

JENNINGS SCHOOL DISTRICT



Student Safety and Emergency Readiness Handbook



Rising Together

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A. DISTRICT POLICY – EMERGENCY PLANS/DRILLS



The superintendent or designee has the responsibility for developing and maintaining the district's student safety and emergency readiness plans. The district will supply the schools with safety equipment and train the staff on emergency preparedness. Certain operational guidelines and policies will be closed to the public when they are developed, adopted or maintained by the district in its capacity as an entity responsible for law enforcement, public safety, first response or public health for use in responding to or preventing any critical

incident. Public interest is in favor of nondisclosure of such incidents since disclosure would impair the district's ability to protect the safety or health of persons.

Emergency Drills

Emergency readiness drills (fire, severe weather, tornado, earthquake, bomb threat, lockdown, shelter-in-place, and evacuation) will be developed by the superintendent or designee in cooperation with the building principals. A sufficient number of drills will be conducted in each building to give instruction and practice in proper actions by staff and students. Emergency exiting procedures will be posted near the door in each instructional area. Instruction in fire drills shall be given early in the school year, and drills shall be held regularly throughout the year.

The decision to call for and execute drills will be the responsibility of the superintendent and/or the building principal. The district will cooperate and coordinate drills with other community agencies such as the fire department, law enforcement officials, emergency medical services and local emergency planning committees.

District Emergency Plans

It shall be the responsibility of the building principal, in cooperation with the appropriate emergency preparedness officials, to determine shelter areas in the school building or outside that are best suited for the protection of students from severe storms, tornadoes or other emergencies, as well as the safest routes to reach those areas. In addition, the district will work with emergency preparedness officials to address off-site emergencies that may occur, such as accidents/emergencies during fieldtrips.

Students and staff members may be retained for safety reasons at the school buildings or another safe place during actual emergency conditions. The district plan will include information on communicating with parents and instructions on how parents will locate their students in an emergency.

During actual emergency conditions, emergency personnel and emergency vehicles will have priority near the schools.

Earthquake Preparedness Disaster Plans and Drills

In accordance with law, the superintendent or designee, cooperating with building principals, shall develop and implement a district-wide school building disaster plan, in order to protect students and staff before, during and after an earthquake. The plan will be designed specifically to minimize the danger to students, staff and district property as a result of an earthquake and will be ready for implementation at any time. The superintendent or designee will request assistance with developing and establishing the earthquake emergency procedure system from the State Emergency Management Agency (SEMA) and any local emergency management agency located within district boundaries.

An emergency exercise will be held at least twice each school year that will require students and staff to simulate earthquake emergency conditions and practice the procedures that are to be implemented under such conditions.

The superintendent shall develop a program that ensures that all students and staff of the district are aware of and properly trained in the earthquake emergency procedure system. This emergency procedure system shall be available for public inspection at the district office during normal business hours.

Community Emergency Plan

As a part of the district's emergency preparedness plan, the Board directs the superintendent or designee, to execute the use of school resources, including school facilities, commodity foods, school transportation and equipment if a natural disaster or other community emergency occurs. The superintendent or other designated school official will approve the use of school resources to provide relief to the community if an emergency occurs. The use of school resources under this section shall be subject to review by the Board within 30 days of authorization or as soon as reasonably possible.

B. HOW TO USE THIS GUIDE



This emergency procedures guide has been prepared to help school staff in the effective management of emergency situations. For the most effective use of this guide in an emergency, refer to the specific area of emergency (i.e., earthquake, intruder, etc.), and then to the General Emergency Checklist to help guide your response.

Media guidelines and telephone numbers for administration/emergency response agencies are located at the back of this guide. In each specific emergency, all media calls are referred to the public relations office. In many emergencies, however, the media will arrive on the scene without notice. When this occurs, designate a place for the media to gather outside the building and out of the way of emergency operations. Call public relations immediately to the scene.

A copy of this guide should be placed in every classroom, gym, cafeteria, office and other prominent locations. The information in this guide has been tailored to fit the needs of buildings in the Jennings School District. This guide is a product of Jennings' student safety procedures and emergency readiness/response plans developed by the School Safety Committee and approved by the Board of Education.

This guide is intended to serve as a reference for educators, administrators, students and staff and does not replace common sense, sound judgment and prudent actions in response to emergency situations.

C. TERMINOLOGY

School Crisis Response Team--Local school administrators and building personnel assigned coordinating tasks for emergencies.



District Crisis Response Team--Superintendent, school safety officer, public relations director, assistants to the superintendent and other administrators as needed.

District Crisis Counseling Team--District counseling and school social work staff members who provide crisis recovery.

Incident Commander (IC)*--Person in charge; usually the principal or person identified in chain of command if principal is unavailable.

Command Post*--The place from which the IC constantly manages the emergency. The IC remains at the command post unless delegating someone to take over. The IC constantly assesses the situation and determines resources and strategies to handle the incident.

Evacuation--Whenever the emergency is such that students and staff need to leave the building for their own safety. Evacuation plan for fire will be followed unless directed otherwise.

Reunification--Getting students reunited with parents in an orderly fashion. A *Parent Request Gate* and a *Student Release Gate* will usually be established.

Shelter-in-Place*/Lock Down--The purpose of “shelter-in-place” is to move students away from view through doors or windows. Classroom doors are closed and locked if possible. Students are sitting on the floor of an internal wall of the classroom so the room appears empty from the doorway or windows.

Functional Areas*

- **Search and Rescue**--Individuals responsible for determining the building’s safety.
- **Medical Assist**--Nurse.
- **Student Care**--Teachers take student roll and provide protection from weather, sanitation needs, food, water, etc.
- **Reunification**--Getting students reunited with parents in an orderly fashion.

“Please Send Clarence to the Office For a Cleanup.”--If you hear this on the PA, this means there is an intruder in the building but there is no reason to believe we are in immediate danger. If there is reason to believe it is a dangerous situation, specific information will be given by PA when possible. See directions that follow later.

Green/Red Notification Cards

- **Green Card** held up by teacher/staff or left in area by classroom that is visible by passers-by means that all are safe.
- **Red Card** held up by teacher/staff or left in an area that is visible by passers-by indicates there is an immediate need for attention to that classroom or in the area where the class of students is located, i.e., student on roster but not with group, student left in classroom, intruder or unsafe behavior is happening in classroom, etc.

* *Common Terminology used by police, fire, EMS. The use of these terms can help interface with emergency response agencies.*

D. GENERAL EMERGENCY CHECKLIST



WHAT TO DO FIRST

The principal or site administrator is the incident commander in an emergency and is responsible for the overall management and control of the operations, including the completion or delegation of the following tasks as the situation warrants:

1) Coordinate communications:

- Call the building administrator.
- Call the school security. The building administrator will call or designate someone to call 911.

- Call the superintendent's office at (314) 653-8003 or 8001.
- Call safety and security coordinator (314) 574-0508.
- Arrange extra security.
- Refer media calls to the superintendent's office at (314) 653-8003. If the media arrives at the scene, designate a media area out of the way of emergency operations and call the superintendent's office.
- Line up extra telephone support and brief on how to respond.
- Coordinate with the superintendent's office to prepare a written paragraph or statement of facts that can be used by the secretary, receptionist or switchboard operator to address calls from parents, staff and the community.
- Instruct phone operator to stick to the facts on the sheet and not speculate. If pressed, this person should simply tell callers that this is all the information he/she has at this time.
- Line up cell phones and two-way radios as needed.
- Set up system to update superintendent's office.
- Work with superintendent's office to identify information to be released to the media. (See media form in section titled, "Resources.")
- Communicate with staff (staff meeting).
- Communicate with parents when appropriate.
- Parent response supervision--designate a staff member responsible for establishing and supervising an area for parents, guardians and concerned citizens who arrive at the scene.
- When needed, set up a Parent Request Area, a Parent Release Area and initiate the use of the Student Release Form.

2) Information gathering:

- Get firsthand factual information from the scene, the victim, the witness or perpetrator.
- Gather all facts and prepare talking points to address staff and parents.
- Prepare written statements that can be handed out to staff and parents.
- Get someone in touch with affected families at home and/or hospital.

3) Liaison with emergency response agencies:

- Serve as strategic point of contact with emergency response agencies to direct them where they are needed and respond to their needs and directives.
- Serve as liaison in Emergency Operation Center (EOC.)
- Second liaison will communicate with the liaison at the EOC.

4) Student/staff evacuation (if warranted):

- Identify student assembly area.

- First-aid area (easy access for EMS but not high visibility area.) Separate physically injured from psychologically traumatized.
- Morgue area.
- Parent Request Area clearly posted for parents where they can request release of their students.
- Parent Release Area separate from but in sight of Parent Request Area (see form in “Resources” section) where parents can pick up their students.
- Sanitation areas.
- Traffic control.
- Media center.

5) Coordinate building-level Crisis Response Team:

The principal/site coordinator should coordinate the following building-level Crisis Response Team members (please refer to the Crisis Response and Recovery Section for complete duties of each member):

- **Incident Commander**--Principal or designee.
- **Crisis Manager**--Person responsible for coordination/provision of psychological first-aid to staff, students and others affected.
- **Communications Manager**--The building level information officer for the Crisis Response Team, staff, students and parents.
- **Traffic Manager**--Person who secures the exits/entrances and monitors flow of traffic throughout the building
- **Resource Manager**--Person who coordinates access to all supplies, meeting/waiting rooms, etc.

6) Coordinate other staff responsibilities:

The principal or designee should direct all staff members in these areas of responsibility:

- **Teaching Staff**--Responsible for security of students and evacuation when necessary. Student attendance should be monitored continually during any crisis situation. Administrative staff should be notified of missing students immediately. Monitor safety and well-being of students. Provide water, food and sanitation area when necessary. Keep students reassured. Initiate activities. If evacuating, verify that assembly area and routes to it are safe.
- **Nursing Staff**--Responsible for first response first aid for victims.
- **Security Staff**--Responsible for the immediate security of the scene, investigation, gathering of factual information and other emergency facility operations.
- **Facilities Staff**
 - **Logistics**--Procurement of necessary equipment, supplies and other support as required for response and recovery efforts.
 - **Damage Assessment**--Conduct facilities damage assessment and coordinate immediate repairs, etc.
 - **Facility Recovery**--Conduct clean-up operation and restoration of physical facility operations.

7) Debrief as often as possible on effectiveness of response.

8) Schedule food, rest periods and relief for 18-hour days.

BUILDING LEVEL CRISIS MANAGEMENT PLAN AND CHECKLIST

- **1. Notify 911**, your school resource officer or other authorities (if necessary.) Be aware that civil authorities will assume control of the crisis upon arriving at the scene but the principal or designee is still responsible for the building.

- **2. Notify the superintendent** at (314) 653-8003. The superintendent will notify the Board of Education and any district administrators who are needed at the scene.
- **3. Determine the facts surrounding the crisis:**
 - Who is involved?
 - When, where, and what happened?
 - What caused the crisis?
 - What is the status of the situation?
 - How many students have been or will be impacted?
- **4. Determine level of response required and implement procedures in your building's Emergency Procedures Reference Guide including notifying the Building-Level Crisis Team. Can site resources manage the crisis or will assistance from the Jennings School District Crisis Intervention Team be needed?**
- **5. Notify other school sites that could be affected by the crisis. (Schools geographically nearby or schools with siblings, spouses, etc.)**
- **6. Designate an area where the media can wait for information should they begin arriving on the scene.**
- **7. Determine what information is to be shared with students, staff, parents/community and the media.**
- **8. Determine how the information is to be shared:**
 - Written bulletins/letters.
 - Classroom presentations/discussions.
 - Parent/community meetings.
 - E-mail.
 - Phone calls and/or phone chains.
 - Assemblies.
 - Press conference.
 - Posted on the district/school's website.
- **9. Notify other support services if special arrangements need to be made:**
 - Facilities.
 - Food service.
 - Alternative communication needs.
 - First Student Bus Company.
- **10. Hold a staff meeting:**
 - Review facts of the crisis and discuss plans for intervention.
 - Be aware of staff needs (i.e., telephoning family members, babysitting arrangements, counseling needs, etc.)
- **11. Building-level crisis manager initiates the counseling referral process:**
 - Make referral forms available to staff.
 - Designate who will maintain and coordinate the referral list.
 - Designate interview/counseling locations.
- **12. Establish a sign-in and message center for Crisis Intervention Team members not normally assigned to the school:**
 - Set up a sign-in/sign-out system.
 - Set up a message board.
 - Give each member of the Crisis Team an ID badge so the individual is easily identified.

- 13. Establish a sign-out center for students and parents.**
- 14. Seal off high-risk area(s).**
- 15. Preserve evidence. Keep detailed notes of incident.**
- 16. In the event of a student's death:**
 - Do not immediately delete the student's name from any computer records.
 - Be sure no one calls home reporting the student's absence.
 - Wait before emptying the student's desk or locker.
 - Make arrangements for flags to be flown at half-staff.
- 17. Debrief your staff at the end of the day:**
 - Update staff with new information as necessary.
 - Review the intervention process.
 - Review the status of referrals.
 - Prioritize needs and plan follow-up actions.
 - Provide mutual support.

CRISIS CHECKLIST FOR CLASSROOM TEACHERS

- 1. Stay in room or evacuate as advised by the person in charge.**
- 2. Immediately account for all students by taking a roll count; be in possession of your class roster and Emergency Procedures Reference Guide at all times.**
- 3. Communicate status and roll count of students to person in charge as soon as it is safe to do so.**
- 4. Take protective action if building is threatened:**
 - Keep children away from windows and outside walls.
 - Take shelter under desks, tables and heavy furniture.
 - Move children away from light fixtures and other suspended objects.
 - Turn off any electrical or gas-operated appliances.
 - Be alert to any developing threats such as broken water pipes or electrical wires.
 - Follow classroom/building lock-down procedures when and if directed.
- 5. Follow proper evacuation plans when and if advised to do so.**
- 6. Always keep students together.**
- 7. Refer media to official district spokesperson.**
- 8. Warn students, *if advised*.**
- 9. Keep detailed notes of incident.**

CRISIS CHECKLIST FOR CUSTODIANS

- 1. Cut off utilities at the direction of the person in charge.**
- 2. Do not reconnect utilities without the assistance of maintenance personnel.**
- 3. Assess damage and be prepared to give a report to maintenance.**
- 4. Carry out other procedures specific to designated building depending on the type of emergency.**

CRISIS COUNSELORS

Planning:

- Maintain a list of school and community resources for psychological/stress/trauma assistance and contact these agencies as needed.
- Assist the district counseling department in the development of a crisis response and debriefing plan.
- Provide opportunities for counselor/social work staff to obtain training to enhance crisis counseling skills.
- Meet at least semi-annually with members of the Crisis Response Team to review plan.
- Meet at least semi-annually with alternate to review plan and job description.

Crisis:

- Coordinate the provision of psychological first aid to affected students and staff.
- Work cooperatively with the safety and security officer and/or building principal to coordinate a team of additional trained “crisis” counselors. Aid is rendered immediately and until such time as the severity of the response is under control. Then students and their families (and staff if needed) are channeled to other support personnel.
- **Is aware that parents, staff and students may be candidates for services** of the crisis counselors. An entire classroom may need short-term intervention by one or more counselors just to restore a reasonable level of functioning. An individual or group still in need may be added to an ongoing support meeting or small group discussion.
- Follow the Jennings School District **Debriefing Plan**.
- Provide assistance to the principal as needed in the notification of family members or in responding to parent and community concerns regarding the incident and the psychological welfare of students and staff.
- Identify any **siblings** in the school district of students involved in the incident. Assign counselor immediately to these students. Identify **students who witnessed the incident** and **close friends** of victims or those involved in the incident.

E. PUBLIC INFORMATION/MEDIA PLAN

*** ALL STAFF MUST REFER ALL MEDIA TO THE OFFICE OF THE SUPERINTENDENT***

F. SERIOUS INJURY OR DEATH

Definition:

Emergency situation where a student, staff member, parent or volunteer is critically injured requiring hospitalization or dies. Situation may take place on school grounds or off school grounds.

Signals:

If immediate safety of others is in question, use public address system or other alarm, as appropriate. If not, information may be sent via e-mail to staff members to share with students in their classrooms. A letter should be sent home to parents, as appropriate.

Steps of action:

- ❑ Call 911 as appropriate.
- ❑ If on school grounds or at a school-related event (after school or field trip), evaluate the scene to determine if it is safe, number of victims and what caused the incident. Determine what happened, who was involved and what information can be shared. Work with police, as appropriate, to gather information.
- ❑ Evaluate injuries and coordinate first aid as necessary. Enlist assistance of nurse or others trained in CPR/first aid.
- ❑ Call the superintendent's office at (314) 653-8003.

- ❑ Notify any schools with siblings of those involved, as well as schools previously attended by the victim(s).
- ❑ Work with associate superintendent to initiate counseling services for students and staff members. If necessary, activate/notify NOVA (National Organization of Victims Assistance) team members trained in crisis management through Red Cross to assist counselors. Offer substitute relief for staff who need time away to cope or speak to counselor.
- ❑ Ask staff to be vigilant about recognizing and referring students who need extra support.
- ❑ Offer voluntary counseling for counselors and others more heavily on the front line. Determine best timing for this based on individual needs (some need it immediately, others need time and distance.)
- ❑ Work with community relations to provide statements for staff to read to students. Update information to provide as needed. Use e-mail to disseminate the messages quickly, but principals will need to make PA announcement or communicate in some other way (i.e., messenger) to make sure all staff read the message and make announcements at the same time. Emphasize what cannot be shared due to confidentiality laws.
- ❑ Hold emergency faculty meeting to disseminate information as needed; provide teachers with strategies for dealing with hurtful talk among students.
- ❑ Check with the family of the victim to determine if they want a photo released or not by the district (courtesy.)
- ❑ Hold a moment of silence in honor of the person who passed away.
- ❑ Appropriate administrators should visit the hospital or attend funeral visitation and offer support to the family.
- ❑ If the event receives a lot of media attention, determine whether to turn TVs on or keep them off.
- ❑ Work with public relations to communicate with parents as soon as possible. Provide resources to parents on how to help their children cope with the tragedy.
- ❑ If another student has been involved as the cause of the incident, determine what support to give that student's family and friends of the student. Address any concerns that may arise and consider needs of any siblings in other Jennings' schools.
- ❑ Debrief after the incident.
- ❑ Follow-up with the family of the victim(s) and discuss memorials or other needs after allowing the family some time to process.

G. AFTER-SCHOOL EVENT

Definition:

Emergencies that occur after school during a school-sponsored event; includes personal injury, illness, accidents, suspected criminal activity and other incidents which pose an immediate threat to personal



safety. The administrator or faculty member in charge has the responsibility for complying with the steps outlined. If additional faculty and staff are available, they may be assigned one or more of the duties.

After-school event pre-planning:

- Arrange for on-site security and/or police officers for after-school spectator events.
- Arrange for on-site EMS personnel for athletic events that have an increased potential for injuries.
- Ensure that communications equipment is available and in working order (i.e., public address systems, portable two-way radios, cellular phones, etc.)
- Ensure adequate staffing for the event.

Note: *In the event that the school facility has been rented for an event, ensure that all safety criteria have been referenced and the agreement required by the district has been signed.*

Steps of action for after-school event:

- Provide necessary first aid.
- If school nurse or other emergency assistance is not immediately available, call 911.
- Communicate with parents of involved students as soon as possible.
- In the event of a tornado warning, custodians on duty during after-school hours will direct visitors in the building to safe locations to take shelter. The custodian will notify visitors when it is safe to move from the sheltered areas and resume normal business.
- Secure immediate area if criminal activity is suspected and notify the police. Assess extent of situation and identify witnesses.
- Restore calm among students and others in attendance.
- Assist emergency response officials as needed.
- Notify administrative staff through district's emergency number service (shown below) and call superintendent's office at (314) 653-8003.
- Contact the superintendent or public relations for handling of media calls.

H. BOMB THREAT

Definition:

An explosive device either present or alleged to be present in the school or on the premises which may or may not have exploded.

Signals:

Normal fire alarm procedures will be used unless special instructions are announced.

In the event of a bomb threat to the school or facility:

Staff Actions

The person receiving the call should make every attempt to:

- Prolong the conversation as much as possible.
- Identify background noises & voice characteristics.
- Engage the caller to give description of bomb, where it is, and when it is due to explode.

- Determine the caller’s knowledge of the facility.
- AVOID HANGING UP THE PHONE (Use another phone to call authorities.)
- Alert the principal or person in charge (without hanging up.)

Principal

- Call 911 and District Support Team.
- Using standard procedures, the designated person in charge needs to make a decision on whether to evacuate the building or to stay inside. **Note:** If an evacuation response is initiated, modify evacuation routes if necessary based on possible location of bomb.
- If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge.
- Turn off cell phones and DO NOT transmit with radios.
- Leave the immediate environment as it is.
- Avoid altering any electrical items or systems (DO NOT turn on or off lights, DO NOT change thermostat, etc.)
- Avoid opening and closing doors.
- Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to an alternate building location.
- Check absentee list for possible clues to who might have phoned in the bomb scare.
- Follow standard student accounting and reporting procedures.
- After an “all clear” is given, return to class.

BOMB THREAT CALL CHECKLIST

Date: _____
 Time call was received: _____
 Time call ended: _____
 Caller ID on phone: _____

TRY TO KEEP THE CALLER ON THE PHONE!

Call 911

Do your best to ask the following questions to the caller:

1. When is the bomb going to explode?
2. Where is the bomb located?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you (the caller) place the bomb?
7. Why did you (the caller) place the bomb?
8. What is your name?
9. What is your address?

Gender of caller:

Male _____ Female _____

Approximate age:

Early Teens _____ Young Adult _____ Adult _____ Senior _____

Assumed race:

Caucasian _____ African American _____ Hispanic _____ Asian _____ Other _____

Caller's voice:

- Calm
- Raspy
- Distinct
- Loud
- Familiar
- Laughing
- Lisp
- Normal
- Rapid
- Nasal
- Deep Breathing
- Angry
- Deep
- Slurred
- Disguised
- Cracking Voice
- Crying
- Slow
- Soft
- Accent

If the voice is familiar, who does it sound like? _____

Background sounds:

- Street Noises
- Animal Noises
- Local
- House Noises
- Voices
- Long Distance
- Factory Machinery
- Office
- Office Machinery
- Music
- PA System
- Booth
- Motor
- Static
- Other

Language:

- Well-Spoken
- Taped
- Foul
- Message Read by Threat Maker
- Incoherent
- Educated
- Irrational

Other information:

I. CHILD ABUSE AND NEGLECT



Definition:

Any significant concern about a student' safety or well-being which is the result of actions or lack of actions taken by parent or caretaker.

Crisis action:

- Individuals verbally report or cause a report to be made to child abuse/neglect within 48 hours as required by law. In addition, suspected child abuse is to be reported immediately to the school social worker, counselor, school nurse or principal. Social worker or his/her designee notifies Division of Family Services when indicated. Counselors of siblings at other district schools are notified.
- School staff should be alerted to any sign or symptom suggesting child abuse or neglect. Students should be observed for bruises, cuts, burns, welts or any strange marks on the body. Emotional and sexual abuse should not be overlooked.
- In extenuating circumstances or in severe cases where there is a question about appropriate action, contact the principal or school social worker.

Crisis follow-up:

- School social worker or counselor should remain in contact with Division of Family Services in order to respond appropriately to the situation.
- Counselor discreetly notifies appropriate staff members about the disposition of the case.
- Student is monitored by counselor and other appropriate school personnel and will receive building-level counseling when appropriate.
- Counselor notifies counselors of siblings at other school districts.

J. EARTHQUAKE

Definition:

Trembling and shaking of the building and grounds, signaling movement in the earth's crust.

Signal:

Fire alarm, PA, bullhorn. An announcement will be made regarding an earthquake alert; faculty will be ready to react upon signal. Each teacher will execute the earthquake drill procedures that you have practiced.

If indoors:

- Take protective action immediately.
- Seek shelter under tables, desks or heavy furniture.
- Keep away from windows, doors, outside walls or glass areas.
- Stay away from all bookcases and heavy cabinets.
- Cover head with coat or other protective objects to help minimize injury.
- Wait for earth to stop shaking then take a roll of students immediately.
- Be prepared to evacuate if advised to do so.
- If advised to evacuate, follow fire drill plan.

- Leave all doors open once they are opened to prevent jamming from damage.
- Be alert to any developing threats such as broken water and steam pipes or electrical wires.

If outdoors:

- Move away from building to open space.
- Avoid overhead wires and utility poles.
- Lay flat, face down and cover head. Wait for earth to stop moving.
- Keep students assembled and take roll count for students.
- Do not light fires or touch any wires.
- Do not enter the building until authorized to do so.

K. EXPLOSION

Definition:

An explosive device in the school or on the premises which has exploded.

Signals:

Fire alarm will sound. Normal fire alarm procedure will be used unless special instructions are announced.

Steps of action for explosion:

1. Determine location and extent of explosion.
2. Sound the fire alarm immediately to initiate building evacuation unless special instructions are required.
3. Call 911.
4. Call the superintendent's office.
5. Call Crisis Response Team.
6. Use the Fire Drill Plan for evacuating the building that is posted in each classroom.
 - a. Students walk out of the classroom in a quiet, orderly manner. Teacher takes class list. Classroom door is closed by last person leaving the room.
 - b. Students walk out of the designated exit in a quiet, orderly manner.
 - c. Student who reaches the outside door first, holds it open for the others.
 - d. Students must go a safe distance from the building and must not stand in any driveway or other hard-surfaced area.
 - e. Teachers are responsible for the students under their supervision and should take attendance, accounting for each child. Missing students should be reported to the principal immediately.
7. Set up Command Center.
8. Assess injuries and administer first aid as necessary.
9. Secure area until emergency response officials arrive.
10. Notify firefighters of additional hazards such as a break or suspected break in gas or electrical lines. Custodian will shut off natural gas if directed by fire department.
11. Keep access roads open for emergency vehicles.
12. School dismissal, transportation of students or other further action should be discussed with the superintendent.
13. Students and staff members will be allowed to return to the building only upon the recommendation of the fire department and at the direction of the principal.
14. Communicate with parents as appropriate as soon as possible.
15. Refer all media calls to the community relations office.

Roles:

Principal

- Determine need for building evacuation and notify staff.
- Supervise evacuation and check for injuries.
- Locate fire or police incident commander.
- Assign persons to administer first aid, if necessary, at evacuation site.
- Gather information from staff on anything suspicious.
- Keep access roads open.
- Assess need to transport students.
- Assign roles to auxiliary persons as needed.
- Communicate with parents as soon as possible.

Secretary

- Call 911.
- Call the superintendent's office.
- Refer media calls to the community relations office.
- Take student emergency card file to evacuation site.

Custodian

- Shut off natural gas and electricity if directed by the fire department.
- Report to principal.

Teacher

- Evacuate students.
- Take class list.
- Monitor student attendance during evacuation.
- Take attendance after evacuation.
- Notify principal of any missing students.
- Report suspicious devices or other information gathered during evacuation.

Staff

- Assist with evacuation.
- Check bathrooms and other areas for students and other people.
- Report to principal.

Nurse

- Provide first aid.

Counselor

- Provide psychological first aid.

L. FIRE AND NOXIOUS FUMES

Definition:

A fire or release of noxious fumes within the school building.

Signal:

- Fire Alarm

What to do:

- First person to notice smoke or a fire threat is to immediately pull the closest fire alarm. If unable to pull alarm, contact front office immediately.
- Contact 911.
- Notify administration.
- When fire alarm sounds, each area will execute the fire drill procedures that you have practiced.
- Follow classroom directions for exiting the facility.
- Close all doors behind you. *Exception would be if fire was during or caused by earthquake.*
- Stay out of the way of emergency vehicles.
- Notify firefighters of additional hazards such as a break or a suspected break in gas or electrical lines. Designated custodian will shut off natural gas if directed by the fire department.
- Take roll of students immediately after regrouping outside.
- All students are to be supervised and standing in an orderly manner.
- Once out of the building, NO ONE IS TO RETURN INTO THE BUILDING until notified all is clear.
- Refer all media calls to public relations.

Note: When elementary students are in their activity classes, the activity teacher will be responsible for them. Regular classroom teachers should make reasonable efforts to join their class keeping safety in mind.

M. HAZARDOUS MATERIAL



Definition:

The spilling of hazardous material near the school which could pose a serious threat to the safety of students and staff. Chemical accidents may originate inside or outside building. Examples include toxic leaks or spills caused by tank, truck, or railroad accidents; water treatment/waste treatment plants; industry or laboratory spills, etc.

Signals:

- Use PA system to notify staff and students of situation; or
- Send a note to all staff explaining the emergency and necessary actions--either continuing school as usual or evacuating the building.

Accidents originating outside the building:

Staff Actions

- Notify principal, team.
- Move students away from immediate vicinity of danger. (If outside, reverse evacuation.)
- Observe wind direction by observing flags or leaves and move students appropriately.

Principal, Team

- Initiate Shelter-in-Place; shut off HVAC units.
- Call 911; notify District Support Team and Central Office.
- Do not leave the building unless instructed to do so. If you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

Staff Actions

- Notify principal.
- Move students away from immediate vicinity of danger.

Principal, Team

- Determine the urgency of situation (CHEMICAL CHECK SHEET.)
- Call 911 if warranted; notify District Support Team and Central Office.
- Initiate evacuation plan. Avoid the area where the chemical accident occurred and any fumes which are present.
- Follow standard student assembly, accounting and reporting procedures.
- Wait for instructions from the emergency responders.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

***Note:** Refrain from lighting matches, candles or other fires which could cause an explosion or ignite volatile fumes.*

N. HOSTAGE SITUATION/4-E TRAINING

Definition:

Student or staff is taken and held against their will by persons with or without weapons.

Signal:

Follow intruder drill instructions.

Steps of actions:

- Notify school principal.
- Keep all students in their classrooms until further notice.
- Initiate lockdown.
- Call 911, superintendent, District Support Team.
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area.
- Under no circumstances shall the students be evacuated from the building without approval and/or assistance.
- If the hostage-taker or armed person can be contained in one section of the building, students should be moved from exposed areas or classrooms to a safer part of the building.
- As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger.



4-E Training:

Be familiar with your options in the event of an intruder.

- Be aware of your surroundings and ways to escape the area quickly, if necessary.
- Does the facility have an Intruder Plan? Familiarize yourself with it.
- Notification of an intruder may come from several sources, including an alarm, announcement, phone, or sounds (gunshots, screams, etc.)
- Evade

- If you cannot escape, find a room that you can secure.
- Lock the door, if possible.
- Barricade the door with anything you can find (furniture, power cords, chairs, etc.)
- Cover any windows and shut off the lights.
- Silence cell phones, but keep nearby to communicate.
- Remember that the object you hide behind may not stop a bullet.
- Escape
- If you believe you are in danger, escape the area immediately.
- Leave everything behind (with the exception of a cell phone).
- Help and encourage others to escape, but don't allow anyone to change your plan.
- Know your Rally Point(s)!
- Engage
- If no other option is available and danger is imminent, Engage!
- Use anything and everything available as an improvised weapon.
- Distract with loud noises, screaming, throwing objects, etc.
- Commit to your survival.
- Remember to place dropped weapons into a trash can or similar container, when possible.

O. INTRUDER IN THE BUILDING/LOCK-DOWN/4-E TRAINING

Definition:

Person who does not belong on the school campus or bus. Unauthorized visitors will be treated differently than dangerous intruders.

General procedures:

Strangers in the building not displaying a visitor tag should be stopped by staff and directed to the main office where they may sign in and obtain a visitor's pass.

Steps of action for unauthorized visitor:



In the Building--Notify the school resource officer and give detailed information and description of the unauthorized visitor. Make a P. A. system announcement for visitors to report to the office.

In the Hall--Staff will call office or escort stranger to the office. In the classroom: Send a student to the office for help or use intercom if available.

"Lock-Down" announced over the intercom means a school-wide lock down. Situations requiring a lock-down include but are not limited to weapons on campus, intruder in the building, hostage situation or other off campus conditions warranting a lock down. ***Each teacher will execute the Lock-Down/Intruder Drill procedures that you have practiced.***

LOCK-DOWN CODE: "LOCK-DOWN"

If you see anyone in the building that looks suspicious and is not wearing a visitor's pass, please call the office immediately.

ALERT CODE: "LOCK-DOWN."

What to do in a classroom:

- Main office will announce "Lock-Down."

- Move all students into classrooms immediately and lock doors.
- Place the green card in a visible location near your door so authorities will know area is safe.
- Move students away from doors.
- STAY PUT--DO NOT MOVE UNTIL YOU HEAR THE ALL CLEAR!

What to do in library, gym, rest room or hallway area:

- Immediately move to the nearest classroom.
- If feasible, homeroom teachers of students in these areas are to make an effort to assist with the supervision of students.
- STAY PUT--DO NOT MOVE UNTIL YOU HEAR THE ALL CLEAR!

What to do if outdoors:

- Move students as far away from building as possible.
- STAY PUT--DO NOT MOVE UNTIL YOU HEAR THE ALL CLEAR!
- In the event students and staff are away from school (i.e., on a field trip) the administration will contact the lead person on the trip with instructions to stay away from school property until notified otherwise.

Note: During a Lock-Down situation, staff will not make outside phone calls either by school phone or cell phone until authorized by the administration. Doing so may incite panic and hamper the smooth operation of the Crisis Management Team. Follow 4-E Training in Section N.

P. SERIOUS/CONTAGIOUS ILLNESS



Definition:

Food allergies or any illness that can spread to other people in the buildings.

For allergies including allergies to foods:

There are signs posted throughout each building identifying the types of food allergies attending students might have. There are Epi-pens mounted on walls of every district building.

Contagious illnesses:

Students should stay home at least 24 hours after presenting symptoms or student may return to school with a doctor’s note releasing student.

Large outbreaks:

Possible quarantine or evacuation of building until appropriate measures have been instituted or taken.

STUDENT MISSING, RUNAWAY OR ABDUCTION

Definition:

- Student runs away from the school during school hours.
- Student is abducted by a stranger or a family member.
- Student does not arrive at school in the morning as expected.
- Student does not arrive home after school as expected.

Steps of Action:

CONTACT ADMINISTRATION AS SOON AS YOU DISCOVER THAT A STUDENT IS MISSING

- Call the school resource officer and building administrator.
- Ask parents to call student's friends.
- Notify superintendent.
- Initiate a building search.
- Follow student if it seems appropriate.
- Notify classroom teacher and get description of student's clothing.
- Have a picture of child in the school office with a description of clothing worn.
- If student left school by bus, call the transportation department.
- Refer media calls to the public relations office.

R. SUICIDE/HOMICIDE THREATS OR GESTURES

Definition:

Staff member, student or parent identifies a student who is exhibiting behaviors that are indicative of:

- Suicidal/homicidal thoughts (i.e., periodic thoughts of own death or telling someone else, "I wish I were dead," "I have nothing to live for," or "I'd be better off dead.")
- Suicidal/homicidal threats (i.e., "I know how I am going to kill myself," "This time I am going to kill myself," "I want to kill myself," "I might kill myself," "I might try to hurt myself," "This time I am going to kill," "I might try to kill.")
- Self-mutilation (i.e., cutting body, scratching wrists, cigarette burns, tattooing self.)
- Suicidal gesture--self-injurious behavior without serious intent to die as a result of self-inflicted injury (i.e., takes small dose of poison, holds gun to head, takes extra pills, cutting wrists, etc.)
 - Refer to administrator who will convene an immediate conference with SAVE Team.
- Suicidal attempts--self-injurious behavior with serious intent to die as a result of self-inflicted injury (i.e., firearm, hanging, overdose, crash car, carbon monoxide, etc.)
- If the person in question has attempted suicide by means of a self-inflicted injury at school, contact the school nurse so medical assessment and administration of first aid can begin.
 - Contact building administrator.
 - Contact 911 if necessary. (Tell dispatcher what building you are calling from.)
 - Building principal/administrator and/or the counselor gather all pertinent information from the person reporting the suicidal/homicidal thoughts or behavior.
 - Building principal/administrator and/or the counselor will contact social worker to inform them of the situation.
 - Building principal/administrator or the counselor will contact the parent to inform them of their student's dangerous behaviors and/or thoughts. They will also inform them that the school social worker will meet individually with their student to determine the severity of the thoughts and/or behavior.
 - The school social worker gathers information regarding the potential crisis situation and to conduct a lethality assessment.
 - The school social worker conducts the lethality assessment and communicates the results of the assessment with parents, the building principal/administrator and the counselor to apprise them of the seriousness of the situation.
 - If a student is hospitalized as a result of a suicide attempt, upon return from the hospitalization a re-entry meeting is to be held. This re-entry meeting will address the support(s) and/or accommodation(s) which need to be in place prior to the student's return to school.

- A meeting with appropriate school and mental health staff, parents and student should be convened before the student returns to school.

S. STUDENT FIGHTS

Early intervention:

1. Use Crisis Prevention & Intervention Training (CPI Training)
2. Don't ignore warning signs.
3. Separate participants.
4. Allow students to calm down (**monitor at all times.**)
5. Teacher counsels with students.

During student fight:

1. Remain calm and in control.
2. Separate those involved if possible.
3. Keep students calm.
4. Have students and witnesses write statements.

T. TORNADO

All personnel are responsible for being aware of impending bad weather. Priority is to help students stay calm. Each teacher will execute the tornado drill procedures that you have practiced.

What to do:

- The alarm will indicate a tornado.
- Each teacher is responsible for his/her students.
- Each teacher is to take roll and a flashlight. Call roll.
- Students assemble in their designated areas and take tornado position:
 - **On knees, hands over head, lined up against an interior wall.**
 - The command is **"DUCK AND COVER!"**
- The custodian will be responsible for turning off gas and electricity.



U. UTILITY EMERGENCY/POWER OUTAGES

Definition:

A break in the gas, electric, water or sewer lines affecting the use of those services within the school building. Power failure is defined as a black-out.

Signal:



Should the building need to be evacuated, initiate the fire drill procedures with an announcement on the PA system and then manually trip the fire alarm. If electricity is inoperative, a bull horn or other communication will signal evacuation.

Steps of action:

- Identify threat to school.
- For any utility break (gas, electric, water or sewer), call the facilities department at (314) 653-8068 and the school

security officer.

- Notify superintendent.
- Assess the need to evacuate the building and transport students.
- Communicate with parents as appropriate as soon as possible.
- Refer media calls to public relations.

Procedures during school power failure:

1. If a power failure (black-out) occurs during a class period, teachers are to keep students in the room until dismissed by the principal or his designee. Students are not to be allowed to leave classrooms until the area has been deemed secure and safe. Students who are in the halls when a power failure occurs are to be directed into the nearest classroom.
2. If a power failure occurs during the change of classes, teachers are to direct students into the nearest classroom and keep them until the area has been secured. Teachers are to remain with students until dismissed by the principal or his designee.
3. Teachers and counselors who are on their plan period when a power failure (black-out) occurs are to report to the office to assist.
4. If students are dismissed early because of an emergency, teachers are to remain on campus and assist until the building is safe and secure or until such time as they are dismissed by the principal or his designee.

Utility company telephone numbers (if facilities personnel cannot be reached):

Ameren UE.....	(314) 342-1000
Spire Gas.....	(314) 342-0800 or (314) 621-6960
Missouri American (water).....	1 (888) 389-0592
Metropolitan Sewer	(314) 768-6260
First Student Bus Company	1 (866) 490-1020
Facilities.....	(314) 653-8068

V. WEAPONS ON GROUNDS

The building goes into **Lock-Down** mode when a weapon is present. Follow procedures for a Lock-Down.

Suspected weapon on student:

- Immediately notify administration.

Note: Only a building principal or his/her designee is authorized to conduct a search. If student is male then search is to be made by two male administrators or designees. If student is female then search is to be made by two female administrators or designees.

If a weapon is found:

- Protect other students from potential danger.
- Contact the principal/administration who will contact the police.
- Police and/or principal or principal's designee will call parents of student(s) involved and follow-up with investigation.
- Document and date all information.

If weapon is pulled or active shooter scenario:

- Announce "Lock-Down."
- Keep all students away from assailant.
- Talk calmly and quietly, listen to assailant.
- Do not threaten or attempt to disarm assailant.

W. DEBRIEFING AND RECOVERY



The use of the following questions can help to restore that emotional equilibrium of caregivers following their provision of psychological first aid to students and staff:

- **Information**--What happened? What role did you play?
- **Cognitions**--What thoughts have you had? What ideas did you think of?
- **Emotions**--How did you react at first? How are you reacting now? What impact has this had on you?
- **Impact**--What repercussion has this had on you? On your life? What symptoms are you experiencing? How has this

affected your family? School? Health? Friends?

- **Adapting**--How have you coped with difficulties before? What are you doing now to cope?
- **Closure**--Remember your strengths. It takes time to heal. This is a team effort and the team will be here for you.

In addition to the above, the following questions can help the person doing the debriefing to focus the group on the psychological and emotional factors that are coming into play:

- **Anxiety/Fear**--What was your first reaction? What happens when we experience overwhelming anxiety? (Usual behavior responses include difficulty functioning, fearfulness, focusing on mundane tasks to avoid the crisis situation.)
- **Helplessness**: What happens to you when you feel helpless? At what point did you feel helpless? (Usual behavior response includes failure of coping methods.)
- **Guilt**--What made you feel guilty? Under the circumstances would you feel guilty? When you felt guilt, did other feelings come to the surface? (Usual behavioral responses include blame for what happened, fear of how this will reflect upon you or your school.)
- **Anger**: When did you become angry? Why did you become angry? At whom was the anger directed? (Usual behavioral responses include other people's incompetence, slow response, emotional shut down, confusion, and it makes them appear as if they are in control of the situation, thus masking their own feelings during the crisis.)

Crisis recovery:

The Crisis Response Team will provide instructions regarding teacher responsibilities after a crisis such as the death or injury to student or staff member or other traumatic event.

X. EMERGENCY NUMBERS

Community

General Emergency..... 911
Jennings/St. Louis County Police Department (314) 889-2341
Jennings Security Officer (314) 220-5408
Rescue/Ambulance for Christian Hospital (314) 355-2860
Fire Department..... (314) 382-1203
Missouri Poison Control Center (314) 772-5200

Jennings School District

Dr. Paula Knight, Superintendent of Schools (314) 653-8003
Dr. Vernice Hicks-Prophet, Assistant Superintendent of Elementary..... (314) 653-8025
Dr. Charmyn Andrews, Assistant Superintendent of Secondary (314) 653-8007
Mr. Leon Hite, Director of Safety & Security..... (314) 574-0508
Ms. Melisha Carson, Fairview Elementary Principal (314) 653-8070
Jennings Educational Training School (JETS) (314) 653-8040
Dr. Charmyn Andrews, Jennings Junior High Principal (314) 653-8150
Dr. Debbie Jones-Fowler, Jennings Senior High Principal (314) 653-8100
Dr. Curtese Howard-Holmes, Kenneth C. Hanrahan Elementary Principal..... (314) 653-8190
Ms. DeShonda Payton, Northview Elementary Principal (314) 653-8050
Ms. Ann Shaw, Woodland Elementary Principal..... (314) 653-8170



Jennings School District School Contingency Emergency Evacuation Plan

The purpose of this Emergency Evacuation Plan (EEP) is to provide details of how each school will prepare for and respond to an emergency situation that poses risks to life, property, or the school's environment.

When a school facility is, or is about to be, impacted by an emergency, this plan can be enacted at the direction of the Principal or lead staff member who assumes the role of School Response Coordinator. Please notify the superintendent and Mr. Leon Hite, Director of Security and Safety. The emergency situation that will cause for the principal or lead staff to single handedly evacuate the facility would be power outage, fire, and/or flooding. All other disasters/emergencies evacuations that need First Responders assistance, i.e., Tornadoes, Earthquakes, must be followed by the emergency response strategies in the district's **Student Safety and Emergency Readiness Handbook** and the **St. Louis County Emergency Operation Center** (**314-653-9500**).

Notify parents if your school has been relocated to another site for student pick-up/d dismissal.

Jennings School District

School Contingency Emergency Evacuation Plan

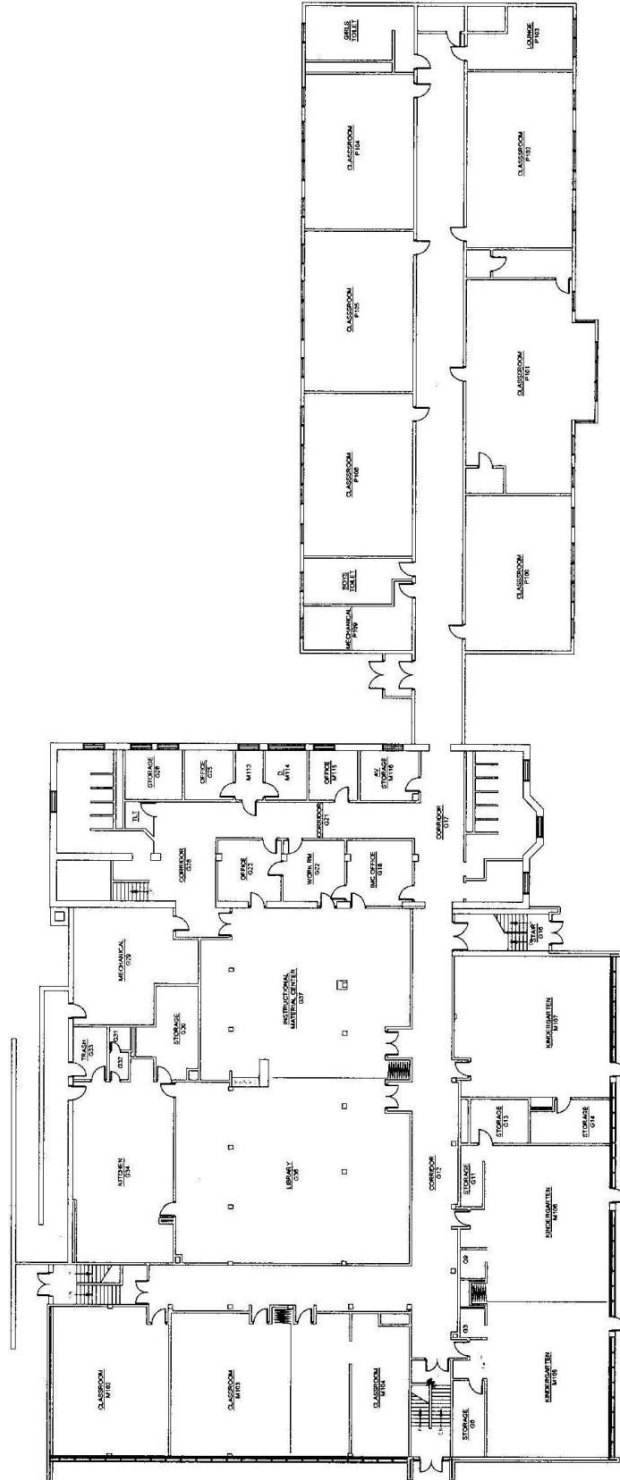
School	Location A	Location B	Location C
Fairview	Metropolitan MB Church Rev. Leonard D. Dennis M.C.A.M. Pastor 5300 Helen 314-389-5005	Covenant For Life International Church Apostle Anthony L. Trice 7200 West Florissant Rd 314-659-8522	Pending: Deploy transportation to a secured location
Northview	Jennings Senior High B Gym (Students will walk to location)	Gore Community Center (Students will walk to location)	Pending: Deploy transportation to a secured location
Woodland	Hanrahan (Gym)	Christ Community UMC Rev. Michelle M. McGhee Senior Pastor 8841 Old Lucas Hunt Rd 314-388-1211	Pending: Deploy transportation to a secured location
Hanrahan	Woodland (Gym)	Christ Community UMC Rev. Michelle M. McGhee 8841 Old Lucas Hunt Rd 314-388-1211	Pending: Deploy transportation to a secured location
Johnson Jennings Junior High	Jennings Senior High B Gym	Faith Community Bible Church Pastor Michael Byrd, Pastor 8850 Jennings Station Road 314-972-3357	Walk Home/Parent Pick-up
Jennings Senior High	Faith Community Bible Church Pastor Michael Byrd, Pastor 8850 Jennings Station Road 314-972-3357	Walk Home/Parent Pick-up	Pending: Deploy transportation to a secured location
JETS	New Community Fellowship MB Church Rev. Harold Austin Pastor 6616 West Florissant 314-381-0475- Church 314-780-0479- Cell	The New Northside MB Church 8645 Goodfellow Blvd. Rev. Roderick K. Burton-Pastor 314-381-5730 314-246-1207- Cell	Walk Home/Parent Pick-up

Note: The AMI-X plan will be announced for implementation when appropriate

Y. BUILDING DIAGRAMS

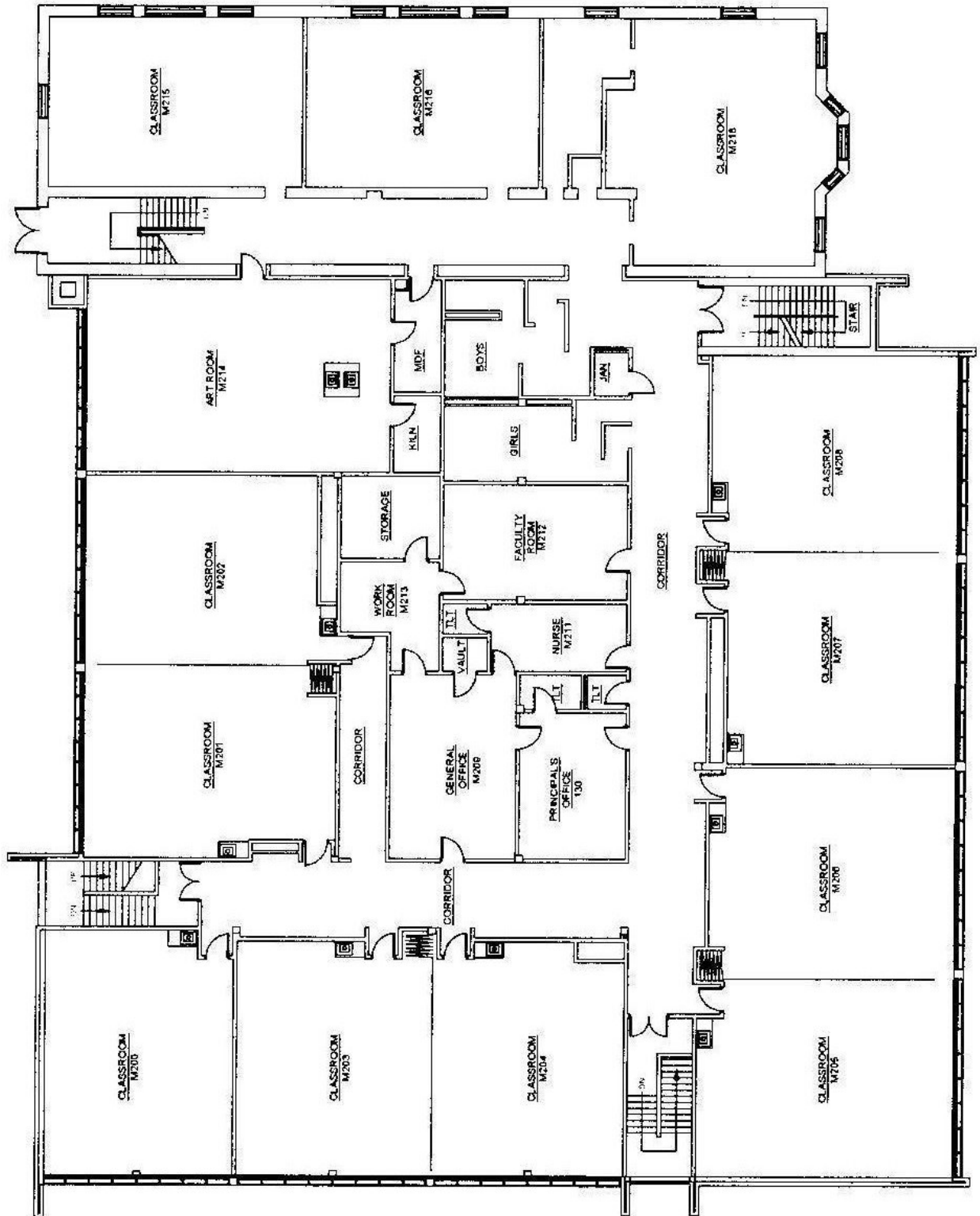
FAIRVIEW PRIMARY SCHOOL
7047 Emma Avenue • Jennings, MO 63136

Ground Floor



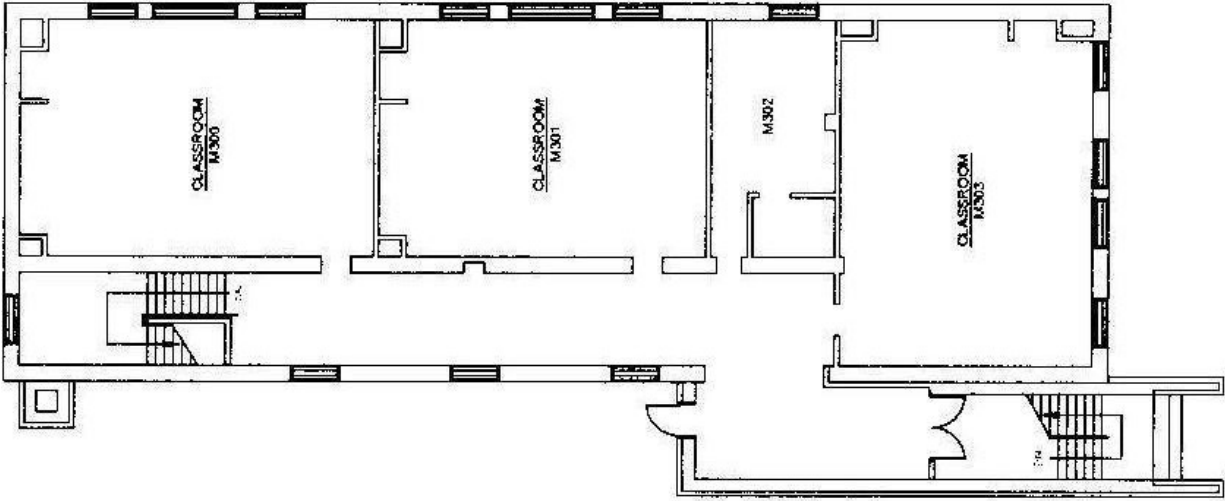
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7047 Emma Avenue • Jennings, MO 63136

First Floor



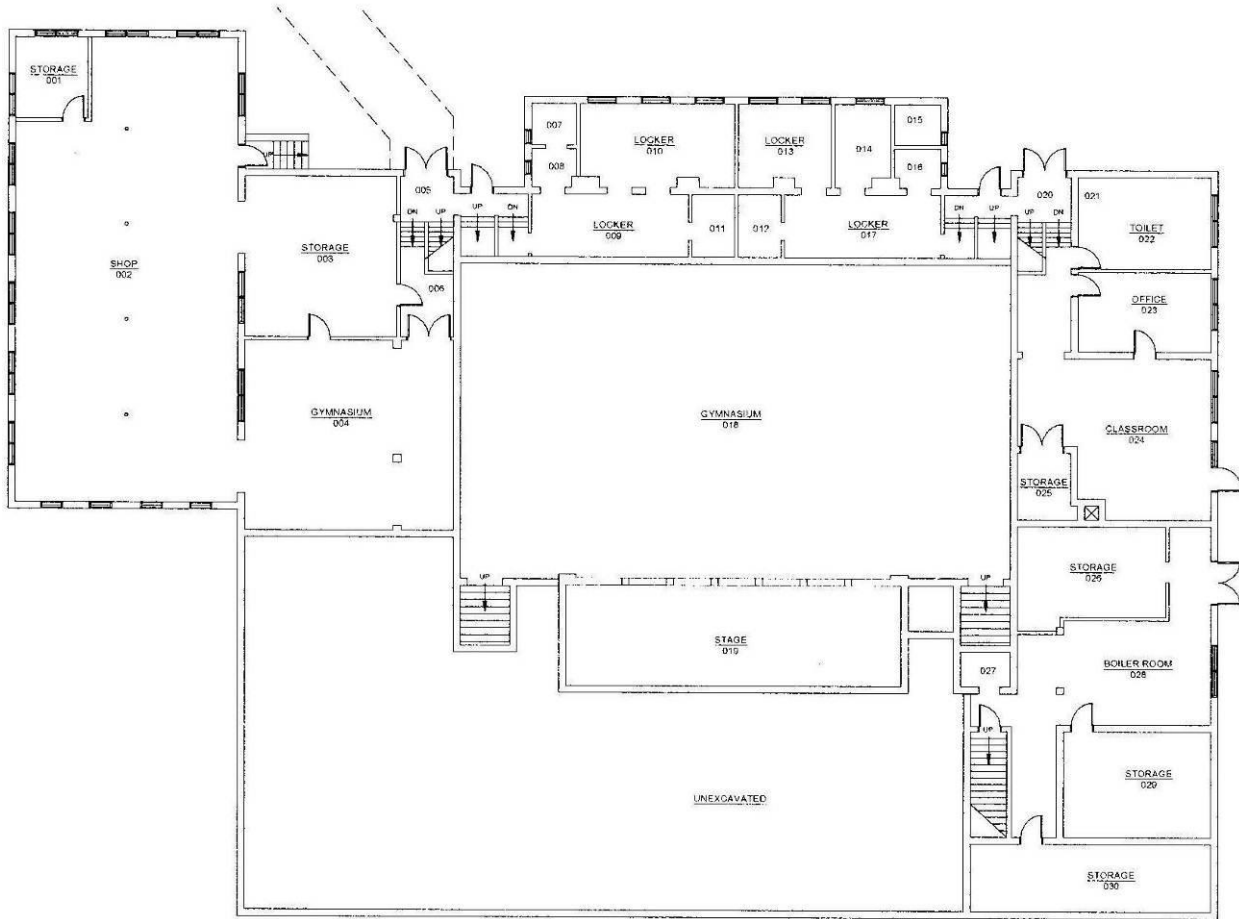
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7047 Emma Avenue • Jennings, MO 63136

Second Floor



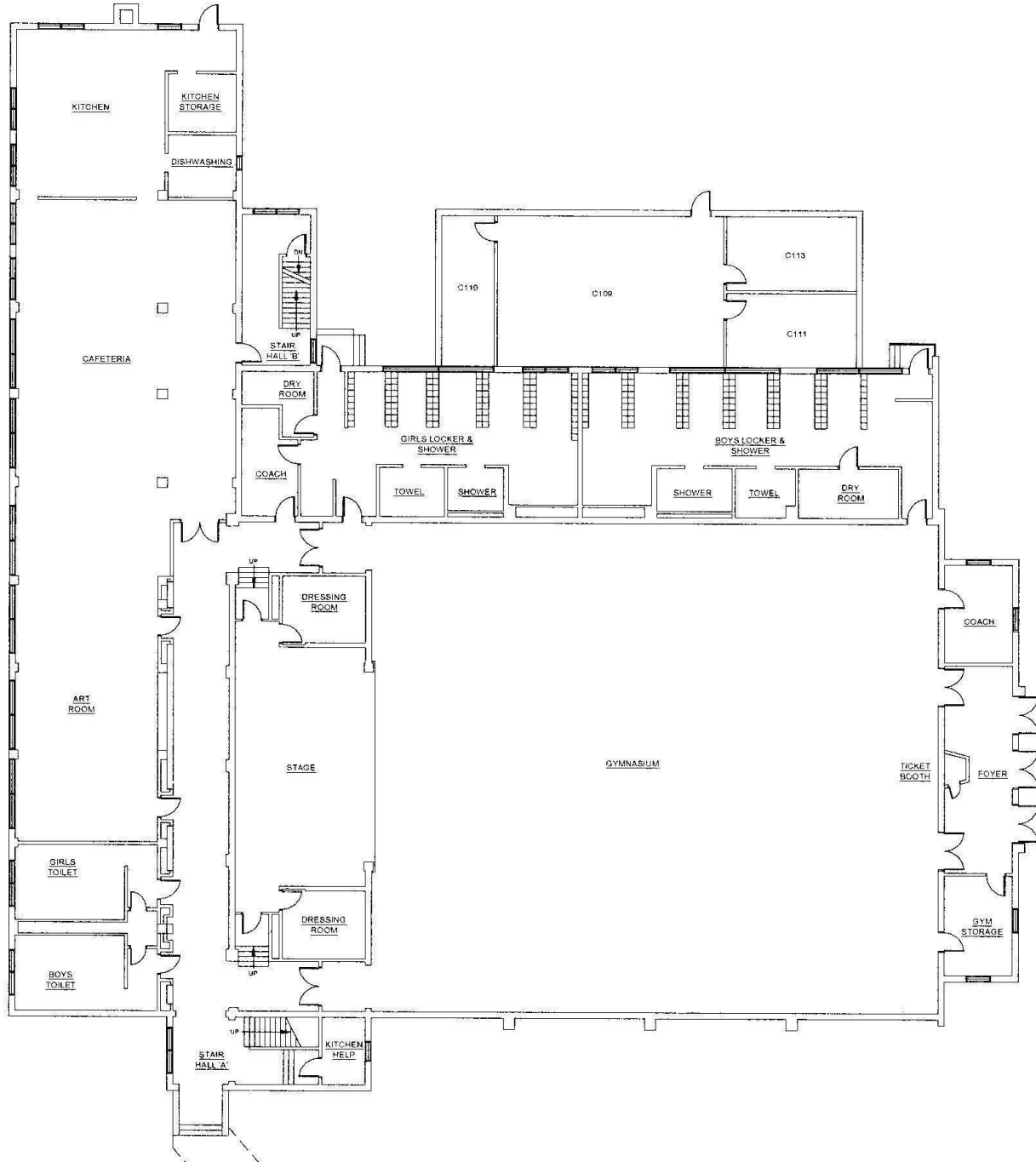
FAIRVIEW INTERMEDIATE SCHOOL
7053 Emma Avenue • Jennings, MO 63136

South Building - Lower Level



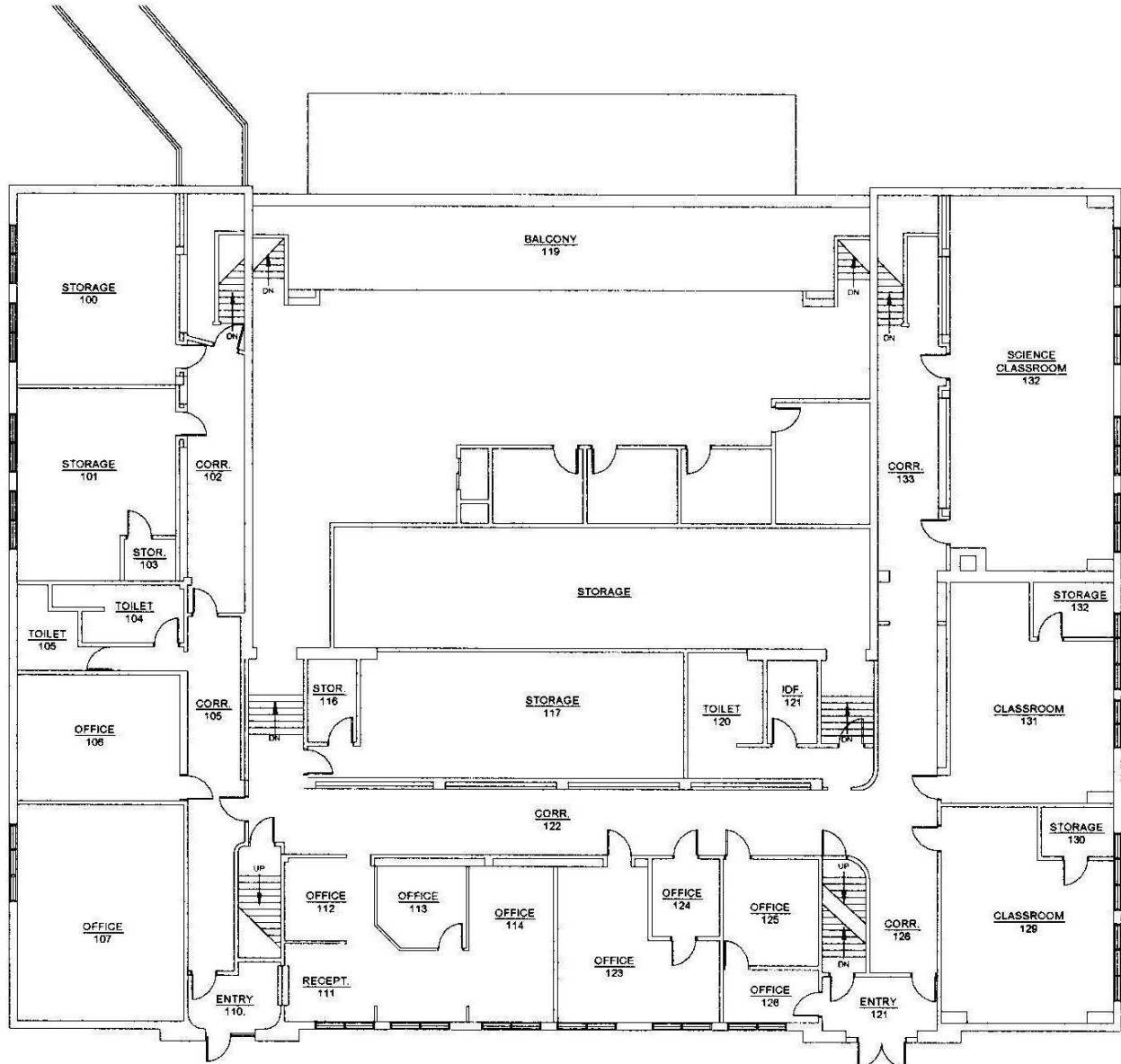
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7053 Emma Avenue • Jennings, MO 63136

North Building - Lower Level



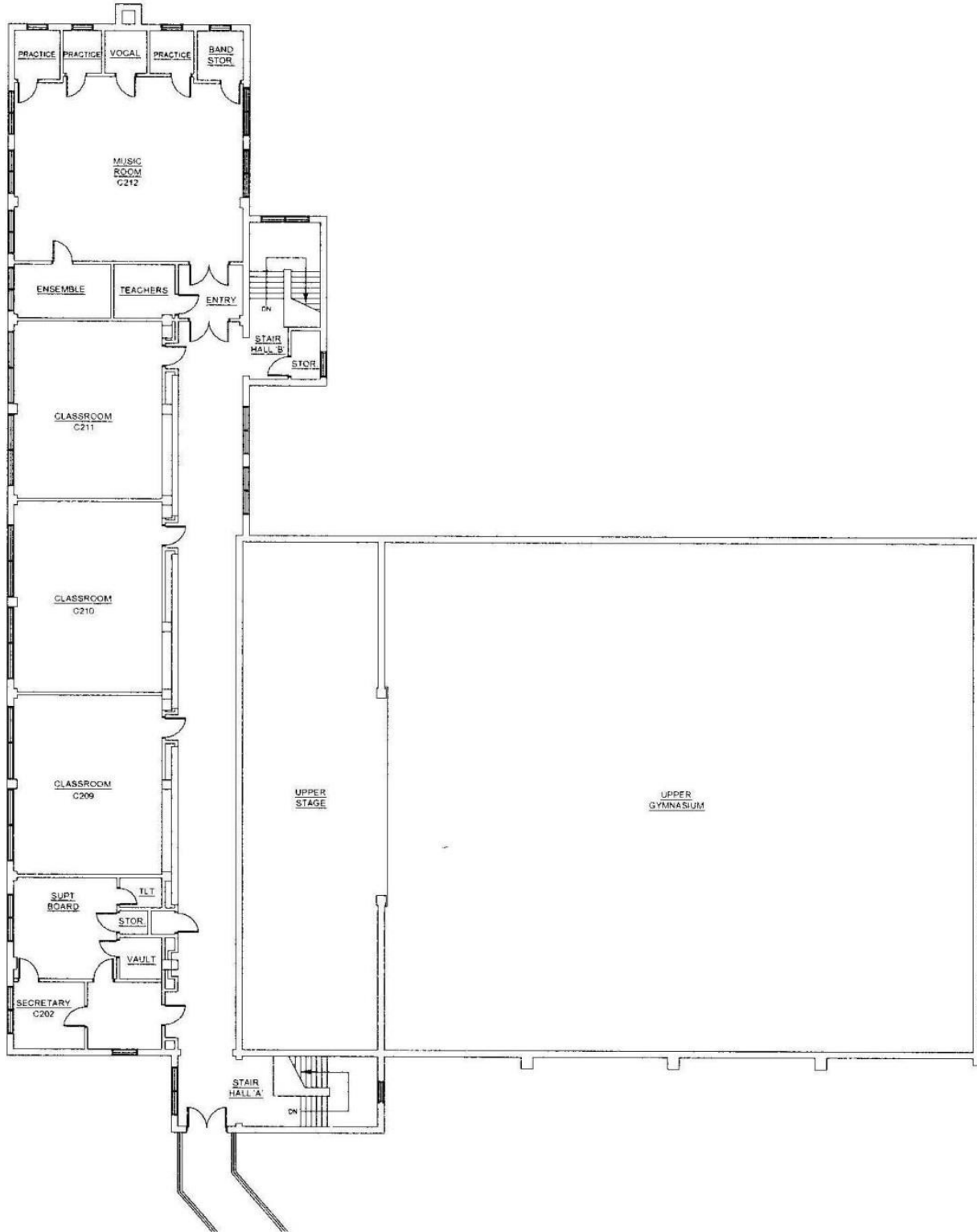
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7053 Emma Avenue • Jennings, MO 63136

South Building - First Floor



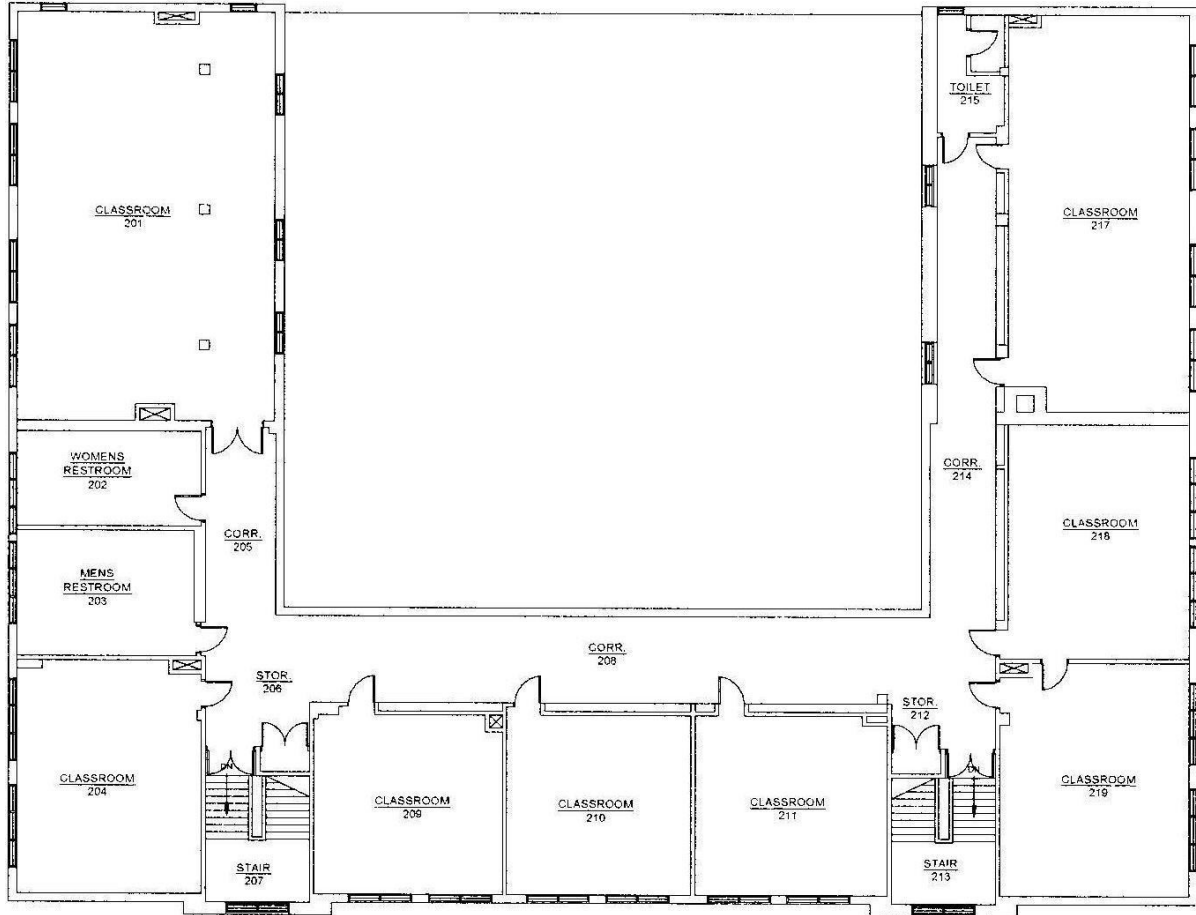
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7053 Emma Avenue • Jennings, MO 63136

North Building - First Floor



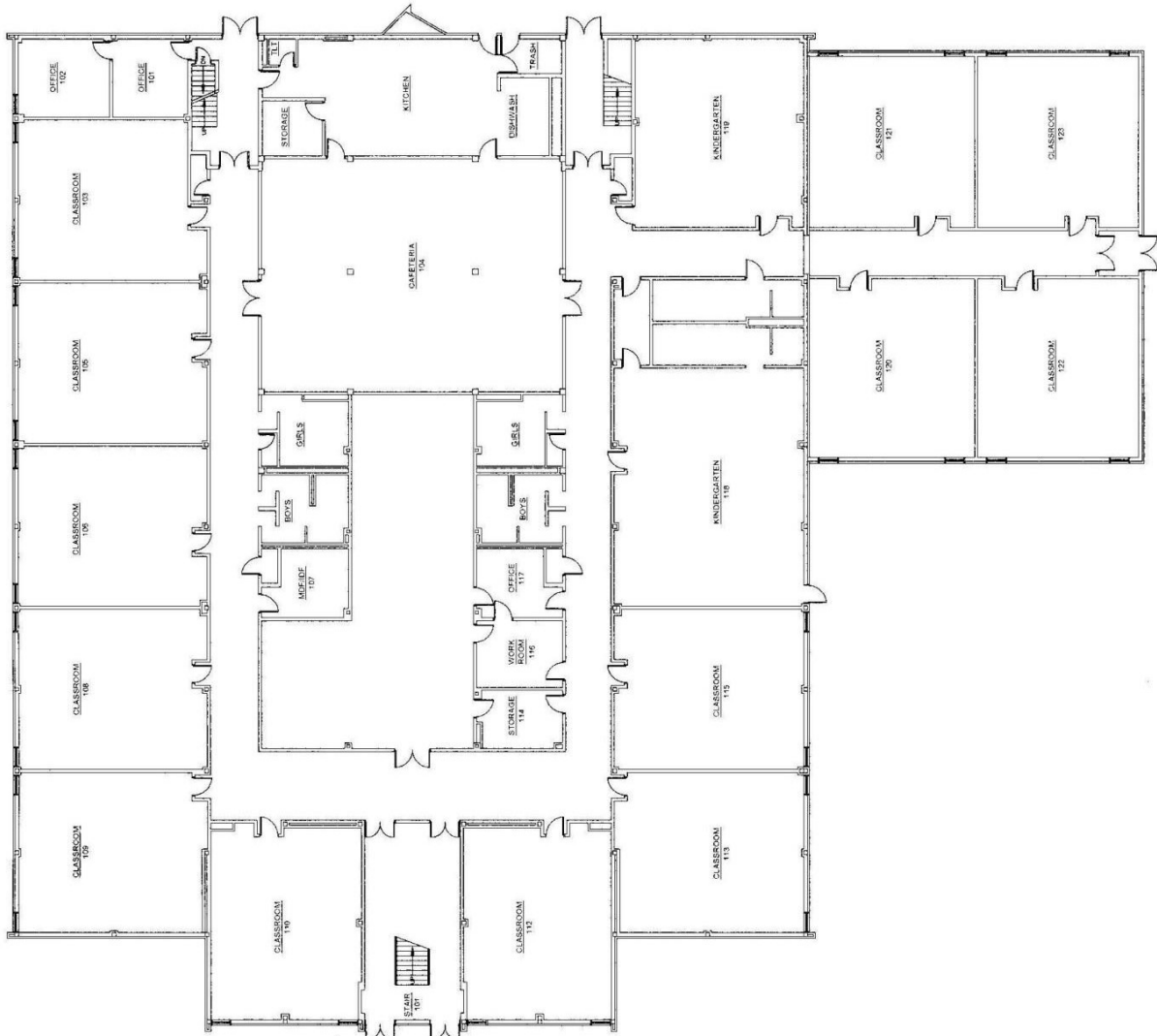
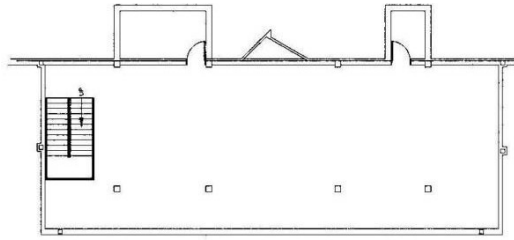
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7053 Emma Avenue • Jennings, MO 63136

South Building - Second Floor



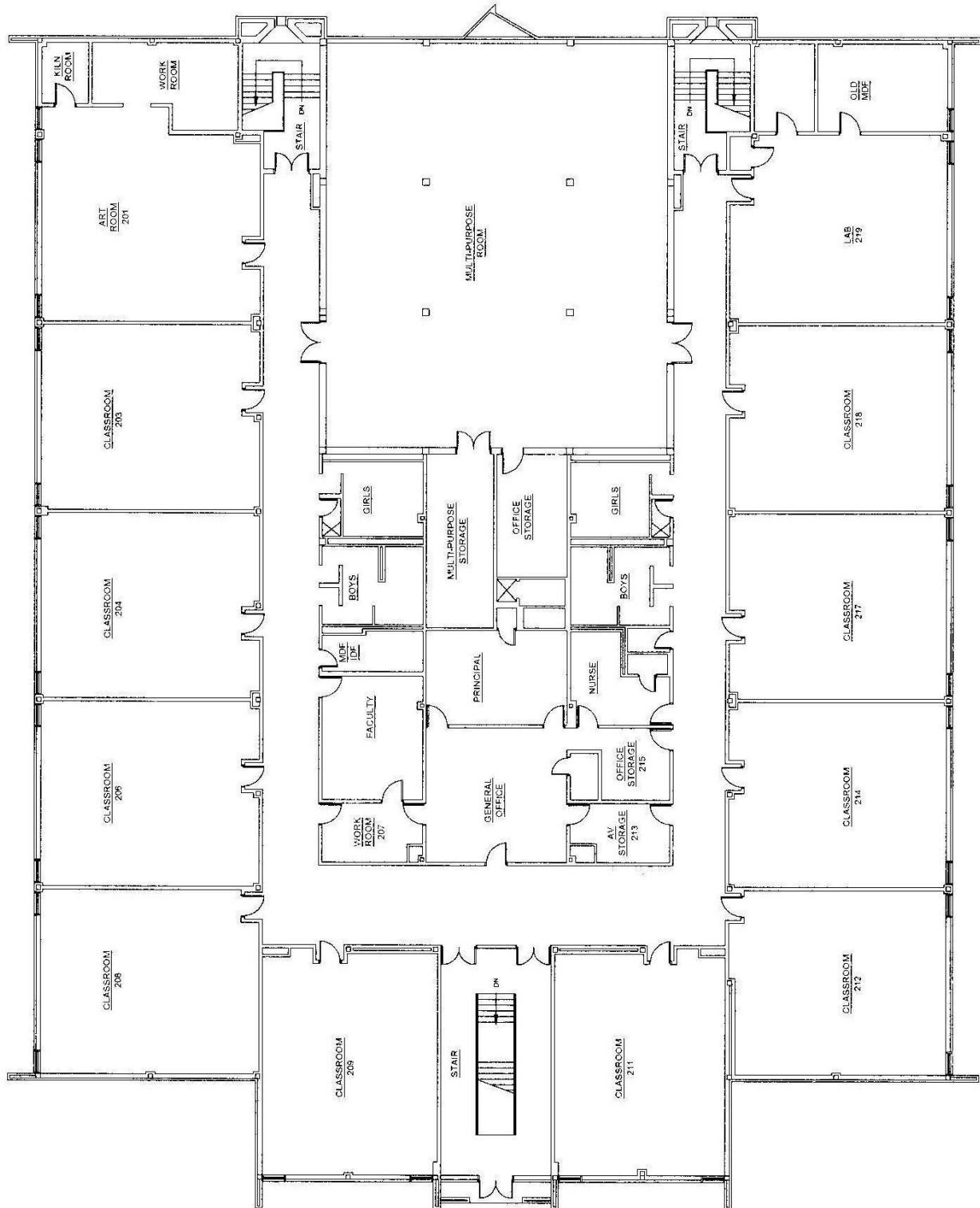
NORTHVIEW ELEMENTARY SCHOOL
8920 Cozens Avenue • Jennings, MO 63136

First Floor



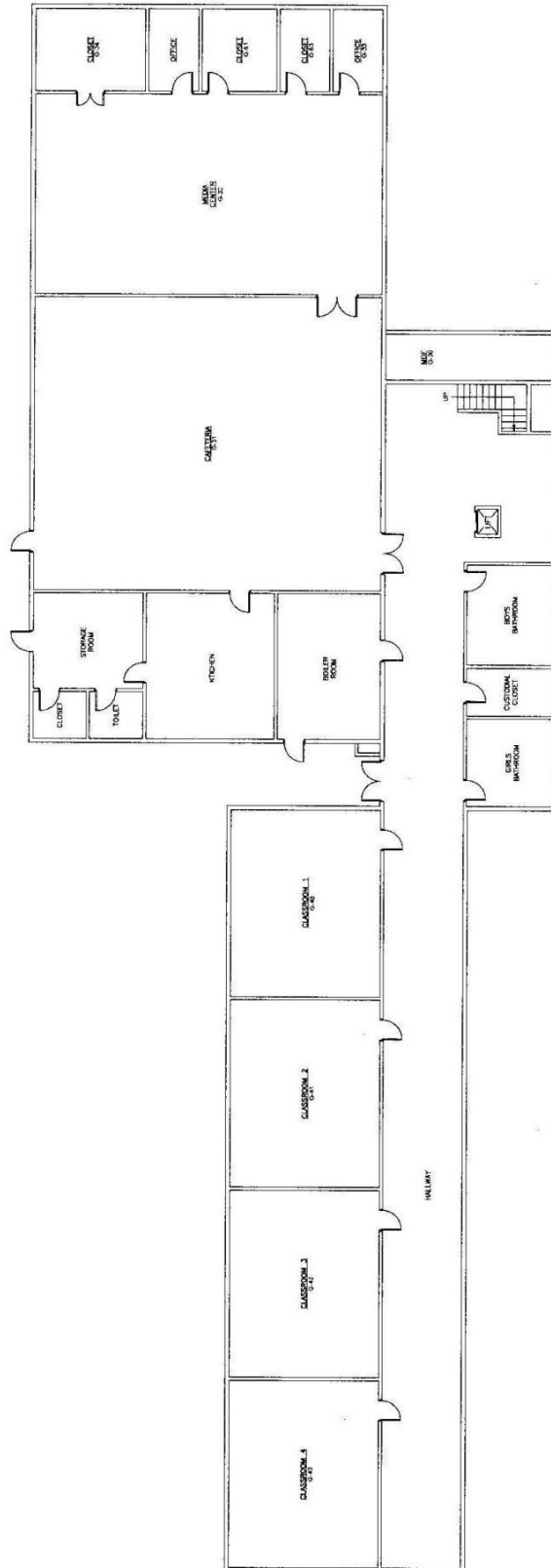
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8920 Cozens Avenue • Jennings, MO 63136

Second Floor



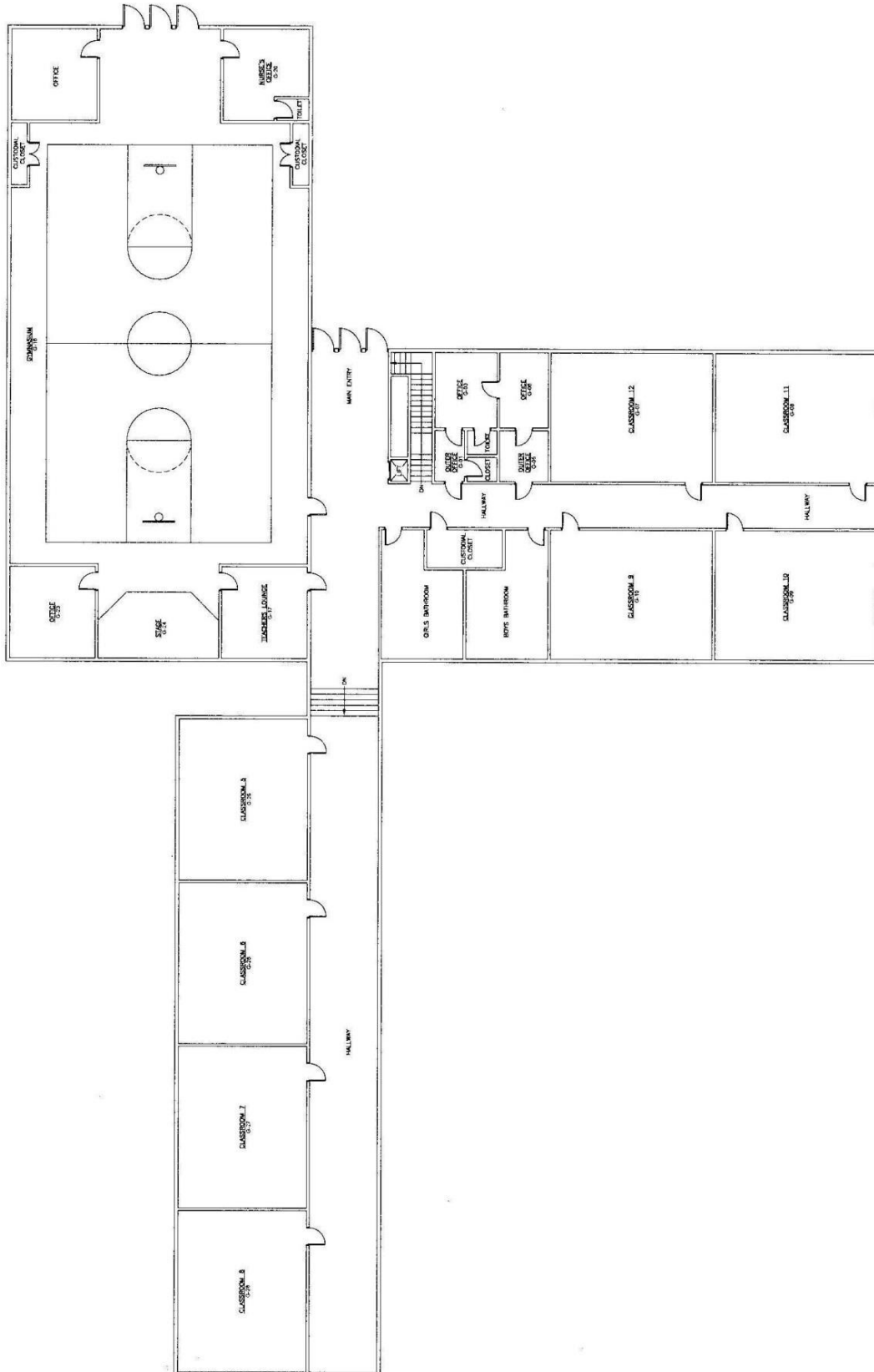
GARY GORE ELEMENTARY SCHOOL
2545 Dorwood Drive • Jennings, MO 63136

Lower Level



GARY GORE ELEMENTARY SCHOOL
2545 Dorwood Drive • Jennings, MO 63136

First Floor



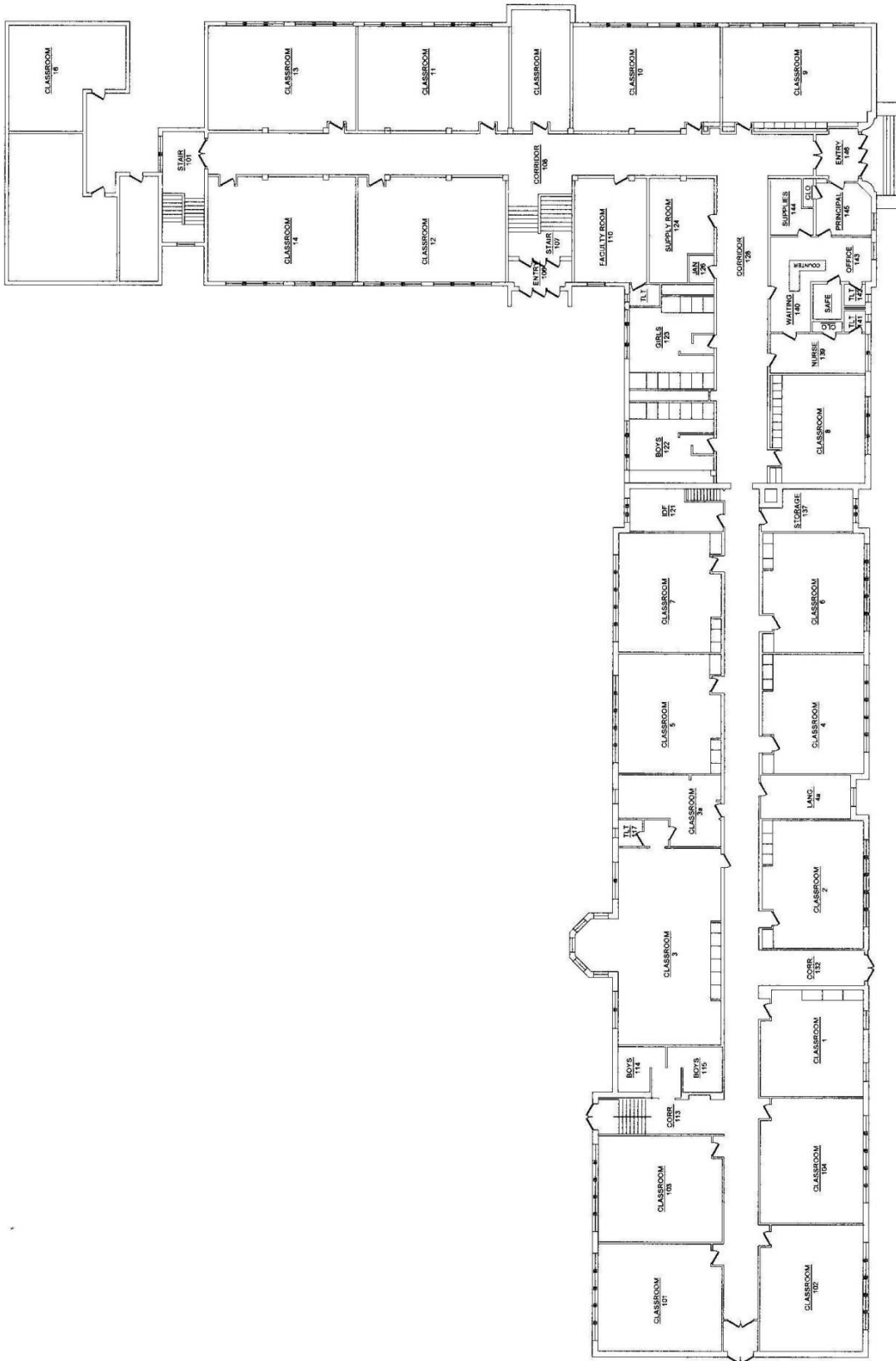
WOODLAND ELEMENTARY SCHOOL
8420 Sunbury Avenue • Jennings, MO 63136

Ground Level



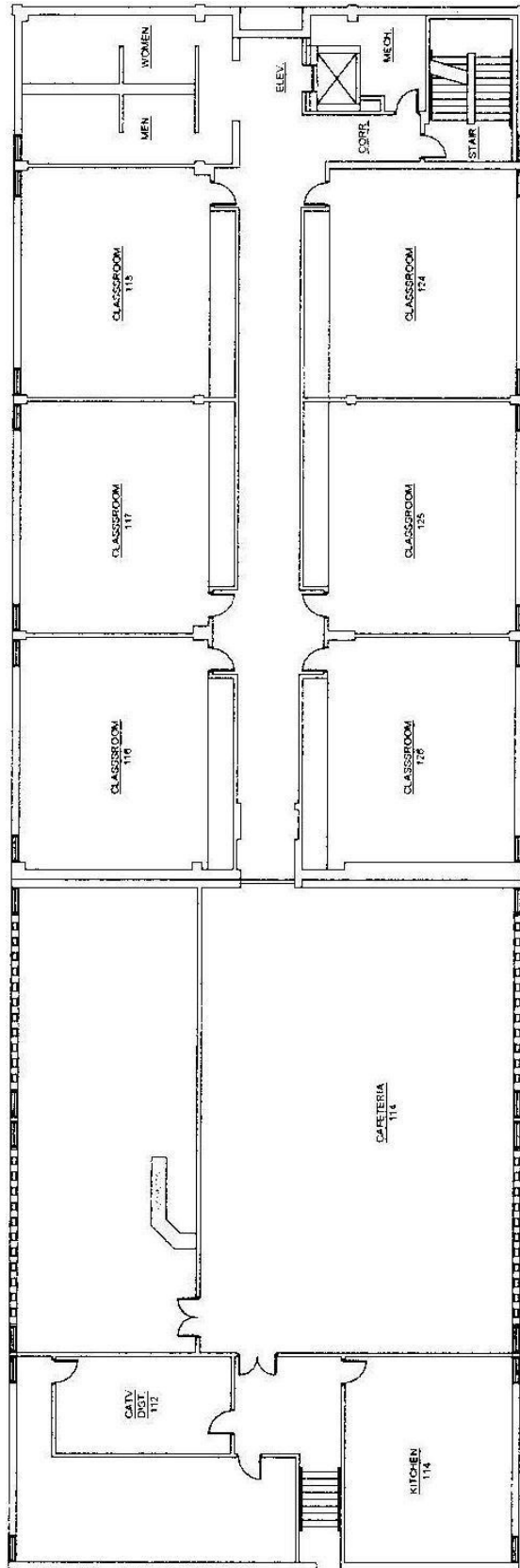
WOODLAND ELEMENTARY SCHOOL
8420 Sunbury Avenue • Jennings, MO 63136

First Floor



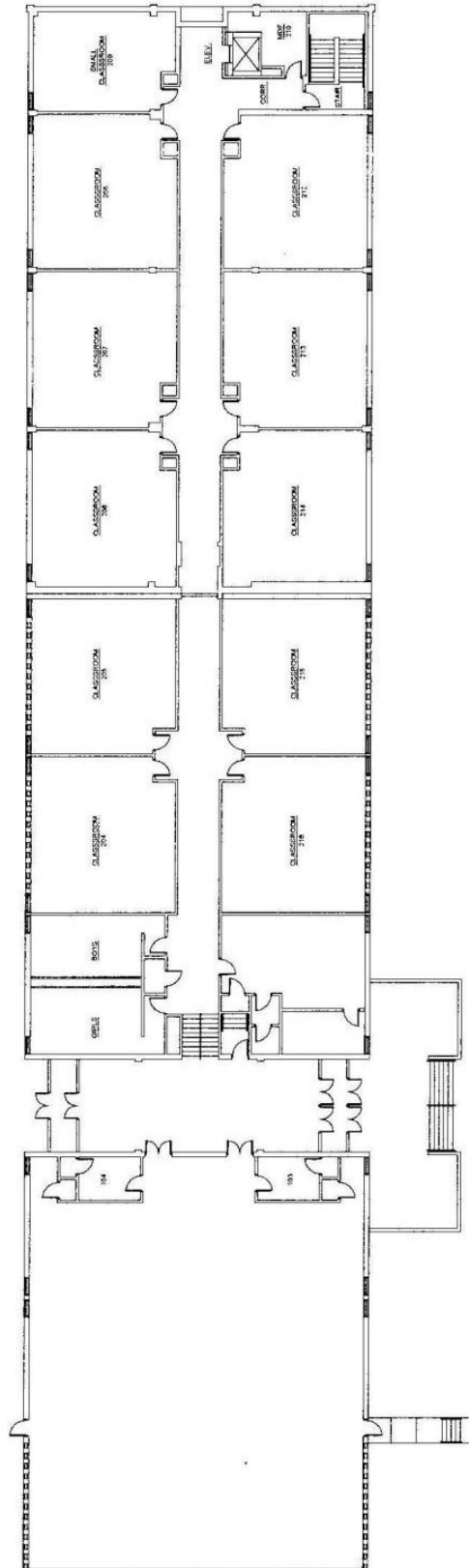
KENNETH C. HANRAHAN ELEMENTARY SCHOOL
8430 Old Lucas & Hunt Road • Jennings, MO 63136

First Floor



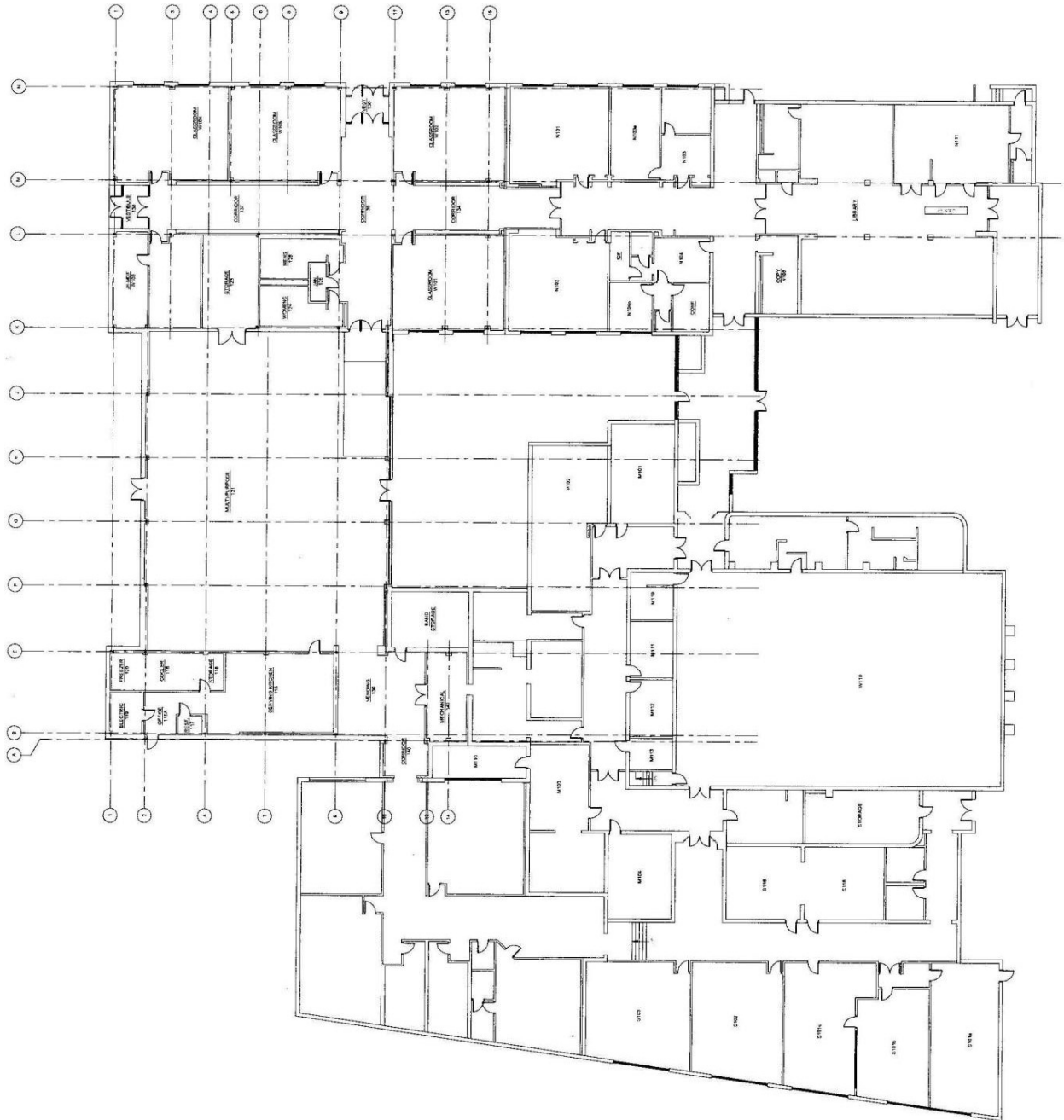
KENNETH C. HANRAHAN ELEMENTARY SCHOOL
8430 Old Lucas & Hunt Road • Jennings, MO 63136

Second Floor



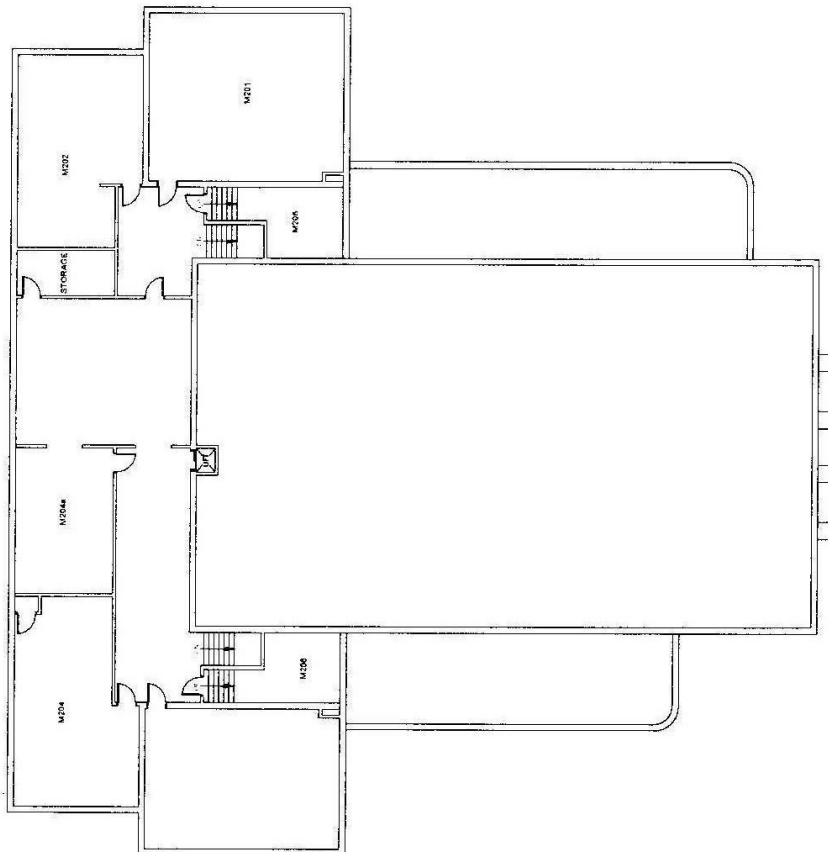
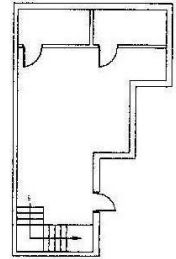
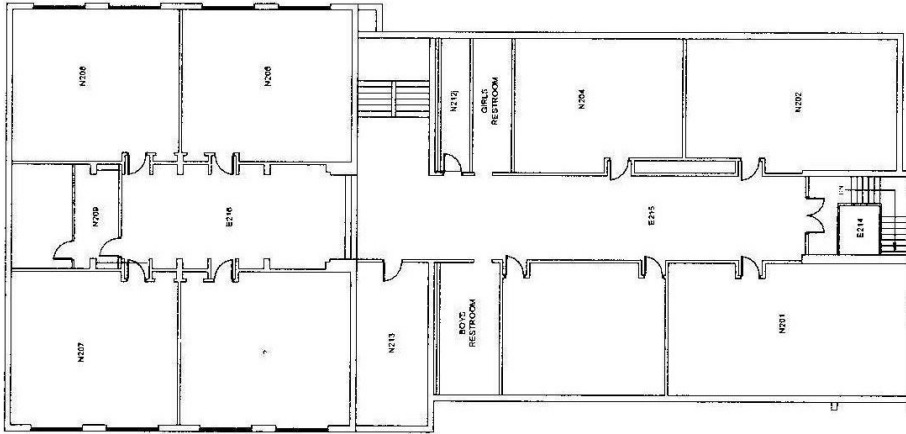
JOHNSON JENNINGS JUNIOR HIGH SCHOOL
8831 Cozens Avenue • Jennings, MO 63136

First Floor



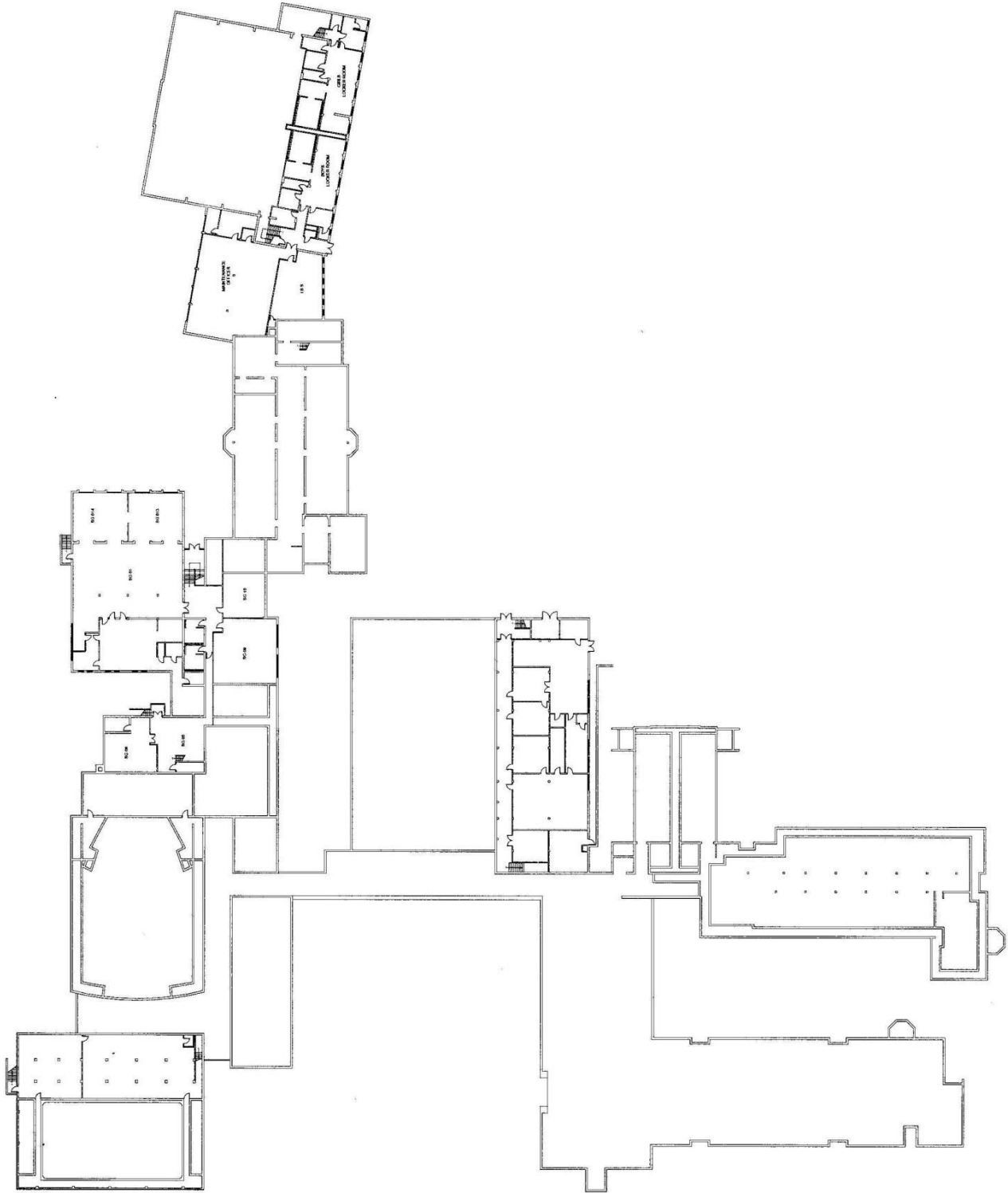
JOHNSON JENNINGS JUNIOR HIGH SCHOOL
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Second Floor



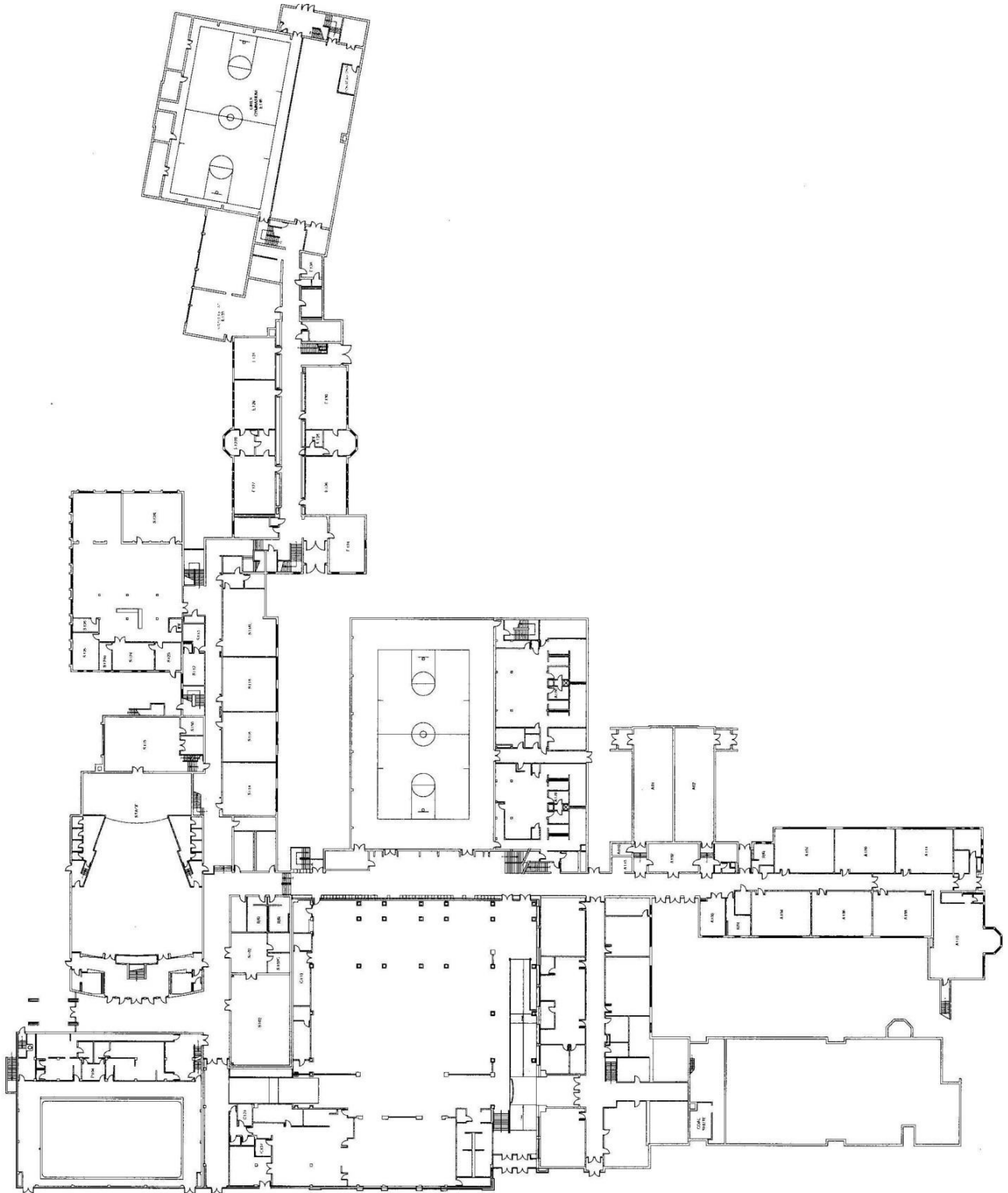
JENNINGS SENIOR HIGH SCHOOL
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Ground Level



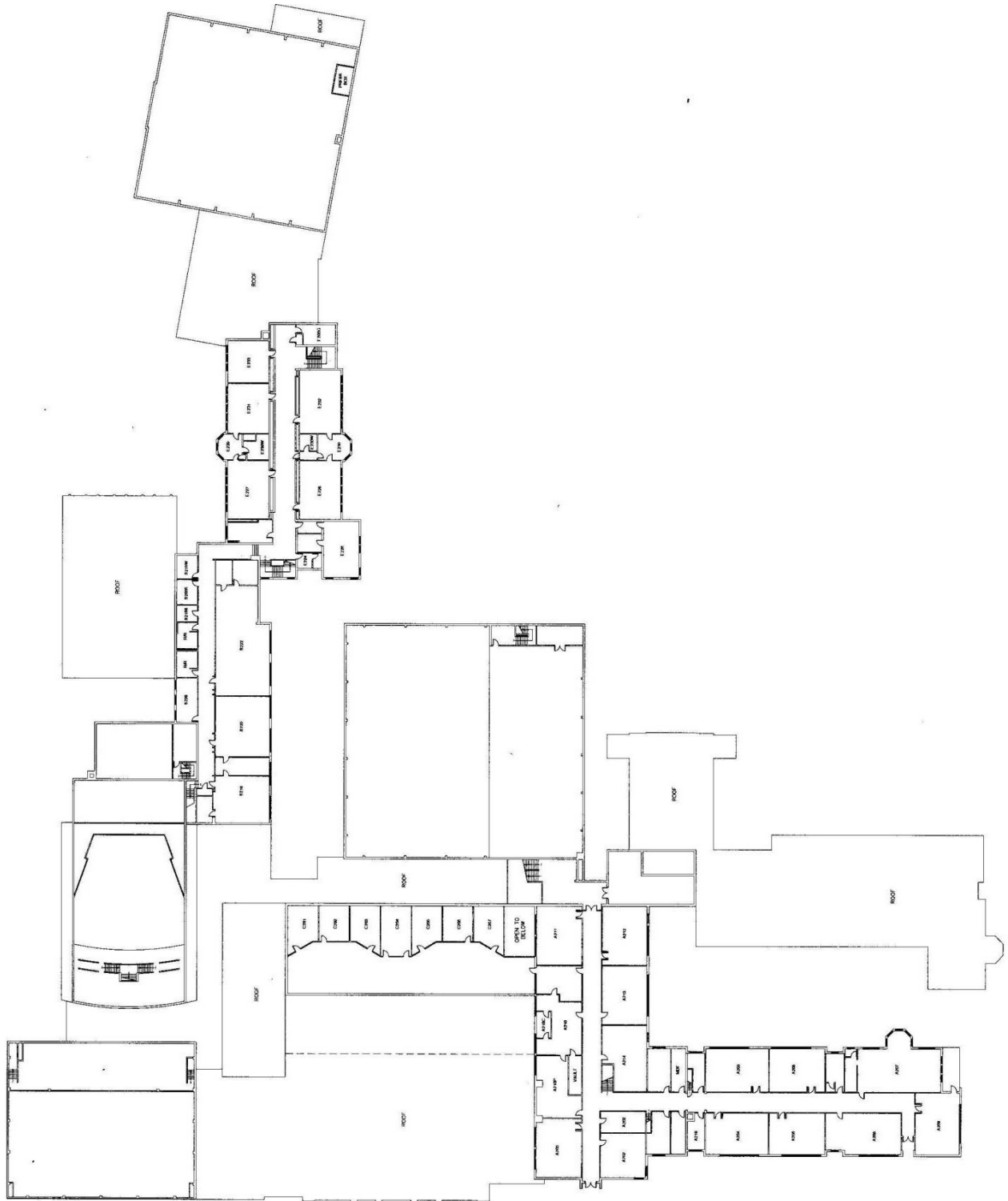
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First Floor



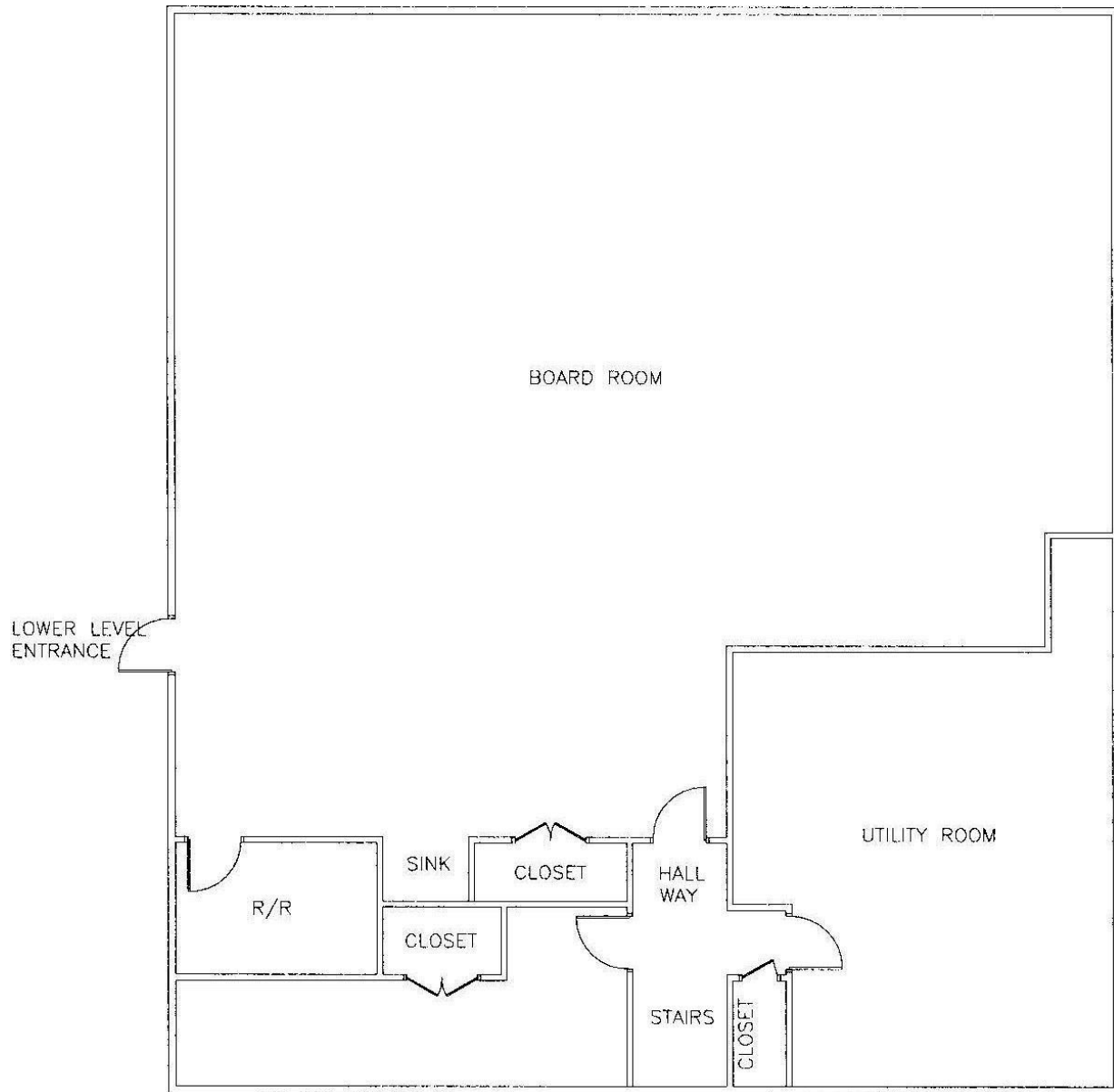
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Second Floor



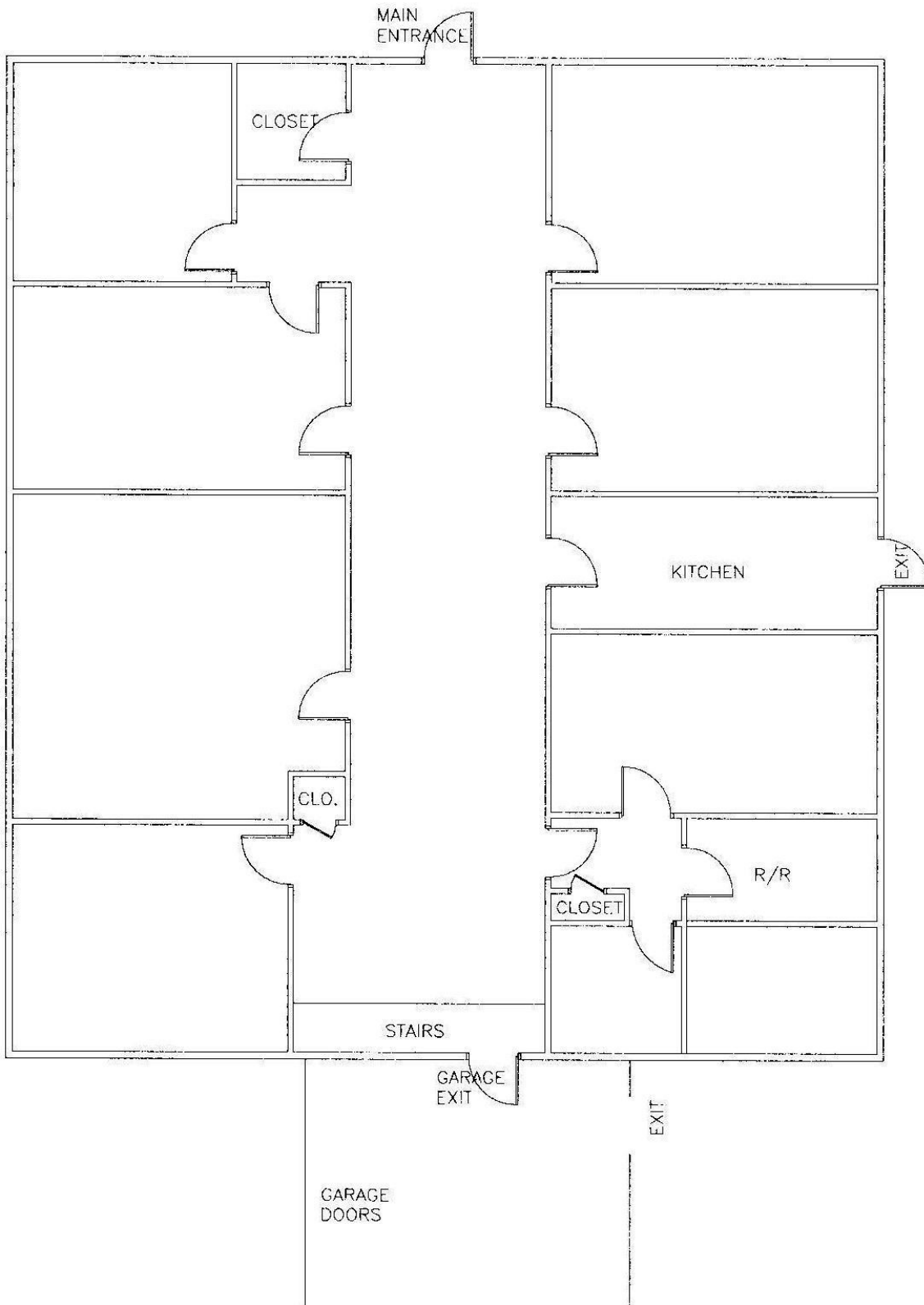
CENTRAL ADMINISTRATION/BOARD OF EDUCATION OFFICE
2559 Dorwood Drive • Jennings, MO 63136

Lower Level



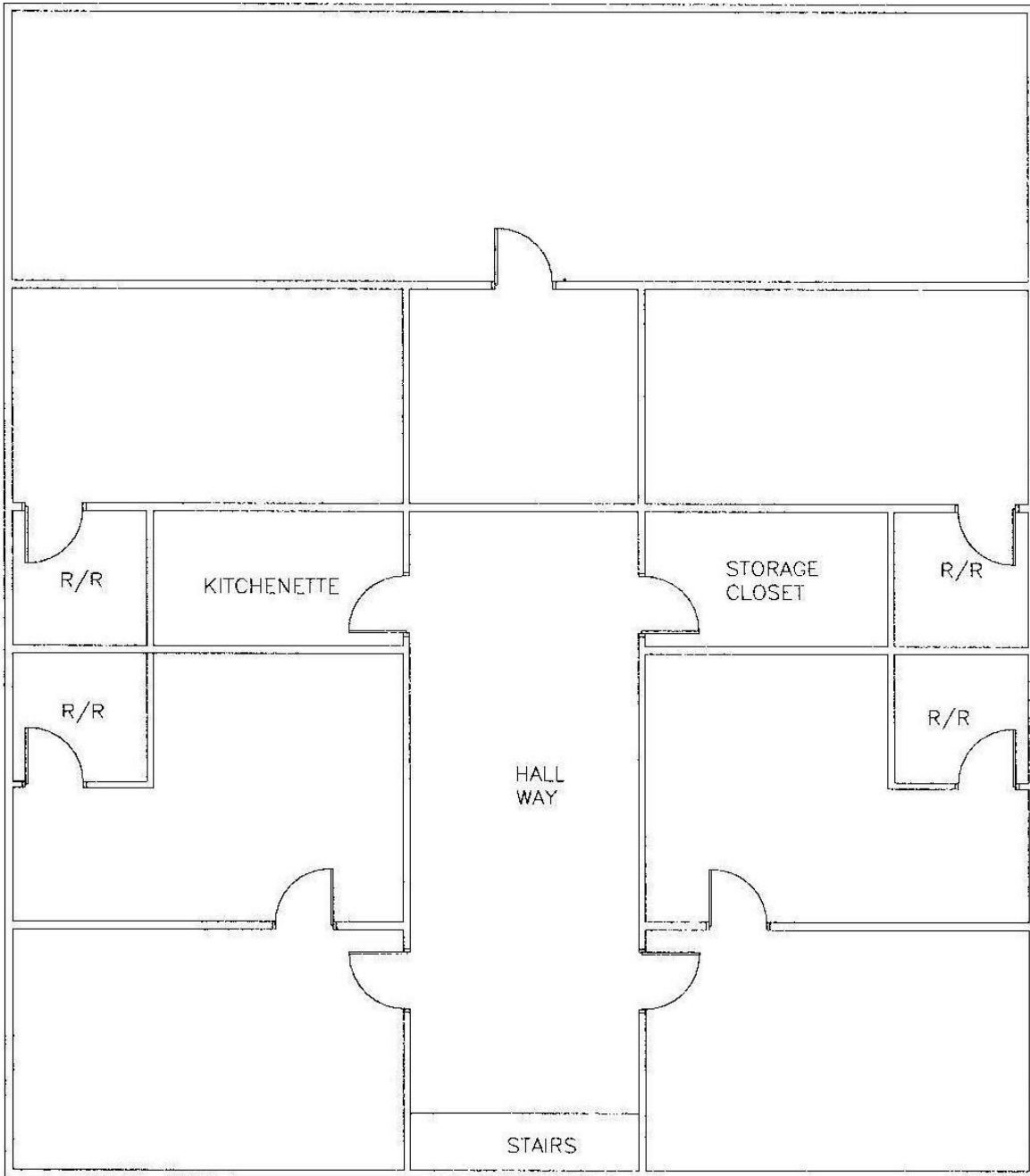
CENTRAL ADMINISTRATION/BOARD OF EDUCATION OFFICE
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First Level



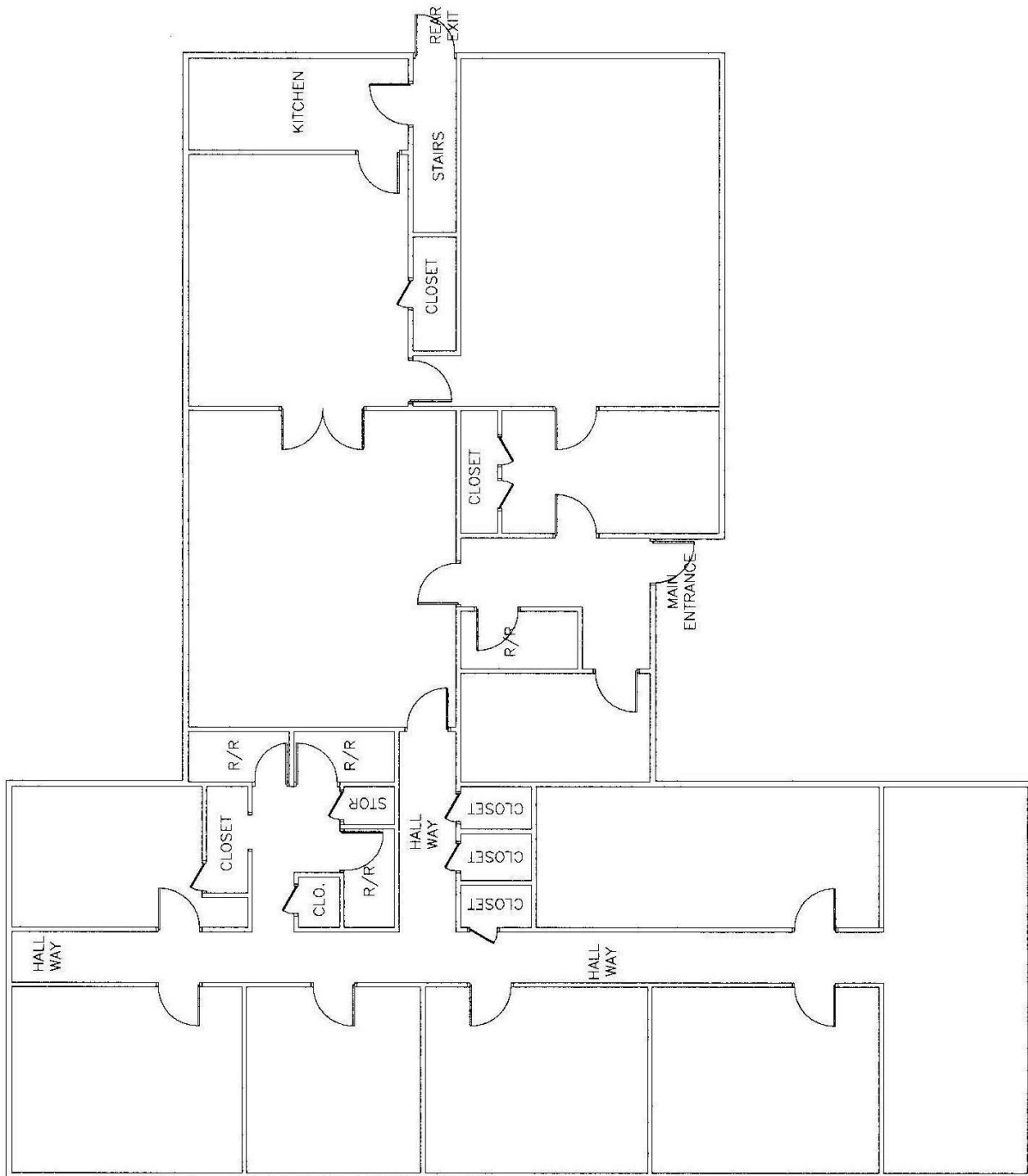
CENTRAL ADMINISTRATION/BOARD OF EDUCATION OFFICE
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Second Level



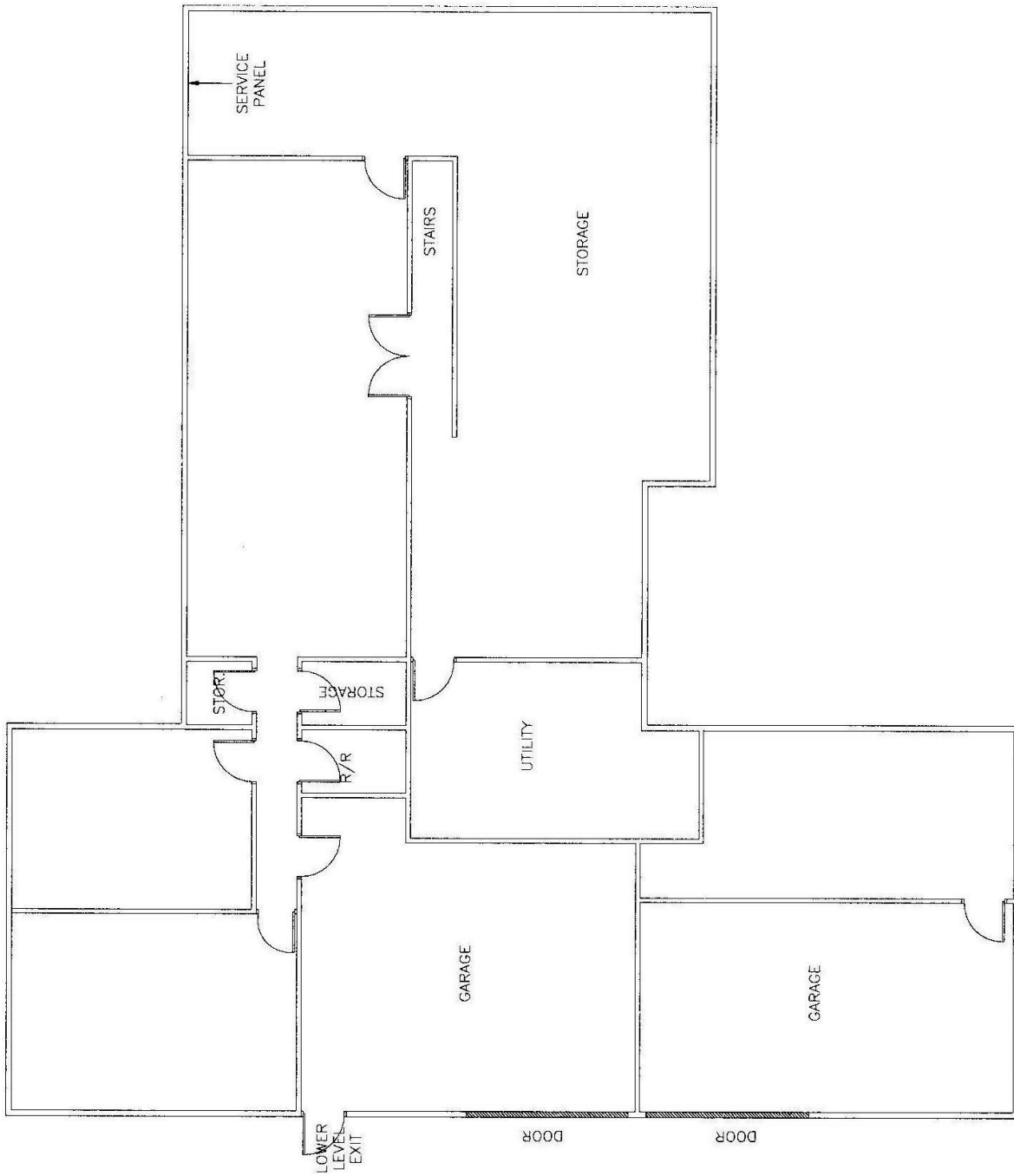
ACADEMIC/TECHNOLOGY OFFICE
2541 Dorwood Drive • Jennings, MO 63136

First Floor



ACADEMIC/TECHNOLOGY OFFICE
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Second Floor

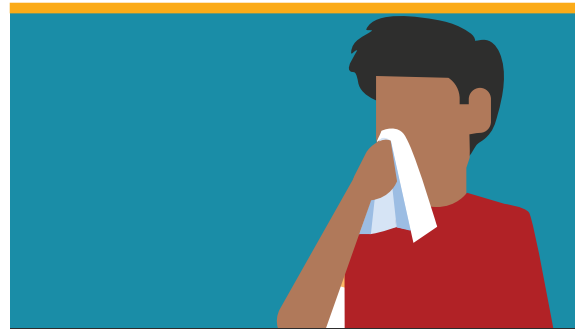


Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet (about 2 arms' length) from other people.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



When in public, wear a mask over your nose and mouth.



Do not touch your eyes, nose, and mouth.



Clean and disinfect frequently touched objects and surfaces.



Stay home when you are sick, except to get medical care.



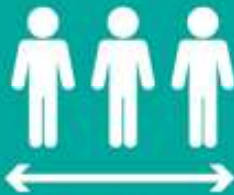
Wash your hands often with soap and water for at least 20 seconds.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

SOCIAL DISTANCING – QUARANTINE – ISOLATION

WHAT IS THE DIFFERENCE?



Social distancing

Used when in public or at work and not sick.

Why?

To reduce face-to-face contact and reduce the spread of disease.

How?

- Encourage people to stay at home.
- Give six feet of space from others.
- Work to minimize close contact between people.



Quarantine

Used for people who may have been exposed but are not sick.

Why?

The person could have the virus in their body even if they don't have symptoms. They need to stay away from others until they find out for sure.

How?

- Separate living quarters if possible.
- Keep six feet away from other people.
- Have food and necessities delivered.



Isolation

Used for people suspected or confirmed to have COVID-19.

Why?

To keep the person from infecting others.

How?

- Separate living quarters and bathroom facilities secured against unauthorized access.
- Keep six feet away from other people.
- Have food and necessities delivered

Find more information at stlcorona.com. You can also contact the Saint Louis County Department of Public Health at 314-615-2660 or infointel2@stlouisco.com.

Saint Louis
COUNTY
PUBLIC HEALTH



COVID-19

CORONAVIRUS vs. COLD vs. FLU vs. ALLERGIES

SYMPTOMS	COVID-19*	COLD	FLU	ALLERGIES
Fever	Common (measured at 100 F or higher)	Rare	High (100-102 F), can last 3-4 days	No
Headache	Sometimes	Rare	Intense	Sometimes
General aches, pains	Sometimes	Slight	Common, often severe	No
Fatigue, weakness	Sometimes	Slight	Common, often severe	Sometimes
Extreme exhaustion	Sometimes (progresses slowly)	Never	Common (starts early)	No
Stuffy nose	Rare	Common	Sometimes	Common
Sneezing	Rare	Common	Sometimes	Common
Sore throat	Sometimes	Common	Common	No
Cough	Common	Mild to moderate	Common, can become severe	Sometimes
Shortness of breath	In more serious infections	Rare	Rare	Common
Runny nose	Rare	Common	Sometimes	Common
Diarrhea	Sometimes	No	Sometimes**	No
New loss of taste, smell	Sometimes	Rare	No	Rare
Chills, shaking with chills	Sometimes	Rare	Common	No

* Information still evolving.

** Sometimes for children.

Sources: DHSS, CDC, WHO, National Institute of Allergy and Infectious Diseases, American College of Allergy, Asthma and Immunology.

COVID-19 FAQ

What is COVID-19 and how is it spread?

- COVID-19, the common name for SARS-CoV-2, is a virus spread through close contact with other people (e.g., droplets when someone sneezes) and touching contaminated surfaces then touching your eyes, nose, or mouth

What are the symptoms of COVID-19?

- *Common symptoms:* cough, fever, chills, body aches, shortness of breath, sore throat, new loss of taste or smell, congestion, runny nose, or diarrhea
- *Asymptomatic:* you have the virus but never develop symptoms
- *Pre-symptomatic:* you have the virus but eventually develop symptoms

Who is at risk of serious illness from COVID-19?

- People over 65 years old; risk increases with age
- People who live in a long term care facility
- People who are immunocompromised or have underlying medical conditions including: chronic lung disease, moderate to severe asthma, serious heart conditions, severe obesity, diabetes, chronic kidney disease, sickle cell disease, and liver disease

Can asymptomatic and pre-symptomatic people spread COVID-19 to others?

- Yes. Research indicates asymptomatic and pre-symptomatic people may carry an equal amount of the virus (viral load) as symptomatic people, and therefore are contagious

Why is it important to wear masks or face coverings?

- Research indicates use of cloth face coverings reduces the risk of COVID-19 transmission, especially from the wearer to others
- The CDC recommends wearing cloth face coverings in public settings where social distancing measures are difficult to maintain

What is contact tracing?

- Process by which people exposed to an active COVID-19 case are identified and asked to self-isolate to prevent spread of the virus (e.g., interviews to assess recent movements and identify potentially exposed persons)

What is a “box-in” strategy?

- Process of testing, isolating, tracing, and quarantining individuals with COVID-19 form the corners of a “box” that stops an outbreak from spreading in a community

DISCLAIMER

The contents of this FAQ are not medical advice and should not be treated as a substitute for direct communication with a medical professional. If you have any questions or concerns, you should contact a medical professional.



Why is it important to test broadly for COVID-19?

- To save lives of Missourians
- To determine who is infected with COVID-19 so they can self-quarantine and not spread the virus
- To contact trace people who test positive and help isolate those who have been exposed or “box-in” potential outbreaks
- To understand the spread of the virus and determine communities most at-risk

Why do we test people who don't feel sick?

- Up to 50% of infected people don't feel sick, and therefore don't know they could spread the disease
- Broad testing helps identify anyone with the virus, who can then self-quarantine so as not to infect others

What is a PCR (diagnostic) test?

- A test to diagnose active viral infections by detecting the presence of viral RNA in a sample
 - Most PCR samples are still taken from where the nasal cavity meets the back of the mouth
 - Self-collected mid-nasal swabs are now available in Missouri
 - Certain PCR tests use saliva samples or cheek swabs, but these are not yet widely available
- Stands for “polymerase chain reaction”

What is Sentinel Testing?

- Disease surveillance system wherein certain populations are tested, so epidemiological information can be obtained
- Method of identifying trends in disease spread and therefore containing potential outbreaks

What is an antigen test?

- A test to diagnose active viral infections by detecting the presence of protein fragments found on or inside the virus
 - Antigen tests provide more rapid results and are cheaper than PCR tests
 - Antigen tests have more false negative results because they are less sensitive than PCR tests
- The *CDC recommends antigen testing only for symptomatic patients* in clinical settings
 - A PCR test may be ordered by a clinician if COVID-19 is suspected and the antigen result is negative

What is a serological (antibody) test?

- A test to detect COVID-19 antibodies in the bloodstream, indicating previous exposure to the virus
- It is unknown at this time whether the presence of antibodies indicates immunity to COVID-19
- Used for disease surveillance and research (e.g., determining prevalence of exposure to the virus in a particular population)

What is Prevalence Testing?

- Prevalence is the proportion of the population that has COVID-19 during a given time period.
- Prevalence testing is a scientific study where researchers randomly select a representative sample of the population and test those subjects to determine the spread of the virus among the population during the designated time period

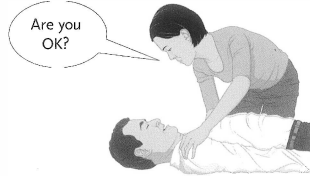
What does it mean if I have a positive test result? If you have a positive test result, it is very likely that you have COVID-19. Therefore, it is also likely that you may be **placed in isolation to avoid spreading the virus** to others.

CPR/AED Guidelines

ADULT CPR REFERENCE

1 SHAKE AND SHOUT

Call for help
local emergency number



And get AED or
Send someone to get AED

2 CHECK FOR BREATHING



Open airway
look, listen, feel

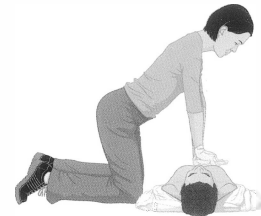


If not breathing normally
give 2 breaths

3 START CHEST COMPRESSIONS

- Push hard and fast (100/min)
- Release pressure completely
- Minimize interruptions

Activate AED as
soon as possible
or
Perform CPR until
AED is available



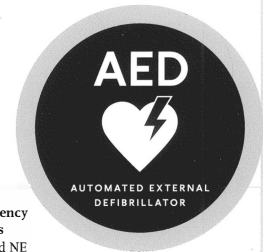
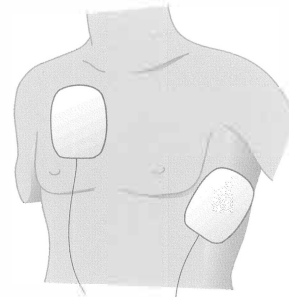
Compress and
breathe at a ratio of
30 to 2

AED REFERENCE

1 TURN ON AED

2 BARE CHEST AND APPLY ELECTRODE PADS

3 FOLLOW VISUAL AND VOICE PROMPTS



LIFEPAK® FAMILY OF AEDS



LIFEPAK CR® Plus
defibrillator



LIFEPAK 1000
defibrillator



LIFEPAK 20
defibrillator/monitor



LIFEPAK 12
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