



**West Northfield School District 31**

**2026-2027**

# **Safety Handbook Addendum**

\*Please note that information in this addendum may change without notice as guidance and information change. Updated July 2026





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## Overview

**July 2026**

Dear District 31 Community,

At West Northfield School District 31, the safety and well-being of our students, staff, and visitors remain our highest priority. We are committed to providing learning environments where every child feels safe, supported, and ready to learn. Achieving this requires ongoing planning, preparation, training, and strong partnerships among our schools, families, first responders, and the community.

Over the years, the District has continued to strengthen its comprehensive safety program through ongoing review of emergency procedures, enhanced staff training, refinements to our crisis response protocols, expanded emergency preparedness resources, and continued collaboration with local police, fire, and emergency management agencies. We remain committed to continuously evaluating and improving our practices to reflect current best practices and the evolving needs of our schools.

This Safety Handbook provides an overview of many of the procedures, expectations, and resources that support safe and secure learning environments at Winkelman Elementary School and Field Middle School. While the handbook outlines many of our safety practices, certain operational and security information has intentionally been omitted to protect the integrity of our emergency response procedures.

Safety is a shared responsibility. We appreciate the partnership of our students, families, staff, Board of Education, and community members as we work together to maintain schools that are welcoming, secure, and prepared for the unexpected. Through thoughtful planning, regular practice, and a culture of care, we strive to ensure that our schools remain places where every student can learn, grow, and thrive.

Thank you for your continued support and partnership in helping keep District 31 a safe place for every child.

Sincerely,

**Dr. Erin K. Murphy**  
Superintendent



## Emergency Preparedness Plan

The goal of District 31's Emergency Preparedness Plan is to ensure a coordinated and effective response in the event of an unexpected incident. Maintaining control during a crisis protects the physical and emotional well-being of students and staff, minimizes disruptions, and enables a swift return to normal operations.

Key components of our Emergency Preparedness Plan include:

- A comprehensive **all-hazards response plan** tailored to a range of potential emergencies
- Strong, ongoing **partnerships with local first responders**, including Glenview and Northbrook police and fire departments
- **Staff and student training**, observed and reviewed by fire and law enforcement personnel
- Post-crisis **resources and support systems** to assist in recovery and well-being
- Full compliance with the **Illinois School Safety Drill Act** and School Security and Standards Task Force requirements, including regular mandated safety drills

West Northfield School District 31 takes the safety of our school community seriously. This plan is not only a district initiative—it is a shared community commitment. It leverages the expertise of first responders and prioritizes consistency and coordination across institutions to ensure that, in times of crisis, our response is informed, practiced, and unified.



## School Safety and Security Enhancements

West Northfield School District 31 is committed to providing a safe, secure environment for all students, staff, and visitors. In addition to our participation in the **community-wide Emergency Preparedness Plan** and our adoption of an **options-based emergency response program**, the Board of Education and administration have taken proactive steps to strengthen facility security and emergency procedures across the district. Over the past several years, we have made significant investments in infrastructure and systems designed to improve both day-to-day safety and emergency preparedness:

### Facility and Procedural Improvements

- **Double-secured entrances** at Field, Winkelman, and the District Office require visitors to pass two checkpoints before gaining access to the building.
- **Security cameras** monitor the interior and exterior of all District 31 facilities.
- **Panic buttons** in all front offices with direct 911 connections.
- **Exterior doors remain locked** at all times; only staff with fobs may enter, and all visitors must check in and comply with established protocols.
- **Wayfinding and emergency signage** are placed throughout the buildings per law enforcement specifications.
- **Hallways and rooms** are clearly numbered and coded (both inside and outside), which improves accuracy during emergency responses.
- **Auto entrance, parking lot, and bus lot improvements** to enhance student and traffic safety during pick-up and drop-off.
- **Bullet-resistant film** installed on external windows, doors, and selected interior windows.
- **Upgraded interior door locks** to support secure lockdown procedures.

### Centegix Safety Solutions

To further modernize and centralize our emergency response capabilities, District 31 will transition to **Centegix Safety Solutions** in summer 2025. This system provides an integrated approach to school safety through the following tools:

- **CrisisAlert™**: Smart staff badges allow employees to initiate emergency alerts with a single button press, ranging from medical concerns to full lockdowns. Campus-wide visual and audio cues (flashing lights and sounds) immediately notify staff, students, and responders.
- **Real-Time Mapping**: Alerts are tied to exact locations within the building, providing real-time data to staff and first responders for fast, accurate navigation during an incident.
- **Visitor Management System**: Enhances current entry protocols by tracking



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visitor movement, issuing ID badges, and performing checks against security databases, while also monitoring building access for substitutes, volunteers, and vendors.

- **First Responder Integration:** Shares real-time emergency data with police and medical teams, ensuring precise and efficient incident response.

The combination of these technology upgrades, facility improvements, and cross-agency partnerships reflects District 31's strong and ongoing commitment to student and staff safety. Together with our neighboring districts and community partners, we are building a secure learning environment where preparedness, responsiveness, and care remain at the core of our emergency planning efforts.

### Enhanced Safety Protocols

District 31 has implemented a comprehensive set of safety measures, training programs, and support systems to ensure a secure, responsive, and supportive environment for all students, staff, and visitors.

#### Physical Security Measures

- Panic buttons with direct 911 connection in all main offices
- All staff are required to wear both CENTEGIX ID badges and staff IDs for quick identification and access to the CrisisAlert™ system
- Interior door locks upgraded to allow for quick and secure locking from both inside and outside the room
- Visitor entrance procedures are in place at all locations:
  - Entry through a double-secured entrance after verbal identification and stated purpose of visit
  - Visitors entering beyond the main office must sign in and present a valid government-issued ID
  - Centegix system is used to scan IDs for sex offender registry checks
  - All visitors and substitutes must wear visible visitor badges after checking in at the building or District Office, which includes a Centegix card that assists in tracking and managing visitors to District 31.
  - Visitor IDs are held in the office until the visitor signs out upon departure.

#### Education and Training Initiatives

- Second Step (K–8): District-wide social-emotional learning curriculum
- DESSA Behavioral Screeners: Support early identification of student behavioral health needs
- Erin's Law: Age-appropriate education on sexual abuse prevention for grades K–8



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- Elyssa's Mission: Suicide prevention programming and assessment for grades 6–8
- Social-Emotional Assessment: Administered across all grade levels to monitor student well-being
- Bullying Reporting Tools: Anonymous student/parent reporting forms available district-wide
- Text-a-Tip: Available for students of all ages to report concerns confidentially
- Emergency Drill Education: Age-appropriate education tied to emergency preparedness drills
- Suicide Awareness and Anti-Bullying Education: Integrated across multiple grades and platforms
- Access to Care Solace: 24/7 mental health support and resource navigation for students, staff, and families

These protocols and programs reflect District 31's commitment to a multi-layered approach to school safety, addressing both physical security and emotional wellness to ensure that every member of the school community feels safe, supported, and prepared.

## Emergency Response Procedures



### INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

### COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

### "In Your Classroom or Area"

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

### "Get Inside. Lock outside doors"

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

### "Locks, Lights, Out of Sight"

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

### "To a Location"

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

### "State Hazard and Safety Strategy"

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





## STANDARD RESPONSE PROTOCOL

### PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**"Get Inside. Lock outside doors"**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

### SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

### WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

### WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**"Locks, Lights, Out of Sight"**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

### SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

### SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

### WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

### CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.





## Run, Hide, Fight

As part of the Emergency Preparedness Plan, our community has adopted an options-based program designed to empower students and staff to make proactive decisions when faced with an active intruder situation. The toolbox includes:

- Educate-Train *ahead of time* to know your options. Communication is the key to survival! Call 911 and let them know what is happening, if possible
- Evade-When faced with an emergency, consider effectively locking down
  - With students, *Evade* is referred to as **HIDE**
- Escape-When faced with an emergency, consider if escaping is an effective option
  - With students, *Escape* is referred to as **RUN**
- Engage-When faced with an active intruder, disrupt or distract the intruder.
  - With students, *Engage* is referred to as **FIGHT**

All student training is done annually in an age-appropriate and sensitive manner.

## Classroom Safety Station

- West Northfield School District 31 has outfitted its classrooms with Classroom Safety Stations. The purpose of the Classroom Safety Stations is to ensure that necessary equipment is available in the event of an evacuation or shelter-in-place. (Run or Hide Strategy).
- A small fire extinguisher to be used as an engage device
  - The fire extinguisher may be used to spray the intruder (Fight Strategy)
  - The fire extinguisher may be used as a heavy weapon (Fight Strategy)

## Safety Drill Compliance

Schools in Illinois are required by law to conduct various safety drills to ensure preparedness in the event of an emergency. District 31 has developed a robust safety drill program that aligns with both state requirements and the township-wide emergency management plan.

As part of our annual safety compliance efforts, District 31 conducts the following drills across all school buildings:

- Evacuation/Fire Drills
- Bus Evacuation Drills
- Severe Weather and Shelter-in-Place Drills



- Lockdown Drills/Active Shooter Response Drills

These drills are designed to prepare students and staff to respond safely, calmly, and effectively in various emergency scenarios. They are conducted in coordination with local police and fire departments and reviewed regularly to reflect best practices and evolving state guidance.

## **Social Emotional Learning**

West Northfield School District 31 is committed to fostering the social and emotional well-being of all students. To guide this work, the District has established a Social Emotional Learning (SEL) Committee and Advisory Team, composed of administrators, school nurses, social workers, psychologists, teachers, and parents. This team meets regularly to discuss SEL priorities, evaluate current practices, and promote the integration of research-based strategies that support the emotional and behavioral needs of students across all grade levels.

Aligned with the framework provided by the Collaborative for Academic, Social, and Emotional Learning (CASEL), District 31 recognizes that social and emotional competence can be strengthened through various classroom-based approaches. These include:

- Explicit instruction in SEL skills delivered in developmentally, culturally, and contextually responsive ways
- Engaging teaching practices such as cooperative learning and project-based learning
- Integration of SEL across the academic curriculum, including language arts, math, science, social studies, health, and the arts

Effective SEL instruction is rooted in safe, inclusive, and nurturing environments. The District emphasizes the importance of positive relationships between students and adults as foundational to SEL success. When educators honor students' identities, personal experiences, and cultural backgrounds—and when they invite student voice and input—classrooms become spaces where students can fully engage, take ownership of their learning, and grow socially and emotionally.

The CASEL 5 Competencies inform District 31's SEL efforts. These five areas of competence are interrelated and can be taught across all developmental stages and cultural contexts. They serve as a foundation for students' academic success, mental health and wellness, civic engagement, and future career fulfillment.

Through a thoughtful, collaborative approach, District 31 continues to prioritize SEL as



a core component of a well-rounded, inclusive educational experience for every student.

**SELF-AWARENESS:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

**SOCIAL AWARENESS:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports, such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

**SELF-MANAGEMENT:** The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivated and empowered to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



**RELATIONSHIP SKILLS:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed, such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

**RESPONSIBLE DECISION-MAKING:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being, such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, and facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are valuable both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

In District 31, we build on these five elements by teaching social-emotional learning using the Second Step Curriculum at both Winkelman and Field. Winkelman has designated SEL periods, and at Field, SEL is taught during advisory. The SEL curriculum is aligned with the Social-Emotional Learning (SEL) standards. In addition to designated SEL times, SEL is incorporated throughout the day in the curriculum. Our District also utilizes social-emotional screeners and student screeners to identify students who may need extra support through the MTSS process.



Resource: [WWW.Casel.org/what-is-SEL](http://WWW.Casel.org/what-is-SEL)

## **Bullying Reporting Form**

District 31 is committed to providing a safe, respectful, and supportive learning environment for all students. We take bullying and harassment very seriously and have established clear procedures to ensure concerns are addressed promptly and appropriately.

Students, parents, and any member of the District 31 community are encouraged to report concerns about bullying or a student's social-emotional well-being. Reports can be made anonymously by completing a Bullying Complaint Form, which is available via a link on the District's website. Submitted forms are automatically routed to the appropriate building administrator for investigation.

While anonymous reports are accepted, reports that include detailed information—such as names, dates, and specific concerns—are much more effective in helping administrators respond thoroughly and accurately. There is also space on the form to provide your name and contact information, which is helpful should follow-up be needed.

We encourage anyone with concerns to contact the school administration directly, as early communication can often lead to quicker support and resolution. Together, we can help ensure all students feel safe, supported, and heard.

### **[Winkelman Bullying Reporting Form](#)** **[Field Bullying Reporting Form](#)**

## **TEXT-A-TIP/SAFE2HELP Illinois**

District 31 partners with both Text-a-Tip and SAFE2Help Illinois to provide students and community members with anonymous, immediate access to support when facing challenges such as depression, anxiety, drug or alcohol abuse, bullying, or difficult family situations. These platforms offer safe and confidential ways to seek help or report concerns, whether for yourself or someone else.

### **Text-a-Tip**

Text-a-Tip is a community-wide initiative supported by local school districts and staffed by licensed mental health professionals from the Child, Adolescent, and Family Recovery Center in Lake Bluff. The service is coordinated by LEAD (Linking Efforts Against Drugs), a nonprofit focused on youth wellness and prevention.



How it works:

- Students receive a sticker and information card with details on how to use Text-a-Tip.
- Field and Winkelman students can text:
  - "FIELD" or "WINK" to 1-844-823-5323
- A licensed counselor will respond immediately via text.
- The system uses a cloaking server to ensure messages remain entirely anonymous.
- In the event of a life-threatening emergency, responders will be notified and provided with available information to assist.

Text-a-Tip can be used by any community member, including students, parents, and staff, to report a concern or seek immediate mental health support.

### **SAFE2Help Illinois**

SAFE2Help Illinois is a statewide program offering students a confidential way to share information about school safety concerns, threats, bullying, suicidal ideation, or other serious issues—24 hours a day, 7 days a week. Reports can be submitted anonymously through multiple channels:

- Website: [www.safe2helpil.com](http://www.safe2helpil.com)
- App: SAFE2HelpIL (available for download)
- Text: 72332
- Call: 844-4-SAFEIL (844-472-3345)
- Email: [Help@Safe2HelpIL.com](mailto:Help@Safe2HelpIL.com)

SAFE2Help Illinois is not intended to punish, but rather to prevent harm and provide timely support. It is managed in partnership with state agencies and promotes early intervention and mental health awareness in schools across Illinois.

District 31 encourages all students, staff, and families to reach out immediately when concerns arise. These anonymous platforms ensure help is always within reach, and no one has to struggle in silence.

### **Relocation and Reunification Procedures**

In the event of an emergency that requires evacuation, District 31 staff will escort students to a predetermined off-site location. This location is reviewed annually with staff to ensure readiness and familiarity. Once it is safe to do so, students will either be returned to school or transported to a designated reunification site.



If relocation and reunification are necessary, parents will receive timely communication with specific instructions, including the location and the procedures for picking up their child. For safety and accountability purposes, parents or guardians will be required to present valid identification at the time of reunification.

Please note that, for security reasons, reunification locations are not published in this Safety Handbook. These plans and sites were carefully developed in collaboration with local law enforcement to ensure the safety of all students and staff in the event of an emergency.

### **Clear and Present Danger Reporting**

In accordance with Illinois law, school administrators are required to report any individual determined to be a “clear and present danger” to the Illinois State Police within 24 hours of making that determination.

A “clear and present danger” is defined as an individual who meets either of the following criteria:

- Communicates a serious threat of physical violence against a reasonably identifiable victim, or poses a clear and imminent risk of serious physical injury to themselves or others, as determined by a physician, clinical psychologist, or qualified examiner; or
- Demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats or actions, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.

District 31 takes this responsibility seriously and follows all state-mandated procedures to ensure the safety of our students, staff, and community.

### **Board Policies Related to Safety**

Please review the student and parent handbook for policies related to safety and behavior. Additionally, all Board policies are available on the District 31 website.

### **Safety Committee**

The District 31 Safety Committee meets annually, or as needed, to review and enhance school safety procedures. The committee is composed of administrators, staff members, parents, and local law enforcement officials. Each year, the committee reviews the



contents of the District's Safety Handbook, policies related to student behavior, and the threat assessment protocols, and recommends updates to ensure alignment with current best practices, legal requirements, and community needs.

### **Threat Assessment Handbook**

In accordance with Illinois school code, District 31 has convened a threat assessment team. This team developed a threat assessment handbook, which is reviewed annually by the Safety Team.

### **Isolated Time Out and Restraint Procedure**

In accordance with Illinois school code, District 31 has convened a team to review isolated time-out and restraint handbooks with the goal of elimination. This is reviewed annually.

### **Pick Up Guidance**

In the event of an emergency during student arrival or dismissal times, administration will use its best discretion to determine safe and appropriate procedures for building entry and exit.

In situations involving weather-related emergencies or community safety threats, families who are outside or in vehicles may be directed to enter the building and move to a secure location as instructed by school personnel. Students will generally not be permitted to leave during these circumstances to ensure their safety and accountability.

In the event of a lockdown, no individuals will be permitted to enter or exit the building under any circumstances until the situation is resolved and clearance is provided by law enforcement.

### **Emergency Communication**

During an emergency, District 31 will communicate with families as quickly as possible using our established communication systems. Information will be shared when it is accurate and verified, recognizing that emergency situations may evolve rapidly. Families are encouraged to rely on official District communications and avoid sharing or acting upon unconfirmed information from social media or other unofficial sources.



## **Student Accountability**

One of our highest priorities during any emergency is knowing the location and safety status of every student. Staff is trained to account for students during evacuations, sheltering, relocations, and other emergency situations. Student accountability procedures are practiced regularly and are designed to support an organized response while assisting emergency personnel if needed.

## **Medical Emergencies**

School nurses coordinate medical care whenever possible, but all District staff are trained to respond appropriately when a medical emergency occurs. Emergency responders are contacted whenever necessary, and parents or guardians are notified as quickly as practical. Student health, privacy, and well-being remain the District's highest priorities during any medical incident.

## **Severe Weather**

District 31 closely monitors weather conditions and works with local emergency management agencies to respond appropriately to severe weather. When necessary, students and staff move to designated shelter areas within each building until it is safe to resume normal activities. Families will receive updates if weather conditions affect school operations or dismissal procedures.

## **Building Security**

District 31 continuously evaluates and strengthens school security practices. Schools utilize controlled visitor access, emergency communication systems, standardized emergency procedures, and partnerships with local first responders to help maintain a safe learning environment while supporting a welcoming school culture.

## **How Families Can Help**

Families play an important role in school safety. Parents can help by:

- Keeping emergency contact information current.
- Following established parking lot procedures during pickup and drop-off.
- Ensuring authorized emergency contacts are accurate.
- Reviewing emergency procedures with their child in an age-appropriate manner.
- Following District communication during emergencies.
- Avoiding school campuses during an active emergency unless instructed to do so.



- Trusting established reunification procedures if students need to be released.

Working together helps us maintain a safe, orderly, and supportive environment for every student.

## Frequently Asked Questions

### **Why doesn't the District share all of its emergency procedures?**

Student and staff safety is our highest priority. While we believe in being transparent about our safety practices, certain operational details—such as evacuation routes, reunification locations, security protocols, and staff assignments—are intentionally kept confidential to protect the security of our schools. Families can be assured that every school maintains detailed emergency plans that are regularly reviewed with local first responders.

### **What is the Standard Response Protocol (SRP)?**

District 31 uses the I Love U Guys Foundation's Standard Response Protocol (SRP), a nationally recognized emergency response system used by thousands of schools across the country. The SRP provides consistent language and actions so students, staff, administrators, and first responders know exactly how to respond during different types of emergencies.

### **What do Hold, Secure, Shelter, and Lockdown mean?**

These are the four primary responses used by the Standard Response Protocol.

- **Hold** – Hallways are cleared while a situation is managed inside the building. Classroom instruction typically continues.
- **Secure** – A situation outside the school requires the building to be secured. Students and staff remain safely inside while learning continues whenever possible.
- **Shelter** – Students and staff move to designated interior locations due to severe weather or another environmental hazard.
- **Lockdown** – An immediate threat exists inside or very near the school. Students and staff secure classrooms or other safe locations until law enforcement determines it is safe to resume normal activities.

### **How will I know if there is an emergency at my child's school?**

District 31 will communicate with families as quickly as possible using our established communication systems, including phone calls, text messages, email, and other District notification platforms. We understand families want information immediately, but our



first priority is always protecting students and supporting emergency responders. Updates will be provided as accurate information becomes available.

### **Should I come to the school during an emergency?**

In most situations, **no**. During an emergency, roads and parking areas must remain accessible for police, fire, and emergency medical personnel. Coming directly to the school can delay emergency response and create additional safety concerns.

If students need to be reunited with families, the District will provide instructions regarding where to go and what to bring. Please wait for official communication before traveling to the school or reunification site.

### **How does the District account for every student?**

Student accountability is one of our highest priorities during every emergency. Staff immediately account for students using established procedures and continue monitoring student locations throughout the incident. These procedures are practiced regularly during emergency drills and are designed to ensure every student is safely accounted for.

### **What if my child has a disability, medical condition, or other special needs?**

District 31 plans for the individual needs of students who may require additional assistance during an emergency. Building staff works with school nurses, special education staff, and other appropriate personnel to support students in accordance with their individualized plans whenever applicable.

### **How often do students practice emergency drills?**

Illinois law requires schools to conduct emergency drills throughout the school year. District 31 conducts fire, severe weather, lockdown, bus evacuation, and other required drills. These drills help students and staff become familiar with emergency procedures while building confidence and preparedness in an age-appropriate manner.

### **Are lockdown drills frightening for students?**

District 31 strives to conduct all safety drills in an age-appropriate, developmentally appropriate, and trauma-informed manner. Staff prepare students before drills, provide reassurance throughout the process, and answer questions afterward. The goal is to help students build familiarity with safety procedures—not create fear.

### **What should I tell my child about emergency drills?**

Parents can reassure children that emergency drills are similar to fire drills—they are opportunities to practice what to do if an emergency ever occurs. Practicing helps everyone stay calm, work together, and respond more effectively if a real emergency



happens.

### **Who can pick up my child after an emergency?**

Students will only be released to a parent, legal guardian, or another individual authorized through the District's student information system. A valid photo ID may be required during reunification to ensure every child is released safely and accurately.

### **How can families help keep schools safe?**

Families are important partners in school safety. You can help by:

- Keeping your emergency contact information current.
- Following established parking lot procedures during pickup and drop-off.
- Updating authorized pick-up contacts as needed.
- Discussing school safety in a calm, reassuring way with your child.
- Following District communications during emergencies.
- Reporting safety concerns to school administrators.
- Trusting established emergency response and reunification procedures.

Working together helps ensure a safe, supportive learning environment for every student.

### **Our Commitment to Families**

District 31 understands that hearing about a school emergency can be stressful for families. Our first priority will always be protecting students and staff while providing families with timely, accurate, and transparent communication. We are committed to working closely with first responders and keeping families informed every step of the way.