



# North Metro Flex Academy

Emergency Planning and  
Preparedness

## EMERGENCY PHONE NUMBERS

### Fire/Ambulance/Police

Emergency: 911

Dispatch Center: 651-767-0640 (for local police, fire and emergency medical services)

### Public Utilities

Electricity: Company City of North St. Paul

Contact person N/A

24-hour emergency number(s) 651-747-2417

Gas: Company Xcel Energy

Contact person N/A

24-hour emergency number(s) 1-800-895-2999

Water: Company City of North St. Paul

Contact person N/A

24-hour emergency number(s) 651-747-2417

### Emergency Management Agencies

Local emergency management director:

Name Scott Duddeck, Fire Chief

Telephone 651-747-2551

County emergency management director:

Name Judson Freed, Director

Telephone 651-266-1014

### Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer

24-hour numbers State-wide 1-800-422-0798 Metro area (651)649-5451

Poison Control Center Minnesota Poison Control Center 1-800-222-1222

Suicide Hotline 1-800-222-8255

Mental Health Hotline Children's Crisis Response- Ramsey County – 651-774-7000

## SCHOOL EMERGENCY RESPONSE TEAM

Function	Staff Assigned	Backup Staff
<b>Incident Commander</b> (person in charge)	Terri Privette	Brynda Sengbusch
Safety	Terri Privette	Brynda Sengbusch
Public Information	Terri Privette	Brynda Sengbusch
Liaison	Marta Maldonado Amina Fadella	Amina Fadlalla
<b>Operations Chief</b>	Brynda Sengbusch	Terri Privette
Medical	Paula Bhagyam	Terri Privette
Qualified CPR/First Aid Responders: Brynda Sengbusch                                  Mechelle Lund Anne Weisheipl Liana Emery Other staff will be listed as hired		
Site Security/ Facility Check	Jay Caballero	Brynda Sengbusch
Student Release Coordinator	Sam Smaker	Brynda Sengbusch
<b>Logistics Chief</b>	Brynda Sengbusch	Brynda Sengbusch
Communications	Michael Lynch	Brynda Sengbusch
Transportation	Terri Privette	Brynda Sengbusch
<b>Planning Chief</b>	Terri Privette	Brynda Sengbusch
<b>Financial Recordkeeping</b>	Brynda Sengbusch	Mike Procrnich
<i>These functions mirror the National Incident Management System (NIMS) used by emergency responders.</i>		

## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

<b>Incident Commander</b> (person in charge)	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	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
<b>Operations Chief</b>	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
<b>Logistics Chief</b>	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
<b>Planning Chief</b>	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
<b>Financial/Recordkeeping</b>	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 whether 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, schools should plan to stay in the building.
- **These universal procedures include:**
  - **lockdown** **1 and 2**
  - **shelter-in-place** **3**
  - **reverse evacuation** **4**
  - **severe weather shelter** **5**

## 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 confirmed incendiary device in the school.
- **These universal procedures include:**
  - **evacuation/relocation** **6 and 7**
  - **reunification/student release** **8**

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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 circumstances 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 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 the windows
- Continue classes. Move on announcement only
- Wait for further instructions

When implementing Lockdown with Intruder procedures:

### 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
- If in the cafeteria – student moved to loading dock area and shut blue doors.

# 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 to 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" 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 an 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 classroom
- Take attendance
- Report any missing, extra 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 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 dangers
- 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" 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
- Tuck 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

# 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 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 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 types of emergency (Helen, Seppala Blvd/to Library/Trail to Maplewood Community Center)
- 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 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 types 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

## Primary Relocation Center

North St. Paul City Hall  
2400 Margaret Street  
North St. Paul, MN 55109  
(651) 747-2400

## Secondary Relocation Center

Polar Ridge Senior Living  
2365 Helen Street  
North St. Paul, MN 55109  
(651) 770-4028

## **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. 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 web site.

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 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.
- 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 documentation 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 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
  - 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)
- 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 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 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. Web site 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
  - 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 situation and make decisions based on developing information
- Consider communication venues (e.g. Web site 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
- 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, 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
  - Take student attendance
  - 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
  - Identify the location of fire
  - Advise location of injured persons
  - 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
  - Take emergency go-kits and class roster
  - 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, 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:
  - Identity and provide description of the individual
  - Description and location of the incident
  - Number of hostages
  - 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

# MEDIA PROCEDURES

**All staff must refer media contacts to 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: Terri Privette 612-900-4435  
Name Contact Number(s)

Alternate spokesperson: Brynda Sengbusch 612-900-4435  
Name Contact Number(s)

*Consider pre-designating site spokespersons.*

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

District PI: Terri Privette 612-900-4435  
Alternate PI: Brynda Sengbusch 612-900-4435

## Media checklist:

- Building administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area.  
Consider:
  - o Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - o 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.
  - o Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
  - o Emphasize the safety of students and staff.
  - o Engage media to help distribute important public information. Explain how the emergency is being handled.
  - o Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say "No comment." Ask other agencies to assist with 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):

### 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
  - Ask the subject the purpose of his or her visit
  - If possible, attempt to identify the individual and vehicle
  - 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
  - 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 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,
  - 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

*[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 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
  - 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

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



# 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 the 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 student's developmental level. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide on-going 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 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 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:

## 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:

### 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
  - 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 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 a 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:
  - 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

# 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
  - Assure the student of your concern
  - Assure the student you will find help to keep him or her 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 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

# **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:
  - 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



# 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 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
  - Limit access to media outlet (e.g. television, radio, internet)
  - Answer student questions honestly
  - 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

# 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

# CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned 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 it explode/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 voice is familiar, who did it sound like? \_\_\_\_\_

**Caller:**

male	female	adult	child
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**Call origin:**

local	long distance	internal	cell phone
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**Caller's voice: Note 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
Drunke	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	Factory machines	
Motor	Phone booth	Other:			

**Threat language: Check all that apply.**

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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Did 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:

### 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 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
  - Provide location, identity 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 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 him or her
  - 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 parent or guardian
- Document all actions taken by staff
- File report according to district policy

**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)

<b>Type of Drill</b>	<b>Number Required Per Year</b>	<b>Statute Reference</b>	<b>Drill Date(s)</b>
School Lockdown	5	121A.037 School Safety Drills	October 7, 2016 December 19, 2016 January 30, 2017 March 24, 2017 April 25, 2017
Fire Drill	5	121A.037 School Safety Drills	September 9, 2016 November 7, 2016 March 9, 2017 May 25, 2017 June 2, 2017
Tornado Drill	1	121A.037 School Safety Drills	April 17, 2017-STATE April 21, 2017 (Sever Weather Awareness Week)