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Development of an Emergency Preparedness Manual for Parkview Junior High School

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DEVELOPMENT OF AN EMERGENCY PREPAREDNESS MANUAL

FOR PARKVIEW JUNIOR HIGH SCHOOL

(TITLE)

BY

RICHARD PHILIP ALSMAN

FIELD EXPERIENCE

XXXXXXXXXX
THESIS
XXXXXXXXXX

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1982

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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DEVELOPMENT OF AN EMERGENCY PREPAREDNESS MANUAL
FOR PARKVIEW JUNIOR HIGH SCHOOL
LAWRENCEVILLE, ILLINOIS

By

Richard Philip Alsman

B.S. in Ed., Oakland City College, 1969

M.S. in Ed., Eastern Illinois University, 1977

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the
requirements for the degree of
Specialist in Education at the
Graduate School of Eastern Illinois University

Charleston, Illinois

1982

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Physical protection of the life and limb of every school pupil is a heavy responsibility that rests upon all officials involved in administering educational programs. Therefore, this study was done to prepare an emergency preparedness manual for Parkview Junior High School of Community Unit School District #20, in Lawrenceville, Illinois. The emergencies to be evaluated in the study include:

1. Tornadoes and Storms
2. Fire
3. Nuclear and Conventional Bombing
4. Explosion and Fire
5. Earthquake
6. Large Scale Air Pollutants
7. Blizzards
8. Bomb Threat

The study begins by describing each disaster, giving background information, destructive power, and possible dangers of which to be aware. This is followed by preventive measures which can be used to prepare for such an emergency.

The study then outlines the development of a complete school emergency preparedness program, which requires both physical and mental preparation. Such physical preparations discussed include shelter facilities, warning devices, lines

of communication, fire extinguishers, first aid equipment, and survival supplies. Equally important are those mental preparations developed through in-service disaster education for all school personnel, careful planning to meet emergency situations, assignment of responsibilities, pupil instruction, organized teacher-pupil action for each type of disaster, and habits formed through appropriate drills.

The researcher recommends that an emergency preparedness manual should be a requirement for every school district. A manual would be an invaluable tool in preparing administrators, teachers, and other school officials for all emergencies. Complete knowledge of emergency situations should be mandatory for all school personnel.

It is further recommended that this manual be used along with in-service seminars to prepare school employees, both physically and mentally, for potential school disasters. Preparation is essential when the safety of millions of school children lay in the hands of school personnel.

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CHAPTER I
INTRODUCTION

Statement of the Problem

School districts are responsible for safeguarding the lives of millions of school children during each school day. The health and safety of each child is valued beyond all other curricular and operational considerations, therefore, it is necessary that every effort be made to insure the well-being of the total student body.¹ Each day, school districts must constantly face the potential danger to their students from unforeseen hazards ranging from slippery floors to a nuclear holocaust. School personnel must be informed as to what form of action must be taken in case an emergency does arise.

The purpose of this study is to write an emergency preparedness manual for Parkview Junior High School, which is located on West Cedar Street in Lawrenceville, Illinois, and is part of Community Unit School District #20. Parkview has a projected fall enrollment of 374 students and a faculty of 25 members.² This manual will contain the procedures to be followed in emergency situations as they may arise at Parkview. There is a definite need to have a preestablished plan should an unforeseen situation call for immediate action. Mr. Jim Courtney, the superintendent

of Community Unit School District #20, stated his opinion.

"I have always felt that Community Unit School District #20 should have a complete, detailed manual outlining the responsibility of all teachers and administrators in case an emergency should arise during school hours. We have always had unwritten rules to follow, but these are antiquated, in need of revision. In addition, society has burdened our school district with further potential problems, such as a bomb threat or a nuclear attack. Preparation for these must be done through an outlined procedure. An updated emergency preparedness manual must be prepared and adopted as part of our school board policy."³

A manual should be prepared and discussed with the staff so that each staff member is knowledgeable as to their position should an emergency arise.

Parameters of the Study

This manual will be limited only to those known emergencies which could be applicable to Parkview Junior High School. These will be based on Parkview's location in the city, size, geographic location, environmental factors, and climate. Those emergencies to be discussed include:

1. Tornado and Storm
2. Fire
3. Nuclear and Conventional Bombing
4. Explosion and Fire
5. Earthquake
6. Large Scale Air Pollutants
7. Blizzards
8. Bomb Threat
9. *Crazies Snipers - violence prone*
10. *Communicable Diseases*
11. *Clinical Disasters*

Scope of the Study

A disaster will be defined in this manual as any occurrence resulting in a situation where the students are confronted with possible widespread destruction and loss of life.⁴ The people selected to act as safety personnel have been chosen by the Parkview Junior High School principal, Mr. Donn Hammer. At that recent meeting, Mr. Hammer discussed the emergency preparedness manual. He stated that a great drop in enrollment has created a need for revised exit routes and points of maximum protection.⁵

This manual will have two plans of action for all of the types of disasters. Plan I will be used if there is warning of the pending disaster. In this plan, there must be time enough to move the students to the place of greatest safety. Plan II will be in effect if the disaster is imminent, leaving no time to move the students. In this plan, the students will be protected in their present location.⁶

CHAPTER II

LITERATURE BACKGROUND

Rationale

The specter of disaster, which may result from any number of conditions, is always with us. In spite of this fact, many principals are so busy concentrating on their daily problems that they give little or no thought to the potential of a serious emergency situation developing in their own district. Others may be aware of the disaster potential, but they prefer to adopt a complacent "It can't happen here" attitude with the result that they are guilty of procrastination to such an extent that no action is ever taken to formulate an emergency plan.

Review of the Literature

There are a multitude of sources dealing with natural and manmade disasters. However, most deal with the disasters from a business or community viewpoint. Little research has been done in the area of school emergencies. Fires and tornadoes are well-researched, but little research has been done on the other potential school disasters. For example, the Parkview Junior High School library had only one book on disasters, none relating to the school. Individuals were found to be a good source of information, especially the Lawrence County Civil Defense director.

This manual must limit itself to only facts. Myths, beliefs, and stories must be excluded from a manual dedicated to the preservation of the lives of school children.

Research Review

In the Booth Library on the campus of Eastern Illinois University in Charleston, Illinois, much research was done through the use of ERIC (Educational Resources Information Center) and CIJE (Current Index to Journals in Education). The limited number of related literature points out the shockingly little time spent on safety in our schools. While countless hundreds of articles were listed under teacher tenure, teacher salaries, school curriculum, and school law, ERIC could only find about sixty-eight disaster or emergency-related articles, with many of those dealing with business and industry-affiliated emergencies.⁷

Uniqueness of the Study

If a manual such as this prevents injury or death to just one school child anywhere, the accumulated research will have proven invaluable. About 18% of the schools contacted for this manual had a written program for emergency preparedness. Thousands, or even millions, of school children attend school daily. The researcher questions whether parents would allow their children to go to a place for about eight hours per day if they knew how ill-prepared the schools were for a disaster. Schools must be made aware of this negligence in protecting the school children.

CHAPTER III
DATA ANALYSIS

Design and Analysis of the Study

In preparation of this manual, the researcher hopes that it will never be used. However, it is better to have the manual and not use it, than to have a disaster with no organized plan. As an unknown wise man once said:

The day is short,
the task is great,
it is not our duty to complete it,
but we are not free to evade it.

Old Rabbinic dictum⁸

Every school's established disaster plan must have two basic rules:

1. The school must have an allocation of manpower, with a designated chain of command.
2. The school must have a set of procedures to be followed in securing items (students) and moving them to safety.⁹

In this Parkview emergency preparedness manual, teachers have been designated specific duties in the time of a disaster. Three people for each duty have been assigned, listed in the order of succession. In addition, important telephone numbers have been printed near the front of the manual for easy access.

The list of disasters was narrowed to tornadoes and storms, fires, nuclear and conventional bombings, explosions and fires, earthquakes, large scale air pollutants, blizzards, and bomb threats, after a conversation with Mr. Richard

Trowbridge, the head of the Lawrence County Civil Defense Department. According to Mr. Trowbridge, these disasters are those which could seriously endanger the school organization. Mr. Trowbridge further stated that other potential disasters should be overlooked by the school district because the Lawrenceville area does not manifest itself as an operational problem for such disasters encountered during the school day.¹⁰

Data Collection and School Sampling

Seventeen schools were phoned or written to request information concerning their guidelines in the handling of a school disaster. Of the seventeen schools who responded or with whom the researcher talked, only three had an emergency program in writing. All had criteria for fire drills and tornadoes, but it was shocking to think that all of these schools would be unprepared for other major disasters, natural or manmade. In some cases, an emergency preparedness manual might exist in the files, but it has not been made available to teachers. With the teachers is where such a manual should be placed.

See Appendix A for a list of the schools with emergency preparedness manuals. See Appendix B for a list of schools without an emergency preparedness manual.

The Springfield, Illinois, Police Department was consulted regarding bomb threats in the school. This was the nearest branch of law enforcement to Lawrenceville which could deal with bomb threats. The Springfield police informed the researcher that all bomb threats

were turned over to the Federal Bureau of Investigation.¹¹
Upon contacting Mr. Terry Mason of the Illinois Federal
Bureau of Investigation, little information was gained.
Mr. Mason stated that the FBI, when informed of an actual
bombing, contacts the Secret Service which aids the local
authorities in determining the criminal. In most instances,
however, Mr. Mason believed that the threats never go
beyond the threat stage, so higher law enforcement agencies
are not called in. It was stated that in case of a bombing,
the government branch involved is the Alcohol, Tobacco,
and Firearms Commission of the United States Government.¹²

CHAPTER IV
DISASTER RESEARCH

Research Results

The researcher discovered that disasters are a fact of life. There are 25,000 of them every year in the United States, which average about sixty-eight per day.¹³ Children are in school about 180 days per year. That means that the children face the possibility of over 12,000 disasters in every school year. Emergencies can bring out the best in people, or the worst. Which it will be depends mainly on how well a society is prepared to act quickly and effectively.¹⁴

Parkview's emergency preparedness manual will include eight disasters. Before a manual preparing school children for these disasters can be written, knowledge about these disasters must be accumulated.

Tornadoes and Storms

Tornadoes and storms strike the United States over 600 times per year. Over half of those occur in the months of April, May, and June, mostly between 3:00 p.m. and 7:00 p.m.¹⁵ In the last fifty years, over 10,000 people have been killed by these deadly winds.¹⁶ Tornadoes can occur anytime in the United States, with the midwest being the most frequent area. They travel in a westerly direction, usually from the southwest. They vary in width from 250 yards to over one mile. The tornado usually touches the ground in a path from 10-40 miles, but a path

of over 300 miles has been recorded. Wind speeds of up to 500 miles per hour have been measured.¹⁷ In 1917, a tornado hit Charleston, Illinois, killing 101 persons.¹⁸

School building damage is caused by a buildup of pressure on the surface of the buildings from the velocity of the high winds. The tornado winds, usually coming from the southwest, cause the greatest school damage to the south side of the building.

If trapped in a school during a tornado, students should be taken to a place on the lowest floor on the interior of the building. Stay away from windows, auditoriums, gymnasiums, and other open structures which have wide, free-span roofs.¹⁹

See Appendix C for a checklist which should be checked yearly by the school principal or other designated individual.

Fire

Fire is the greatest single, natural destroyer of life and property in a school.²⁰ New York City, alone, has over 25,000 people evacuated yearly due to fires.²¹ From 1934-1969, in the United States, sixty-five fires took the lives of 564 school children in the public schools. The largest such school fire was on March 18, 1937, in the Consolidated School of New London, Texas. Two hundred ninety-four children were killed in the blaze. In the last five years, over 6,560 fires have occurred in schools, resulting in over \$38,380,000 in damage. Of these fires, about 22.2% have been of suspicious origin.²²

All schools conduct regular fire drills as established in the state code.²³ However, more attention must be given during a fire drill to the seriousness of the drill. The response to an alarm signal should be automatic and procedures of escape so well learned that students and personnel will react immediately to the stimulus of an alarm or gong. Children should be instructed in alternate procedures in the event of emergencies, such as normal exits being blocked by debris or fire.²⁴ The drill should include a roll call by class outside the building to make sure no one is left behind. There should also be a routine for a complete check of the entire building, including toilet rooms, to make sure that no one is left behind. All exits should be used in drills, but routes should be varied from drill to drill. Occasional drills should be held, simulating conditions when one exit cannot be used because it is blocked by smoke or fire. All drills should include a provision to simulate calling the fire department.²⁵

To prepare for a safe, quiet, expeditious, rapid exit, fire drills should be conducted a minimum of nine times a year, with at least five of the drills scheduled in the beginning of the school year.²⁶

Always keep a record of the fire drill time. If a false alarm is set, proceed as if it is for real.²⁷

See Appendix D for a checklist which should be checked yearly by the principal or other designated individual.

Nuclear and Conventional Bombing

London, England, was bombed continuously for over eight days during World War II. All the power from those bombs would only equal the energy released from the one bomb dropped on Hiroshima.²⁸ A relatively small five megaton bomb will devastate every living thing in all directions for three miles from the point of impact. It will inflict first degree burns on all living things within thirteen miles in all directions.²⁹

Air raid or take-cover drills are comparatively new to schools in the United States. However, world tensions and the scientific developments of airborne weapons have made it necessary to develop procedures to insure, as far as possible, the safety of our students against air attacks.³⁰

Nuclear explosions are of four types:

1. Conventional. This includes TNT, dynamite, etc.
2. Chemical. This includes tear gas, nerve gas, mustard gas, etc.
3. Biological. These include disease-producing micro-organisms (germs, toxins, etc.).
4. Nuclear. This includes the radiation and heat. The radiation can be both initial (falls where the bomb falls) or residual (fallout).³¹

In a nuclear explosion, the radiation is as dangerous, or more so, than the bomb, itself. A nuclear explosion

will cause the loss of life for millions of people. This cannot be avoided. However, if the school district is prepared, many lives can be saved.

The researcher agrees with the Civil Defense, which has developed two plans for the protection of students. The first, the "take-home" plan, calls for the students to be taken home by bus or to walk home from school. This is the best plan, and many schools have already worked out emergency bus plans. It is best to send high school students home first, so they can assist the younger students whose parents are at work or not at home. This possible lack of supervision is the most glaring weakness of the "take-home" plan.

The second plan is to assign the various classes to areas in the school building free of flying glass and other hazards. These areas would be the same previously assigned in the tornado drill.

The "take-home" plan would be in effect in a situation where there would be much advance notice. The second plan would be put into effect on short notice.³²

However, one Civil Defense authority has stated the situation differently.

"We can only choose whether we want to be fast-fried or dry-roasted."³³

See Appendix E for a checklist which should be checked yearly by the principal or other designated individual.

Explosion and Fire

Explosions in a school building are, generally, limited

to boiler rooms, the kitchen area, or the science laboratory. In most cases, they are accidental, small, and away from the students. However, each school year finds the lives of many students being endangered by accidents. As professional people responsible for the lives of so many children, school educators and administrators must never become complacent. Continual drill and instruction could save many lives at some unforeseen time. The local fire department and Civil Defense personnel stand ready to assist schools in providing the safest possible situation for all concerned.³⁴

Explosions and fire are discussed under other disasters. Different types of explosions would be covered under different topics. However, they must be included, since they may require evacuation of the building or may only require evacuation of one classroom.

In situations requiring school evacuation, the school should take advantage of its own greatest resource, the students. The principal should have a hand-picked, select group of boys and girls designated to help in times of school emergency. These boys and girls will have duties, such as aiding the handicapped, checking for lost children, opening or closing doors, keeping order, aiding teachers, and other duties which could be assigned.³⁵

Earthquake

Earthquakes occur every day, but relatively few of them are noticed by man. Even fewer cause much damage.

Scientists estimate there are one million earthquakes yearly. However, most occur under the oceans and remain unnoticed. As dangerous as an atomic bomb is, a large earthquake can release 10,000 times more energy than the first atomic bomb. One earthquake in Shensi, China, in 1556, killed an estimated 830,000 people.³⁶

According to Mr. Trowbridge, Lawrence County Civil Defense director, Lawrenceville is located in a precarious position. Although not earthquake-prone, Lawrence County could have periodic earthquakes or tremors.³⁷ Periodic checking of the school facility is advisable. Minor, unnoticed earthquakes can cause damage. Administrators should be aware of excessive cracking, crushing, distortion, and deterioration.³⁸ In addition, foundations should be checked frequently.³⁹

Large Scale Air Pollutants

On January 14, 1981, at 9:30 p.m., the Lawrenceville Texaco Refinery had a gas pipe freeze. When thawed, the pipe burst, releasing powerful hydrocarbon vapor into the air. The heat resulted in an explosion, creating a fire of dangerous proportions and endangering the entire city. The danger lay in the possible spreading of the potentially lethal pollutants around the city and in the possible explosion of the nearby propane tanks. According to Mr. Lee Townsend, managing superintendent of the refinery, the pollutants released into the air would have become lethal if they had come into contact with other nearby gases.⁴⁰

This story points out the danger facing school children from air pollutants. Parkview Junior High School is located approximately one mile from Texaco. If this accident had occurred during the school day, evacuation would have been necessary. Care must be taken to protect our school children from all forms of air pollutants, whether they be lethal fumes or common smog. Smog took the lives of 4,000 people in London, England, in 1952.⁴¹

Blizzards

It is highly unlikely that the snowfall in Lawrenceville will reach seventy-six inches in twenty-four hours as it did at Silver Lake, Colorado, in 1921.⁴² However, situations often arise where the temperature reaches 0°F. or below with the wind chill factor bringing the temperature down to well below 0°F. At temperatures this low, school children need not be outdoors for long before damage to the exposed skin occurs. Blizzards often completely disorganize the activities of city, home, and school life.⁴³ School districts must be prepared for such weather disasters and, when weather conditions are questionable, check with the weather bureau.

See Appendix F for a checklist which should be checked yearly by the principal or other designated individual.

Bomb Threat

The Federal Bureau of Investigation states that 98% of all bomb threats are a hoax. In an interview with

Mr. Terry Mason of the Illinois Federal Bureau of Investigation, this researcher was informed that the FBI believes in not evacuating a building when a bomb threat has been made. It is their opinion that evacuations lead to more frequent evacuations and bomb threats in the future.⁴⁴

However, this researcher disagrees with the FBI, who are not responsible to parents if there is a bomb. It is agreed that in the past, the vast majority of bomb threats have turned out to be hoaxes. However, today more of the threats are materializing. Thus, management's first consideration must be for the safety of the people. It is practically impossible to determine immediately whether a bomb threat is real.⁴⁵ Therefore, this researcher wishes to proceed with the belief that every bomb threat is real. Then, after evacuation, if the administration, the school safety officer, and civil authorities are certain that the threat is real, the students will be sent home by the usual procedure.

See Appendix G for a checklist which should be checked yearly by the principal or other designated individual.

CHAPTER V
SUMMARY AND RECOMMENDATIONS

Summary and Findings

Physical protection of the life and limb of every school pupil is a heavy responsibility that rests upon all officials involved in administering educational programs. Not only should we be concerned with school safety as it relates to the traditional school environment, but also we should take every reasonable precaution to protect pupils from possible disaster.

Tornadoes and storms, fire, earthquakes, air pollutants, blizzards, explosions, bomb threats, and nuclear attack are all threats to be reckoned with in the school district, whether it is Lawrenceville or New York City. Preparedness for such emergencies starts with planning, and planning starts with basic school policies translated into administrative action.

A complete school emergency preparedness program requires both physical and mental preparations. Such physical preparations include shelter facilities, warning devices, lines of communication, fire extinguishers, first aid equipment, and survival supplies. Equally important are those mental preparations developed through in-service disaster education for all school personnel, careful planning to meet emergency situations, assignment of responsibilities, pupil instruction, organized teacher-

pupil action for each type of disaster, and habits formed through appropriate drills.

Conclusions

The researcher concludes that much respect for disasters has been gained through the knowledge acquired during this manual research. Parkview Junior High School will have taken a great stride toward preparing for any unexpected disaster, natural or manmade. Mr. Richard Trowbridge, director of the Lawrence County Civil Defense department, was outspoken when questioned about school emergencies.

"It is tragic that so little time, effort and money is spent on developing emergency plans in our or any school district. We have been very fortunate in our area to have had no serious problems. However, other schools have been less fortunate. We never know when it will be our turn. Our schools, administrators, teachers, and students must be prepared for that day when disaster does strike."⁴⁶

The words of Mr. Trowbridge describe the situation as this researcher sees it. With the completed manual, newly found respect for disaster, and a determination to promote safety, this researcher has just begun his task of making schools aware of possible dangers.

Recommendations

After the completion of this manual, the researcher will initiate the following steps into his school district:

1. Submit the Parkview Emergency Preparedness Manual to the Community Unit School District #20 superintendent, Mr. Jim Courtney, suggesting he take the following steps:

a. Make recommendations to and secure needed policy statements from the Board of Education.

b. Organize needed curriculum planning and schedule in-service training for teachers and other staff personnel.

c. Coordinate school disaster plans with the local civil defense plans.

d. Review progress and stimulate needed activity.

e. Present school emergency plans to Board of Education for approval.

2. If approved by the superintendent, present the Parkview Emergency Preparedness Manual to the school's Board of Education, hoping they might proceed as follows:

a. Pass a resolution to cover natural disaster, nuclear attack, or other disturbances.

b. Obtain legal advice concerning the status of school personnel and property in time of emergency and during drills.⁴⁷

c. Incorporate into board policy, the Parkview Emergency Preparedness Manual into the emergency plan. See Appendix H for a copy of a proposed board resolution.

3. Take the board-approved manual back to the Parkview Junior High School principal for the following steps:

a. Designate a chain of command.

b. Make the compiled information a part of the systematic strategy to lessen or nullify the impact of emergencies.

c. Conduct regular disaster drills.

d. Incorporate evaluation procedures to improve the efficiency of drills and warning systems.

e. Send home questionnaire to parents to determine if parents want children sent home if sufficient time before a disaster. See Appendix I - L for questionnaire and letters to be sent home.

f. Become informed concerning his responsibilities for organizing and implementing the emergency preparedness program in his school.

g. Provide leadership in testing the school's emergency plan and in evaluating its adequacy and making needed revisions.

4. Review regularly the plan with police, Civil Defense, and local Emergency Management Agency.

5. Make the community aware of the school district's disaster plan by using the local media.

6. Require annual inspection by checklists relating to specific disasters (found in the appendix).

7. Send a copy of the Parkview Emergency Preparedness Manual to the director of the Lawrence County Civil Defense.

8. Integrate emergency training into the school curriculum.

Civil preparedness in the school can best be summed up by this researcher with the words of a poet over 400 years ago.

"Readiness is all."⁴⁸

FOOTNOTES

¹Robert L. Ebel, ed., Encyclopedia of Educational Research (London: Macmillan Co., 1969), p. 161.

²Interview with Ron Negley, Parkview Junior High School, Lawrenceville, Illinois, 24 June 1982.

³Interview with Jim Courtney, Parkview Junior High School, Lawrenceville, Illinois, 21 April 1982.

⁴William Mooris, ed., The American Heritage Dictionary (Boston: Houghton-Mifflin Co., 1969) p. 374.

⁵Interview with Donn Hammer, Parkview Junior High School, Lawrenceville, Illinois, 22 April 1982.

⁶Courtney

⁷Interview with D'Anna Schotts, Booth Library of Eastern Illinois University, Charleston, Illinois, 5 July 1982.

⁸John H. Martin, ed., The Corning Flood: Museum Under Water (Corning, N.Y.: The Corning Museum of Glass, 1977), p. 55.

⁹Ibid., p. 56.

¹⁰Interview with Richard Trowbridge, Lawrence County Civil Defense Headquarters, Lawrenceville, Illinois, 8 July 1982.

¹¹Interview with William Cannon, Springfield Police Department, Springfield, Illinois, 28 June 1982.

¹²Interview with Terry Mason, Illinois Federal Bureau of Investigation, Springfield, Illinois, 28 June 1982.

¹³Far West Laboratory for Educational Research and Development, Your Chance to Live (Washington: Defense Civil Preparedness Agency, 1972), p. 4.

¹⁴Ibid., p. 109.

¹⁵James J. Abernathy, Tornado Protection: Selecting and Designing Safe Areas in Buildings (Southfield, Michigan: Lawrence Institute of Technology, 1975), pp. 10-12.

¹⁶Alabama State Department of Education, The Challenge of Survival: A Guide for Teachers (Montgomery: Division of Instructional Services, 1975), p. 5.

- ¹⁷ Richard J. Healy, Emergency and Disaster Planning, (New York: John Wiley and Sons, Inc., 1969), p. 169.
- ¹⁸ Ibid., p. 167.
- ¹⁹ Alabama State Department, The Challenge of Survival, p. 36.
- ²⁰ Healy, Emergency and Disaster Planning, p. 36.
- ²¹ Howard J. Parad, H.L.P. Resnik, and Libbie G. Parad, Emergency and Disaster Management (Bowie, Maryland: Charles Press Publishers, Inc., 1976), p. 337.
- ²² George H. Tryon, ed., Fire Protection Handbook (Hartford: Connecticut Printers, Inc., 1969), p. 1-53.
- ²³ Office of the Superintendent of Public Instruction, The School Code of Illinois (St. Paul: West Publishing Co., 1974), p. 296.
- ²⁴ Edward W. Smith, Stanley W. Frouse, Jr., and Mark M. Atkinson, The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 790-792.
- ²⁵ Tryon, Fire Protection Handbook, p. 8-197.
- ²⁶ Smith, Edward W., The Educator's Encyclopedia, p. 523.
- ²⁷ John Allan Smith, The School Secretary's Handbook (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), pp. 57-59.
- ²⁸ Natalie Angier, "Can You Survive World War III," Parade, 11 April 1982, p. 16.
- ²⁹ Far West Laboratory for Research, Your Chance to Live, p. 81.
- ³⁰ Smith, Edward W., The Educator's Encyclopedia, p. 525.
- ³¹ Defense Civil Preparedness Agency: "Nuclear Weapons Effects." Battle Creek, Michigan, July, 1975, pp. 3-8.
- ³² Smith, Edward W., The Educator's Encyclopedia, p. 527.
- ³³ Angier, "Can You Survive World War III," p. 17.
- ³⁴ Smith, Edward W., The Educator's Encyclopedia, p. 616.
- ³⁵ Ibid., pp. 790-792.

³⁶World Book Encyclopedia, 1970 ed., s.v. "Earthquake,"
by Frank Press.

³⁷Trowbridge.

³⁸J.H. Wiggins, Jr. and D.F. Moran, Earthquake Safety
in the City of Long Beach (Redondo Beach, California: J.H.
Wiggins Company, [September, 1971]), p. 10.

³⁹Ibid., p. 11.

⁴⁰Interview with Lee Townsend, Texaco Refinery, Lawrenceville,
Illinois, 8 July 1982.

⁴¹World Book Encyclopedia, "Earthquake," p. 186.

⁴²World Book Encyclopedia, 1970 ed., s.v. "Weather,"
by James E. Miller.

⁴³World Book Encyclopedia, 1970 ed., s.v. "Blizzard,"
by George F. Taylor.

⁴⁴Mason.

⁴⁵U.S., Department of the Treasury, Bomb Threats and
Bomb Search Techniques, 1972, p. 6.

⁴⁶Trowbridge.

⁴⁷Carl A. Magnuson, Emergency Planning for Oregon Schools
(Salem: Oregon State Board of Education, 1972), p. 2.

⁴⁸Far West Laboratory for Research, Your Chance to Live,
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E. Miller.

APPENDIX A

Schools With Emergency Preparedness Manuals

APPENDIX A

Schools With Emergency Preparedness Manuals

1. Cumberland
2. Centralia
3. Triad

APPENDIX B

Schools Without Emergency Preparedness Manuals

APPENDIX B

Schools Without Emergency Preparedness Manuals

1. Charleston
2. Fairfield
3. Flora
4. Holy Cross (Chicago)
5. Jasper County
6. Lawrenceville
7. Marshall
8. Mattoon
9. Olney
10. Ridgefarm
11. Stewardson-Strasburg
12. Tolono Unity
13. Tuscola
14. West Richand County

APPENDIX C

Tornadoes and Storms Checklist

APPENDIX C

Tornadoes and Storms Checklist

	<u>YES</u>	<u>NO</u>
1. The school system has in effect an official and up-to-date plan for protection of students and others in the event of a tornado or storm	_____	_____
2. This plan is coordinated with the overall community disaster plan, prepared by the Civil Defense or law enforcement officials	_____	_____
3. The school has a safety coordinator	_____	_____
4. In your opinion, the faculty and other employees have had sufficient education and training to provide leadership and knowledge in a tornado or storm	_____	_____
5. An orientation session is held each fall to acquaint new employees with the emergency plans	_____	_____
6. In case of tornado, shelter areas are provided with equipment which permits communication with the school administration and/or the community Civil Defense director	_____	_____
7. All members of the faculty and other employees have been instructed in their specific duties in reference to the type of disaster	_____	_____
8. Shelter locations and evacuation routes are posted in each room	_____	_____
9. There are emergency battery-powered lights which are automatically activated in case of power failure in the gym, auditorium, shelter areas, and halls which can be utilized when needed	_____	_____

APPENDIX D

Fire Checklist

APPENDIX D

Fire Checklist

	<u>YES</u>	<u>NO</u>
1. There are fire walls in each building:		
a. Around furnace and boiler room	_____	_____
b. Between gym and adjoining building	_____	_____
c. Other (specify) _____	_____	_____
2. School buildings have fire extinguishers	_____	_____
3. All fire extinguishers are checked regularly by qualified personnel	_____	_____
4. All school personnel have been given instructions in the use of fire extinguishers	_____	_____
5. In case of fire, provisions are made to notify the fire departments. How? (specify) _____	_____	_____
6. The fire alarm system in the building is checked daily	_____	_____
7. The fire alarm is clearly distinguishable from other emergency warnings	_____	_____
8. This alarm is used only for fire and/or other emergencies requiring evacuation of the building	_____	_____
9. A back-up alarm is provided if regular alarm fails to work. It consists of _____	_____	_____
10. All classrooms have access to planning exit routes	_____	_____
11. Plans provide for alternate routes to be used if regular routes are blocked	_____	_____
12. Rooms not under supervision (such as restrooms, vacant rooms, etc.) are assigned to a definite person to be checked for students	_____	_____
13. Provisions are made for assistance to handicapped persons in case of evacuation	_____	_____

	<u>YES</u>	<u>NO</u>
14. Each faculty member is required to carry an attendance register or class record and check students' presence at evacuation assembly point	_____	_____
15. Each faculty member sends a report of absentees to the principal or secretary	_____	_____
16. Provisions are made for guards at doors to prevent unauthorized persons from reentering the building	_____	_____
17. Instructions are given, when evacuation assembly point is reached, as to the next procedure	_____	_____
18. Secretary or someone else is responsible to see that school records are locked in vault or moved to a safe place	_____	_____
19. Results of this evaluation are given to the school administrator or school emergency coordinator or committee	_____	_____

APPENDIX E

Nuclear and Conventional Bombing Checklist

APPENDIX E

Nuclear and Conventional Bombing Checklist

	<u>YES</u>	<u>NO</u>
1. Buildings have been surveyed for fallout shelters (a fallout shelter is an area which has been surveyed by engineers, approved, and marked by Civil Defense officials).	_____	_____
2. Each fallout shelter has been designated and is so marked	_____	_____
3. Each shelter is stocked with food and supplies	_____	_____
4. Emergency electrical power is available in each fallout shelter	_____	_____
5. Faculty, other employees, and students know the location of the shelter in the building	_____	_____
6. If the school has no fallout shelter and is in an area where damage from the blast and heat may occur, the tornado shelter will be temporarily used as protection from the blast and heat	_____	_____
7. Faculty members are required to take attendance register or class record to the fallout shelter, or temporarily used tornado shelter, to identify the students who should be there	_____	_____
8. Each faculty member sends a report of absentees to the principal	_____	_____
9. Parents have expressed a choice as to where the children are to be sent if parents are not at home	_____	_____
10. The school emergency disaster plan relative to nuclear attack is incorporated into the local community disaster plan	_____	_____

APPENDIX F

Blizzard Checklist

APPENDIX F

Blizzard Checklist

	<u>YES</u>	<u>NO</u>
1. This school has a policy concerning the early dismissal of school because of blizzard, snow storms, or formation of ice on roads during the day	_____	_____
2. Students and parents have been notified of this policy	_____	_____
3. There is a plan for notification of parents if early dismissal of school is required Method of notification: radio _____ telephone _____ television _____ other (specify) _____	_____	_____
4. Bus drivers are instructed what to do if the bus becomes stuck in snow or is inoperable	_____	_____
5. School buses are equipped with special equipment for blizzard, snow, ice, and other hazardous conditions	_____	_____
6. Written plans have been developed for the school bus driver in the event of: a. blizzard b. tornado c. heavy rain d. flooded roadway e. emergency evacuation f. emergency situation arising on the bus	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
7. Buses are equipped with a communication system a. two-way radio _____ b. receiver unit only _____ c. other (specify) _____	_____ _____ _____	_____ _____ _____

APPENDIX G

Bomb Threat Checklist

APPENDIX G

Bomb Threat Checklist

	<u>YES</u>	<u>NO</u>
1. School administrators have a written plan which provides for notification of police or other proper authorities in a bomb threat	_____	_____
2. A policy has been established with news media in regard to releasing information of a bomb threat	_____	_____
3. A policy has been established for notification and involvement of faculty and other employees in case of a bomb threat	_____	_____
4. In the case of a bomb threat, students are: a. evacuated _____ b. not evacuated _____		
5. If students are evacuated, method used is: a. fire drill _____ b. other method (specify) _____		
6. Those responsible for the bomb search have: a. a schematic drawing of the building _____ b. a well-designed search procedure _____ c. familiarized themselves with the building and/or grounds _____		

APPENDIX H

Proposed School Board Emergency Resolution

APPENDIX H

Proposed School Board Emergency Resolution

A RESOLUTION PROVIDING FOR SCHOOL DISASTER SURVIVAL PLANNING

WHEREAS: The Board of Education is, to a great extent, the custodian of the next generation, our nation's most valuable resource; consequently, this imposes the responsibility to provide facilities, equipment and training to minimize the effects of disaster, and

WHEREAS: It is the responsibility of school systems to cooperate with local government in developing and carrying out a community disaster plan, and

WHEREAS: It is the responsibility of the school to develop a school disaster plan that will provide as much protection as possible for the children at school and on their way to and from school, and

WHEREAS: It is a responsibility of schools to provide information and training for the adults and students of the community which are in accord with the federal, state, and local laws, and

WHEREAS: It is a responsibility of schools to provide adequate training in self-protection and survival techniques for pupils enrolled in school, and

WHEREAS: It is the responsibility of the school to provide the necessary training and instruction so that the school emergency plan may be carried out with the greatest possible speed and safety.

THEREFORE: BE IT RESOLVED, By the Board of Education of _____ that the Superintendent of Schools of _____ be explicitly assigned the responsibility of developing a school program for school emergencies and to coordinate its various aspects.

Signed: _____
President,
Board of Education

Signed: _____
Superintendent, Secretary-
Treasurer, Board of Education

Date: _____

APPENDIX I

Questionnaire for Parents Concerning Children During Disaster

APPENDIX I

Questionnaire for Parents Concerning Children During Disaster

QUESTIONNAIRE TO DETERMINE IF PARENTS
DESIRE THEIR CHILDREN KEPT AT SCHOOL

Dear Parent:

Please complete and return this questionnaire at your earliest convenience. The information is needed to determine whether your child should be sent home, to a neighbor's home, or remain in the custody of the school in the event of a natural or nuclear disaster.

Your child will be sent home only if warning is received in time to permit him to reach home before being exposed to danger.

Cordially,

Parkview Junior High
School Principal



QUESTIONNAIRE

- 1. Child's name _____
- 2. Child's address _____
- 3. When safe to do so, I desire that my child be sent home upon dispersal from school _____
- 4. When safe to do so, I desire that my child be sent to my neighbor's home _____
- 5. I desire to have my child remain in the custody of the school faculty _____

Signature of Parent or Guardian

If you have checked #4 and desire to have a neighbor take care of your child under these conditions, please sign the statement below.

I have elected to have my child proceed to the home of a neighbor during a disaster emergency. I have made my child aware of this arrangement and _____ agrees to this responsibility. _____
(Neighbor's Name)

Signature of Parent or Guardian

APPENDIX J

Letter to Parents of Children Kept at School

APPENDIX J

Letter to Parents of Children Kept at School

Dear Parent:

You indicated on the questionnaire you recently completed and returned to the school that you desire your child to remain in the custody of the school faculty in the event of danger from a nuclear or natural disaster.

The custody of your child will remain with the school faculty as long as he is at school. Your child will be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to your home.

Do not hesitate to advise us if you have any questions concerning the plan.

Cordially,

Parkview Junior High
School Principal

APPENDIX K

Letter to Parents of Children Sent Home

APPENDIX K

Letter to Parents of Children Sent Home

Dear Parent:

You indicated on the letter you recently completed and returned to school that you desire your child be sent home in the event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent home if warning is received in time for him to arrive there before being exposed to danger.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He would be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to home.

Do not hesitate to advise us if you have questions concerning the plan.

Cordially,

Parkview Junior High
School Principal

APPENDIX L

Letter to Parents of Children Sent to a Neighbor's Home

APPENDIX L

Letter to Parents of Children Sent to a Neighbor's Home

Dear Parent:

You indicated on the questionnaire you recently completed and returned to the school that you desire your child to be sent to your neighbor's home in the event of danger from a nuclear or natural disaster.

Our previous correspondence indicated your child will be sent to your neighbor's home only if warning is received in time, in our judgment, for him to arrive there before being exposed to danger.

It is very important that your child be aware of this arrangement, and that your neighbor has agreed to assume the responsibility.

If warning is not received in time for us to comply with your request, your child will remain in the custody of the school faculty as long as he is at school. He should be in the care of the Shelter Manager during the time, if any, he is in a public fallout shelter.

Under the conditions of a nuclear disaster and if your child is kept in school, you would not be reunited with your child until the emergency has passed and the fallout radiation levels had reduced sufficiently to permit your child to be returned to your home.

Cordially,

Parkview Junior High
School Principal

APPENDIX M

Parkview Junior High School's
Emergency Preparedness Manual

APPENDIX M

PARKVIEW JUNIOR HIGH SCHOOL'S
EMERGENCY PREPAREDNESS MANUAL

LAWRENCEVILLE, ILLINOIS

PHIL R. ALSMAN
PREPARED JULY, 1982

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EMERGENCY DIRECTORY

Emergency No.	943-5766
Emergency Services & Disaster Agency	943-4215
Fire	
Lawrenceville	943-5766
Bridgeport	945-2341
Sumner	936-2121
St. Francisville	948-2525
Police	
Local	943-4946
State	217-536-2161
Sheriff	943-5766
Doctors	
Herron, Dr. Larry	
Office	943-5706
Home	943-5706
Illyes, Dr. R. O.	
Office	943-2521
Home	943-2521
Kirkwood, Dr. R. T.	
Office	943-3512
Home	943-4555
Kirkwood, Dr. R. C.	
Office	943-4013
Home	943-4143
Martin, Dr. Francisco	
Office	945-4349
Home	945-7011

EMERGENCY DIRECTORY (CONT'D)

Doctors (Cont'd)

Poe, Dr. Alexander

Office 943-5761

Home 943-2928

Nurse (District)

Benson, Janet 928-2478

Ambulance

Mercy Ambulance 945-2231 or
943-4242

State Highway 943-4121

Tornado (Reported Sightings) 943-5766

Utilities

Water

Office 943-4821

Plant 943-2422

Gas

Office 943-3326

Electric

Office 943-4822 or
943-3334

RESPONSIBILITY

The Board of Education of District #20 recognizes that it is responsible for guarding the health and protecting the lives of approximately 2,000 students for an 8 hour period each school day.

Since the health and life of each child is valued beyond all other curricular and operational considerations, it is necessary that every effort be made to insure the well-being of the total student body of District #20.

The following is designed to help Parkview boys and girls make wise choices when the possibility of injury to one's self or others exists, to provide a guide for the efficient handling and reporting of school connected accidents, and to provide an operational plan for the administration and staff to implement in the event a disaster occurs.

SCHOOL EMERGENCY PERSONNEL

Parkview Safety Director	Mr. Herdes
1st Successor	Ms. Brashear
2nd Successor	Mr. Wagner
3rd Successor	Mr. Freeman
Weather Observers	Mr. Supinie
	Mr. Negley
	Mr. Freeman
First Aid and Stretcher Squad	Mr. Alsman
	Ms. Brashear
	Mr. Pierce

WARNINGS AND COMMUNICATION

A. Receiving Warning

1. Parkview is equipped with an emergency decoder receiver which is monitored at all times.
2. Community Unit No. 20 considers itself part of the local Emergency Services and Disaster Agency network and will do its share to assist others as well as its own personnel.

B. Alerting the school occupants.

1. The fire alarm will be a horn with a non-pulsating volume and pitch.
2. The take-cover alarm will be verbal. Intercoms and runners will be used.
3. The fire alarm will never be used for any other alarm except fire.
4. For every disaster, one of two basic plans will be initiated. Either evacuation of the buildings or Take Cover Plan I or II will be initiated. When the fire alarm sounds - evacuate! When a PA or verbal announcement is given, either Take Cover Plan I or II will be announced.

DISASTER SURVIVAL PLANS

In planning for a disaster, the first basic decision is whether to evacuate the buildings or take cover. For some disasters, there is not a clear-cut decision. A nuclear attack 2 hours away would be treated differently than one 10 minutes away. Therefore, each of the following plans has built-in considerations, which concern time of day, urgency of action, and degree of potential destructiveness of the particular disaster.

The following is an index of the different disaster survival plans.

Part I	Tornado and Storm
Part II	Fire
Part III	Nuclear and Conventional Bombing Attack
Part IV	Explosion and Fire
Part V	Earthquake
Part VI	Large Scale Air Pollutants
Part VII	Blizzards
Part VIII	Bomb Threat

For each of the above disasters, one of two basic plans will be initiated.

EVACUATION PLAN

Each fire alarm will be treated as if a fire exists.

1. If there should be an alarm failure, the person giving the alarm will immediately report the situation to the principal who shall order that alternate methods of communication be used. (Alternates may be the P.A. system or student messengers from the nearest classrooms).

2. Teachers' duties:

A. Direct students out pre-determined exits.

Front door: Rooms 15-28 and 32

Southeast door: Rooms 36-41

Southwest door: Rooms 1-7

Northwest door: Rooms 7-14

Northeast gym door: Girls in gym

Southeast gym door: Boys in gym

B. Close the classroom door after determining that the room is empty.

C. Move the students well away from the building and clear of emergency vehicle routes to a designated assembly area.

D. Check his/her class roll from a grade book or attendance register as soon as the students reach the designated assembly area.

E. Dispatch one student to the flag-pole area to report absences to the safety officer.

- F. The school safety officer and principal will consider it their first duty to see that all students are clear of the building and accounted for.
- 3. Student's duties:
 - A. Pass in an orderly line.
 - B. Walk rapidly but do not run.
 - C. Do not talk; listen for directions.
 - D. Stay in the assigned assembly areas until instructed otherwise by teachers.
 - 4. Specific duties are as follows: (if time permits)
 - A. One custodian will check the east restrooms and will proceed immediately to the boiler room and close the main gas cut-off valve and throw the main electrical switch.
 - B. The other custodian will proceed immediately to check for pupils in the restrooms in the west wing.
 - C. All personnel not in charge of students will gather in the flag pole area for further instructions.
 - D. When an emergency does exist, unassigned personnel shall report to their fixed station and await further instructions from the principal or school safety officer.

- E. The principal or person acting in his capacity will be responsible for notifying the Fire Department.
5. The flag pole area will serve as command post for all evacuation plans. The school safety officer will be in this area.
 6. In the event the school safety officer is incapacitated or absent, levels of responsibility and successorship of authority will be as follows:
 - Miss Brashear
 - Mr. Wagner
 - Mr. Freeman
 - Mr. Negley
 7. The school safety officer will appoint a team known as the first aid and stretcher squad. It will be the responsibility of this squad to know the basics of splinting and moving a body to and from a stretcher.
 8. Teachers responsible for moving students from the building and for keeping students in groups outside the building shall not leave those students for any reason except by command of the school safety officer. (Remember students are more important than buildings.)

9. To avoid multiple or countermanded orders and directions, the administration will refrain, in so far as is possible, from issuing orders concerning the handling of students, fire fighting, etc., except through the school safety officer.
10. If it is determined by the administration staff that school cannot be resumed, the school staff will proceed as directed by the principal to do the following things:
 - A. If inclement weather dictates, shelter shall be sought for the student body. The school safety officer and the principal will decide what shelter is to be sought. (Possible places may be the United Methodist Village, the Park Pavilion, etc.)
 - B. If it is further determined that school cannot be resumed for the remainder of the day, teachers will be directed to dismiss children living within walking distance of the school. Bus students will be kept sheltered until buses arrive for them. All students will be told to go to their emergency homes if their parents are not at home.
 - C. If the weather permits, students may be dismissed or held for buses without first seeking shelter.

D. Teachers will remain on duty during a school emergency until all students are released from the school.

TAKE COVER PLAN I

If time permits (5 minutes or more) before a pending disaster, the following plan is designed to place every person in the Parkview building in a sheltered place providing the maximum possible protection. A judgment will be made by the school safety officer and the administration based on advice received from the Emergency Services and Disaster Agency, and the information received from the tornado watchers, Mr. Negley, Mr. Supinie, and Mr. Freeman.

The following is a list of places within the building providing maximum protection: (The number indicates the room number)

- Parkview Office and Closet - 30
- Principal's Office - 20
- Athletic Equipment Room - 30
- Male Coaches' Room - 30
- Storage Room adjacent to Miss Brashear's Office - 15
- Female Coaches' Room - 15
- Hallway by Coaches' Room - 25
- Hallway by Showers - 25
- Tractor Room - 70
- Band Practice Rooms - 30
- Science Storage Room - 25
- Storage Room adjacent to Boys' Showers - 20
- Southeast Storage Room behind Gym - 30
- East Restrooms - 50
- Shower Rooms - 60
- Shop Storage Room - 35
- North Locker Room - 50

Teachers holding classes will do the following:

Keep students intact and move to the following areas:

Rooms 1 - 3 will go to the Parkview Office and closet.

Room 2 will go to the principal's office.

Room 4 will go to Miss Brashear's office and adjacent storage room.

Room 5 - 6 will go to the girls' locker room.

Room 7 will go to the girls' shower room.

Room 8 will go to the hallway by girls' shower room.

Room 11 will go to the southeast storage room behind gym.

Room 13 will go to the science storage room.

Room 14 will go to the boys' shower room.

Room 15 - 16 will go to the tractor room.

Room 17 will go to the girls' rest room by gym.

Room 18 will go to the workroom.

Room 20 will go to the shop storage room or girls' rest room by gym.

Gym classes will go to the tractor room.

Library will go to the tractor room.

Cafeteria will go to the tractor room.

Shop will go to the shop storage room.

Art will go to the boys' rest room by gym.

Band will go to the practice rooms and girls' rest room by gym.

Vocal Music will go to the athletic equipment room and tractor room.

Title I Building will go to the tractor room.

In the event a tornado or other destructive disaster occurs, the principal or school safety officer shall activate whatever rescue and first aid squads are necessary. Teachers and students will not be permitted to leave the building after a disaster occurs until it is determined that electrical supply lines are not down.

TAKE COVER PLAN II

(Immediate Need - No Warning)

1. Teachers and students in rooms 2, 4, and 6 should stay in their rooms. Desks should be pushed against the west wall and students should get under them. All windows in the above rooms should be opened to equalize air pressure.
2. Teachers and students in rooms 1, 3, 5, and 7 should go into the hallway. Classroom doors should be closed. Teachers are to direct students to kneel facing the lockers.
3. Teachers and students in rooms 9, 11, 13, 15, and 17 should stay in their rooms, push the desks against the inside wall and get under them. Open windows.
4. The homemaking teacher and students should go into the west hallway.
5. Teachers and students in rooms 14, 16, 18, and 20 will go into the hallway and assume a kneeling position.
6. Teachers, students, and other staff members in rooms 32 (cafeteria) and 33 (kitchen) should go to the two east restrooms and the hallway leading to the boys' locker room.
7. Teachers and students in rooms 36, 38, and 40 should go into the hallway and assume a kneeling position. Classroom doors should be closed.

8. Students and staff members in rooms 39 and 41 (shop and drawings) should go into the supply room at the north end of the shop.
9. All students and staff members in the gym will go into the tractor room.

Teachers not conducting classes

Proceed to the class of the school safety officer for instructions. One teacher will be designated to take charge of the safety officer's class; others will be dispatched by him to do other jobs.

Custodians

Mr. Ritchie will go immediately to the boiler room where he will close the main gas shutoff valve, throw the main electrical switches, shut off the hot water supply valves, and report the completion of the above actions to the school safety officer. Mr. Cochran will report immediately to the school safety officer.

Office Personnel

The secretaries will take the Emergency Services and Disaster Agency Warning System into the vault. Coke cases, a file case or some object with density will be used to assure that the vault door does not shut completely.

The school safety officer may be found in the general area of the office.

PART I

PARKVIEW'S TORNADO AND STORM SURVIVAL PLAN

When the message of a tornado watch is received, Mr. Negley and Mr. Supinie will keep a diligent watch for conditions that would indicate a storm is approaching. When dark clouds become visible, or a tornado warning is issued, Mr. Negley and Mr. Supinie will intensify their watch efforts to detect the first sign of severe winds, threatening clouds, etc.

When Mr. Negley or Mr. Supinie detect a serious threat, or it is reported by the Emergency Service and Disaster Agency that a tornado has been sighted and is approaching this vicinity, Take Cover Plan I or II will be initiated (depending upon the proximity of the tornado). Upon receiving the message, all personnel will act immediately to carry out the announced plan.

In the event that the school is hit by a tornado, teachers will be responsible for evacuation of their students as soon as it is safe to do so. Injured personnel will be taken to the command post. The principal and school safety officer will be responsible for acquiring assistance and notifying the proper disaster agencies. Teachers may not leave work until dismissed by the principal.

In the event that a specific area of Unit District No. 20 is affected by a tornado, students who reside in that area will be kept at school until an all clear is given

by the Emergency Services and Disaster Agency Office or local authorities.

A skeleton staff of Mr. Wagner, Mr. Supinie, Miss Brashear, Mr. Alsman, Mr. Herdes, and the principal will remain at the building with students as long as students are housed in the building.

PART II

FIRE

Evacuate as directed in the evacuation plan.

The principal and safety officer will occasionally change evacuation routes and effect more realism into drills by blocking one or more normal routes. The staff and students should be so trained that use of alternate routes becomes automatic in above situation.

The date and evacuation time in minutes should be part of the overall evaluation of each drill and shall be kept on file in the building office.

PART III
NUCLEAR AND CONVENTIONAL BOMBING

The local Emergency Services and Disaster Agency Office has attended to the assigning of the county population to fallout shelters. The school safety officer will insure that every child knows the shelter to which he and his family are assigned.

Our primary concern in preparing for possible nuclear attack will be to take cover from fallout. We are not a probable primary target, but we may be as much in danger from fallout as most others. If we assume that St. Louis is our closest up-wind primary target, then we would have sufficient warning to take cover well in advance of any danger from fallout.

If time permits, two hours or more, buses will be summoned and children will be sent to their real or emergency homes. Students residing within walking distance will be dismissed immediately and given the instruction to forget personal possessions and go immediately to their homes.

If less than two hours of time exists, but more than one hour, the students residing within walking distance will still go home, but bus students will be put aboard the summoned buses and sent to community fallout shelters.

If 30 minutes to one hour of time is available, the students will be evacuated as for fire and will walk in groups to the Armory Fallout Shelter.

If 30 minutes or less time is available, Take Cover Plan II will be initiated.

Following is a list of fallout shelters in Unit No. 20:

- Sewage Treatment Plant
- Texaco Building 217 Main
- Texaco Building 213 Office
- Texaco Building 60 Storehouse
- Hutton Grade School
- Peoples National Bank
- Albright Chevrolet Building
- Lawrenceville High School
- Eastern Illinois Water Company
- Wabash Production Credit
- Arlington Grade School
- Lawrence County Memorial Hospital
- American Legion Building
- Chittic Optical Supply
- Lawrenceville Federal Savings & Loan
- Methodist Church
- Methodist Village
- Central Grade School
- Lincoln Grade School
- St. Lawrence Grade School
- Home Plumbing
- Gosnell Building 12th Street
- Lawrence Township Library
- Lawrenceville Court House
- Central Illinois Public Service Building
- Lawrenceville National Bank
- Hotel Lawrence Building
- U.S. Post Office
- National Guard Armory

PART IV
EXPLOSION AND FIRE

In the event an explosion occurs in the boiler room, tractor room, or other areas, the same evacuation procedure will be used as is used for fire. Students will not be recalled to the building until it has been determined that there will be no succeeding explosions, there are no gas leaks, or no health problem exists because of polluted air or smoke.

If it is determined by the school safety officer and the administration that school cannot be resumed until extensive and time consuming checks or precautions have been made, the school staff will proceed as directed by the school safety officer or the administration to do the following things:

1. If inclement weather dictates, shelter shall be sought for the student body.
(The school safety officer will decide what shelter is to be sought.) Possible places may be the Methodist Village, the Park Pavilion, etc.
2. If it is further determined that school cannot be resumed for the remainder of the day, children living within walking distance of the school will be dismissed after being directed to go to their emergency homes if

their parents are working or away from home. Bus students will be kept sheltered until buses arrive for them.

3. If the weather permits, students may be dismissed or held for buses without first seeking shelter.
4. Teachers must remain on the job until released by the administration.

PART V
EARTHQUAKE

If an earthquake occurs while the children are at school, every staff member will instruct the children to take immediate shelter under tables, desks, between chairs, etc. The student body will be evacuated as for fire drills after quakes and tremors have stopped. Injured personnel will be taken to the outside command post in the flagpole area. Immediate action will be taken to determine if there are gas leaks in and under the building. (The science rooms, the home economics room, the kitchen, the boiler room, and the basement areas will be inspected.) Other search actions shall be initiated to determine if structural weaknesses in the building have developed that might endanger lives. The reoccupation of the building will take place only after all the fore-mentioned items have been checked.

PART VI
LARGE SCALE AIR POLLUTANTS

In the event a railroad accident or a refinery mishap should cause dangerous gases to become a serious threat during the school day, the school safety officer or the administration will activate the following plan:

The local Emergency Services and Disaster Agency Office will be contacted immediately to determine the nature (whether the gas is heavy or light) and degree of potential hazard involved. If the Emergency Services and Disaster Agency Office does not advise a particular plan of action, the following actions will be implemented:

1. If wind conditions are such that the gas is being moved rapidly and in a narrow path, the student body will evacuate the building and move, by classes, at right angles to the path of the pollutants.
2. If the gas is severely toxic and is diffused over a wide belt, the student body will remain in the building. Windows and doors will be closed, exhaust and fresh air fans will be turned off and the children will be instructed to breathe through heavy clothing.
3. The emergency warning system will be monitored for further instructions.

PART VII
BLIZZARDS

If blizzard conditions occur (zero or near zero visibility, blowing and drifting snow, etc.) while students are still at school, the following plans shall be activated:

1. If the heating system remains operative, the students will be kept in the east wing. Adequate food, water, and sleeping rooms are available in that section of the building.
 - A. Heat will be reduced to the west, north, and gym portions of the building to conserve fuel and possible overtaxing of the heating system and fuel supply.
 - B. Children will be released only when and if their parents call in person for the child.
2. If the heating system fails because the electrical supply fails, but the gas supply does not, the heating system will be inoperative. The kitchen ranges and ovens can still be used to warm a portion of the student body. The remaining students will be taken to the tractor room where by nature of its location and construction, a large number of bodies will supply enough heat to avoid freezing temperatures.

3. If the telephone is operative, the news media will be notified of the safety and continuing security being provided by the school. No parent need lose a life in rescue efforts.
4. If both the electrical and gas systems fail, students will be taken to the same areas because of available food, etc., but keeping warm will require the improvising of faculty members. The following points of view may be helpful if such occurs:
 - A. Rooms with no exterior walls will be warmer.
 - B. There is a large supply of cloth dish towels, bales of cleaning rags, drop cloths, cardboard boxes, etc. available as covering materials.
 - C. The body heat of several children can be shared and conserved by prudent use of covering materials, etc.
 - D. The incinerator in the boiler room can always be used to provide heat regardless of electrical and gas failures. This building is full of wooden furniture and books and all will serve as fuel.

PART VIII
BOMB THREAT

The Evacuation Plan shall be initiated immediately upon the discovery of a bomb or upon the receipt of information concerning an allegedly hidden bomb.

If the bomb threat is by phone, the secretaries will attempt to keep the person on the line as long as possible to get distinct voice intonation qualities, speech patterns, etc. An attempt will be made to discover from the caller the whereabouts of the bomb and if it is time-fused.

After evacuation, authorities will be called and searches will follow to determine if the threat is real. If it is determined that the threat is real, no attempts will be made to remove the bomb. Civil authorities will be contacted to find the best way to proceed. If the threat is determined not to be real, school will be resumed.

If the administration, school safety officer, and civil authorities are sure the threat is real, the students will be sent home by the usual procedure.