Substitute Teacher Training
17-18

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WHY WE DO DRILLS

I’m a strong believer that you practice like you play, little things make big things happen

Tony Dorsett

picturequotes.com
COLUMBINE

- 12 Students died
- 1 teacher died
- 21 injured
- 11:19 am Shooting Starts
- 12:08 Shooters die by suicide
- 1:09 pm Police enter
- Took 2 hours before SWAT entered
27 Students Died
5 Teachers died
7:15 am Shooter kills 2 in Dorm
9:15 Shooter chains the doors
9:30 Shooter Kills himself
9:31 Police make entry
16 Minute response
5 Students shot
20 injured
3:05 pm Shooting Starts
3:11 pm shooter kills himself
3:12 pm police enter Cole Hall
6 Minute response time
SANDY HOOK ELEMENTARY SCHOOL
12-14-12 you are in our hearts forever, beautiful angels

OUR TINY ANGELS & OUR CHILDREN'S HEROES

Ana Marquez Green, 7
Arielle Richman, 6
Dhia Engel, 6
Dylan Hockley, 5
Chase Kowalski, 7

Lauren Rousseau, 30

Victoria Soto, 27

Caroline Previdi, 6
Daniel Barden, 7
Jessica Rekos, 6
Grace McDonnell, 7
Emile Parker, 7

Mary Sherlach, 56
Dawn Hochsprung, 47

Charlotte Bacon, 6
Noah Pozner, 6
James Mattioli, 6
Catherine Kutchard, 6
Jack Pinto, 6

Anne Marie Murphy, 52
Nancy Lanza, 52
Rebekah Dannen, 29
SANDY HOOK

- 20 Children killed
- 6 educators killed
- 9:35 am shots fired reported
- 9:45 am police arrive and enter the building
- No waiting Active Shooter entry by police
Law Enforcement Response

- Law enforcement response
  - Rapid Deployment Tactic—Active Shooter Response
  - Inner Perimeter
  - Outer Perimeter
  - Command Post

- Rapid Deployment: (*seek out – confront - neutralize threat*)
  - Sight and Sound of danger
  - Stop or contain danger
  - Priority is movement to danger then helping injured
Police Rapid Deployment
Active Shooter Response
NIU SHOOTING 20.5 MILES AWAY
Two Classroom Reference Guides  
(located in each classroom)

1. Crisis Management Guideline **Notebook**
   a. **Red** Notebook
   b. Indexed by event  (from bomb threats to weather emergencies)

2. Survival Action **Packet**  (SAP)
   a. Designed to “Grab and Go” - **Take with you for all events**
   b. Summary Sheets  (quick reference)  for each drill/event  
      (Evacuation/Weather/Shelter in Place/Lockdown)
   c. **Green** / **Red** Cards
REQUIRED DRILLS – EACH SCHOOL

Illinois law and district policy requires each school to conduct a specific number and type of drills:

- 1 Bus Evacuation Drill
- 3 Fire Drills
- 1 Severe Weather/Tornado Drill
- 2 Lockdown Drills
PROTECTIVE ACTIONS – D300

- Building Evacuation – Fire Alarm
- **Severe** Weather Drill – Tornado Sheltering
- **Shelter-in-Place** – Heightened Security
- Lockdown – **Code Red** Lockdown
1 Bus Evacuation Drill
3 FIRE DRILLS
Immediate Actions:

- Maps of the building are posted in all workrooms and classrooms for evacuation routes & staging areas.

- Building evacuation plans include the immediate evacuation to **STAGING AREAS** outside of the building.
  - **Report Status**: Out of the building...Accountability: Students / Staff

- If the primary exit route is blocked or not accessible...use a secondary route.
BUILDING EVACUATION - FIRE ALARM

FIRE DRILL procedure is utilized to Evacuate building population:

- Fire drill procedure is a means of evacuating the building in a quick and orderly manner. A fire drill is an evacuation drill.

- Whenever events (fire / bomb threat / unsafe building) require the immediate evacuation of the building...the fire drill procedure will be used to accomplish that evacuation.

- Fire Alarm Notification will come by an audible tone and flashing white strobe lights to alert the entire school population.

- Fire Alarm activates – assemble the students...shut off lights & close room door ...follow evacuation route out of the building.
FOUND IN EACH ROOM
1 TORNADO/SEVERE WEATHER DRILL
TORNADO / SEVERE WEATHER DRILL

- Protective Action against severe weather – tornados

- Tornado **WARNING** = Tornado Sheltering

- Severe Weather Notification will come by voice **over** the PA system and may also come by an **audible** tone to alert the entire school population

- Turn lights OFF...CLOSE all classroom doors...

- Follow the Map located in each room to your **SHELTER AREA**
  - Each building will have predetermined safe shelter areas, designated locations for students and staff to shelter to protect them during severe weather to include tornados
SHELTER-IN-PLACE

Protective action to heighten security on campus
HAZARDOUS MATERIAL LEAK
POLICE ACTIVITY OUTSIDE OF SCHOOL
SHELTER-IN-PLACE

- Takes the place of previous terminology:
  - “Modified Lockdown”
  - “Soft Lockdown”
  - “Partial Lockdown”
  - “Perimeter Lockdown”
  - “Working Lockdown”
  - “Code Yellow Lockdown”
SHELTER-IN-PLACE - DEFINED

• *Protective action* to give tighter security to the building and the school population
  
  (The building is in a state of *heightened security*)

• Threat to the school is **NOT** immediate

• *Shelter-In-Place* procedures may be utilized in response to events that *occur outside of the school building that could be dangerous*: *(area / neighborhood danger)*
  
  • Hazardous material spill, chemical release
  
  • Gas leak, explosions, aircraft accident
  
  • School search (K-9)

• Criminal event
SHELTER-IN-PLACE

Is used when it is determined that remaining **inside of the school building is the best way to ensure the safety of school occupants.**

*Sheltering In Place* could range from:

- **Continuing to instruct classes** and simply locking the exterior doors of the building to prevent entry/exit… to
- **Moving students to secure areas of the building**

“**Shelter-in-Place**” can turn into a **LOCKDOWN** event
SHELTER-IN-PLACE - ACTIONS

1. Verbal Notification – P.A. System & Radio
2. Stay or Go to your assigned classroom.
3. If you are outdoors move inside building
4. Close classroom door
5. **Listen for Instructions.** School office will inform you as to the extent of precautions you will have to take depending upon the situation
6. You will be notified when the Shelter in Place event is over
CODE RED ACTIVE SHOOTER
LOCKDOWN – SECURE THE SCHOOL

- Lockdown
- Protective Action
- Violence
Typical Behavior of an Active Shooter

- most mass shooting incidents are well **planned** events
- typically a planned **suicide** event....self inflicted or by the police
- shooter looking to quickly inflict injury or death to **random targets**
- they will move from place to place looking for targets....if your place looks unoccupied they will **move on** to look for targets
- they need to **move quickly** to fulfill their fantasy / frustrations
  - know the police are coming
  - their time is short
  - suicide is near
  - want to finish their plans...make the most impact for their effort
- make your **safe place** look unoccupied...
Response to an Active Shooter

**react** to get away from the danger – **react** to survive

- **RUN**…(if in direct contact)…**from the immediate harm**…
  - get out of the area!…get **away from** the harm…can’t get away - get **down**

- **HIDE**…secure yourself away from the sight of the shooter…
  - **lockdown** – secure in a room / lock if possible
  - make your **safe place** look unoccupied...locked, dark, quiet. If you can not lock the door...
  - **hide** from view

- **FIGHT**…as a last resort…
  - do not accept being a victim
  - improvise weapons to harm and survive
  - scissors / fire extinguisher / blunt object to strike shooter / personal weapon
Terminology

- **Lockdown**: The procedure & actions taken to make the building population **safe**.

- **Code Red**: Is the critical event. The notification that **alerts** the school population that the **safety of the school** is in jeopardy. **Code Red = Violence on Campus**

- **Drill**: A practice to simulate a **Code Red crisis**.
Lockdown Announcements

Verbal - Over the Public Address (PA) System & Radio

ONLY TWO (2) TYPES of LOCKDOWN ANNOUNCEMENTS

• “LOCKDOWN DRILL” …
  Begin lockdown actions - To practice a Code Red crisis event

• “CODE RED LOCKDOWN” …
  Begin lockdown actions - The safety of the school is in jeopardy….Threat IS Immediate….The event is real!
Lockdown Alarm System: “violence alarm”

“Lockdown Alarm” system in all *high schools & middle schools*

- **Verbal Alert:** mass annunciator added to PA system
  - play a pre-recorded “Code Red Lockdown” message over the PA system
    “code red lockdown – code red lockdown – code red lockdown - the police area responding”

- **Visual Alert:** blue strobe lights are located in lunchroom and commons area, gym, hallways, designated rooms throughout the building and at the exterior main entry of the building to serve as a visual notification to lockdown

- **Notification** sent to 911 center

- The system can be activated from any telephone within the building

# 300
LOCKDOWN – Why?

• First minutes of a violent act is the most critical
  ▪ 911 is being called
  ▪ Police are responding to the school
  ▪ Violent threat is in the school...with the staff and students...searching for targets
  ▪ Most violent acts end before police arrive...most by suicide
  ▪ Most school shootings are over in LESS than 15 minutes

• Lockdown secures the school during the first critical minutes before the police arrive....
  ▪ When the shooter/threat, staff and students are in the school...without police intervention.

• Lockdown procedure secures the school from DANGER and moves people to a Safer Place.
CODE RED
LOCKDOWN

Violent threat occurring on campus
CODE RED – Critical Incident defined

• Any person…In or Near a school…that is identified as posing a significant threat to others:
  
  ➢ **Armed** with a weapon and potentially or actually causing harm, injury or death to others

  **or**

  ➢ If there is *any* FEAR of violence or harm that may be inflicted on any person of the school

Safety of the School is in Jeopardy from

Violence = CODE RED LOCKDOWN
WHO - Can Activate a **CODE RED**?

**Best Practice:** Notify building administrator

- however....**any** staff member can initiate a **CODE RED Lockdown**

- a violent event may **not** allow for the time or the ability to contact an administrator or call the office.

- things can unfold very quickly and time is important for life safety.

- the hardest question to answer is “**WHEN**” to call a Code Red Lockdown.

  there is no **black and white** answer to that question.........

  - Person shooting a firearm or visibly displaying / threatening people with a gun in the school....**Yes**
  - Stabbing / harming people in the building...**Yes .....active violence**
  - If you **think** a person may have a firearm in his backpack or locker, but is not displaying or threatening people....**No....notify an administrator or the police**
WHEN DO YOU ACTIVATE A CODE RED?

Here is the guiding principal of action...

• if you have to ask yourself more than once...struggle with decision

• question “if” you should announce a Code Red Lockdown or activate the lockdown alarm...then don’t activate one!!

• YOU WILL KNOW when it is time call a lockdown! The event will compel your human instincts to warn others of the violence...

• If not...call an administrator or the police
YOU CALL IT ....YOU REPORT IT!

If **you** announce / initiate a
Code Red Lockdown

YOU call **9-1-1** and
Report it
FIRE ALARM — DURING A CODE RED EVENT

Experience has shown that the attacker will often pull the building’s fire alarm or start fires during a violent attack....

- If the **Fire Alarm** is activated during a **CODE RED** Lockdown
  - do NOT follow the fire alarm evacuation procedures
  - stay in the lockdown position

- If the **Fire Alarm** is activated during a Lockdown **DRILL**
  - Evacuate from the building....follow the fire alarm procedures

**POINT OF SAFETY:** Fire Alarm vs. Code Red Lockdown

- Stay in your **Safe Place**
- **Code Red** Event = **Disregard** the Fire Alarm
RESPONSIBILITIES OF STAFF

- **Stay** in your assigned classroom. If you are away from your classroom, go to another classroom or any room to be **safe**.

- If **outside**... **move away – off campus... go to the evacuation point**... Do **NOT** return to the school.

- Attempt to direct people in the adjacent hallway to your room, after the hallway is “cleared” of people, enter your room...

- **Shut & Lock** the door... **turn the Lights OFF**

- **Hide** room occupants **from view**...

- Staff must decide to **STAY** in the building **or** if circumstances allow make a safe **EXIT directly out** of the building.
RESPONSIBILITIES OF STAFF

- **If you decide to STAY** in the building for safety:
  - Your classroom door is **Shut & Locked / Room Lights - Off**
  - **Hide from View**…Move to the wall, least observable from the doorway – usually the same wall that the door is located on.
  - **Barricade** - Place desks, tables, chairs around the students and direct all room occupants to lay in the space between the wall and the furniture.
  - Direct all of the room occupants to **remain calm and quiet** at all times
  - **Count** the number of occupants in the room...how many responsible for?
  - Keep calm…be alert…listen…key on your **instincts**…AND…prepare a **Plan B** (what do I do next?)
  - If you have a medical problem in your room or you have vital information on the situation...call **911** … **do not call the office**
RESPONSIBILITIES OF STAFF

- You **May** Leave the Building

  *Don’t rush to judgment….Assess the situation…Are you are in a **safe** place?*
  
  *If your **safe** place deteriorates…**and** you can leave…do so…but…*

  **ONLY** UNDER THE FOLLOWING CONDITIONS:

  - You are leaving a **SAFE** Place to go to a **SAFER** Place
  - You are located on the **GROUND** level
  - You have a **DIRECT EXIT** to the Outside
  - **Door or Window EVERYONE** can exit SAFELY from
  - **Do NOT** use the HALLWAY
  - Have total control of class - know who is in the group
  - Go to school’s **Emergency Evacuation Point**
  - Stay together!!!
RESPONSIBILITIES OF STAFF

• Do not permit anyone to enter or leave the room for any reason...until you are directed by an administrator or the police

• DO NOT ATTEMPT TO CONFRONT OR APPREHEND A SUSPECT AT ANYTIME

• If unavoidably confronted by the suspect and his actions lead you to believe life safety is in jeopardy...take whatever action is necessary to move to a safe place or to protect life.

• If “Code Red” is down graded to a “Shelter-in-Place”...comply with the Shelter-in-Place restrictions
Safety Stuff

• **Door Security:** locked at all times (open/closed door option)

• **Lockdown Event Alarms (Panic Alarms)** – located in school office to notify police of violent situation

• **Telephone / Public Address (PA) interface:**
  • APA (Access Public Address)
  • All Elementary / Middle School telephones (office & classroom)
  • High School: all administrator/office phones.

• **Use Telephone to initiate Code Red Lockdowns:**

  Elementary: APA button to access PA system – call out “code red lockdown”
  Middle / High: #300 to active lockdown alarm system
CALLING 9-1-1

• In times of emergencies, when using the building’s telephone system... dialing the 3 digit number

  9-1-1

Will cause the system to delay connection 5-7 seconds.

• If the caller dials the 4 digit number....

  9-9-1-1

the call will connect immediately
Responding To Crisis - reducing risk

*how we respond to harm...will determine survival*

**Physical Response**
- actions to slow or stop the threat from reaching you
- create physical barriers between you and the harm

**Psychological Response**
- realize, recognize & react to the threat
- the brain accepting and acting to survive – mental response
DURING STRESS, YOUR WHOLE BODY IS EFFECTED

**Fight or Flight Response**

- saliva flow decreases
- eyes pupils dilate
- skin blood vessels constrict; chills & sweating
- heart beats faster & harder
- lungs quick, deep breathing occurs
- bowel food movement slows down
- stomach output of digestive enzymes decreases
- blood vessels blood pressure increases as major vessels dilate
- muscles become more tense; trembling can occur
the psychological response to a crisis of harm

intuition
denial
deliberation
decision to act
brain lock
**Fight-or-Flight Response**

**Immune System**
- Is repressed

**Heart**
- Beats faster
- Pumps more blood
- Blood pressure rises
- Blood increases to muscles
- Blood decreases to organs

**Lungs**
- Breathing becomes faster & shallower
- Consume more oxygen
- Expel more carbon dioxide

**Skin**
- Sweating begins

**Endocrine System**
- Pumps out adrenaline, noradrenaline & cortisol
- Noradrenaline constricts blood vessels
- Releases less growth hormone
- Produces fewer sex hormones

**Pancreas**
- Pumps out glucagon
- Produces less insulin
- Blood sugar level rises
Fine Motor Skills Become Impaired
During Stress Fine Motor Skills are effected

- Using keys
- Dialing a phone
- Using fingers
CONTROL STRESS AND FEAR
What is wrong with this picture?

PHYSICAL SECURITY
Door wedges should not be by external doors.

- School Entrances
- Don’t prop open doors
- Don’t let students in closed doors
- Don’t leave overhead door open
PHYSICAL SECURITY

School Entrances

- Report any observed unauthorized entry
- Enter only at the main entrance
- Report any broken door mechanisms
VISITOR MANAGEMENT

Proven Raptor system utilized by neighboring Districts

Screens all visitors including vendors

Ability to account for everyone who is in the building in case of an emergency drill

Allows for special circumstance entries (Child Custody, Orders of Protection, Stalking)
RAPTOR
Domestic situation between teacher Karen Smith and her estranged husband
Husband was given access to property
Had not made Administration aware of ongoing hostilities
Raptor System allows for denial of entry to prevent access.
As a result, Karen Smith, her husband and 8 year old special needs student Jonathan Martinez were all killed. One other student was injured.
LET THE RAPTOR SYSTEM WORK FOR YOU

Let building administration know of any situation that puts yourself in danger.
This also protects students and fellow workers.
Monitored at the front desk
Networked with replay capabilities at school and Central Office
Still imagery print capability
WHAT WOULD YOU DO SCENARIO?
You are the supervisor of students on a trip to Springfield, in Bloomington, the bus is involved in a serious accident. 5 students seriously injured. What would you do?

Points to Ponder

Do you have contact information for school administrators?

Do you stay with the bus?

Do you go with the injured students?

How do you track where all the students are taken?

Do things change if you are injured?

You are now the point person on student/parent reunification.
DOJ FACTS ON SCHOOL SHOOTERS

WHY SEE SOMETHING SAY SOMETHING IS IMPORTANT

The School Shooter: A Quick Reference Guide
BAU-1 (703) 632-4333

REMEMBER
- There is not a “profile” of a school shooter—instead the students who carried out the attacks differed from one another in numerous ways.
- School shootings are rarely impulsive acts.
- They are typically thought out and planned in advance.
- Prior to most school shootings, other students knew the shooting was going to occur but failed to notify an adult.
- Very few of the attackers ever directed threats to their targets before the attack.
- The most common goal was retribution. The justifications and excuses offered indicated this stemmed not from an absence of values but from a well-developed value system in which violence was acceptable.
- In many cases, other students were involved in the attack in some capacity.
- Many offenders experienced a significant personal loss in the months leading up to the attack, such as a death, breakup, or divorce in the family.
- Many offenders engaged in repetitive viewing of violent media and were often fascinated with previous school shootings. Repeated viewing of movies depicting school shootings, such as “Zero Day” and “Elephant,” may indicate a fascination with campus attacks.
- Be aware of the subject’s online videos, blogs, and social networking activities.

Assessing Threatening Communications - Five Dimensions (Mohandle, 2000)
- Organized vs. disorganized thought processes.
- Fixed vs. variable themes.

MOTIVES
- 24% motivated by desire for attention or recognition.
- 27% motivated by suicide or desperation.
- 34% motivated by attempt to solve a problem.
- 54% had multiple motives.
- 61% motivated by desire for revenge.
- 75% felt bullied/persecuted/threatened by others.

STATISTICS
- 27% of attackers exhibited interest in violent movies.
- 37% of attackers exhibited interest in violence in their writings, poems, essays, and journal entries.
- 59% of attacks occurred during the school day.
- 63% of attackers had a known history of weapons use.
- 68% acquired the weapon used from their own home or that of a relative.
- 93% of attackers engaged in some behavior prior to the attack that caused others to be concerned.
- 93% of attackers planned out the attack in advance.
- 95% of attackers were current students.
- Odds are one in 1 million that a student will die at school as a result of a violent act.

WARNING SIGNS
- Investigators should probe to discover if the subject has engaged in research, planning, or preparation (e.g., researched weapons or made attempts to obtain a weapon). Movement from thought to action represents a severe escalation of the risk of violence.
- In around 80% of school shootings at least one person had information that the attacker was thinking about or planning...
In 80% of school attacks at least one person knew.
In 66% of school attacks more than one person knew.
75% felt bullied or threatened by others.
37% of attackers exhibited interest in violence in school writings.
93% of school attackers exhibited some sort of warning behavior before incident.
95% were current students.
Many offenders experienced significant personal loss before incident; death, break up, divorce.
GREAT EXAMPLE OF SEE SOMETHING SAY SOMETHING!
01/27/17

- 2 middle school boys plotted attack
- The signal to start shooting was the dropping of a pencil
- Both boys had guns at their residences
- Informed classmates were told to wear white and say Eugene not to be shot or stay home
- Students shared this information with adults and police.
- Stresses the importance of having good relationships with students to have access to “word on the street/hallway” information.
The Illinois School Board Association adopted “See Something Say Something” into their recommendations. IASB’s representative to the task force is Deputy Executive Director Ben Schwarm, who organized and moderated the school safety seminar.

Schwarm said some of the task force’s report recommendations include:

- A specific list of building and physical plant security measures regarding control and access of exterior and classroom doors, communications systems, and alarm systems
- Continual review and implementation of the School Safety Drill Act and the school districts Emergency Operations Plan
- Incorporating the “See, Hear, and Speak Up” framework into district security planning

If you know of any student doing these things, call (847) 551-8477 or email: SafeSchoolTipline@d300.org

No One Will Know You Called.

TO REPORT BULLYING CLICK HERE.

*We recommend using Internet Explorer or Firefox when submitting this form
DISTRICT 300 APP – SAFETY TIP-LINE
PUSH TO STUDENTS –POSSIBLY PBIS
WHAT TO LOOK FOR?

Look for the person acting different than other students, withdrawn or acting out.
Look for nervous behavior, looking around
Watch the crowds, they will point you to the action
Use all senses, listen to conversation, smell for odors associated will illegal drug usage or alcohol consumption.
This concept was taken from the TSA who utilize this in airports and being adopted for schools
Report to your Administrator in writing
Acts of Bullying
Acts of Hazing
Student provided information on Drug Use
Student provided information on fights or disputes
Violation of acceptable behavior policy
HELP MAKE THE SCHOOL SAFER
THE SCHOOL SAFETY CLOCK

WHEN DOES IT START AND WHEN DOES IT END?

11:00 PM Superintendent is checking snow covered roadway
1:30 AM Local PD reports a group of high school students involved in fight
6:00 AM Bullying incident at bus stop
1:00 PM Physical Altercation
4:00 PM Supervising after school sport a report of vandalism with a threat.

The answer is the Safety clock never stops.
WHAT HAPPENS WHEN THE SAFETY CHAIN BREAKS?

Student sees a friend at a locked door and lets in a group of students.
The loading dock door is left open as it is a hot day.
The door near the exit for the athletic field is propped open.
That morning the school administration and School Resource Officer are watching for Student A who overnight was involved in an altercation and threatened revenge on Student B.
Unbeknownst to Admin, the student entered the building through one of the “broken chains”.
That is why door security is so important!
VULNERABLE AREAS IN NEED OF ADDITIONAL SUPERVISION

- Bathrooms/Locker rooms
- Lunchroom/Commons
- Bus waiting area
- Outdoor athletic fields/playgrounds
- Assemblies
- Field Trips
- Parking lots

“BE WHERE THE KIDS ARE”
DEALING WITH GRAFFITI

Report all observed vandalism including graffiti

Take picture of observed graffiti before removing

Make note of date and time for investigative purposes

Cameras and staff may be able to pinpoint suspect student

The saved pictures may be compared to student doodling or drawings
EVER WONDER WHY PHONES COME UP MISSING?
“Mom my phone was stolen at school” „or lost

On a weekly basis, phones are left in many places
- On top of lockers
- On the lunch room table
- In bathroom stalls
Do not disable the locking mechanism with a pencil or other objects. (Always unlocked)

Do not share your locker combination

Do not put anyone else's "stuff" in your locker
LOCK DOWN FLASHING BLUE LIGHT

Installed in High School and Middle School

Installed for noisy commons, lunchrooms, or hallways areas where students may not hear alert over PA system

Visual warning for hearing impaired students
Annual Review. Each school district shall conduct an annual review of each of its schools’ emergency response plans, procedures, and protocols. The school district shall invite each of the following individuals/entities to participate in the annual review:

A. Each building principal;

B. Representatives from education-related organizations or associations deemed appropriate by the school district;
C. Representatives from all local first responders (fire department/district, law enforcement agency, emergency medical services, any other first responder organization that has requested to participate);

D. Any other individual or entity deemed appropriate by the school district.
DISTRICT 300 TIP LINE

BREAK THE SILENCE
Do you know someone that has weapons, drugs, or is planning violence in your school?

Tell Someone.
Call the D300 Safe School Tipline at:
(847) 551-8477 (TIPS)

The D300 Safe School Tipline will allow you to provide information to help keep your school safe. You will remain an anonymous caller, and no one will know you called.
Keep your school free from violence and drugs.

SAFE SCHOOL TIPLINE
KEEP YOUR SCHOOL SAFE FROM DRUGS, WEAPONS & VIOLENCE
847-551-8477 (COMPLETELY ANONYMOUS)
IT CAN’T HAPPEN HERE......

20.5 miles from Hampshire Middle School
QUESTIONS / COMMENTS
CONTACT INFORMATION

TODD.ROHLWING @ D300.ORG
O 847 551-8365
C 847 652-1643

Always Stay Humble and Kind
- Tim McGraw