

Board Policy  
801

**Crisis Management Policy**



*Adopted: 2007*

*Revised: October 2018*

**I. PURPOSE**

**A. Policy**

This crisis management policy has been created by East Range Academy of Technology and Science in consultation with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that administration can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

**B. Building Level Plans**

The school's administration shall present tailored building-specific crisis management plans to the School Board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the Board, such crisis management plans shall be an addendum to this Crisis Management Policy. This policy and the plans will be maintained and updated on an annual basis.

**II. GENERAL INFORMATION**

**A. Elements of the District Crisis Management Policy**

1. **General Crisis Procedures.** The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation and sheltering. The policy designates the individual(s) who will determine when these actions will be taken.
  - a. **Internal Physical Communication System.** A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the school's emergency/first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable (i.e. power loss).
  - b. **Resource.** Each school building will have access to a copy of the most recent edition of the Comprehensive School Safety Guide to assist in the development of building-specific crisis management plans.

- c. **Special Needs Procedures for Staff and Students.** All general crisis procedures will address specific procedures for students and staff with special needs such as physical, sensory, motor, developmental, and mental health challenges. The school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe evacuation of each student and staff member with special needs.

If

an emergency situation/crisis occurs, the assignments made for each student and staff member at the fall planning meeting will be implemented by the assigned staff and will include the school crisis team's specific procedures for evacuating students and staff with special needs.

- i. The evacuation procedures should include specific procedures for students with special needs, including students with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program (IEP).
- ii. The evacuation procedures should also address transporting necessary medications and medical equipment used by students and staff during the school day.

- d. **Lockdown Procedures.** Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The administrator or designee will announce the lockdown over the public address system or other designated system. Emergency responders use plain language when responding to emergencies/crisis situations, and it is recommended that school staff also use plain language rather than code words. Provisions for emergency evacuation will be maintained even in the event of a lockdown. Each building will submit lockdown procedures for their building as part of the building-specific crisis management plan. State law requires a minimum of (5) school lock-down drills each school year.

- e. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the administrator or his or her designee. The crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include planning for students and staff with special needs related to evacuation as addressed in section (c.) above.

- f. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within school buildings during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building specific crisis management plan.

2. **Crisis-Specific Procedures.** The Crisis Management Policy includes crisis-specific procedures

for crisis situations that may occur during the school day or at school-sponsored events and functions. These procedures are designed to enable administrators to tailor response procedures when creating building-specific crisis management plans.

### 3. **School Emergency Response Teams**

- a. **Purpose.** The school's emergency response team serves as a first responder for school emergencies and assists administration in developing and revising emergency plans. The school emergency response team implements the building level crisis management plan. A school, depending upon its size and individual need, may have more than one team to manage various responsibilities and needs in an emergency.
- b. **Composition.** The building administrator will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternate designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the office or in a secondary location in single building school districts. The list may be in an electronic and/or paper format, but must be accessible in the event of a power outage.
- c. **Leaders.** The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable (e.g. out of the building), the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a liaison role and be available to emergency response officials.

## III. **PREPARATION BEFORE AN EMERGENCY**

### A. **Communication of the Crisis Management Plan**

1. **School Employees.** Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school's crisis management policy and their own building's crisis management plan. Each building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. **Students and Parents.** Students and parents shall be made aware of the school's crisis management policy and relevant tailored crisis management plans for each school building. Each school's building-specific crisis management plan shall set forth how students and parents are made aware of the building-specific plans. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

## **B. Visitors**

1. **Entrance Procedures.** The school shall implement procedures mandating visitor sign-in and sign-out at a specific location and the use of an identifying visitor badge while in school buildings.
2. **Building Entrances.** The school shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

## **C. Facility Diagrams and Site Plans**

1. **Individual School Building Diagram and Site Plan.** All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots and utility shut-offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas and will be easily accessible and on file in the office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.
2. **Districts with Single Sites.** For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the school's crisis management policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans digitally (via an online service such as Google Drive) or physically (via a CD-Rom or flash drive) and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

## **D. Emergency Telephone Numbers**

1. **External Communication**
  - a. **Emergency Response Contact Information.** Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county, and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school office, or at a secondary location for single building school districts, and updated annually.



1. **Short-Term Intervention Procedures.** Behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention counselors, or others in the community. Counseling procedures will be used whenever the Director determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:
  - a. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
  - b. Designate specific rooms as private counseling areas.
  - c. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
  - d. Prohibit media from interviewing or questioning students or staff.
  - e. Provide follow-up services to students and staff who receive counseling.
  - f. Resume normal school routines as soon as possible.
2. **Long-Term Recovery Intervention Procedures.** The following components may involve both short-term and long-term recovery planning:
  - a. Physical/structural recovery
  - b. Fiscal recovery
  - c. Academic recovery
  - d. Social/emotional recovery

#### IV. PLANNING AND PREPARING FOR FIRE

1. **Safe Area.** Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire department is arriving, and the location of fire equipment, the distance may need to be extended).
2. **Accessibility of Building Facility Diagram and Site Plan.** Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. (See III. C. above).
3. **Staff Training on Evacuation Routes.** Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. **Additional Staff Training.** Certain employees, such as those who work in hazardous areas in

the building, will receive training on the location and proper use of fire extinguishers and protective clothing and equipment.

5. **Conducting Fire Drills.** Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g., lunchtime, recess and during assemblies). State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minn. Stat. §121A.035. The State Fire Marshal advises schools to defer fire drills during the winter months.
6. **Fire Drill Schedule and Log.** A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. **Preparation and Planning for Sites.** The school will have pre-arranged sites for emergency sheltering, relocation and reunification, and transportation as needed.
8. **Essential Staff Functions.** The school will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

## **V. GUIDANCE FOR PROCEDURES INCLUDED IN THIS POLICY**

- A. **Purpose.** Guidance for universal and emergency-specific procedures for the various hazards and emergencies listed below is attached to this policy. This guidance is provided by the *Comprehensive School Safety Guide* (2011), issued jointly by the Minnesota Department of Public Safety and the Minnesota Department of Education. After approval by the School Board, an adopted procedure will become an addendum to the crisis management policy.

### **B. Universal Response Procedures for All Types of Emergency Response**

1. Evacuation/relocation [attached]
2. Lock-down procedures [attached]
3. Reverse evacuation
4. Severe weather shelter
5. Shelter-in-place procedures
6. Student reunification/release

### **C. Emergency Specific Response Procedures**

1. Assault
2. Bomb threat
3. Demonstration
4. Fight/disturbance

5. Fire [attached]
6. Hazardous materials
7. Hostage
8. Intruder
9. Media procedures
10. Medical emergency
11. Severe weather: tornado/severe thunderstorm/flooding
12. Sexual Assault
13. Shooting
14. Suicidal threat or attempt
15. Suspicious package or mail: chemical/biological threat
16. Terrorism
17. Threat
18. Threat incident report form
19. Weapons

## VI. MISCELLANEOUS PROCEDURES:

- A. **Chemical Accidents.** Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets. School buildings must maintain *material safety data sheets* (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.
- B. Radiological Emergencies at Nuclear Generating Plants [NOT APPLICABLE]

### *Legal References:*

42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)  
 Minn. Stat. Ch. 12 and 12A (Emergency Management and Natural Disasters)  
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
 Minn. Stat. § 121A.035 (Crisis Management Policy)  
 Minn. Stat. § 326B.02 subd. 6 and 326B.106 (Fire Code and General Powers Comm. Labor and Industry)  
 Minnesota Rules Chapter 7511 (Minnesota State Fire Code)  
 Minn. Stat. § 299F.30 (Fire Drill in School)  
 Minn. Stat. § 609.605 subd. 4 (Trespass on School Property)  
 Title IX, Part E, Subpart 2, Section 9532, and 20 U.S.C. § 7912 (Unsafe School Choice Option)



## **Building Map Showing Emergency Exits and Meeting Places**



## **Evacuation Plan and Location**



*Part of the Crisis Management Policy  
First Revision Reading: 9/24/2018*

In the case of an emergency evacuation, ERATS students will be escorted to the school bus garage where they will await further instruction from emergency personnel and school administration.

If necessary, students will be transported home by the school buses and vans and/or another contracted transportation provider.

Parents will be informed of the emergency evacuation as soon as possible.

The ERATS Dean of Students and school administration will assess and secure the school facility to assure that all staff and students are safely evacuated.

# Lock-Down Procedures



*Part of the Crisis Management Policy  
First Revision Reading: 9/24/2018*

## **Staff**

Shane Walters, Zach Topping, and Law Enforcement are in charge of all operations during a lock-down. All other staff will have job duties designated to specific classrooms or locations. Walters will communicate the circumstances to the neighboring businesses and inform the local authorities.

## **Lock-Down Circumstances**

At any time, Shane Walters or another staff member will determine whether or not a lock-down is necessary. A lock-down will be initiated when there is a serious threat to the health and safety of any individual at East Range Academy. If you believe that a serious issue has developed, immediately report the issue to Walters. Walters will announce the lock-down to all staff and students.

## **Staff Duties**

As soon as a lock-down is announced, all staff will immediately escort all students to the nearest classrooms. You have 15-30 seconds to get to a classroom and lock the door. At least one staff member must be in each classroom.

- Please try to have your cellphone with you as you go to a classroom.
- A sealed envelope will be available in each classroom. The envelope will contain valuable information pertaining to procedures, attendance, and communications.
- Close windows and lock all external/internal doors.
- Sit on floor away from doors and windows. Remain quiet.
- No student cellphone use.
- Take attendance: list all students and staff present
- If possible, Walters or an Official will communicate with you through the door using plain language or by cellphone.

## **End of Lock-Down**

Walters or an official will announce the end of the lock-down using plain language at each door or by cellphone. If Walters is not available, a designated officer or official will end the lock-down.

# Fire Safety and Evacuation Plan



*Part of the Crisis Management Policy  
First Revision Reading: 9/24/2018*

## **Section 404.3.1: Fire Evacuation Plan**

1. Fire evacuation plans for our school include complete evacuation. All students and staff are to leave via the nearest emergency exit. Emergency exits are located on all sides of the building.
2. **No** employees from the school must remain inside the building to operate critical equipment.
3. Each teacher is responsible for accounting for his or her students after the evacuation has been completed. Teachers report to the Dean of Students indicating if all students are accounted for. Teachers without scheduled classes at the time of the evacuation are to report directly to the Dean of Students.
4. The Dean of Students is responsible for bringing the first-aid kit outside during evacuation and is responsible for providing or delegating emergency medical aid.
5. The building fire alarm system is the preferred method of notifying occupants of a fire.
6. The Dean of Students is responsible for reporting the fire to the fire department (though the building's alarm system is programmed to do that automatically).
7. Our Director can be contacted for further information or explanation of duties regarding evacuation.
8. The building fire alarm system is a very loud alert tone which sounds constantly during emergency.

### **Section 404.3.2 Fire Safety Plan**

1. Fire should be detected by the building's fire system. However, any sign of fire shall be reported immediately to the Dean of Students. The Dean of Students shall call 911 and contact the main desk of any co-occupants of the building to alert them to the problem.
2. All students shall be evacuated through the nearest emergency exit and relocated to the ERATS parking lot near the basketball hoops (the southwest corner of the parking area). As the Dean of Students accounts for all personnel and students, the Director shall immediately call our transportation provider to bring (2) full-sized buses to the scene to help in the evacuation of students. As our students are 9th-12th graders, they will be transported to their homes. Once accounted for, students who have driven to school will be allowed to leave via their own vehicles, provided it is safe to do so. Administration and staff will be in charge of moving students to the parking lot and helping traffic flow in an orderly manner out to the road.
3. The building owner has created and provided site plans for all parts of the building
4. The building owner has created floor plans showing the required elements. These floor plans are posted throughout the building.
5. All art and science supplies, which could be flammable, are stored securely and properly. The building owner stores all cleaning supplies in proper means.
6. The building owner is responsible for maintenance of the fire-control systems.
7. Our school's maintenance supervisor is responsible for maintenance, housekeeping, and controlling fuel sources. He or she will work closely with the building owner, their maintenance foreman and/or safety committee to ensure that any possible fuel sources are properly stored and controlled.

#### **Section 404.4: Maintenance**

Fire safety and evacuation plans will be reviewed and updated annually by the School Board at the August meeting and by teachers and staff at the August staff meetings/professional development days. Each September, preferably within (1) week of school starting, students will review fire safety and evacuation plans with their advising teachers during homeroom. Plans will be reviewed and updated more often when necessitate by changes in staff assignments, occupancy, or physical arrangement of the building.

#### **Section 404.5: Availability**

Fire safety and evacuation plans will be available to each teacher. Floor evacuation plan will be posted in each classroom and in the commons area of the school for reference and review by staff and students. Copies shall be furnished to the fire code official for review upon request.



# GUIDANCE FOR SAFETY PROCEDURES

*from the Comprehensive School Safety Guide (2011)*



## Response



Response is the process of implementing appropriate actions in an emergency situation. Schools and districts mobilize resources and execute emergency procedures necessary to handle an emergency.

Universal procedures are actions taken in response to any emergency, threat or hazard in a school. There are six universal procedures; lockdown, shelter-in-place, reverse evacuation, severe weather shelter area, evacuation/relocation and reunification. In an emergency, administrators must determine whether conditions are more dangerous outside or inside the school and choose response procedures accordingly. Detailed procedures for specific situations or events are called Emergency Response Procedures. Both Universal Procedures and Emergency Response procedures are contained in the following section.



# Evacuation/Relocation

## Critical Information

Evacuation procedures are used when conditions are safer outside the building than inside the building.

Evacuation routes should be specified according to the type of emergency:

Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device

Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route

Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly

When implementing Evacuation procedures:

### Building Administration

Determine evacuation routes based on location and type of emergency

Announce evacuation

Specify any changes in evacuation routes based on location and type of emergency

Monitor the situation and provide updates and additional instructions as needed

Announce “all clear” signal once it is safe to re-enter the building

### Staff

Take emergency go-kit and class roster

Take the closest and safest way out as posted or announced

Use a secondary route if the primary route is blocked or hazardous

Assist those needing special assistance

Do not lock classroom doors when leaving

Do not stop for student or staff belongings

Go to assembly area

When outside the building:

Check for injuries

Account for all students Immediately report any missing, extra or injured students to building administration or incident command Continue to contain and maintain students

Wait for additional instructions

When implementing Evacuation and Relocation procedures:

### Building Administration

Determine whether students and staff should be evacuated to a relocation center

Alert school emergency response team of emergency type and evacuation

Notify relocation center

If necessary, coordinate transportation or student process to relocation center

Announce evacuation

Specify any changes in evacuation routes based on location and type of emergency

Notify superintendent's office and district public information office of relocation center address

Implement reunification procedures at the relocation/reunification site

Document the reunification of all students released

### Staff

Take emergency go-kit and class roster

Take the closest and safest way out as posted or announced

Use a secondary route if the primary route is blocked or hazardous

Assist those needing special assistance

Do not lock classroom doors when leaving

Do not stop for student or staff belongings

Remain with class en route to the relocation center

Take attendance upon arriving at the center

Immediately report any missing, extra or injured students to building administration or incident command

Continue to contain and maintain students

Wait for additional instructions

When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).

An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability. A sample agreement follows this section.

## Relocation Centers

List primary and secondary student relocation centers. Include maps and written directions to centers for staff reference.

Primary relocation center

Secondary relocation center

Address:

Address:

Phone:

Phone:

# Lockdown

## Critical Information

Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.

Lockdown with Warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance). Lockdown with Intruder occurs when there is a threat or intruder inside the building

When implementing Lockdown with Warning procedures:

### Building Administration

Announce “lockdown with warning”

Repeat announcement several times

Be direct. DO NOT USE CODES

Bring people inside

Lock exterior doors

Control all movement

Disable all bells

Direct any movement by announcement only

Announce “all clear” signal when the threat has ceased

### Staff

Lock all exterior doors

Cover exterior windows\*

Keep students away from windows

Continue classes.

Move on announcement only

Wait for further instructions

\* Check with local law enforcement agencies regarding the covering of windows and doors.

When implementing Lockdown with Intruder procedures: (these actions happen rapidly)

### Building Administration

Announce “lockdown with intruder”

Repeat announcement several times. Be direct. DO NOT USE CODES.

Call 911 and notify law enforcement

Direct all students, staff and visitors to the nearest classroom or secured space

Classes outside the building SHOULD NOT enter the building Move outside classes to primary evacuation site

DO NOT lock exterior doors

Announce “all clear” signal when threat has ceased as authorized by law enforcement

### Staff

Clear all students, staff and visitors from hallways immediately

Report to nearest classroom

Assist those with special needs accommodations

Close and lock all windows and doors

DO NOT LEAVE for any reason

DO NOT OPEN THE DOOR for any reason

If a fire alarm has been activated, do not evacuate unless fire or smoke is visible

Shut off lights

Stay away from all doors and windows

Be quiet

Wait for further instructions

# Reverse Evacuation

## Critical Information

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

When implementing Reverse Evacuation procedures:

## Building Administration

Make an announcement or sound alarm for reverse evacuation

Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm

Monitor the situation

Provide staff with any updates or additional instructions

Announce “all clear” signal when the emergency has ceased

## Staff

Move all students and staff inside as quickly as possible

Assist those needing additional assistance

Report to classroom

Take attendance

Report any missing, extra or injured students to building administration

Wait for further instructions

# Severe Weather Shelter

## Critical Information

Severe Weather Shelter procedures are implemented during a severe weather emergency. “DROP and TUCK” procedures are used in severe weather emergencies or other imminent danger to building or immediate surroundings.

When implementing Severe Weather Shelter procedures:

### Building Administration

Make an announcement or sound alarm for severe weather emergency

Move students and staff from any portable classrooms into a permanent building

Announce “all clear” signal when the severe weather has ceased

### Staff

Take emergency go-kit and class roster

Take the closest and safest route to shelter in designated safe area

Use secondary route if primary route is blocked or dangerous

If outside, return to main building

If in a portable classroom, go to a permanent building and designated safe area

Assist those needing additional assistance

Do not stop for personal belongings

#### **Once in safe area:**

If appropriate, implement “drop and tuck” procedures

Take attendance

Report any missing, extra or injured students to building administration

Remain in safe area until “all clear” is given by building administration

Wait for additional instructions

When implementing “DROP and TUCK” procedures:

Face an interior wall, **drop** to your knees and roll forward to the balls of your feet

If physically unable to perform, sit on the floor, **tuck** your head down and place your hands on top of your head and neck. Do not lie flat on the ground

*MN State Statute 121A.037 requires that schools practice at least one tornado drill annually.*

# Shelter-In-Place

## Critical Information

Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

When sheltering-in-place:

### Building Administration

Announce students and staff must go to shelter areas

Close all exterior doors and windows, if appropriate

Turn off ventilation system (HVAC), if appropriate

Monitor the situation

Provide updates and instructions as available

Announce “all clear” when the emergency has ceased

### Staff

Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area

Assist those with special needs

Take emergency go-kit and class roster

Take attendance and report any missing or extra students to building administration or incident commander

Do not allow anyone to leave the classroom or shelter area

If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

*If sheltering-in-place because of an external gas or chemical release:*

Close and tape all windows and doors

Seal the gap between the floor and the bottom of the door

*If sheltering-in-place because all evacuation routes are blocked:*

Seal door

Open or close windows as appropriate

Limit movement and talking

Communicate your situation to administration or emergency officials

Stay away from all doors and windows



Wait for instructions

## **Student Reunification/Release**

### **Critical Information**

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the beginning of the school year.

When implementing Student Reunification/Release procedures:

### **Building Administration**

Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)

Notify district administration and public information officer

Coordinate messages to parents with public information officer

Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed

Activate staff assigned to set up the location for reunification.

Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies

Request transportation for students and staff including special needs transportation

Provide for behavioral health services at the reunification site for students and parents

Ensure documentation of release of students

# Planning for Student Reunification

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Reunifying students and parents at an off-site location is a complex process. Successful reunification requires significant pre-planning, coordination and organization.

## Planning for reunification

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including; office staff, student support services, administration and transportation are ideal choices to support the process. Members of the school emergency response team, technology personnel and facility management staff may also play important roles in planning and leading the reunification. Ideally all staff should be trained on reunification procedures. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

## Pre-selecting a reunification site

Several factors should be considered when selecting a reunification site. First evaluate the selected building's potential capacity to accommodate the student body, staff and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility and building access control.

If the reunification site is not another district-owned building, a written agreement must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. It is ideal to designate one reunification site for the entire district with at least one additional site for backup.

Two reunification sites may be necessary if a single site will not accommodate the entire student body. When planning for two reunification sites, building administrators should pre-designate division of the student body and communicate plans to staff, students and parents to minimize confusion.

## Planning transportation and site set up

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator. Transportation for students with special needs must also be pre-arranged.

Transportation and arrival at a reunification site must be well-organized. Administrators should pre-determine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

## Additional considerations for reunification site set up:

- Designate parking areas for parents

- Determine separate entrances for students and parents if possible

- Designate holding area for students and staff—near restrooms if possible

- Put the check-in or registration close to parent entrance

- Find a separate place for counseling and medical follow-up

- Make signs for all locations and for traffic flow

- Pre-assign staff for reunification duties and locations

## **Reunification process**

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook. Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

## **Reunification materials and supplies**

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

## **Administrative Go-Kits**

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit.

Consider including these items:

- Vests or hats for reunification staff
- Communication devices—for the registration area, student and parent holding sites, counselors, nurses and student services staff
- Signs—pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with areas designated

## **Roles for community emergency responders**

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part of reunification planning. While schools manage certain aspects of the reunification process, other roles including; traffic control, crowd control or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.

# Sample School-Parent/Guardian Letter

[Date]

Dear Parents/Guardians:

Should an emergency situation arise in our community and/or one of our schools while school is in session, we want you to be aware the schools have made preparations to respond effectively and appropriately to such situations.

\_\_\_\_\_ school district has a detailed, all-hazards emergency plan that has been formulated to provide direction to its staff and students during such an incident.

In the event of an emergency, we ask for your cooperation in the following procedures:

1. Please do not telephone the school. Telephone lines must be kept available for emergency communication.

2. Please do not come to the school unless requested to pick up your child.

**3. *In the event of an emergency that requires us to evacuate and relocate, students may be picked up***

at a designated reunification location by an identified, responsible adult who has been identified on the student's emergency card. Emergency cards must be filled out by parents/guardians at the beginning of every school year and kept updated as needed.

When authorizing another person to pick up your child, please consider the following requirements:

He/she is at least 18 years of age. He/she is usually available during the day. He/she could walk to school if necessary. He/she is known to your child. He/she is both aware of and able to assume this responsibility.

3. You can expect the school district to respond in the following manner:

a. For weather-related incidents, turn your radio to \_\_\_\_\_ for weather updates and

emergency announcements. b. Information regarding day-to-day school operations will be available on our district web site

and updates will be made as appropriate. c. Information will also be made available via: (modify to your district's capabilities)

i. Email notification system ii. Rapid Connect (or other name of service you may have) phone system

4. Please impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

We sincerely appreciate your cooperation in helping us respond to an emergency situation and providing a safe and healthy learning environment for your child. If you have any questions or require additional information, please feel free to contact me.

Sincerely,

Principal

School

# SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between Schools,  
District # , Address , of County, Minnesota  
("School District") and , Address of  
County, Minnesota ("Shelter Provider").

## RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements;  
and

WHEREAS, if the School District should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School District desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School District desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School District to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows: 1. The School District shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School District's conduct of shelter activities. 2. The School District shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities. 3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School District with minimal notice. 4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

## PUBLIC SCHOOLS

By: Authorized representative/position

Date

Authorized representative/position

Date

# Assault

## Critical Information

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

## **Staff**

Notify building administration

Ensure the safety of students and other staff

Work as a team in response

Use a calm voice and low tones in addressing the assailant

If behavior escalates, shout “Stop!” and continue to use a calm voice

Disperse onlookers and keep others from congregating

Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)

Do not leave the victim alone

Seal off area to preserve evidence for law enforcement

Identify the assailant by name and description (e.g. clothing, height) If the assailant has left the building, determine direction and mode of travel If assailant leaves in a vehicle, provide description of the vehicle and license number

Identify any witnesses

## **Building Administration**

Call 911 and notify law enforcement

Give type and number of injuries

Advise if assailant is still in the building or on the property

Give name and description of the assailant

Give direction and mode of travel (vehicle type and description)

Consider lockdown procedures

Notify district administration

Notify parents or legal guardians of students involved

Make appropriate referrals to student services or student assistance team

Document all actions taken by staff and complete incident reports

*Minnesota Statute 121A.582 Subdivision 1. Student Discipline; Reasonable force standard. (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.*

# Bomb Threat

## Critical Information

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

## Upon receiving a bomb threat:

### Staff

Notify building administration

Preserve evidence for law enforcement

- o If written threat, place note in paper envelope to preserve fingerprints

- o If the threat is written on a wall, take a photograph

- o If phoned threat, document all relevant information (see Threat Incident Report Form)

Complete Threat Incident Report Form

### Building Administration

Call 911 to notify law enforcement

Assess the threat by using the Threat Assessment Procedures Consult with emergency responders, as time permits

Determine credibility of threat

Document all actions taken by staff

## If the bomb threat is determined to be credible:

### Building Administration

Initiate appropriate Lockdown procedures

Provide additional instructions as necessary

Direct staff to implement scanning process for suspicious items. Bombs may be placed anywhere on school property — inside or outside

Document all actions taken and findings by staff

Determine if evacuation procedures should be initiated

### Staff

Implement appropriate Lockdown procedures

Scan classroom or assigned areas for suspicious items

Do not touch any suspicious devices, packages, etc.

If a device(s) is located, it should be pointed out to emergency responders

Notify building administration of findings

## **If Evacuation Procedures are initiated:**

### Building Administration

Notify staff via phone system, hardwired PA system or by messenger.

Do not use cell phones, radios or fire alarm system because of risk of activating a device

Ensure evacuation routes and area(s) are clear of suspicious items

### Staff

Implement Evacuation procedures

Take emergency go-kit and class roster

*When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.*



# Demonstration

## Critical Information

Demonstrations on school property could be deemed trespassing. Minnesota State Statute 609.605 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

### **If demonstration is near, but not on school property:**

#### Staff

Notify building administration

#### Building Administration

Notify district administration

Notify and consult with law enforcement in developing a plan of action

Notify building staff

Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment

Monitor situation and make decisions based on developing information

Consider communication venues (e.g. website posting, email)

Consider lockdown with warning procedures (see Lockdown procedures)

### **If demonstration is on school property:**

#### Staff

Notify building administration

#### Building Administration

Notify district administration

Notify and consult with law enforcement

- o Identify who asks the demonstrators to leave

- o Develop an action plan Notify building staff

Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment

Consider lockdown with warning procedures (see Lockdown procedures)

Ensure safe entry into and exit from the building

Monitor situation and make decisions based on developing information

Consider communication venues (e.g. website posting, email)

# Fight/Disturbance

## Critical Information

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

## **When a fight or disturbance occurs:**

### Staff

Notify building administration

Ensure the safety of students and other staff

Work as a team in response

- o One staff member seek administration assistance

- o One staff member address the disturbance

Use a calm voice and low tones in addressing students

If behavior escalates, shout “Stop!” and continue to use a calm voice to de-escalate the situation

Disperse onlookers and keep others from congregating in the area

Don’t let a crowd incite participants

Separate participants

Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

### Building Administration

Address the event according to school district discipline policy and procedures

Notify parents or legal guardians of students involved in fight

Notify district administration and law enforcement as indicated by school policy

Make appropriate referrals to student services or student assistance team

Document all actions taken by staff and complete incident reports

# Fire

## Critical Information

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

## **In the event of fire or smoke:**

### Staff

Activate fire alarm and notify building administration

Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)

Implement evacuation plan for any students needing special accommodations

Evacuate students and other staff to designated areas

Take emergency go-kits and class roster

If primary route is blocked or dangerous, use closest, safe exit

If trapped by fire, implement Shelter-in-Place procedures

Once outside, assemble a safe distance from building and emergency apparatus

- o Take student attendance

- o Report missing, extra or injured students to building administration

### Building Administration

Call 911 and notify emergency responders

Confirm address of school

Provide exact location of smoke or fire

Ensure fire alarm has sounded

Notify district administration

Meet with fire officer

- o Identify the location of fire

- o Advise location of injured persons

- o Provide names of any missing persons

Determine if students need to be transported to an evacuation site

Notify parents or legal guardians of student reunification and release procedures

Signal “all clear” when safe to re-enter school building

## **Additional Considerations**

Plan for accommodations for students or staff with special needs

# Hazardous Materials

## Critical Information

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

## **In the event of a hazardous material incident inside a school building:**

### Staff

Notify building administration

Report location and type (if known) of the hazardous material

Move students away from the immediate danger zone

If safe, close doors to the affected area

*If implementing Evacuation procedures*

- o Take emergency go-kits and class roster

- o Take attendance and report missing, extra or injured students to building administration

Render first aid as needed

### Building Administration

Call 911 and notify emergency responders

Report location of leak or spill and type of material (if known)

Report any students or staff missing or injured

Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))

Notify district administration

Move staff and students away from the immediate danger zone

Keep staff and students from entering or congregating in danger zone

Document all actions taken

Report incident to Minnesota Duty Officer (800-422-0798 or 651-649-5451)

**In the event of a hazardous material incident outside a school building:**

**Staff**

Notify building administration

Report location and type (if known) of hazardous material

Move students away from the immediate vicinity of the danger

If outside, implement Reverse Evacuation procedures

**Building Administration**

Monitor situation

Notify district administration

Consult with emergency responders

Identify the need for evacuation

Develop an action plan with emergency responders

Consider implementing Shelter-in-Place procedures

If there is an airborne release, shutdown ventilation system (HVAC)

Notify parents or legal guardians of student reunification and release procedures

Document all actions taken

# Hostage

## Critical Information

If the hostage-taker is unaware of your presence, **Do Not Attract Attention!**

### **In the event of a hostage situation and you are taken hostage:**

Cooperate with the hostage-taker to the fullest extent possible

STAY CALM, and try not to panic; calm students if they are present

Be respectful to the hostage-taker

Ask permission to speak; do not argue or make suggestions

### **If you witness a hostage situation:**

#### Staff

Notify building administration immediately

Keep all students in their classrooms until further notice

Wait for further instructions

#### Building Administration

Initiate Lockdown with Intruder procedures

Call 911 and notify emergency responders

If known, provide a description of the following:

- o Identity and description of the individual
- o Description and location of the incident
- o Number of hostages
- o Number of injuries

Seal off area near hostage scene

Students should be moved from exposed areas or classrooms to safer areas of the building

As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives

When law enforcement arrives, they will take control of the situation

Continue to coordinate with law enforcement for the safety and welfare of students and staff Document all actions taken

*In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.*

# Intruder

## Critical Information

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

***When interacting with a stranger at school, use the “I CAN” rule.***

***Intercept Contact Ask Notify***

**In the event an unauthorized person enters school property (intruder):**

### Staff

Politely greet the subject and identify yourself

Consider asking another staff person to accompany you before approaching the subject

Inform the subject that all visitors must register at the reception area

- o Ask the subject the purpose of his or her visit
- o If possible, attempt to identify the individual and vehicle
- o Escort the subject to the reception area

If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building

- o Attempt to maintain visual contact with the intruder until assistance arrives
- o If possible keep students away from the intruder
- o Take note of the subject name, clothing and other descriptors
- o Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)

Back away from the subject if he or she indicates a potential for violence

Allow an avenue of escape for both the intruder and yourself

### Building Administration

Respond to call for assistance from staff

Advise the subject they are trespassing and need to leave the school or law enforcement will be notified

If the subject refuses or his or her purpose is not legitimate,

- o Consider initiating Lockdown with Intruder procedures
- o Call 911 and notify law enforcement
- o Advise law enforcement of the intruder’s location and provide a full description
- o Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
- o Provide all staff with a full description of the intruder

Document all actions taken by staff

*Minnesota State statute 609.605 subd.4 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.*

# Media Procedures

## Critical Information

All media inquiries must be referred to the district information officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

## **When communicating with the media during an emergency:**

### District Administration

Designate a district public information officer (PIO) to coordinate all media communications for the school and school district. Designate a district spokesperson. If spokesperson is unavailable an alternate assumes responsibilities. In partnership with all involved agencies, establish a joint information center (JIC) away from the affected area. The JIC establishes one point of contact for the media and ensures the release of coordinated messages Public Information Officer

Prepare and coach the district spokesperson

Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols. DO NOT allow media to hinder emergency responders or be put in harm's way

Provide regular updates and press releases and let media know when to expect the next update

DO NOT say "No comment." It is okay to say "I don't know"

Monitor media reports to ensure message accuracy. Provide media with any corrected information. Track rumors and ask the media to dispel inaccurate information

Document all contact with media

### Building Administration

Notify district administration and all staff of emergency event

Direct all media contacts to district PIO

Relay all factual information to district PIO

If directed by district administration, designate a site spokesperson

Update staff throughout the emergency, review details of the emergency and dispel rumors

Inform district administration and PIO of any media presence at the building. Request on-site assistance with media if necessary

### Staff

Direct all media contacts to district PIO



## **District Communication Contacts**

List the district spokesperson and public information officer along with their alternates in case the primary contact is unavailable during a crisis. Consider pre-designating building or site spokespersons.

### **District public information officer (PIO) Alternate district PIO**

Name

Name

Contact number

Contact number

**District spokesperson**

**Alternate district spokesperson**

# Sample Public Information Release

Check as appropriate: District/District-wide School

Date: \_\_\_\_\_ Time: \_\_\_\_\_

***Note: If this is used as a script, read only those items checked. Make no other comments  
(Check off, fill in, and cross off as appropriate)***

\_\_\_\_\_ has just experienced \_\_\_\_\_

The (students/employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].

Communications to parents (is/are) being posted (on the school's web site, elsewhere?) and  
delivered by phone (and/or email?) through \_\_\_\_\_.

Reunification center(s) for parents to pick up their student(s) (is/are) being set up at  
\_\_\_\_\_

Injuries have been reported at \_\_\_\_\_

and are being treated at the site by (staff/professional medical responders)

(#) \_\_\_\_\_ reported injured.

Students have been taken to a safe area \_\_\_\_\_ and are with  
(classroom teachers/staff) or (\_\_\_\_\_).

(#) \_\_\_\_\_ students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at \_\_\_\_\_.

(#) \_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_.

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: \_\_\_\_\_.

Release restrictions: No Yes / what? \_\_\_\_\_

**Released to the Public: Information Release # \_\_\_\_\_ Date/Time: \_\_\_\_\_**

# Medical Emergency

## Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

## **In the event a non-responsive or life-threatening injury or illness:**

### Staff

Send for immediate help (notify health office staff or school nurse) and Call 911

Describe injuries, number of victims and give exact location

Notify building administration

DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern

Check victim for medical alert bracelet or necklace

Provide information to first responders

Disperse onlookers and keep others from congregating in the area

If possible, isolate the victim(s)

Direct someone (e.g. staff, student) to meet and guide the first responders

Assist emergency medical services personnel with pertinent information about the incident

Complete an incident report and document all actions taken

### Building Administration

Ensure 911 was called and provide any updated information

Secure victim(s) medical emergency profile

Activate school emergency response team

Ensure someone (e.g. staff, student) meets and directs first responders

- o Provide any additional information about the status of the victim(s)

- o Provide information from the victim(s) medical emergency profile

If needed, assign a staff member to accompany victim(s) to the hospital

Notify district administration

Notify victim(s) parents, legal guardians or emergency contact

Activate Recovery procedures as appropriate

Conduct a debriefing

Document all actions taken by staff

**For medical emergencies related to life-threatening allergies:**

Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel

Bus drivers and kitchen staff should be informed of students with known life-threatening allergies

Encourage all employees with special health considerations to alert building administration

# Severe Weather Tornado/Severe Thunderstorm/Flooding

## Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas.

Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high.

## **If a tornado or severe thunderstorm WATCH includes all or part of the district area:**

### District Administration

Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio

Notify impacted schools, buildings and programs in the district

### Building Administration

Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio

Activate appropriate members of the school emergency response team to be aware of potential weather changes

Notify head custodial staff of potential utility failure

Consider moving all persons inside building(s)

Consider closing windows

Review severe weather sheltering procedures and location of shelter areas

### Staff

Review "Drop and Tuck" procedures with students

## **If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:**

### District Administration

Notify impacted buildings and programs in the school district

Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations

Provide any updated information to impacted schools, buildings and programs

### Building Administration

Activate appropriate members of the school emergency response team of a change in weather status  
Initiate Severe Weather Shelter Area procedures  
Move students and staff out of portable classrooms and into a permanent building  
Notify parents and legal guardians according to district policy

### Staff

Initiate Severe Weather Shelter Area procedures  
Close classroom doors  
Take emergency go-kit and class roster  
Ensure students are in “tuck” positions  
Take attendance and report any missing, extra or injured students to building administration  
Remain in shelter area until an “all clear” signal is issued  
In the event of building damage, evacuate students to safer areas  
If evacuation does occur, do not re-enter the building until an “all clear” signal is issued

### ***If flooding occurs near or at a school:***

#### District Administration

Monitor NOAA weather radio, all-hazard or emergency alert radio stations  
Develop an action plan with local emergency management officials and transportation coordinator  
Notify any impacted buildings or programs in the district

#### Building Administration

Review evacuation procedures with staff  
Notify relocation centers  
Determine an alternate relocation center if primary and secondary centers are affected  
Notify transportation resources  
If district officials and emergency responders advise evacuation, do so immediately  
Notify parents or guardians of evacuation and relocation

### Staff

Initiate Evacuation procedures as directed  
Take emergency go-kit and class roster  
Take attendance and report any missing, extra or injured students to building administration

# Sexual Assault

## Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

### ***Schools should address sexual assault as a crisis or emergency when:***

A rape or sexual assault occurs on campus

A member of the victim's family or friend requests intervention

Rumors or myths of an alleged incident are widespread and damaging

### ***In the event of a sexual assault or notification of a sexual assault:***

#### Staff

Notify building administration immediately

Complete all required reports

Maintain confidentiality during the investigation

Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim

Do not leave the victim alone

Ensure the short-term physical safety of the victim

Notify the school nurse or student services to provide care and secure immediate medical treatment if needed

If appropriate, preserve all physical evidence

#### Building Administration

Maintain confidentiality during the investigation

If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so

If assault occurred on campus:

- o Notify appropriate law enforcement
- o Notify local rape crisis center

Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need

Determine needs for peer support

Encourage the victim to seek support from a rape crisis center

Take action to control rumors

Document all actions taken by staff and complete incident reports

Store all records related to sexual assault incidents and services provided in an confidential administrative file

*A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.*



# Shooting

## Critical Information

School policies should address who has the authority to initiate lockdown procedures in all schools and buildings.

***If a person displays a firearm, begins shooting or shots are heard:***

## Staff

Seek immediate shelter for staff and students

Initiate Lockdown with Intruder procedures

Notify building administration

Provide location of the shooting, if known

Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed

## Building Administration

Initiate Lockdown with Intruder procedures

Call 911 and notify emergency responders

Provide the following information, if known:

- o Location of shooter(s)
- o Description, identity and number of shooters
- o Description of weapon(s)
- o Number of shots fired
- o Is shooting continuing?
- o Number of injuries

Notify district administration

Document all actions taken by staff

Implement Media procedures Implement Recovery procedures

*Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.*

# Suicidal Threat or Attempt

## Critical Information

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

***In the event a staff member believes a student is a suicide risk or has attempted suicide:***

## Staff

Stay with the student until assistance arrives

Notify school administration, counselor, social worker or school psychologist

Ensure short-term physical safety of the student, provide first aid if needed

Listen to what the student is saying and take the threat seriously

- o Assure the student of your concern
- o Assure the student you will find help to keep him or her safe
- o Stay calm and don't visibly react to the student's threats or comments
- o Do not let the student convince you the crisis is over
- o Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

## Building Administration

Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached

Determine a course of action with social worker or other mental health professional

Contact student's parent or guardian and make appropriate recommendations

Do not allow the student to leave school without a parent or guardian

Notify district administration

Document all actions

Follow-up and monitor to ensure student safety

Implement Recovery procedures

*School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.*

# Suspicious Package or Mail Chemical/Biological Threat

## Critical Information

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

***If you receive a suspicious package or letter by mail or delivery service:***

### Staff

DO NOT OPEN package or letter

Notify building administration

Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it

Preserve evidence for law enforcement

### Building Administration

CALL 911 and notify law enforcement

Notify district administration

Document all actions taken by staff

***If a letter/package contains a written threat but no suspicious substance:***

### Staff

Notify building administration

Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it

Preserve evidence for law enforcement

Complete Threat Incident Report Form

### Building Administration

Call 911

Preserve evidence for law enforcement and turn the letter or package over to law enforcement

Document all actions taken by staff

***If a letter or package is opened and contains a suspicious substance:***

**Staff**

Notify building administration

Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it

Isolate the people who have been exposed to the substance to prevent or minimize contamination

Preserve evidence for law enforcement

Complete Threat Incident Report Form

**Building Administration**

Call 911

Preserve evidence for law enforcement

Turn the letter or package over to law enforcement

Consult with emergency officials to determine:

- o Need for decontamination of the area and the people exposed to the substance
- o Need for evacuation or shelter-in-place

Notify district administration

Notify parents or legal guardians according to district policies

*When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.*

# Terrorism

## Critical Information

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation).

Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism.

## ***In the event of an attack within the United States:***

### District Administration

Monitor the situation

Consult with local law enforcement and emergency management agencies

Develop an action plan

If school is in session, consider a district-wide lockdown with warning (see Lockdown procedures) or student release

Notify all building administration

Implement district-wide behavioral health crisis intervention procedures

Notify parents or legal guardians of actions taken

- o Availability of counselors
- o If implementing Lockdown procedures, instruct parents not to come to the school
- o If implementing Student-Release procedures, notify parents of reunification plan

Re-evaluate action plan as new information develops

### Building Administration

Monitor the situation

Consult with district administration

Implement district-wide action plan

Implement behavioral health crisis intervention procedures

Notify all staff

Allow teachers to suspend regular learning programming

Provide opportunities for students to meet with student services staff

### Staff

Inform students of the incident in an age appropriate manner

Stay calm and address student concerns

- o Limit access to media outlet (e.g. television, radio, internet)
- o Answer student questions honestly
- o Do not allow students to speculate or exaggerate graphic details

Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event

Monitor student behaviors and reactions and make referrals to appropriate student services staff

*It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.*

# Threat

## Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

### ***In the event of IMMEDIATE danger:***

#### Staff

Take immediate action to secure or isolate the individual making the threat

Prevent access to potential weapons

Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon

Take immediate action to move others from harm's way (in the immediate vicinity of the incident)

Notify building administration

#### Building Administration

Initiate Lockdown with Intruder procedures

CALL 911

Notify district administration

Document the incident

### ***If threat is identified but there is no immediate risk:***

#### Staff

Complete a Threat Incident Report Form

Notify building administration and student services staff

Maintain confidentiality

#### Building Administration

Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment guidance to determine threat credibility

Notify law enforcement, if appropriate

Conduct search of school and personal property, if needed

Interview the individual posing a threat

Develop an action plan

Notify district administration

Contact parents or legal guardians

Inform them of the situation, any concerns and course of action

Obtain permission to exchange information between agencies

Document any referrals, actions taken and decisions made

Implement Recovery procedures



# Sample Threat Incident Report Form: All Threats

**Date:**

**Time:**

**Location:**

Recorded by:

Means of threat:      Phone                      Written              Face-To-Face              Suspicious Package

Students involved:

Staff involved:

**Phone Threat**    Phone number shown on the caller ID:

Exact words of the threat:

Critical questions for caller: Where is the bomb, chemical or other hazard?

What does it look like?

What kind of bomb or hazard is it?

When is it going to explode or be activated?

What will cause it to explode or be activated?

Did you place the bomb or hazard? Yes No

Who did?

Why did you place the bomb or hazard?

What is your name?

Where are you calling from?

What is your address?

Caller's voice (circle all that apply)    Calm    Stutter    Giggling    Laughter    Stressed    Disguised Crying  
Slow    Distinct Deep    Nasal    Lisp    Sincere Loud    Soft    Angry  
Squeaky Raspy    Slurred    Drunken    Incoherent    Broken Rapid    Excited  
Normal Young    Middle-Aged    Old

Accent: Is the voice familiar? Yes No

Who does it sound like?

Background noises (circle all that apply)    Voices    Clear    Horns    Motor    Airplanes    Street noises    Vehicles  
Music    Static    Animals Trains    Factory Machines    House noises  
Party    Quiet    PA System    Bells    Other

## **Written Threat: Describe....**

Where found?

Unusual markings:

Documentation and reporting trail:

## **Face-To-Face Threat**

Who made the threat?

Exact words:

To whom was the threat directed?

Documentation and reporting trail:

## **Suspicious Package: Describe...**

Where found?

Unusual markings:

Documentation and reporting trail:

# Weapons

## Critical Information

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

### *If you are aware of a weapon on school property:*

#### Staff

Notify building administration immediately and provide the following information:

- o Location, identity and description of the individual
- o Description and location of weapon(s)
- o Whether the individual has threatened him or herself or anyone else

Limit information to staff and students on a need to know basis

Stay calm and do not call attention to the weapon

#### Building Administration

Call 911 to report that a weapon is in school

- o Provide location, identity and description of the individual
- o Provide description and location of weapons

Develop an action plan for response

- o If the weapon is located on an individual, isolate the individual
- o If the weapon is in a locker or in a backpack, prevent access to that area

Determine whether to initiate Lockdown, Evacuation or other procedures

Notify district administration

Conduct weapon search, if needed

DO NOT approach the individual alone. Consider these factors:

- o Need for assistance from law enforcement
- o Best time and location to approach individual
- o Description, location and accessibility of weapon(s)
- o Safety of persons in the area
- o State of mind of the individual

### **If the individual displays or threatens with the weapon(s):**

- o DO NOT try to disarm him or her
- o Avoid sudden moves or gestures
- o Use a calm, clear voice
- o Instruct the individual to place the weapon down
- o Use the individual's name while talking to them

o Allow for escape routes. Back away with your hands up

If the individual is a student, notify parent or guardian

Document all actions taken by staff

File report according to district policy

*Staff members should be familiar with definitions of weapons within their school district's policies.*