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**St. Patrick School**



***15020 Wadsworth Rd.  
Wadsworth, IL 60083***

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# Program Philosophy

## **Philosophy of the St. Patrick School Athletic Program**

The athletic program of St. Patrick strives to develop a Christian athlete who places God ahead of individual or team victories and who strives to play to the best of his/her ability while exemplifying the qualities of good sportsmanship and fair play. The development of the individual athlete is placed ahead of winning. The student athlete will grow spiritually, physically, psychologically and socially through his/her participation in a positive athletic program.

### **Program objectives:**

- The student athlete will develop spiritually by learning to place God at the forefront of his/her athletic endeavors.
- The student athlete will develop physically by learning sports skills and improving physical conditioning, developing good health habits, and learning to avoid injury.
- The student athlete will develop psychologically by learning self-discipline and responsibility and by developing feelings of self-worth.
- The student athlete will develop socially by learning appropriate standards of behavior: by learning to cooperate with others and to develop a positive feeling of spirit and by learning the effects of competition by playing to win while learning from defeat.

# By Laws and Procedures

## By-laws of the Booster Club

### General

The Booster Club is a volunteer organization who administers the athletic program for St. Patrick School.

The Booster Club has the responsibility to inform the Principal of funding activities related to the St. Patrick Athletic program in September and June of each year.

Families participating in Athletics at St. Patrick School, by default, endorse policies and procedures established by the Booster Club.

St. Patrick is a member of the Northeast Illinois Catholic Conference (NICC). Members of the Booster Club will abide by the by-laws and guidelines set by the NICC. The Booster Club guidelines will supersede, but not conflict with those of the conference.

### Athletic Board

The Athletic Board is the decision making body of the Booster Club. The Athletic Board will consist of the following positions:

- Athletic Director (appointed by the School Principal)
- Treasurer (appointed by the School Principal)
- School Representative (appointed by the School Principal)
- School Principal

### Meetings

The Booster Club member will hold coaches meetings before each season begins. If you would like to meet with the Athletic Director, please contact him at [athleticdirector@stpatrickwadsworth.org](mailto:athleticdirector@stpatrickwadsworth.org). We will not meet monthly, unless a meeting is requested.

- For scheduling purposes, any person who would like to discuss an issue at a Booster Club meeting will need to e-mail the Athletic Director prior to the meeting. The e-mail address is found on the school web site.
- All meetings of the Board are open to members of St. Patrick School. However, the Board shall have the right to adjourn to Executive Session to discuss any matter pertaining to the Athletic Board.
- Special meetings may be held as seen necessary by the Athletic Board.

## General Rules and Regulations

- General activities of the Booster Club, which may include the formation of athletic teams, additional sports or teams, participation in additional leagues and fundraising for the Booster Club, may be subject to approval of the school board.
- Student participation in the athletic activities is subject to the academic eligibility rules for extracurricular activities, as established by the faculty and School Board. The athlete must attend St. Patrick School to participate in the Athletics program.
- In the event of unusual circumstances, the Principal of the School and the Pastor of St. Patrick Parish are empowered to act on behalf of the school board with regard to the athletic activities.
- The Athletic Board will establish rules regarding participation in the athletic events and competitions, as required. All such rules should be established with regard for the athletic philosophy of St. Patrick School.
- The Athletic Board will make recommendations to the School Board for membership dues and fees to be associated with the Booster Club and athletic activities.
- The Treasurer will furnish the Principal with a yearly budget and monthly financial accounting.
- Parent and coach's concerns will be handled by the Athletic Board.
- The Athletic Director will do all the scheduling of games, practices, and then submit them to the school office for approval.
- The School Representative will contact the Athletic Director regarding a player's academic ineligibility.
- The Athletic Director of Booster Club will notify the coaches of a player's academic ineligibility.
- If a student is absent a full day due to illness, the student is not allowed to participate in any games/practices that day. The rules do not include weekends, ie: if a student is absent on a Friday, but it better on Saturday/Sunday, then they can participate.

## Procedures

- The Booster Club will communicate information through the School bulletin, the Athletics page on the school web site.
- The following forms must be completed on the RegisterMyAthlete website:
  - Athlete Information Sheet
  - Archdiocese Waiver
  - Parent Consent
  - Concussion Protocol Acknowledgement
  - Sports physical or required school physical – physicals are valid for one calendar year. A copy of the physical is required each school year and must be received prior to the first practice.
    - If a physical is not received by the Athletic Director prior to the first day of practice, the athlete will not be allowed to participate.
- A Sport fee is due by the end of the first week of practice.
  - The sport fee is \$60 per athlete. This fee is used to cover referees, building operations, uniforms, equipment, tournaments, supplies, and concessions.
  - If the sport fee is not received by the Booster Club Treasurer by deadline, the athlete will not be allowed to participate.
- Athlete eligibility is governed by the school. The Booster Club does not have the authority to challenge decisions made by the school regarding academic or disciplinary ineligibilities. The policy and procedures are outlined in the school handbook. Notification of ineligibility occurs by e-mail on Fridays. Ineligibility will not affect the students' ability to participate in evaluations.
- An athlete suspended (in school or out of school) cannot participate in any games or practices during the suspension.
- The teams are limited to 3 sporting events a week. An event is considered a game or a practice. Tournament games are not included in this limitation. A week begins on Monday and runs thru Sunday.
- A sport will not be offered if it does not have a sufficient number of adult volunteers.
  - Head Coach
  - Assistant Coach
  - Sports Director

## **Activity Guidelines**

### **All athletic activities**

- No home athletic event will be scheduled during Mass time
- Events will not be scheduled during Catholic Holy dates (examples: Ash Wednesday, Holy week, Christmas, Easter Monday)
- All home events are authorized by the Athletic Director and approved by the School Office

### **Practices**

- All practices will be held at the Boehm Center.
- Track may practice at approved locations
- Practices are limited to 90 minutes
- Appropriate adult supervision must be present (minimum of 2 adults).

### **Games**

- All games are scheduled by the Athletic Director
- Home games are supervised by the Athletic Director and Sports Director

### **Tournaments**

- The Booster Club will fund up to 3 tournaments per team per season (NICC conference tournament is included in the count). 2 paid tournaments and the Conference tournament
- Tournaments are managed by the Tournament Director.
- Coaches and/or parents are not allowed to enter tournaments using the St. Patrick name or uniforms without the consent of the Booster Club.

### **Team parties or events**

- At the end of each season, each team will have the opportunity for a parent/athlete event. If the team chooses to do this, it is up to the parents to fund their own event. The event must take place at St. Patrick School in conjunction with the last practice. Set-up and clean up are the parents' responsibility. All season events must have Athletic Director and school office approval.

## Booster Club Positions

The Athletic program is made up of many talents. The program would not exist without the support of members and volunteers. Listed below are defined positions. Ad Hoc Committees or positions may be appointed by the Athletic Board from time to time to serve as needed. The Athletic Director shall be an ex-officio member of all committees.

Below are tuition contract positions agreed by the Athletic Board prior to the school contract being signed.

### Concession Commissioner

- Maintain food and beverages sold at the concession during Home Athletic events
- Coordinate food receipts with Treasurer

### Tournament/Service Hour Director

- Communicate with other school communities to find tournaments for teams to participate in.
- Coordinate communication between tournament organizers and coaches.
- Coordinate with Treasurer to pay the fees related to tournaments in a timely manner
- Creates Sign Up Genius for home games for service hours.
- Sends out service hour request to recent graduate families.
- Sends Office completed Sign Up List prior to games to be put in Booster Book at games

*Additional responsibilities are designated to the following stakeholders:*

### School Office

- Prints sign up lists for volunteers to sign before each game.
- Responds to service hour verification requests based on sign in sheets.
- Places orders for new uniforms needed
- Accept return of uniforms at end of year and work with coach regarding missing uniforms.

### Parents

- Attend all mandatory Sports meetings
- Sign up for necessary number of home games (concessions, security, set up/break down and score-keeping)
- Ensure that gym is clean at end of game/practice



**Athletic Director**

- **Must be Virtus trained, pass a criminal background check, sign the Code of Conduct form and complete Mandated Reporter and Concussion on-line courses.**
- Attend conference meeting and schedule games
- Plan a coaches meeting and go over: game schedule, schedule practices, expectations of coaches, parents and players.
- Contact the referee scheduler – send them the game schedule
- Schedule scorekeepers for each home game
- Attend home games – make sure there is adequate work coverage (concession, admission, security and scorekeepers)
- Pay Referee – must sign payment book
- Help with set up and clean-up of all home game.

**Head Coach**

- **Must be Virtus trained, pass a criminal background check, sign the Code of Conduct form and complete Mandated Reporter and Concussion on-line courses.**
- Set team direction.
- Be a positive role model for the athletes.
- Point of communication between Booster club members, players and parents
- Attend coach's meetings
- Have a parent meeting before the season starts, going over expectations of the season. Go over the rules of the conference rules, playing time rules etc.
- Report any problems to the Athletic Director, (including accidents, problems with any parents, teams etc)

**Assistant Coach**

- **Must be Virtus trained, pass a criminal background check, sign the Code of Conduct form and complete Mandated Reporter and Concussion on-line courses.**
- Assist coach as required.
- Be a positive role model for the athletes.
- Attend coach's meetings and the parent meeting.
- **Take uniform inventory 4 weeks prior to season start and submit any orders to Office.**
- **Document size and number preference (BB only) for student uniforms**
- **Manage return of washed uniforms at end of season**

**Sport Director**

- **Must be Virtus trained, pass a criminal background check, sign the Code of Conduct form and complete Mandated Reporter and Concussion on-line courses.**
- Attend all home games.
- Oversee set-up and cleanup for all home games.
- Oversee scorekeepers and refs.
- Will be in charge when Athletic Director is not present.

## Sports

St. Patrick offers Volleyball, Basketball, Cheerleading, Cross Country and Track to students who attend St. Patrick School. The expectations and quality of play are different at each grade level. The 5<sup>th</sup> and 6<sup>th</sup> grade teams will focus on learning the sport and skill development. The athletes on these teams can expect equal playing time. The 7<sup>th</sup> and 8<sup>th</sup> grade teams are organized to be more competitive and do not require equal playing time, but a quality experience is expected from the coaching staff. Strategic playing time is used in competitions at the 7<sup>th</sup> and 8<sup>th</sup> grade levels to offer flexibility to play athletes that have the skill set needed for the event.

All students that sign up for a sport by the cutoff date may participate. The teams at 5th, 6th, 7th, and 8th may be split into two separate teams if there are enough athletes and coaches to support two teams. The Athletic board will make this determination. If evaluations are needed, they will be conducted by a third party. Individual coaches will develop rotation procedures to ensure the athletes have sufficient playing time. The recommended team size maximum is 15 for volleyball and basketball.

### Specific Sports

#### **Girls Volleyball** (August – October)

- 5<sup>th</sup> grade – Usually play on Saturdays at various schools in the conference. One school will host multiple games.
- 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> - Matches are typically played weekdays in the evenings. Home and away events will be scheduled with the Conference schools that have teams.
- Will have to purchase volleyball t-shirt. You keep the shirt.

#### **Cross – Country** (August – October)

- 5<sup>th</sup> – 8<sup>th</sup> grade boys and girls – Meets are during the week and on the weekend.
- Will have to purchase cross country shirt and short. You keep the shirt/shorts.

#### **Boys Basketball** (October– January)

- 5<sup>th</sup> grade – Usually play on Saturdays at various schools in the conference. One school will host multiple games.
- 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> - Matches are typically played weekdays in the evenings. Home and away events will be scheduled with the Conference schools that have teams.

#### **Cheerleading** (October – January)

- Girls 6<sup>th</sup> thru 8<sup>th</sup> grade may participate in Cheer.
- 6<sup>th</sup> thru 8<sup>th</sup> grade students may participate as the school mascot
- Cheerleaders and Mascot perform at home Boys Basketball games

**Girls Basketball** (December – February)

- 5<sup>th</sup> grade – Usually play on Saturdays at various schools in the conference. One school will host multiple games.
- 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> - Matches are typically played weekdays in the evenings. Home and away events will be scheduled with the Conference schools that have teams.

**Boys Volleyball** (February – May)

- 5<sup>th</sup> and 6<sup>th</sup> grade is not supported by the NICC Conference unless there is a sufficient teams. These levels are usually considered “instructional”.
- 7<sup>th</sup> and 8<sup>th</sup> - Matches are typically played weekdays in the evenings. Home and away events will be scheduled with the Conference schools that have teams.
- Must buy the t-shirt top as their uniform top – can wear any black shorts

**Track** (April – May)

- Track meets are generally scheduled on Saturdays.
- The 5<sup>th</sup> and 6<sup>th</sup> are combined for a team. The 7<sup>th</sup> and 8<sup>th</sup> participate together as a team.
- Must buy the shirt/shorts – school does not buy track uniforms. You keep the uniform

**4<sup>th</sup> Grade Instructional Basketball** (April – May)

- Boys and girls may participate in separate teams.
- No games are scheduled; teams will practice for 4 to 6 weeks approximately twice a week.
- Focus on skill development.

**Playing Time**

- Every eligible athlete dressed for a game will participate in the game including tournaments.
- 5<sup>th</sup> and 6<sup>th</sup> grade must have equal playing time for the athletes throughout the season including tournaments.
- 7<sup>th</sup> and 8<sup>th</sup> grade athletes will play a minimum of:
  - Basketball – 1 quarter
  - Volleyball – 1 game of a match
- Participation in Track events is dependent upon the number of athletes and number of events at the meet.
- All track athletes must be invited to all St. Patrick track meets that are attended. The exception to this rule is meets which require qualifying scores/times for the IESA
- Missing practice without cause, excessive absences, or tardiness may result in reduced playing time and even exclusion from the team for all levels.
- Playing time may also be reduced for disciplinary reasons, i.e. losing one’s temper, unbecoming conduct of a St Pat’s athlete.

## **Uniforms**

Basketball/Cheer uniforms are provided for Athletes. Depending upon the number of Athletes and available uniforms, the athletes may be able to borrow the uniform. Others grade levels may have to purchase a uniform shirt. The **assistant coach** will manage the distribution and collection of uniforms.

The athlete is responsible for the uniform issued. At the end of the season, uniforms should be returned in good, clean, and reusable condition. If it is not returned in the condition in which it was issued or within the specified time frame, an assessment of \$150 will be made to replace the uniform. Notices for uniform return are published in the school bulletin. Unless otherwise noted, the uniform will be due 2 weeks after the last game of the season.

Uniforms may only be worn for School sporting events. They should be worn according to IHSA policy.

The sports that require the athlete to purchase their own uniform shirts become the property of the athlete. The uniform is still expected to be in good condition during the active season.

## **Awards**

Athletes completing their first sports season will receive a sport letter. Each athlete completing a sports season will receive a sport pin representing that particular sport.

Tournament Awards - Teams may win various awards from tournaments. The team awards become the property of the school.

## **Behavioral and Technical Expectations (Athletes, Coaches, and Parents)**

- Losing self-control, using inappropriate language or gestures, arguing with an Official's call or a coach's decision will result in disciplinary action. Consequences of this behavior will be reduced playing time or suspension from the team. Parents may be asked to leave the event.
- All technical calls and red cards will be enforced by immediate removal of the athlete/coach from the current game/match and a minimum consequence of 1 game suspension to be served at the next scheduled game/match.
- Athletes receiving a yellow card or intentional foul will be immediately removed from the current game. The athlete may return to the game after adequate down time.
- Any person/fan asked to leave a gym by a referee or School Director will leave the premises and not return for remainder of the event. The athlete related to the ejected individual will be removed from the current game.
- After the Booster Club reviews the inappropriate behavior, additional consequences may be applied as governed by School policy and enforced by the Athletic Director and Principal.
- Failure to meet the academic standards and a technical foul in the same week will result in the athlete's ineligibility to play for two consecutive weeks.

# Athlete's Responsibilities

***Participating in an athletic program and playing sports is a privilege, not a right. An athlete is held to personal, academic, and disciplinary standards.***

- Each athlete is responsible for his/her school work and academic achievement while participating in his/her sport as it pertains to the school's standards. Failure to meet the academic standards will result in the athlete's ineligibility to play. The academic requirements are identified in the SPS Parent/Student Handbook.
- Each athlete represents his/her team, school, and league. Each athlete's conduct must exemplify self-respect, self-control, respect for others, and sportsmanship.
- Each athlete is to treat every other athlete, coach, and official with respect and courtesy.
- Losing self-control, using inappropriate gestures, tone of voice, or foul and abusive language; arguing a referee's call, a coach's decision, or other signs of disrespect are reasons for disciplinary action. Consequences of such behavior could be reduced playing time or even suspension from the team. School policy will govern such incidents and will be enforced by the Athletic Director and the Principal.
- Athletes may not resort to roughness or fighting with an opponent.
- An athlete represents his/her school both while on his/her campus and when on a visiting campus. Misbehavior on the part of an athlete may jeopardize the outcome of the game by his/her team by forfeit.
- Students who are absent from school for sickness are not allowed to participate in any practices or school-sponsored activities held after school or during the evening of the day of the absence. A Friday absence does not affect weekend events.
- **An athlete who does not participate in gym classes due to an illness or injury cannot participate in practices or games. An injured player will not be allowed to participate in practices or games until a Doctor's release form is received by the Athletic Director stating the athlete has recovered enough to play.**
- Each athlete is expected to do their best, be receptive to feedback and guidance from the coaching staff, and assist teammates.
- Each athlete is expected to display a positive attitude and understand that a team is stronger than one individual.

## Coaches' Expectations

*Coaches set the tone of the team. They are positive role models for young athletes.*

- Coaches are approved by the Athletic board after completing the following requirements:
  - Archdiocese criminal background check
  - Completion of a DCFS check (Mandated Reporter Course)
  - Completion and staying current with the Virtus program
  - Signed Code of Conduct
  - Completed online Concussion Training
- Required to attend preseason meeting with the Athletic Director
- Be familiar with the School and Athletic handbooks; be prepared to uphold the intentions of the program, team rules, mission statement and guidelines.
- Hold a parent meeting to set expectations and open communication to cover the following:
  - Program philosophy
  - Practice and contest expectations
  - Procedures for ineligible and injured athletes including Concussion Protocol.
  - Importance of athletic code and conduct.
- A minimum of two coaches are required at all practices and games. If parents assist coaches they must be Virtus trained.
- Understand the sport, teach and promote good sportsmanship.
- Understand they are a role model and attitude, behavior and actions will be reflected in the team. Exhibit proper behavior and attitude. Losing self-control, using inappropriate language or gestures, arguing with an official's call will result in disciplinary action
- Be enthusiastic and a good motivator.
- Create a team environment and stress team unity in developing winning attitudes.
- Demonstrate a cooperative spirit and respect with other coaches and game officials by shaking hands before and after a game with players and coaches.
- Communicate clearly with the athletes and parents
- Help athletes set realistic goals for performance improvement.
- Coaches are under the direction of the St. Patrick Booster Club failure to follow direction from the Booster Club Athletic board will result in dismissal.

- An athlete who does not participate in gym classes due to an illness or injury cannot participate in practices or games. An injured player will not be allowed to participate in practices or games until a Doctor's release form is received by the Athletic Director stating the athlete has recovered enough to play.
- Teams are not allowed to run up scores of any games (NICC rule) – Coaches will have to serve a one game suspension if they break this rule. Please show empathy toward opponents.
- Abide by the playing time rules on page 11. Remember this may be the only chance that a particular child will get to participate in any sanctioned league.
-

# Parent Expectations

***Parent involvement is crucial to the success of the Athletic programs.***

- Notify coaches of any schedule conflicts well in advance. Notify coaches of any injury or illness that staff might not be aware of.
- Fulfill home game responsibilities. The failure to fulfill the commitment at games in regards to concessions, security or admissions, will result in a \$25.00 fine. The student athlete will not be able to participate in any practice/games until the fine is paid. **Not Enforced Currently – Should be Reviewed.**
- Have child on time for practice and also be on time to pick up the child from practice. Do not drop off child at practice unless the coach is available for practice. At the end of practice, parents must come in the gym and sign athlete out.
- Be supportive- nothing can erode teamwork faster than athletes doubting the capabilities of their coaches. It can affect performance, confidence, and the needed edge to compete in an athletic contest.
- Be a good role model-demonstrate positive behavior and good sportsmanship. Losing self -control, using inappropriate language or gestures, arguing with an official's call or a coach's decision will result in disciplinary action.
- Parents may be asked to leave a game if the behavior exhibited is unsportsmanlike and disrupts the play of the game. In this instance, the athlete will be removed as well.
- Attend **mandatory** pre-season parent meeting.
- Be familiar with the rules of the particular sport.
- Encourage commitment and positive Christian values.
- Communicate fairly and openly with coaching staff. Call or ask the coach for a meeting to discuss any problems. Encourage the athlete to discuss his or her concerns with the coach directly. Do not approach a coach after a game/match with negative comments. Parents should wait 24 hours before requesting a meeting with the coach to discuss concerns. If parents are unable to resolve the issue, the Athletic Director should be notified of the details in writing. A meeting will be scheduled with the parent and coach to discuss the issue.

***Issues not appropriate to discuss with coaches***

- Other athletes or play calling.
- Team or individual strategy.



***Issues appropriate to discuss with coaches***

- Concerns about your child's behavior
  - Various ways to help son/daughter.
  - The treatment of your son/daughter.
  - Playing time.
- It is important to understand and know that coaches are volunteers. They will make judgments and decisions based on what they see, know and believe to be in the best interest of the athlete and the team.
- Read, understand, discuss and most of all monitor the Athletic code. If the code is not being adhered, this issue should be addressed with the coaching staff.

Unsportsmanlike behavior or lack of support for the athletic program will result in parents being unable to attend sporting events or interacting with the coaching staff.

# Concussion Protocol

## Concussions and Injuries

Concussions and injuries can result during practices and games whether school related or during outside interscholastic athletic activities. All AD, SD, Coaches and Assistant Coaches are required to complete an annual concussion training program and submit documentation prior to the season start.

### HEADS UP CONCUSSION ACTION PLAN



#### IF YOU SUSPECT THAT AN ATHLETE HAS A CONCUSSION, YOU SHOULD TAKE THE FOLLOWING STEPS:

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion.
4. Keep the athlete out of play the day of the injury. An athlete should only return to play with permission from a health care professional, who is experienced in evaluating for concussion.

► **"IT'S BETTER TO MISS ONE GAME, THAN THE WHOLE SEASON."**

#### CONCUSSION SIGNS AND SYMPTOMS

Athletes who experience one or more of the signs and symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

##### SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

##### SIGNS OBSERVED BY COACHING STAFF

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall

**DIRECTIONS FOR CONCUSSION TRAINING**

Website: <https://www.train.org/cdctrain/welcome>



Parent/Coach must create an account and will be able to print a certificate.

Before taking the course you must update your Profile with some mandatory information:

- Manage Groups –
  - National/Illinois/Lake/Other (Not Identified)

Under Training Search find the appropriate training assessment based on your role:

- HEADS UP to Youth Sports: Online Training for Coaches
- HEADS UP to Youth Sports: Online Training for Parents

	<a href="#">HEADS UP to Youth Sports: Online Training for Coaches</a>	Web-based Training - Self-study ▼
CDC HEADS UP		★★★★★ (25963 Ratings)
	<a href="#">HEADS UP to Youth Sports: Online Training for Parents</a>	Web-based Training - Self-study ▼
CDC HEADS UP		★★★★★ (1034 Ratings)

Launch Pre-Assessment, once you complete this, you will be able to Launch the training.



**Return to Learn after a Concussion:  
A Guide for Teachers and School Professionals**

With the increasing prevalence of concussions, specific protocols for returning a student to learning after a concussion is essential. Because students typically appear well physically after a concussion, educators, school administrators, and peers may not fully appreciate the extent of symptoms and deficits experienced by a student with a concussion. The lack of outward physical symptoms of illness may make it difficult for school officials to recognize the need for accommodations for a student with a concussion (1).

**What is a concussion?**

A concussion is a type of brain injury resulting from a bump, blow, or jolt to the head that causes the head and brain to move rapidly back and forth. A direct blow to the head is not required to cause a concussion; this type of injury can result from a hit to the body that transmits force to the head. The sudden, forceful movement can cause the brain to bounce around or twist in the skull, stretching or damaging the brain cells and causing chemical changes in the brain. Concussions affect people differently. Most students experience symptoms lasting for a few days or weeks. With a more serious concussion, symptoms may last months or even longer (2,17). Additionally, research has suggested age plays a role in recovery. Younger students tend to experience more prolonged symptoms than older students. Thus, it is important not just for high schools but also for elementary and middle schools to have return-to-learn protocols that provide academic staff with guidance about how to provide appropriate classroom and learning plan accommodations for students with concussions (16,18).

Though a concussion may seem to be an 'invisible injury', a concussion can affect a student in many different ways: physically, cognitively, emotionally and with sleep.

**Concussion Symptoms**

Physical	Cognitive	Emotional	Sleep
Headache	Feeling mentally foggy	Irritability	Trouble falling asleep
Dizziness	Feeling slowed down	Sadness	Sleeping more than usual
Balance difficulties	Difficulty concentrating	Nervousness	Sleeping less than usual
Nausea/vomiting	Difficulty remembering	More emotional than usual	Drowsy
Fatigue	Difficulty focusing		Altered sleep schedule
Sensitivity to light			
Sensitivity to noise			
Visual Changes			



- More difficulty planning, organizing and completing assignments
- Slower reading
- Difficulty with reading comprehension

#### **Elementary School- (15)**

Compared to older students, elementary aged children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue and other concussion symptoms.

#### **Middle School-**

Peer relations are very important to middle school students. They can be extremely sensitive to being different. Middle school students may try to minimize symptoms so as not to stand out. At this level, executive functioning such as goal setting and planning ahead is in greater demand. Therefore, organizational problems may have a greater impact on academic performance.

#### **High School-**

High school students are often very busy. Many students are enrolled in advanced classes and have one or more extra-curricular activities. Therefore, prioritizing activities and reducing overall demands becomes especially important with the high school student in order to reduce concussion symptoms.

#### **When is a student ready to return to school after a concussion?**

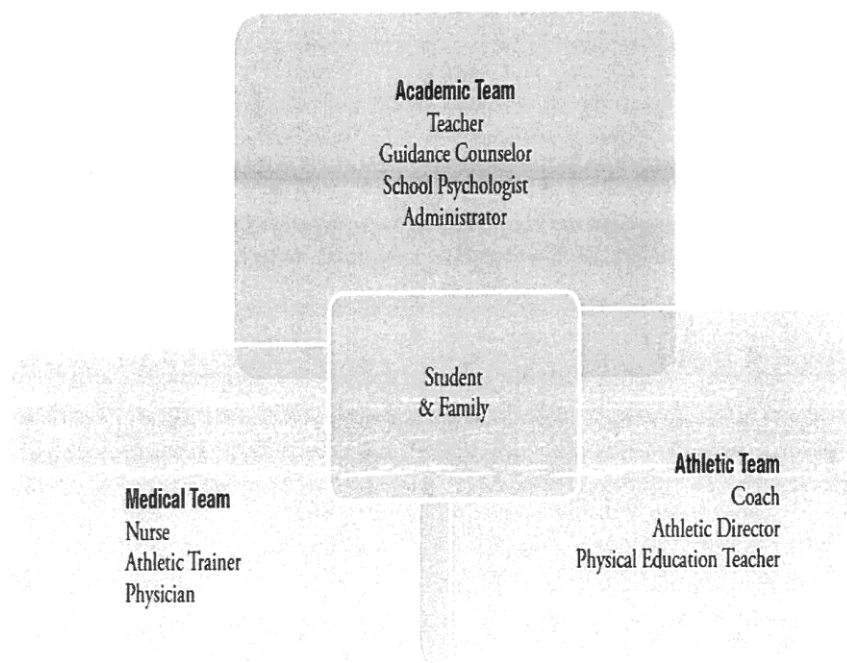
A student with a concussion should be evaluated by a licensed healthcare professional who has experience managing concussions for guidance about when it's safe to return to school as well as recommended appropriate levels of cognitive and physical activity throughout the recovery process.

Providing appropriate support for a student returning to school after a concussion requires a collaborative team approach:



**Examples of a Multidisciplinary Team to Facilitate "Return to Learning" (1,4)**

Family Team	Student, parents, guardians, grandparents, peers, teammates, family and friends
Medical Team	Emergency department, primary care provider, concussion specialist, clinical psychologist, neuropsychologist, athletic trainer team and/or school physician, school nurse
School Academic Team	Teacher, school counselor, school psychologist, social worker, school nurse, school administrator,
School Physical Activity Team	School nurse, athletic trainer, coach, physical education teacher, playground/recess supervisor,







## Graduated Return to Play Protocol

<p><b>1. NO ACTIVITY</b> (RECOVERY)</p> <p><i>Complete Physical and Cognitive Rest until Medical Clearance</i></p>	<p><b>2. LIGHT AEROBIC EXERCISE</b> (INCREASE HEART RATE)</p> <p><i>Walking, Swimming, Stationary Cycling</i></p> <p><b>Heart Rate</b> <b>&lt;70% - 15 min</b></p>	<p><b>3. SPORT SPECIFIC EXERCISE</b> (ADD MOVEMENT)</p> <p><i>Skating Drills (Ice Hockey), Running Drills (Soccer, etc)</i></p> <p><i>NO Head Impact Activities</i></p> <p><b>Heart Rate</b> <b>&lt;80% - 45 min</b></p>	<p><b>4. NON-CONTACT TRAINING DRILLS</b> (INCREASED EXERCISE, COORDINATION &amp; ATTENTION)</p> <p><i>Progress to Complex Training Drills (e.g., Passing Drills, etc)</i></p> <p><i>May Start Resistance Training</i></p> <p><b>Heart Rate</b> <b>&lt;90% - 60 min</b></p>	<p><b>5. FULL CONTACT PRACTICE</b> (RESTORE CONFIDENCE &amp; ASSESS FUNCTIONAL SKILLS)</p> <p><i>If Symptom Free, Return to Normal Training Activities</i></p>
<p>Symptom Free for 24 Hours?</p> <p><b>Yes:</b> Begin Step 2</p> <p><b>No:</b> Continue Resting</p>	<p>Symptom Free for Next 24 hours?</p> <p><b>Yes:</b> Move to Step 3</p> <p><b>No:</b> Rest Further until Symptom Free</p>	<p>Symptom Free for Next 24 Hours?</p> <p><b>Yes:</b> Move to Step 4</p> <p><b>No:</b> Return to Step 2 until Symptom Free</p>	<p>Symptom Free for Next 24 Hours?</p> <p><b>Yes:</b> Move to Step 5</p> <p><b>No:</b> Return to Step 3 until Symptom Free</p>	<p>Symptom Free Next 24 Hours?</p> <p><b>Yes:</b> Return to Play</p> <p><b>No:</b> Return to Step 4 until Symptom Free</p>
<p>Date Attained:</p>	<p>Date Attained:</p>	<p>Date Attained:</p>	<p>Date Attained:</p>	<p>Date Attained:</p>

Post-concussion Consent Form  
(RTP/RTL)ST. PATRICK SCHOOL

Date \_\_\_\_\_

Student's Name \_\_\_\_\_ Year in School 5 6 7 8

By signing below, I acknowledge the following:

1. I have been informed concerning and consent to my student's participating in returning to play in accordance with the return-to-play and return-to-learn protocols established by Illinois State law;
2. I understand the risks associated with my student returning to play and returning to learn and will comply with any ongoing requirements in the return-to-play and return-to-learn protocols established by Illinois State law;
3. And I consent to the disclosure to appropriate persons, consistent with the federal Health Insurance Portability and Accountability Act of 1996 (Public Law 104-191), of the treating physician's or athletic trainer's written statement, and, if any, the return-to-play and return-to-learn recommendations of the treating physician or the athletic trainer, as the case may be.
4. Parent must provide written clearance from athlete's physician before returning to practice/play.

Student's Signature \_\_\_\_\_

Parent/Guardian's Name \_\_\_\_\_

Parent/Guardian/s Signature \_\_\_\_\_

**For School Use only**☐

Written statement is included with this consent from treating physician or athletic trainer working under the supervision of a physician that indicates, in the individual's professional judgement, it is safe for the student to return-to-play and return-to-learn.

**Cleared for RTL**

Date \_\_\_\_\_

**Cleared for RTP**

Date \_\_\_\_\_



## Concussion Information Sheet

### What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

### If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The Return-to-Play Policy of the IESA and IHSA requires athletes to provide their school with written clearance from either a physician licensed to practice medicine in all its branches or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches prior to returning to play or practice following a concussion or after being removed from an interscholastic contest due to a possible head injury or concussion and not cleared to return to that same contest. In accordance with state law, all schools are required to follow this policy.

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/ConcussionInYouthSports/>

### **Student/Parent Consent and Acknowledgements**

By signing this form, we acknowledge we have been provided information regarding concussions.

#### **Student**

Student Name (Print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Parent or Legal Guardian**

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Each year IESA member schools are required to keep a signed Acknowledgement and Consent form and a current Pre-participation Physical Examination on file for all student athletes.

Adapted from the CDC and the 3<sup>rd</sup> International Conference on Concussion in Sport  
Document created 7/1/2011, Reviewed 4/24/2013, Reviewed 7/16/2015

# Other Medical Emergencies

## Asthma Action Plan

### Illinois Asthma Episode Emergency Response Protocol\* October 2016

*This document was prepared by the Illinois State Board of Education in collaboration with the American Lung Association, Respiratory Health Association, Illinois Asthma Partnership, Chicago Asthma Consortium and Illinois Association of School Administrators in compliance with Public Act 99-0843.*

#### Purpose

The purpose of this document is to provide assistance to a student experiencing asthma episode symptoms of wheezing, coughing, shortness of breath, chest tightness, and/or breathing difficulty.

#### Equipment and Supplies

1. Prescribed quick-relief medication (albuterol, ProAir, Proventil, Ventolin, etc.). Many students have their own inhaler on their person, as allowed by state law. If asthma medication is not on the student, immediately summon school staff members who have access to the medication.
2. All equipment and supplies necessary for administering asthma medication (spacer, nebulizer machine, etc.)
3. Student's Asthma Action Plan (if available)

#### Procedures

Step	Condition	Action
1	<b><u>Asthma Episode</u></b> If student exhibits any of the following signs such as wheezing, coughing, shortness of breath, chest tightness, or difficulty breathing....	<ul style="list-style-type: none"> <li>• Assess student for any asthma episode symptoms.</li> <li>• Student report of “<b>needing my inhaler</b>” should be given primary weight even in the absence of other symptoms.</li> <li>• Summon or notify school nurse of student's condition regardless of severity of symptoms and report findings (if non-nurse is assisting student).</li> </ul>
2	<b><u>Severe Asthma Episode</u></b> If student has <u>any one or more</u> of the following severe asthma episode symptoms: <ul style="list-style-type: none"> <li>• Very fast or hard breathing</li> <li>• Nasal flaring</li> <li>• Skin retracting/sucking over child's neck, stomach, or ribs with breaths</li> </ul>	Do the following <b><u>in this order</u></b> : <ul style="list-style-type: none"> <li>• <b>CALL 911 IMMEDIATELY</b></li> <li>• <b>CALL SCHOOL NURSE (RN) IF NOT ALREADY PRESENT</b></li> <li>• <b>CALL PARENT/GUARDIAN</b></li> </ul>

\*All staff members should review this protocol. Any staff member who may be likely to assist a student with asthma should review this protocol and practice with a “trainer” for the student's prescribed quick-relief inhaler. Training should be provided by a Registered Nurse (RN) assigned to the school, if available, or by reviewing the package insert of the student's quick-relief inhaler medication.

	<ul style="list-style-type: none"> <li>Breathing so hard they cannot walk or speak</li> <li>Lips or fingernail beds turn blue</li> </ul>	<ul style="list-style-type: none"> <li>Continue to step 5 "Quick-Relief Medication".</li> </ul>
3	<b><u>Loss of Consciousness</u></b> If student appears to lose consciousness or ability to participate in own treatment...	<ul style="list-style-type: none"> <li><b>Call 911, if not already summoned.</b></li> </ul>
4	<b><u>No Quick-Relief Medication</u></b> If student has no quick-relief medication....	<ul style="list-style-type: none"> <li><b>CALL 911 IMMEDIATELY</b></li> <li><b>CALL SCHOOL NURSE (RN), IF NOT ALREADY PRESENT</b></li> <li><b>CALL PARENT/GUARDIAN</b></li> </ul>
5	<b><u>Quick-Relief Medication</u></b> If student has quick-relief medication and the episode is not an emergency...	<ul style="list-style-type: none"> <li>Assess respiratory status using peak flow meter.</li> <li>Give/assist with giving prescribed asthma quick-relief medication (with delivery device) as authorized by student's Asthma Action Plan or medical orders.</li> <li>Stay with the student and observe for improvement.               <ol style="list-style-type: none"> <li>Stay calm, speak softly, encourage student to take slow, deep breaths.</li> <li>Seat student comfortably, indoors if possible. Remove outerwear, if present, and loosen clothing, if needed.</li> </ol> </li> <li>Do not permit student to lie down or fall asleep.</li> </ul>
6	<b><u>Improvement</u></b> If student improves after quick-relief medication given....	<ul style="list-style-type: none"> <li>Monitor student for 15-20 minutes then allow student to return to class and resume activities.</li> <li>Repeat quick-relief medication every 10-20 minutes, or as authorized in student's Asthma Action Plan, until help arrives or student's breathing improves. Stay with the student until transferred or recovers. Call parent/guardian or direct someone else to contact parent/guardian.</li> </ul>
7	<b><u>No Improvement</u></b> If no improvement within 10 minutes of quick-relief medication administration, if symptoms	<ul style="list-style-type: none"> <li><b>CALL 911 IMMEDIATELY</b></li> </ul>

\*All staff members should review this protocol. Any staff member who may be likely to assist a student with asthma should review this protocol and practice with a "trainer" for the student's prescribed quick-relief inhaler. Training should be provided by a Registered Nurse (RN) assigned to the school, if available, or by reviewing the package insert of the student's quick-relief inhaler medication.

	worsen, or if student develops any one of the following symptoms: c. Very fast or hard breathing d. Nasal flaring e. Skin retracting/sucking over child's neck, stomach, or ribs with breaths f. Breathing so hard they cannot walk or speak g. Lips or fingernail beds turn blue	
8	<b><u>Recording Incidents</u></b>	<ul style="list-style-type: none"><li>Record all incident information per school or district's emergency medical response guidelines. If needed, work with parent/guardian to obtain Asthma Action Plan for the student.</li></ul>

\*All staff members should review this protocol. Any staff member who may be likely to assist a student with asthma should review this protocol and practice with a "trainer" for the student's prescribed quick-relief inhaler. Training should be provided by a Registered Nurse (RN) assigned to the school, if available, or by reviewing the package insert of the student's quick-relief inhaler medication.

## **St. Patrick School**

### **Emergency Operation Plan**

#### **STATEMENT OF PURPOSE**

Sudden and unexpected events can occur in schools at any time. These events occasionally are of an emergency nature and may reach crisis proportions. At St. Patrick School we are aware that children are particularly vulnerable during these occasions of crisis. It is important to us that our school has procedures in place which will help our children deal with any such tragedy if and when it occurs. Our Emergency Operation Plan is designed to respond to concerns regarding the safety of children and staff, to provide effective leadership, suitable communication and necessary support services for students, staff and parents, as needed.

#### **DEFINITION OF CRISIS**

A school crisis or emergency is defined as any situation which adversely affects the children, staff or families of our school, causing a disruption of normal school routine. These situations can fall into three major categories:

1. Natural disasters
2. Environmental and building disasters
3. Disruption of human life

#### **CRISIS SUPPORT TEAM**

St. Patrick School has a Crisis Support Team which is composed of the pastor, principal, parish office staff members, St. Patrick School office staff members and OCS resources.

The occurrence of an event which would be deemed of a serious enough nature to qualify as emergency or crisis would activate the operations of the Emergency Operation Plan.

The key to effective management of a crisis is a sense of calm which should prevail. This will occur if procedures are followed. The roles of all personnel involved are defined in this plan.

#### **Specific type of situations:**

- |                       |                                   |
|-----------------------|-----------------------------------|
| *tornado warnings     | *fire                             |
| *intruder in building | *weapon                           |
| *blizzard             | *electrical malfunction           |
| *serious fight        | *terrorist                        |
| *ice storm            | *serious injury                   |
| *lightning strike     | *suicide/threatened suicide       |
| *earthquake           | *car, bus, train accident         |
| *chemical leak        | *sudden death of student, parent, |
| *bomb scare           | faculty, or staff member          |

#### **GENERAL INFORMATION**

##### **I. Crisis Management Center**

1. Principal's office - Main school building
2. Rectory

##### **II. Location of Crisis Management Kit**

1. Front Office

**III. Contact Person with OCS (Office of Catholic Schools)**

1. Principal, Mary Vitulli (C) 847-962-1108
2. Pastor, Rev. Jim Merold (C) 224-321-2184
3. Administrative Assistant, Erin Carrigan (C) 847-224-3411

Regional Director Vicariate I: Merry Quinn (C) 312-534-5412

**IV. Media spokesperson**

1. OCS (only): Susan Birritt 312-534-8233

**V. Evacuation of Building**

1. Main parking lot
2. Main Church

**VI. Evacuation of Parish Property - Evacuation Plan**

1. Campanella's & Sons – Suzanne Zupec – (O) 847-336-9698
2. Wedgewood/Midlane – Matt Silberman - (O) 847-672-4497

### **ROLE OF ADULTS**

**Principal:**

1. Train/review with school personnel their appropriate roles and responsibilities.
2. Inform appropriate parties in the event of an actual crisis.
  - a. Emergency personnel
    - Fire - 911
    - Police – 911
  - b. Principal – 847-962-1108
  - c. Pastor – 847-244-4161 (C) 224-321-2184
  - d. OCS - Use words “Crisis Emergency” for immediate access to a consultant - 312-534-5200
  - e. Gallagher Bassett Insurance Co.- 630-932-3400  
630-394-3900-accident reports
  - f. School Board President- Mr. Brent Reynolds  
(H) 847-224-6856 (C) 847-514-6035
3. Implement Crisis Plan if necessary
4. Maintain regular contact with OCS during crisis
5. Maintain regular communication with teachers and other school personnel.  
Meet before/after school and at lunch break as needed.
6. Prepare statements for media in consultation with OCS.
7. Communicate appropriately with parents/guardians through School Messenger
8. Log the sequence of events and maintain pertinent information(tape record or written).
9. Monitor for after-effects of the crisis and provide opportunities for counseling.



Pastor

1. Work collaboratively with principal and Crisis Support Team.
2. Provide crisis intervention and support to students, faculty, and parents as needed.
3. Assist in securing necessary outside support.
4. Make rectory and phone service available as needed.
5. Be visible on site if possible.
6. Communicate with parish at large as appropriate.

Administrative Assistant

1. Work collaboratively with principal to effectively manage the crisis plan.
2. Work collaboratively with the Crisis Support Team.
3. Assist in securing counseling resources.
4. Work closely with faculty during crisis time.

Faculty

1. Maintain calm
2. Assume responsibility for the safety and support of children.
3. Remain with students unless otherwise directed.
4. Inform children of what is happening in an age-appropriate manner as directed by Team.
5. Assist other adults in close proximity, if assistance is needed.
6. Refer all media questions to principal.

Secretary

1. Maintain calm
2. Make phone calls as directed by principal
3. Keep phone lines open as much as possible.
4. Respond appropriately to parent inquiries.
5. Refer all media questions to principal.
6. Notify assistant principal to guide emergency personnel.
7. Assist in maintaining a log of events/details.
8. Notify faculty, classes as directed by principal/team.

Maintenance

1. Assure security of building entrance.
2. Serve as liaison with emergency personnel.
3. Be available to principal/team as need arises.
4. Restore physical plant to normal state following an emergency.

Athletic Director / Coaches / Assistant Coaches / After School Instructors

1. Maintain Calm and provide guidance for everyone who is present at an after school event.
2. Follow the directions in the Emergency Operation Plan for an emergency during after school hours.

3. Wait for the proper authorities to determine when it is safe to return to the building and / or return to play.
4. Notify the principal (847-962-1108) immediately.

**Role of OCS:**

Consultant upon notification will:

1. Notify OCS/Pastoral Center media representative.
2. Provide assistance and support to principal.
3. May assist in monitoring Crisis Plan.
4. Seek legal counsel if necessary from Archdiocesan attorneys.

**TIME LINE**

1. All faculty, staff and parents are responsible to inform principal immediately of any emergency or potential emergency situation.
2. If principal is not immediately available the pastor or administrative assistant must be notified.
3. The principal or designee must decide whether or not to activate the Crisis

**CRISIS PLAN**

1. The principal notifies team members who meet as soon as possible.
  - If crisis occurs overnight, the team should meet at 7:00 A.M.
  - Action plan is formed.
2. Faculty and staff should be notified through use of School Messenger. Meeting should occur at 7:25 A.M.
3. If crisis occurs during school day:
  - a. Team meets immediately
  - b. Action plan is formed
  - c. Staff meeting should be scheduled as soon as possible
4. Staff meetings should accomplish the following:
  - a. Disseminate information about the event.
  - b. Explain schedule for the day.
  - c. Identify specific roles.
  - d. Identify support services which will be available.
  - e. Provide guidelines on:
    - \*How to refer students who need assistance.
    - \*How to manage student reactions.
    - \*How to facilitate discussion among students.

**TEACHER /STAFF INFORMATION IN CASE OF AN EMERGENCY**

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1. Make sure you have the **Bright Green Crisis Intervention Plan Binder** from the front of the room, your duffle bag and your walkie-talkie with you.
2. Students should be quickly told of the importance of **silence** so that they can hear directions.
3. Follow procedures for whatever the present emergency is as practiced. i.e. tornado, fire, evacuation, lock down, bomb threat etc.
4. As soon as you are outside/locked in place– take roll and make sure everyone is there.
5. Outside a roll call will be taken of each class. Indicate if all are present or if someone is missing. **DO NOT LEAVE YOUR CLASS UNLESS ABSOLUTELY NECESSARY AND IF YOU HAVE SOMEONE ELSE TO WATCH OVER THEM.**
6. If inside do not unlock your door or move from your “Secure in Place” until there is an ALL CLEAR over the PA system. For a Hard Lockdown remain in place until told to move by an Office Staff Member or if your door is unlocked by an Office Staff Member. Walkie-talkies will be used to communicate.

### **Crisis Schedules**

- ***Evacuation Signals-*** (Fire): Loud hard continuous sound, lights flashing;
- ***Lockdown Signal:*** Announcement over intercom.
- ***Shelter-in-Place:*** (Tornado & Other severe weather): Series of short alarm beeps over the PA System.
- ***Chemical Hazards:*** Announcement over the PA

### **After School Activities EOP Assignments:**

#### **Evacuation (fire)**

- If someone smells or sees a fire, alert the office immediately and pull the fire alarm if needed.
- Listen for (fire) alarm.
- Evacuate the building, be sure to bring crisis and medical binders, walkie-talkie, emergency bag and any medication with you.
- Teacher and / or Coach should check bathrooms.
- Teacher and / or Coach should be the last person out the stage, Boehm Center or Main Entrance doors and will ensure the doors are shut.
- Once outside, line up in the parking lot away from the building, and take attendance.
- Wait for the arrival of the fire trucks.
- Wait for the all-clear from the office or proper authorities.

### **Flood**

- Anyone who sees flooding should report it immediately to the office.
- If the flood is occurring slowly, have students move their belongings, any valuable school property, and electronics away from the water.
- Teacher and / or Coach should take classes to a dry location
- If the flood occurs suddenly, report to the office immediately and immediately evacuate the basement (either to the office or the library/science lab).

### **Hazardous Materials**

- Follow procedures according to the type of hazard.

### **Shelter-In-Place (Tornado)**

- Listen for the alarm (beeps over the intercom or the outside alarm)
- All students, athletes and spectators should remain SILENT.
- Everyone will take shelter at the lower level / basement classrooms.
- Wait for the all-clear from the office or the proper authorities.

### **Full Lockdown**

- Listen for alert from the main office or through cell phones.
- Classroom teachers should immediately check the hallway (from their doorway), get all students into the room, close and lock doors, and turn out lights. Once the classroom door is shut and locked, it is not to be opened. Use the steel locking mechanism by the door to secure it fully.
- Students who are out of the classroom during a lock down should get to the nearest classroom.
- All coaches, athletes and spectators are to move quickly to the kitchen and lock /secure both doors.
- Students / athletes are expected to remain SILENT.
- Students / athletes should gather in an area away from windows and doors.
- Students / athletes who are outside should follow teachers' instructions and may be directed to the New Church, the Rectory, or Priest's residence.
- Wait for further instructions from the proper authorities.

### **Active Shooter**

- If a shooter enters the gym or classroom, students may be asked to counter the intruder by. Creating noise, movement, distance and distraction with the intent of reducing the shooters ability to shoot accurately.
- Students or athletes should listen for the teacher or coach's instructions to evacuate the building, which might include running away from the intruder if instructed.
- For full lockdown, students should lockdown in the classroom.
- For full lockdown, coaches, athletes, and spectators should move quickly into the kitchen and lock both doors.