guardian is sent to pick up a child the staff member should access the contact information to see if the person has the authority to pick up the child. If they are listed as a school contact the form should be filled out and sent with the runner. If their name is not listed, a call should be placed to the parent/guardian asking for their permission to release the child to this adult. If the parent/guardian is unreachable the adult should be notified we cannot release the child to them until we can contact the parent/guardian.

The Runner will deliver the “Student Release Form” to a staff member working in the “Student Holding Area”. If the student is in the “Student Holding Area” the staff member will have the student report to them. They will record on a roster they maintain that the student has been released from the holding area, check off the “Sent with Runner” entry in the third section of the “Student Release Form” and send the student and the form with the Runner to the “Student Release Point”. If the student was absent from school that day, is being attended to in the First Aid Station, or is missing, the staff member will note this on the “Student Release Form” and send it to the Student Release Area with the Runner.

When the Runner delivers the “Student Release Form” and the student (if available) to the Team Members in the “Student Release Point,” the Team Member will find the adult picking up the child. The adult’s identification will again be confirmed and the adult will then sign for the student and depart the area with the student. If, however, the adult must be notified that the student is not available for pickup, a Team Member will link the adult with a Social Worker or Psychologist, who will make the notification privately based on the information provided in the third section of the “Student Release Form”. The Social Worker will be responsible for helping the adult and finding answers to the resulting questions.

APPENDIX B - OTHER CRISIS PROCEDURES

School Bus Accidents

Transportation Bus Emergency Numbers

Steve Kirwan, Director of Transportation
Office: 847/336-8997

Veronica Herrera, Administrative Assistant to the Director of Transportation
Office: 847/336-8997

Dr. Luis Correa, Superintendent
Office: 847/336-0800

Mrs. Rachel Solomon, Director of Pupil Services
Office: 847/336-0800

1. Upon notification of a bus accident by the bus driver and/or Police or Fire personnel the Director of Transportation will go to the site of the accident. He will then determine the category of the accident.

Category A bus accident – significant injuries present in one or more children or there is a documented mechanism of injury that can reasonably be expected to cause significant injuries.

Category B bus accident – minor injuries present in one or more children and no documented mechanism of injury that could reasonably be expected to cause significant injuries. Uninjured children may also be present.

Category C bus accident – no injuries present in any children and no obvious mechanism of injury present.

(Mechanism of injury - the circumstance in which an injury occurs, for example, sudden deceleration, wounding by a projectile, or crushing by a heavy object.)

2. The Superintendent or Designee is notified of the bus accident and its category and verifies information through the police or other sources.
3. The School Administrator is notified of the bus accident by the Transportation Department.
4. The Superintendent notifies other appropriate District 56 personnel.

5. In the case of a category B or C accident, all students should remain on the bus until a building administrator arrives.
6. The building principal or designee and a second administrator, assigned by the building principal, go to the scene of the accident. The second administrator should be one of the personnel listed below:
 - a. First Choice – Director of Business
 - b. Second Choice – Director of Pupil Services
 - c. Third Choice – School Administrator from another building
7. The building administrator should come to the scene of the accident with the transportation radio, the Student Release Forms as part of the SRP and access to the Skyward Student Management System or another way to access student information.
8. A message will be sent out by the District Office, using *School Messenger*, to the families of the students on the bus in both English and Spanish. This message will contain such information:
 - a. Nature of the phone call
 - b. A number to call with questions or concerns
 - c. The district's desire that parents refrain from coming to the scene of the accident
 - d. Estimated time students will be expected home or to school
9. The Superintendent notifies the Board of Education.
10. The bus driver will take attendance of the students on the bus at the time of the accident.
11. When the administrators arrive at the scene of the accident they will check the attendance sheet in order to confirm the presence of the students on the bus at the time of the accident.
12. In the case of a Category A bus accident, all children involved will be transported to the hospital. A Gurnee School District 56 administrator will accompany the students to the hospital.
13. In the case of a Category B or C bus accident, students will be assessed by paramedics and treated and transported as required.
14. Uninjured students will be kept on the bus or safely transferred to another bus, if necessary, and taken home or to school as appropriate.
15. The on-site administrator will use the transportation radio or the radio on the bus to keep in contact with transportation.

16. If parents arrive at the scene of the accident:

- a. The parent(s) will be informed the priority is to get the bus back on the road. Once the bus is dismissed they will be able to take their child home.
- b. An administrator will take note of the children who are to be taken home by their parents, so they know whom to remove before dismissing the bus.
- c. The administrator will continue their duties to the students and the bus.
- d. Once the bus is ready to leave, the students on the list are removed and the bus is released.
- e. The responsibility of the remaining students will be transferred to the parent/adult once the identity of this person has been established, and we've verified that we have permission to release the child to this adult.
- f. The parent will be required to sign their child out using the Student Release Form in the SRP.