



# West Northfield School District 31

2022-2023

# Safety Handbook Addendum

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





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## Overview

August 2022

Dear District 31 Community,

District 31 is committed to keeping students and staff safe - physically and emotionally. The District is continually reviewing our plans to ensure we have the processes and systems in place to best ensure an appropriate amount of security for our community. More importantly, we want to build the best practices in terms of safety training so our students and staff can make good decisions in the event of an emergency or crisis situation. Over the last five years, the West Northfield School District 31 Board of Education and Administrative team have committed to continually reviewing and evaluating plans and facilities. This Handbook is intended as a non-exhaustive summary of some of the efforts West Northfield School District 31 has made to ensure the safety of the school community. West Northfield School District 31 continually reviews its safety protocols and procedures. As such, the information contained in this Handbook may periodically change. Please do not hesitate to contact the West Northfield School District 31 administrative team with any questions about the District's most up-to-date safety protocols and procedures.

It is our intention that Field and Winkelman schools be a safe haven --- a home away from home --- for all of our students. I appreciate your partnership as we all work together to accomplish this goal.

Sincerely,

Dr. Erin K. Murphy  
Superintendent



## **Emergency Preparedness Plan**

The goal of having an Emergency Preparedness Plan is to ensure a level of control in the event of an unanticipated incident. Some components of our Emergency Preparedness Plan include:

- Having a comprehensive all hazards response plan
- Building a strong partnership with First Responders
- Offering staff and student training witnessed and reviewed by Fire & Law Enforcement
- Providing support and resources for use after a crisis
- Meeting the requirements of the Illinois School Safety Drill Act and the School Security and Standards Task Force, including engaging in mandated school safety drills.

West Northfield School District 31 takes the safety of our students and staff very seriously. We are fortunate that we live in a township that has unified around the concept of school and community safety. Together with our partner districts (Districts 27, 28, 30, 34), the Glenview and Northbrook police and fire departments, local community centers, and houses of worship, we have developed and implemented the community-wide Emergency Preparedness Plan.

The goal of the Emergency Preparedness Plan is to have a comprehensive all-hazards response when faced with a crisis. In addition, this plan provides a strong partnership with first responders and utilizes their expertise and support in running practice drills and creating plans.



## Facility Improvements

In addition to our participation in the Emergency Preparedness Plan and adoption of the 4 E's option based program (further described later in this Handbook), the West Northfield School District 31 Board of Education and administration have worked diligently to improve our facilities and procedures to pro-actively enhance security in the buildings. Facility improvements and procedures:










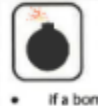
- Double secured entrances for Field, Winkelman, and the District Office
  - Both schools, as well as the district office, have two checkpoints visitors must pass before being granted admittance to the buildings. This double secured entrance ensures only people who have permission are admitted to District 31 buildings.
- Panic Buttons with direct line to 911 in all offices - Winkelman, Field, and the District office.
- Exterior doors locked. Only those with fobs may enter. All visitors must check in with the building office and comply with procedure (see below for additional information visitor approval procedures).
- Signage throughout buildings according to law enforcement specifications
  - District 31 worked with police and fire to ensure that our hallways were coded and numbered appropriately. Rooms are identified with numbers and codes both outside the room and inside the room to make it easier and more accurate when calling law enforcement for assistance.
- Auto entrance, bus lot, and parking lot improvements to allow for safer pick-ups and drops-offs.
- Bullet resistant coating on external windows and doors and targeted internal windows.
- Ongoing installation of video surveillance in select locations inside and outside.



## Enhanced Safety Protocols

- Panic Buttons with direct line to 911 in all main offices
- All staff are required to wear IDs for quick recognition
  - All visitors and substitutes required to wear visitor badges after checking in with the building/district office
- Doors throughout the building have locks that can be engaged in the event of an emergency
- Secondary locking system in all classrooms/offices
- New entrance procedures for visitors and volunteers
  - Visitors are admitted through double secured entrance after they identify themselves and the purpose of their visit.
  - Visitors who wish to enter buildings beyond the office must sign in and submit a legal ID.
  - ID's are checked for sex offender identification via Raptor for all visitors.
  - ID's are held in the office until visitors have signed out when they are leaving.
- Education/Training
  - *Second Step* K-8 social emotional program
  - Erin's Law Education on sexual abuse education for K-8
  - *Elyssa's Mission* partnership and assessment for 6-8.
  - Social Emotional Assessment for all ages.
  - Student/Parent bullying reporting forms.
  - Text-a-Tip for all ages.
  - Education related to emergency drills.

## Emergency Response Procedures

 <p><b>DO</b></p> <p><b>CLASSROOM EMERGENCY RESPONSE PROCEDURES</b></p>	 <p><b>THREAT INSIDE</b> <b>4E ACTIVE INTRUDER RESPONSE</b></p> <ul style="list-style-type: none"> <li>ASSESS SITUATION AND ACTIVATE 4E OPTIONS</li> <li>To initiate, yell loudly "Intruder! Intruder!" <ul style="list-style-type: none"> <li><b>EVACUE:</b> Check for anyone in hallway. Secure your room. Lock/barricade doors. Close blinds. Turn off lights/technology. Get out of sight.</li> <li><b>EDUCATE:</b> Call 911. If safe to do so, use "All Call" or any two-way radio to notify building</li> <li><b>ESCAPE:</b> If safe to do so, escape building and go to a Rally Point</li> <li><b>ENGAGE:</b> If necessary, defend students and yourself</li> </ul> </li> <li>Ignore fire alarms, bells and pages</li> <li>Keep yourself safe. A Police Officer and/or Administrator will provide further instructions when possible.</li> </ul>	 <p><b>SHELTER-IN-PLACE</b> (severe weather)</p> <ul style="list-style-type: none"> <li>Take <b>RED TAGGED</b> Emergency Procedures and Emergency Backpack with you, put on safety vest, and close windows and doors.</li> <li>Move students and visitors to the designated shelter areas in the school.</li> <li>Take attendance at the designated area and prepare to report, when safe to do so.</li> <li>If outside, return to building and proceed to designated shelter area.</li> <li>Stay in the designated shelter area until the "All Clear" is given by the School Incident Commander and/or Administrator.</li> </ul> <p><i>Conference Room</i></p>	 <p><b>EVACUATION</b></p> <ul style="list-style-type: none"> <li>Evacuate to the designated On-Site Accountability Area.</li> <li>Take <b>RED TAGGED</b> Emergency Procedures, Emergency Backpack and put on safety vest.</li> <li>Turn off lights, close your door</li> <li>Take attendance and prepare to report.</li> <li>Display the <b>GREEN</b> and <b>RED</b> Status Cards for accountability.</li> <li>No one is allowed to re-enter the building until an "All Clear" signal is given by the School Incident Commander and/or Administrator.</li> </ul>	
	 <p><b>THREAT OUTSIDE</b> <b>LOCK IN</b></p> <ul style="list-style-type: none"> <li>Check for students/visitors in hallway and move them into the classroom.</li> <li>Lock doors and close blinds.</li> <li>Remain in classroom and continue normal activities.</li> <li>If outside, return to classroom, if safe to do so.</li> <li>Ignore class bells until further notice.</li> <li>Take attendance and prepare to report.</li> <li>No students, staff, or visitors are allowed in or out of building without consent of School Incident Commander or Administrator.</li> </ul>	 <p><b>DROP, COVER &amp; HOLD</b> (earthquake)</p> <ul style="list-style-type: none"> <li>Instruct everyone to move away from glass windows, display cases and heavy objects.</li> <li>Students and staff shall kneel down, duck under a desk or table, cover their head with their hands and arms, and hold in that position until further advised.</li> <li>Take attendance and prepare to report, when safe to do so.</li> <li>If outside the building, instruct students to lay flat and cover their head with arms and hands.</li> <li>Stay away from power lines, trees, and unstable structures or buildings. Stay low to the ground.</li> </ul>	 <p><b>OFF-SITE EVACUATION</b></p> <ul style="list-style-type: none"> <li>Move to Off-Site Evacuation Location, as directed.</li> <li>Take attendance at the Off-Site Evacuation Location and prepare to report.</li> <li>Stay at the Off-Site Evacuation Location and await further instructions.</li> </ul>	 <p><b>SUSPICIOUS PERSON / OBJECT / PHONE CALL</b></p> <p><b>SEE SOMETHING, SAY SOMETHING</b></p> <p><b>SUSPICIOUS PERSON:</b></p> <ul style="list-style-type: none"> <li>If there is life-threatening danger follow the 4E Active Intruder Response.</li> <li>If not life-threatening, notify the School Incident Commander and/or Administrator.</li> </ul> <p><b>SUSPICIOUS OBJECT:</b></p> <ul style="list-style-type: none"> <li>Do not touch or disturb object.</li> <li>Notify the School Incident Commander and/or Administrator, who will call 911 if necessary.</li> </ul> <p><b>SUSPICIOUS PHONE CALL:</b></p> <ul style="list-style-type: none"> <li>Anyone receiving a suspicious phone call should immediately notify the School Incident Commander and/or Administrator, who will call 911 if necessary.</li> <li>Complete the Suspicious Call Check List.</li> </ul>
	 <p><b>MEDICAL EMERGENCY</b></p> <ul style="list-style-type: none"> <li>Notify School Main Office.</li> <li>Identify student/staff member and the emergency.</li> <li>School main office will call 911 and notify the school health personnel.</li> <li>Do not move the individual, unless in immediate danger.</li> <li>Administer CPR and/or First Aid, if qualified.</li> <li>Once help arrives, evacuate students to a safe location.</li> </ul>	 <p><b>BOMB THREAT</b></p> <ul style="list-style-type: none"> <li>If a bomb threat is received, immediately inform the School Incident Commander and/or Administrator.</li> <li>Complete the bomb threat checklist.</li> <li>Call 911.</li> <li>Do not use two-way radios or mobile phones.</li> <li>If evacuation is ordered, follow <b>EVACUATION</b> procedure.</li> </ul>		
	<p>Emergency Preparedness Plan © Northbrook School District 27 – 2016</p>			

**ALL CALL:**

**\*88**





## Run, Hide, Fight

As part of the Emergency Preparedness Plan, our community has adopted the 4 Es as part of the active intruder protocol. The 4 Es are part of 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**

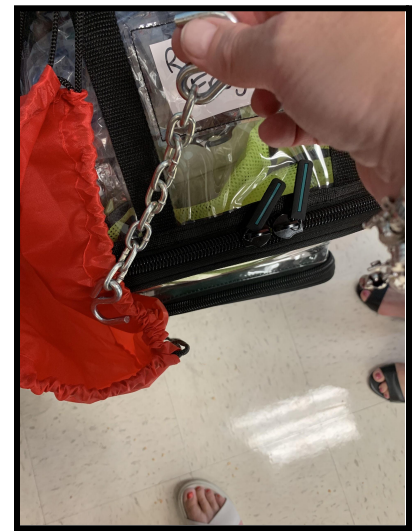
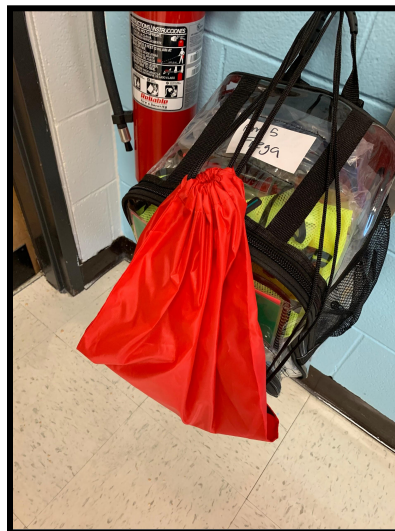
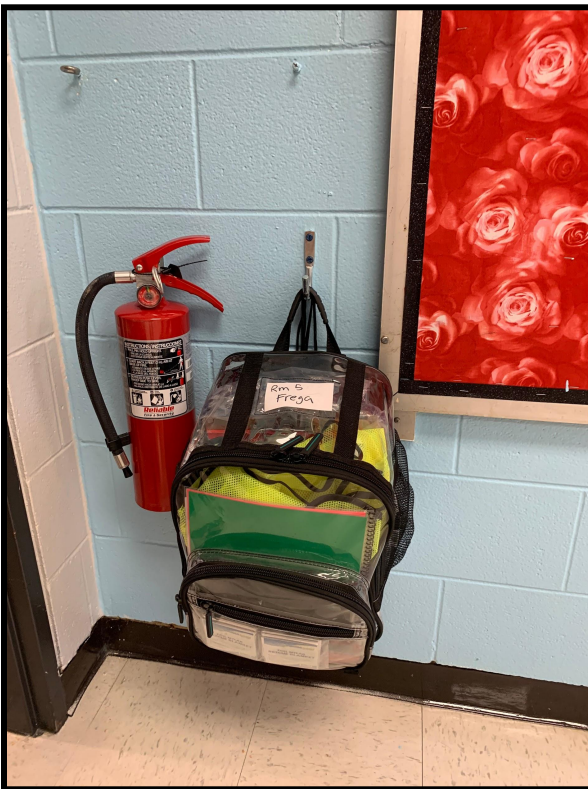
District 31 leaders were trained in the 4 Es by Tier One Tactical Solutions with other community members in the spring of 2018 to be trainers and facilitators of this program. District 31 staff was initially trained in the fall of 2018 and continue to have yearly training in the foundation skills.

All student training is done annually in an age-appropriate and sensitive manner. Although the staff is trained on the 4E's, with students we use a more familiar and easily understood language: **RUN, HIDE, FIGHT**



## 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 necessary equipment is available in the event of an evacuation or shelter in place. (Run or Hide Strategy)
- The Classroom Safety Stations will include:
  - Hook for the safety backpack and secondary barrier bag.
    - The Emergency Preparedness Plan Book in every backpack
    - The chain in the small red bag (Hide Strategy)
      - Chain is used to latch the door in the event a secondary locking mechanism is needed (Hide Strategy)
- Hooks are installed on the door and frame.
- 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 subject to required safety drills and protocols. District 31 has developed a robust program of safety drills in alignment with the Illinois law and the township-wide emergency management program. The District 31 plan for compliance includes, but is not limited to, school evacuation drills/fire drills, bus evacuation drills, severe weather and shelter in place drills, lockdown drills, and active shooter drills.

## **Social Emotional Learning**

West Northfield School District 31 has a Social Emotional Learning Committee and Advisory Team that consists of school administrators, school nurses, school social workers, school psychologists, teachers and parents. The Social Emotional learning committee meets regularly to discuss social emotional learning initiatives in the District.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), research has shown that social and emotional competence can be enhanced using a variety of classroom- based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of social emotional learning and academic curriculum such as language arts, math, science, social studies, health, and performing arts.

Social Emotional Learning instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers



**SELF-AWARENESS:** The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities 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 asset
- 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 abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities 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 abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency 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 abilities 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 abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities 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, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful 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 utilizing Second Step Curriculum at both Winkelman and at Field. Winkelman has designated SEL periods and at Field SEL is taught during advisory. The SEL curriculum is aligned to the social emotional learning 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

We encourage all students and parents to reach out to building administration if there is a concern about bullying or the social emotional health of a student.

District 31 takes bullying/harassment very seriously. Students, parents, and any member of the District 31 community can anonymously **report bullying** by completing a complaint form via a link on the website. Reports will be automatically forwarded to the appropriate administrator for investigation. We encourage all students and parents to reach out to building administration if there is a concern about bullying or the social emotional health of a student.

Though reports may be made anonymously, the more information the administration receives in a report, the more helpful that report is. There is room on this reporting form for a reporter to include his or her name and contact information, and it is helpful to receive reports that include this information.

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

## TEXT-A-TIP

**Text-a-Tip** allows teens to find anonymous, immediate help if they are struggling with drug or alcohol abuse, depression, difficult family situations, or bullying. Text-a-Tip is a community-wide initiative that includes other local schools. Text-A-Tip is staffed with local counselors provided by [LEAD \(Linking Efforts Against Drugs\)](#), a non-profit organization focused on promoting healthy family relationships and preventing alcohol and drug use and other risky behaviors by youth.

- **How It Works:** Students will receive a sticker with information on how to connect with Text-A-Tip, as well as information on how Text-A-Tip works. This information is also on our website. Anyone (Field or Winkelman student) who texts “FIELD” or “WINK” to 1-844-823-5323 will receive an immediate text response from a trained, professional counselor provided by [LEAD](#). The response team consists of licensed/certified mental health professionals from The Child, Adolescent, and Family Recovery Center in Lake Bluff. They are local clinicians who already understand the needs of our communities.
- Thanks to a system that routes calls through a cloaking server, texters are completely anonymous, allowing teens freedom to reach out for help without fear. In the case of a life-threatening condition, emergency responders will be notified and be given as much information as is available to help the person in need. Text-A-Tip is available for communication of any kind of concern, though it is primarily intended for community members to use when they need immediate mental health assistance or have a drug/alcohol abuse concern for themselves or



a friend. **Please note that adults can also use the service to report concerns.** We encourage anyone who has identified a concern to immediately reach out for help for themselves or others.

## **Relocation and Reunification Procedures**

In the event of an emergency, District 31 staff will evacuate students off site to a predetermined location. Staff will be notified annually of this location. Once permissible, students will be brought back to school or transported to a reunification location. In the event relocation and reunification are required, parents will receive communication with directions to the location and instructions for picking up students. Parents will need an ID when picking up students.

These locations are not communicated with parents in this Safety Handbook in order to ensure the safety of our students and staff in the event of an emergency. Local law enforcement worked closely with administration to develop procedures and to select locations.

## **Clear and Present Danger Reporting**

Consistent with Illinois law, school administrators are required to report any individual who is a clear and present danger to the Illinois State Police within 24 hours of making the determination.

Clear and present danger means a person who:

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

## **Board Policies Related to Safety**

Please review the student and parent handbook for policies related to safety and behavior. In addition, all Board policies can be found on the District 31 website.



## **Safety Committee**

The District 31 Safety Committee meets annually as needed. On an annual basis, the committee, consisting of administration, staff, parents, and law enforcement officials, reviews the contents of the safety handbook and makes appropriate updates.

## **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 Handbook**

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.