



**North Metro Flex Academy
Emergency Planning and Preparedness**

School Emergency Response Team

Function	Staff Assigned	Back Up Staff
Incident Commander	Debra Kranz	Dave Isaacson
Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.		
Safety	Debra Kranz	Mark Robinson
Responsible for safety and security of the site; stops operations if conditions become unsafe.		
Public Information	Debra Kranz	Jessaca Karg
May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.		
Liaison	Jessaca Karg	Chelsea Smieja
Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.		
Operations Chief	Chelsea Smieja	Jessaca Karg
Direct actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid/medical care, clean up, control of utilities.		
Medical	Caesare Engstrom	Chelsea Smieja
Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders. Qualified CPR/First Aid Responders:		
Site Security/Facility Check	Dave Isaacson	Mark Robinson
Responsible for seeing that the school building and grounds are visually inspected and secured.		
Student Release Coordinator	Jessaca Karg	Chelsea Smieja
Responsible for implementing the school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.		
Logistic Chief	Chelsea Smieja	Jessaca Karg
Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.		
Communications	Debra Kranz	Chelsea Smieja
Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.		
Transportation	Chelsea Smieja	Jessaca Karg
Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.		
Planning Chief	Chelsea Smieja	Jessaca Karg
Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with the incident commander.		
Financial Recordkeeping	Chelsea Smieja	Kyle Knudson
Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.		

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Universal Procedures: universal procedures are those actions taken in response to any emergency, threat, or hazard in school. There are six universal procedures. However, the primary question when choosing a procedure is where staff and students will stay or go.

Stay:

- When conditions are more dangerous outside the school, such as severe weather, a chemical spill or an armed assailant in the neighborhood, school should plan to stay in the building.

Go:

- When conditions are safer outside the building than inside the building, students and staff should go. Schools may go in cases of a fire, hazardous material spill or confirm incendiary devices in the school.

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Stay Procedures

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 is a non-threatening circumstance when people need to be kept away from areas (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 announcements several times.
 - Be direct. DO NOT USE CODES.
- Bring people inside.
- Lock exterior doors.
- Control all movement.
- Direct any movement by announcement only.
- Announce “all clear” signal when the threat has ceased.

Staff

- Lock all exterior doors, if applicable.
- Cover exterior windows.
- Keep students away from the windows.
- Continue classes. Move on announcement only.
- Wait for further instructions.

When implementing Lockdown with Warning procedures:

Building Administration

- Announce “lockdown with intruder”, repeat announcements 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 the primary evacuation site.
- DO NOT lock exterior doors.
- Announce “all clear” signal when the threat has ceased as authorized by law enforcement.

Staff

- Clear all students, staff and visitors from hallways immediately and go into the nearest classroom.
- Assist those with special needs accommodations.
- Close and lock all windows and doors. Make sure all windows are covered and turn off lights.
- DO NOT LEAVE OR OPEN THE DOOR for any reason.
- If the fire alarm has been activated, do not evacuate unless fire or smoke is visible.
- Stay away from all doors and windows and be quiet.
- Wait for further instructions.

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 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.
- Turn off ventilation system (HVAC).
- Monitor the situation.
- Provide updates and instructions as available.
- Announce “all clear” signal 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 accommodations.
- 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 external gas or chemical release:

- Close and tape all windows and doors.
- Seal the gap between 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 by whatever means possible.
- Stay away from all doors and windows.
- Wait for 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 the classroom.
- Take attendance.
- Report any missing, xtra or injured students to building administration.
- Wait for further instructions.

Severe Weather Shelter Area

Critical Information

Severe weather shelter area procedures are implemented during a severe weather emergency. “Drop and Tuck” procedures are used in severe weather emergencies (e.g. tornados, earthquakes, or other imminent danger to building or immediate surroundings).

Building Administration

- Make an announcement or sound alarm for severe weather emergencies.
- Move students and staff from any portable classrooms into a permanent building.
- Announce “all clear” signal when the severe weather threat has ceased.

Staff

- Take emergency go-kit and class roster.
- Take the closest and safest route to the designated safe area.
- Use a secondary route if the primary route is blocked or dangerous.
- If outside, return to the 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 student to building administration.
- Remain in a safe area until “all clear” signal 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.
- Ruck your head down and place your hands on top of your head and neck.
- Do not lie flat on the ground.

Minnesota State Statute 121A.037 requires that schools practice at least one tornado drill.

Go Procedures

Evacuation/Relocation

Critical Information

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

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

- Bomb threats: Building administrator notifies 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 routes.
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan the route accordingly.

When implement Evacuation procedures:

Building Administration

- Determine evacuation routes based on the location and types of emergency.
- Announce evacuation.
- Specify any changes in evacuation routes based on location and types 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 commander.
- Continue to contain and maintain students.
- Wait for additional instructions.

When implement 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 the relocation center.
- Announce evacuation.
- Specify any changes in evacuation routes based on location and types of emergency.
- Notify the 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 commander.
- Continue to contain and maintain students.
- Wait for additional instructions.

Primary Relocation Center
North St. Paul Library
2300 N St Paul Dr,
North St. Paul, MN 55109
651-724-6005

Secondary Relocation Center
Maplewood Community Center
2100 White Bear Ave
Maplewood, MN 55109
651-747-0922

Student Reunification/Release

At the beginning of the school year when reviewing the school safety procedures, inform parents about the student reunification and release procedures, inform parents about the student reunification and release procedures. The procedures should be included in the student handbook which is distributed at the beginning of the school year and can be posted on the district website.

When implementing Student Reunification 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 officers.
- Coordinate messages to parents with a 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.
- Assigned staff 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 document of release of students.

Emergency Procedures

Assault

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 the area to preserve evidence for law enforcement.
- Identify the assailant by name and description (e.g. clothing and height).
 - If the assailant has left the building, determine direction and mode of travel.
 - If the assailant leaves in a vehicle, provide a 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 the assailant is still in the building or on the property.
- Give name and description of the assailant.
- Give direction and mode of travel.
- Consider lockdown procedures.
- Notify district administration.
- Notify parents or legal guardians of students involved.
- Make appropriate referrals to the 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 a 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:

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.

Staff

- Notify building administration.
- Preserve evidence for law enforcement:
 - If written threat, place note in paper envelope to preserve fingerprints.
 - If the threat is written on a wall, photograph.
 - If phoned threat, document all relevant information (see Threat Incident Report Form).

If the bomb threat is determined to be credible:

Building Administration

- Initiate appropriate lockdown procedures.
 - Provide additional instructions if 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 procedure.
- 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 personnel.
- 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 systems because of the 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:

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 situations and make decisions based on developing information.
- Consider communication venues (e.g. website posting, email)
- Consider lockdown with warning procedures (see Lockdown procedures).

Staff:

- Notify building administration

If demonstration is on school property:

Building Administration:

- Notify district administration
- Notify and consult with law enforcement.
 - Identify who asks the demonstrators to leave.
 - 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 situations and make decisions based on developing information.
- Consider communication venues (e.g. website posting, email)

Staff:

- Notify building administration

Fight Disturbance

Critical Information

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situation 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:

Building Administration:

- Address the event according to the school district discipline policy and procedures.
- Notify parents or legal guardians of students involved in a fight.
- Notify district administration and law enforcement as indicated by school policy.
- Make appropriate referrals to the student services or student assistance team.
- Document all actions taken by staff and complete incident reports.

Staff:

- Notify building administration.
- Ensure the safety of students and staff.
- Work as a team in response.
 - One staff member seeks administration assistance.
 - One staff member addresses the disturbance.
- Use a calm voice and low tones in addressing students.
- If behavior escalates, should "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).

Fire

Critical Information

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

In the event of a fire or smoke:

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
 - Identify the location of fire
 - Advise location of injured persons
 - Provide names of any missing persons
- Determine if student need to be transported to an evacuation site
- Notify parents or legal guardian sof student reunification and release procedures
- Signal “all clear” when safe to re-enter the school building

Staff:

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (eg. bathrooms, 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 exti
- If trapped by fire, implement Shelter-In-Place procedures
- Once outside, assemble a safe distance from building and energy apparatus
 - Take student attendance
 - Report missing, extra, or injured student to building administration

Additional Consideration

- 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:

Building Administration

- Call 911 and notify emergency responders
- Report location of leak or spill and type of material (if known)
- 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 the danger zone.
- Document all actions taken.
- Report incident to Minnesota Duty Officer (800-422-0798 or 651-649-5451).

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
 - Take emergency go-kits and class roster
 - Take attendance and report missing, extra or injured students to building administration
- Render first aid as needed

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

Building Administration:

- Monitor the 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 for student reunification and release procedures.
- Document all actions taken.

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.

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, 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.

Building Administration:

- Initiate Lockdown with Intruder procedures.
- Call 911 and notify emergency responders.
- If known, provide a description of the follow:
 - Identity and provide description of the individual.
 - Description and location of the incident.
 - Number of hostages.
 - Number of injuries.
- Seal off the area near the 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.
- 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.

Staff:

- Notify building administration immediately.
- Keep all students in their classrooms until further notice.
- Wait for further instructions.

Media Procedures

All staff must refer media contacts to the district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: _____
Name Contact Number(s)

Alternate spokesperson: _____
Name Contact Number(s)

Consider pre-designating site spokesperson.

- District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: _____
Name Contact Number(s)

Alternate PI: _____
Name Contact Number(s)

Media checklist:

- Building administrator relays factual information to the superintendent and the public information person.
- Establish a media information center away from the affected area.
- Consider:
 - Media needs timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to the media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with the media.
- Maintain log of all telephone inquiries for future use.

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):

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;
 - Consider initiating Lockdown with Intruder procedures.
 - Call 911 and notify law enforcement.
 - Advise law enforcement of the intruder’s location and provide a full description.
 - Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance.
 - Provide all staff with a full description of the intruder.
- Notify district administration.
- Document all actions taken by staff.

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 front desk.
 - Ask the subject the purpose of their visit.
 - If possible, attempt to identify the individual and vehicle
 - Escort the subject to the front desk area.
- If the subject refuses or their purpose is not legitimate, notify building administration that there may be an intruder in the school building.
 - Attempt to maintain visual contact with the intruder until assistance arrives.
 - If possible keep students away from the intruder.
 - Take note of the subject name, clothing and other descriptors
 - Observe the actions of the intruder (e.g. where they're located in the school building, whether they are carrying a weapon or package.
- Back away from the subject if they indicate a potential for violence
- Allow an avenue of escape for both the intruder and yourself.

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.

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 them 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:

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

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(s) for a 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.

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 consideration to alert building administration.

Post-Crisis Intervention Procedures

- Assess the situation to determine the need for post-crisis interventions for staff, students and families.
- Provide post-crisis briefings for staff, students and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
 - Defusing- Provide defusing sessions for students and staff as quickly as possible after the emergency.
 - Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident.
Defusing should be conducted by trained individuals.
 - Debriefing- Conduct critical-incident stress debriefing (CISD) three to four days after emergency.
 - CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for a student's developmental level. **CISD should only be conducted by trained professionals.**
 - Counseling- Provide grief counseling.
- Provide ongoing support as necessary for staff, students and families.
 - Monitor and support staff.
 - Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
 - Identify and monitor at-risk students.
 - Provide individual crisis or grief counseling, if necessary.
 - Conduct outreach to homes.
 - Provide follow-up referral for an assessment and treatment if necessary.

The district should identify a 24- hour contact person or agency responsible for post-crisis assessment and interventions.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

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/severe thunderstorm WATCH includes all or part of the district area:

Distinct 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/severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

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 the 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 school:

Building Administration

- Review evacuation procedures with staff.
- Notify relocation centers.
- Determine an alternate relocation center if the 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 sexual assault:

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:
 - Notify appropriate law enforcement.
 - 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 they 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 incident and services provided in a confidential administrative file.

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.

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 they may have. The victim must be told not to douche, bathe, shower, wash, or throw away any clothing they were wearing at the time of the assault.

Shooting

Critical Information

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

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

Building Administration:

- Initiate lockdown with intruder procedure.
- Call 911 and notify emergency responders.
- Provided the following information, if known:
 - Location of shooter(s).
 - Description, identity and number of shooters.
 - Description of weapon(s).
 - Number of shots fired.
 - Is shooting continuing.
 - Number of injuries.
- Notify district administration.
- Document all actions taken by staff.
- Implement Media procedures.
- Implement recovery procedures.

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.

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:

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 a social worker or other mental health professional.
- Contact the 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.

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

Suspicious Pkg/Mail Threat

Critical Information

Characteristics of 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:

Building Administration:

- Call 911 and notify law enforcement.
- Notify district administration.
- Document all actions taken by staff.

Staff:

- DO NOT OPEN packages or letters. Preserve evidence for law enforcement.
- 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.

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

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.

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.

If a letter/package is opened and contains a suspicious substance:

Building Administration:

- Call 911
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement.
- Consult with emergency officials to determine:
 - Need for decontamination of the area and the people exposed to the substance.
 - Need for evacuation or shelter-in-place.
- Notify district administration.
- Notify parents or legal guardians according to district policies.

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.

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.
 - Availability of counselors.
 - If implementing Lockdown procedures, instruct parents not to come to the school.
 - If implementing Student-Release procedures, notify parents of a reunification plan.
- Re-evaluate action plan as new information develops.

Building Administration:

- Monitor the situation.
- Consult with district administration.
- Implement district-wide action plans.
- 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.
 - Limit access to media outlets (e.g. television, radio, internet).
 - Answer student questions honestly.
 - Do not allow students to speculate or exaggerate graphic details.
- Decide whether 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.

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:

Building Administration:

- Initiate lockdown with intruder procedures.
- Call 911.
- Notify district administration.
- Document the incident.

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, cellphone 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.

If threat is identified but there is no immediate risk:

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.

Staff:

- Complete a Threat Incident Report Form.
- Notify building administration and student services staff.
- Maintain confidentiality.

Telephone Threat Checklist

If you receive a telephone threat (bomb/chemical/other):

- **Remain calm.**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will explode or be activated?

- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? Why?
- Where are you?

Exact wording of the threat: _____

If the voice is familiar, who did it sound like?: _____

Caller: male female adult child

Call origin: local long distance internal cellphone

Caller's voice: Not pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal	Raspy
Distinct	Slurred	Normal	Crying	Laughter	Slow	Rapid
Disguised	Accent	Lisp	Stutter	Familiar	Incoherent	Deep Breathing

Background sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells	Clear
Static	Animals	Party	Vehicles	Horns	House noises	PA System
Music	Machines	Motor	Phone Booth			

Threat language: Check all that apply.

Well Spoken	Foul	Taped	Incoherent	Irrational	Message read from script
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Did the caller indicate knowledge of the building? Give specifics: _____

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

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:

Building Administration:

- Call 911 to report that a weapon is in school
 - Provide location, identify and description of the individual
 - Provide description and location of weapons.
- Develop an action plan for response.
 - If the weapon is located on an individual, isolate the individual.
 - 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:
 - Need for assistance from law enforcement.
 - Best time and location to approach an individual.
 - Description, location and accessibility of weapon(s).
 - Safety of persons in the area.
 - State of mind of the individual.
- If the individual displays or threatens with the weapon(s):
 - DO NOT try to disarm them.
 - Avoid sudden moves or gestures.
 - Use a calm, clear voice.
 - Instruct the individual to place the weapon down.
 - Use the individual's name while talking to them.
 - Allow for escape routes. Back away with your hands up.
- If the individual is a student, notify the parent or guardian.
- Document all actions taken by staff.
- File report according to district policy.

Staff:

- Notify building administration immediately and provide the following information:
 - Location, identity and description of the individual .
 - Description and location of weapon(s).
 - Whether the individual has threatened them 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.

Legal Reference Drill Schedule

42. U.S.C 5121 et seq. (Disaster Relief and Emergency Assistance)

Minn. Sta. 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)

Type of Drill	Number Required Per Year	Statute Reference	Drill Date(s) TBD
School Lockdown	5	121A.037 School Safety Drills	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Fire Drill	5	121A.037 School Safety Drills	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Tornado Drill	1	121A.037 School Safety Drills	<ol style="list-style-type: none"> 1.