

# **Emergency Procedures & Planning Guide**

**WAO Schools**  
2016-2018



**Go Ponies!!**

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# INTRODUCTION

The purpose of this Crisis Management Plan is to provide guidelines, structure, and process for dealing with a variety of crisis situations which may interrupt the normal operation of our school. Crisis situations which may require intervention, management, or response by our staff include natural disasters such as floods, fires, and tornadoes; threats, danger, or assaults to students or staff; and other catastrophic or terroristic threats.

Crisis situations may develop despite preventative measures and efforts; this Emergency Procedure and Planning Guide contains a systematic approach to managing and responding to crises and is to be the blueprint utilized by teachers, administrators, support staff, and community members to protect and care for students.

The key elements of this plan include the following:

- Keeping our students and staff safe and protected;
- Timely evacuation of facilities;
- Identifying roles and expectations of each member of the school staff during a crisis;
- Improving communication by identifying communication channels; and
- Communicating effectively.

Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through a crisis and return them home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death. There are thousands of fires in schools every year, yet there is minimal damage to life and property because staff and students are prepared. This preparedness needs to be extended to all risks schools face. Schools and districts need to be ready to handle crises, large and small, to keep our children and staff out of harms way and ready to learn and teach.

# EMERGENCY PHONE NUMBERS

Emergency Contact	Phone Number	Contact Person
<b>Emergency</b>		
County Sherriff	(218) 745-5411	Jason Boman
Fire	(218) 745-5255	911 in Emergencies
EMS (Ambulance)	(218) 745-4211	911 in Emergencies
Hospital	(218) 745-4211	North Valley Health (911)
Poison Control	1-800-222-1222	MN Poison Control
Hazardous Materials	(218) 745-5841	Josh Johnston
<b>Utilities</b>		
Electricity	(218) 745-5343	City of Warren
Gas	(218) 745-5343	City of Warren
Water	(218) 745-5343	City of Warren
<b>WAO Contacts</b>		
WAO District Office	(218) 745-5393	Breanna Lage
WAO Superintendent (Cell)	(218) 275-3250	Lon Jorgensen
WAO District Office (Fax)	(218) 745-5886	Breanna Lage
WAO High School Principal (Cell)	(218) 841-9379	Wade Johnson
WAO High School Office	(218) 745-4646	Kelsey Deschene
WAO Elementary Principal (Cell)	(218) 201-0962	Kirk Thorstenson
WAO Elementary Office	(218) 745-4441	Megan Dagoberg
WAO Teacher Representative (Cell)	(218) 201-1995	Tony Gullikson
<b>School Board Contacts</b>		
School Board Chair (Cell)	(218) 201-0878	Jeremy Woinarowicz
School Board Vice Chair (Cell)	(218) 400-9040	Carole DeMars
<b>Transportation Contacts</b>		
Bus Garage/Transportation Director	(218) 201-1490	Jeff Bauer
<b>Marshall County Contacts</b>		
Marshall County Sheriff	(218) 745-5411	Jason Boman
Emergency Management	(218) 745-5841	Josh Johnston
Marshall County Public Health	(218) 874-7845	
Crime Victim Crisis Center	(218) 745-5523	Marshall County
Northwest Mental Health	(218) 281-3140	Crookston, MN
<b>Other School Contacts</b>		
<b>Evacuation Sites</b>		
Senior Citizen Center	(218) 745-5352	
Grace Methodist Church	(218) 745-4301	745-4762
Zion Lutheran Church	(218) 745-4766	
St. Peter and Paul Catholic Church	(218) 745-4511	745-5484
Evangelical Covenant Church	(218) 745-4191	
First Lutheran Church	(218) 745-4478	
Our Savior's Lutheran Church	(218) 745-4232	
Warren Fire Hall	(218) 745-4858	

## WAO SCHOOLS ERT

Lon Jorgensen	Superintendent
Jeff Bauer	Head Custodian
Wade Johnson	High School Principal
Kirk Thorstenson	Elementary School Principal
Heidi Thorstenson	Computer/Technology Technician
Breanna Lage	Administrative Assistant
Tara Garvin	Counselor
Barb Hess	School Nurse
Ben Miska	Social Studies
Tony Gullikson	Physical Education Teacher
Aaron Wall	6th Grade Teacher
Karen Poverud	Administrative Assistant
Megan Dagoberg	Administrative Assistant
Kelsey Deschene	Administrative Assistant
Jaime Woinarowicz	Elementary SPED Teacher
Dann Pageler	HS Head Custodian
Ron LaBine	Elementary Head Custodian
Rick Schmiedeberg	Mathematics Teacher
Jeremy Woinarowicz	School Board Chairman

## EMERGENCY RESPONSE (ERT)

# WAO EMERGENCY RESPONSE TEAM (ERT) DUTIES

Function	Staff Assigned	Backup Staff	
<b>Incident Commander</b> (person in charge)	Lon Jorgensen	Kirk Thorstenson	Wade Johnson
Safety	Jeff Bauer	Ron Labine	Dan Pageler
Public Information	Lon Jorgensen	Kirk Thorstenson	Wade Johnson
Liaison	Lon Jorgensen	Kirk Thorstenson	Wade Johnson
<b>Operations Chief</b>	Wade Johnson	Kirk Thorstenson	Tony Gullikson
Medical	Barb Hess	Wade Johnson	Rick Schmiedeberg
Site Security/ Facility Check	Jeff Bauer	Ron Labine	Dan Pageler
Student Release Coordinator	Megan Dagoberg/Kelsey Deschene	Breanna Lage	Karen Poverud
<b>Logistics Chief</b>	Kirk Thorstenson	Tara Garvin	Tony Gullikson
Communications	Heidi Thorstenson	Karen Poverud	Aaron Wall
Transportation	Jeff Bauer	Wade Johnson	Lon Jorgensen
<b>Planning Chief</b>	Kirk Thorstenson	Wade Johnson	Rick Schmiedeberg
<b>Financial Recordkeeping</b>	Karen Poverud	Breanna Lage	Lon Jorgensen

*These functions mirror the National Incident Management System (NIMS) used by emergency responders.*

## (ERT) 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.

# **CRISIS PROCEDURES**

## **ROUTINE BUILDING SECURITY PROCEDURES**

As part of the building security procedures, WAO Schools will utilize the following practices:

1. During the instructional day, all exterior doors will remain locked except the East and West Main entrances of the High School and the East Main Entrance of the Elementary School.
2. Custodial staff members are responsible for limiting access to the building zones not authorized for use before or after school. Furthermore, custodial staff members are responsible to assure that all exterior doors are locked and operational.
3. All advisors, coaches, and school or community groups utilizing the building after hours and on the weekends are responsible for securing doors, limiting participant access to the building, and assuring the building is clear and locked prior to leaving the site. The supervisor must be the last person out of the building.
4. No one is authorized at any time to prop a door open to allow individuals to enter the building for practices, school activities, meetings, etc.
5. WAO Schools will display a sign directing visitors to the office.
6. Parents, vendors, substitute teachers, and other visitors to WAO High and Elementary School are required to report directly to the administrative office to register and obtain a visitor's pass. Each visitor must return to the office and check out when they are leaving.
7. Five lockdown drills are to be conducted annually and should be coordinated with law enforcement, including canine search officer when available. One tornado drill is to be conducted annually in conjunction with severe weather awareness week. Five fire drills are to be conducted annually and should be coordinated with the fire department. The first fire drill shall occur no later than 10 days from the start of the school year. All safety drills shall be evaluated for effectiveness by the administration and possibly the ERT.
8. The primary method of communication with students and staff will be done via the intercom system. The secondary method of communication will be via telephone, including cell phones. The tertiary method of communication will be via administration or designee in person.
9. The ERT and district Health and Safety committee should convene a bi-annual review and update of this plan.



## 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.
- Reestablish 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. All entities 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.

*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.*

## **MEDIA PROCEDURES**

### **All staff must refer media contacts to the spokesperson – Lon Jorgensen**

The superintendent serves as district spokesperson unless he designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

**Alternate spokesperson: Kirk Thorstenson—(218) 201-0962**

#### **Media checklist:**

- Building administrator relays all factual information to superintendent.
- Establish a media information center away from the affected area. Consider:
  - The media needs timely and accurate information. However, we should protect the privacy of staff and students when necessary and justified.
  - The 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.
  - Do not release names to media. Respect privacy of victims and their families.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

# Response

Response is the process of implementing appropriate actions in an emergency situation.

**Universal Procedures** are actions taken in response to any emergency, threat or hazard in a school.

**There are six universal procedures:**

- 11.....Lockdown,**
- 12.....Shelter-in-place,**
- 13.....Reverse evacuation,**
- 14-16....Severe weather shelter area,**
- 17-19....Evacuation/relocation and**
- 20-23....Reunification.**

**Emergency Response Procedures** are detailed procedures for specific situations or events.

Both Universal Procedures and Emergency Response procedures are contained in the following section.

# 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.

**SOFT LOCKDOWN** 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).

**HARD LOCKDOWN** occurs when there is a threat or intruder inside the building

### When implementing **SOFT LOCKDOWN** procedures:

#### **BUILDING ADMINISTRATION**

- Announce "soft lockdown"

#### **STAFF**

- Lock Doors
- Proceed to teach as normal
- Do not let anyone leave the room
- Gather anyone from the halls into your room
- Announce "all clear" signal when lockdown is lifted

### When implementing **HARD LOCKDOWN** procedures: (These actions happen rapidly.)

#### **BUILDING ADMINISTRATION**

- Announce "hard lockdown"
  - Repeat announcement several times
  - Be direct.

#### **STAFF**

- Lock Doors
- Move students away from doors
- Shut off your lights
- Cover door windows
- Be quiet
- Disable all bells
  - Direct any movement by announcement only
- Do NOT come out for anything. Police or Principal/Superintendent will come and get you and your class.

# 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 maximizes the safety of inhabitants.**

### ☐ **When sheltering-in-place:**

#### **BUILDING ADMINISTRATION**

- Announce students and staff must go to shelter areas
- Close all exterior doors and windows, if appropriate
- Turn off ventilation system (HVAC), if appropriate
- Monitor the situation
- Provide updates and instructions as available
- Announce "all clear" 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

In planning, district and building administration should identify safe areas in each building.

# 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 TORNADO/SEVERE THUNDERSTORM/FLOODING**

## **CRITICAL INFORMATION**

**Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and away from large rooms with long-span ceilings in permanent structures.**

**Building diagrams are posted in each classroom highlighting routes to safe areas.**

**WATCHES: Indicate conditions are right for development of a weather hazard. Watches cover larger areas than Warnings and usually provide advance notice.**

**WARNINGS: Indicate that a hazard is imminent and the probability of occurrence is extremely high.**

- If a TORNADO or severe thunderstorm WATCH has been issued near the school:**

### **BUILDING ADMINISTRATION**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio stations
- Activate appropriate members of the school emergency response team to be aware of a potential change in weather status
- Notify head custodial staff of potential utility failure
- Consider bringing all persons inside building(s)
- Consider closing windows
- Review tornado drill procedures and location of shelter areas

### **STAFF**

- Review "**Drop and Tuck**" procedures with students

- If a TORNADO or severe thunderstorm WARNING has been issued near school, or a tornado has been spotted near school:**

- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Provide any updated information to impacted schools, buildings and programs

### **BUILDING ADMINISTRATION**

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate **Severe Weather Shelter Area** procedures
- Move students and staff from any portable classrooms 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 that 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 of the building or from the building
- If evacuation does occur, do not re-enter the building until an "all clear" signal is issued

### **Designated Areas:**

**-High School:** East Hallway (Between Ag Shop and English/Computer Rooms), Principal's Hallway,

**-Elementary:** North, East & West Hallways

### **☐ FLOODING:**

#### **BUILDING ADMINISTRATION**

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials
- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers would also be flooded
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
- Notify parents or guardians according to district policy

#### **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

#### **When a WINTER STORM WATCH is issued...**(means a winter storm is possible in your area.)

- Listen to NOAA Weather Radio, local radio, and TV stations, or cable TV such as The Weather Channel for further updates.
- Be alert to changing weather conditions.
- Avoid unnecessary travel.

#### **When a WINTER STORM WARNING is issued...**(means a winter storm is headed for your area)

- Stay indoors during the storm.
- If you must go outside, several layers of lightweight clothing will keep you warmer than a single heavy coat. Gloves (or mittens) and a hat will prevent loss of body heat. Cover your mouth to protect your lungs.
- Understand the hazards of wind chill, which combines the cooling effect of wind and cold temperatures on exposed skin.
- As the wind increases, heat is carried away from a person's body at an accelerated rate, driving down the body temperature.
- Walk carefully on snowy, icy, sidewalks.
- After the storm, if you shovel snow, be extremely careful. It is physically strenuous work, so take frequent breaks. Avoid overexertion.
- Avoid traveling by car in a storm, but if you must...
- Carry a Disaster Supplies Kit in the trunk.
- Keep your car's gas tank full for emergency use and to keep the fuel line from freezing.
- Let someone know your destination, your route, and when you expect to arrive. If your car gets stuck along the way, help can be sent along your predetermined route.

**(A blizzard WARNING means strong winds, blinding wind-driven snow, and dangerous wind chill are expected. Seek shelter immediately!)**



## **Guidelines For Late Start/Early Dismissal**

- When School is dismissed early; all staff are to remain until buses have left the buildings.
- Coop Schools will contact each other to relay dismissal times.
- When School is either canceled or dismissed early, all activities are canceled.
- For late starts, breakfast will not be served.

# 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 indicated 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
- 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 student release procedures at the relocation center

- Document the reunification of any students released to an authorized family member or legal guardian

### **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

### **Warren/Alvarado/Oslo Evacuation Instructions:**

- Building administrator initiates evacuation procedures.
- Fire Department will be paged.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of a device. **Trace** any call by hanging up phone, lift receiver, listen for dial tone and press \* **57**. If the trace was successful record time and date of call.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate routes.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters and crisis bag.
- Secretary/Office staff should secure records and cash and take the office crisis box before leaving the building.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).
- Office staff will go to the elementary office to initiate emergency notification to families, after going to the primary evacuation site.
- A student sign out sheet will be included in the front of each crisis manual. One teacher will be designated to do the master check out list. All teachers should record their students as they leave as well.
- If necessary buses will be used to transport students to the secondary relocation sites.

#### **Office Crisis Box Should Include:**

Student Contact Information	Student Attendance Rosters
Yearbook with photos	Student Emergency Medical Information
Special Needs Data	Staff Roster
Map of School Campus	Keys for Primary & Secondary sites
Crisis Manual	Turn off Procedures for Fire Alarms, Sprinklers, Utilities, & Gas

#### **ALSO: Take calendar and current announcements/attendance list**

#### **Teacher Go-Kits Should Include:**

All Class Rosters	Copy of emergency procedures
First Aid Supplies	Flashlight & Extra Batteries
Activities for Students	Paper & Pens
Clipboard	

**Relocation: Teachers if not in charge of a class please become a crossing guard!**

- Building administrator determines whether students and staff should be evacuated to a relocation center.
- Building administrator or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center, teachers should remain standing until office staff has made contact with you.
- Use student release forms for students who are picked up from a relocation center.
- Notify superintendent’s office and district public information office of relocation center address.
- Secretary/Office staff will take check out list of students; secure records and cash before leaving the building.

**Relocation centers**

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

**Primary relocation center**

HS=WAO Elementary School

ES= WAO High School

**Secondary relocation center**

HS= Our Savior’s Lutheran Church

ES= Our Savior’s Lutheran Church

Primary Media Center: Warren/Alvarado/Oslo City Hall

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

An evacuation site agreement should be set for each building in the district, which details usage and availability (sample agreement is included on the following page).

## **STUDENT REUNIFICATION/RELEASE**

### **CRITICAL INFORMATION**

**At the beginning of the school year when reviewing the school safety procedures, inform parents about the student reunification and release procedures. This material should be included in your student handbook distributed at the beginning of the school year.**

**Parents may be emotional when arriving at the school - remind parents the safety of the students is the utmost priority of the school. Have student services staff available to assist with reunification process.**

#### **☐ When implementing STUDENT RELEASE/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.
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies
- Request transportation for students and staff including special needs transportation
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students

## **Planning for Student Reunification**

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

### **Planning for reunification**

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

### **Pre-selecting a reunification site**

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

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

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

### **Planning transportation and site set up**

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this

information to the transportation coordinator. Transportation for students with special needs must also be pre-arranged.

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

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents if possible
- Designate holding area for students and staff—near restrooms if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow
- Pre-assign staff for reunification duties and locations

## **Reunification materials and supplies**

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

## **Administrative Go-Kits**

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

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

## **Roles for community emergency responders**

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part

of reunification planning. While schools manage certain aspects of the reunification process, other roles including; traffic control, crowd control, or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.



# **Other Emergency Procedures & Forms**

- 25.....Assault**
- 26-27.....Bomb Threat**
- 28-29.....Threat Incident Report Form**
- 30.....Demonstration**
- 31.....Fight/Disturbance**
- 32-33.....Fire**
- 34-35.....Hazardous Materials**
- 36.....Hostage**
- 37.....Intruder**
- 38-40.....Medical Emergency**
- 41.....Sexual Assault**
- 42.....Shooting**
- 43.....Suicidal Threat or Attempt**
- 44-45.....Suspicious Package or Mail:  
Chemical/Biological Threat**
- 46-47.....Terrorism**
- 48.....Threat**
- 49.....Weapons**
- 50.....Student Threat Assessment**
- 51-53.....Student Threat Assessment Inquiry  
Worksheet**
- 54-56.....Student Threat Assessment Analysis  
Worksheet**

# ASSAULT

## CRITICAL INFORMATION

An **assault** is the intentional infliction of or attempt to inflict bodily harm upon another person.

Early intervention may reduce or eliminate the escalation of the incident.

### ☐ When an assault occurs:

#### STAFF

- Notify building administration
- Ensure the safety of students and other staff
- Staff should work as a team in response
- Use 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

# 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** procedures
- Scan classroom or assigned areas for suspicious items
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, they 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.*

# THREAT INCIDENT REPORT FORM

## ALL THREATS - INCIDENT INFORMATION

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

Location: \_\_\_\_\_

Recorded by: \_\_\_\_\_

Means of threat:      **PHONE**      **WRITTEN**      **FACE-TO-FACE**      **SUSPICIOUS PACKAGE**

Students involved: \_\_\_\_\_ Staff involved: \_\_\_\_\_

### **PHONE THREAT**

Phone number shown on the caller ID \_\_\_\_\_

Exact words of the threat \_\_\_\_\_

\_\_\_\_\_

### **Critical questions for caller**

**Where** is the bomb, chemical or other hazard? \_\_\_\_\_

**What** does it look like? \_\_\_\_\_

What **kind of bomb or hazard** is it? \_\_\_\_\_

**When** is it going to explode or be activated? \_\_\_\_\_

What will **cause it to explode or be activated**? \_\_\_\_\_

Did **you place** the bomb or hazard? **YES**      **NO**

**Who** did? \_\_\_\_\_

**Why** did you place the bomb or hazard? \_\_\_\_\_

**What** is your name? \_\_\_\_\_

**Where** are you calling from? \_\_\_\_\_

**What** is your address? \_\_\_\_\_

### **Caller's voice (circle all that apply)**

Calm	Stressed	Deep	Crying	Squeaky	Incoherent	Normal
Stutter	Disguised	Nasal	Loud	Raspy	Broken	Young
Giggling	Slow	Lisp	Soft	Slurred	Rapid	Middle Aged
Laughter	Distinct	Sincere	Angry	Drunken	Excited	Old

Accent: \_\_\_\_\_

Is the voice familiar?      **YES**      **NO**      Who does it sound like? \_\_\_\_\_

### **Background noises (circle all that apply)**

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

**WRITTEN THREAT**

**Describe** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Where** found? \_\_\_\_\_

**Unusual markings** \_\_\_\_\_

**Documentation** and reporting trail \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FACE-TO-FACE THREAT**

**Who** made the threat? \_\_\_\_\_

**Exact words** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**To whom** was the threat directed? \_\_\_\_\_

**Documentation** and reporting trail \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SUSPICIOUS PACKAGE**

**Describe** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Where** found? \_\_\_\_\_

**Unusual markings** \_\_\_\_\_

**Documentation** and reporting trail \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 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 an action plan
- 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
- Staff should work as a team in response
  - One staff member should seek administration assistance
  - One staff member should address the disturbance
- Use 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
- Document all actions taken by staff and complete incident reports



# FIRE

## CRITICAL INFORMATION

**Remember 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, class roster, and crisis manual
- **Do not lock doors.**
- 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

**It is important to practice these elements during all fire drills.** As part of your planning process:

- assign certain staff to locations where students may not hear the fire alarms
- address necessary accommodations for students with special needs
- pre-designate your relocation or evacuation site

# HAZARDOUS MATERIALS

## CRITICAL INFORMATION

**In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY.**

**In all other cases, the first responders will take command of the situation and determine the steps to be taken 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

**To Shut off Air Handlers and Exhaust Fans in an emergency at the both schools go to security panel in Principals office (HS) or outside the Principal's office (ME) and set off Fire Alarm. Hit silence so alarm is not heard- this will close all dampers.**

# 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, you should:**

- Cooperate with 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 description of the individual
  - Description and location of 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 be outside the building to warn approaching 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 safety and welfare of students and staff
- Document all actions taken

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

# INTRUDER

## CRITICAL INFORMATION

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

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

**Intercept      Contact      Ask      Notify**

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

### **STAFF**

- Politely greet subject and identify yourself
- Consider asking another staff person to accompany you before approaching subject
- Inform subject that all visitors must register at the reception area
  - Ask 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 school building, whether he or she is carrying a weapon or package)
- Back away from subject if he or she indicates a potential for violence
- Allow an avenue of escape for both intruder and yourself

### **BUILDING ADMINISTRATION**

- Respond to call for assistance from staff
- Advise the subject that they are trespassing and need to leave the school and if they do not leave 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 if intruder is still in the building or on the property
    - Provide a full description of the intruder
  - Attempt to keep 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. They should provide comfort to the victim and reassure him or her medical attention is on the way.

Before providing assistance, staff must survey the scene to identify additional hazards and ensure it is safe to render aid to the victim.

### ☐ 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
- Remain to assist emergency medical services personnel with pertinent information about the incident
- Complete *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

### **Pandemic Influenza Planning:**

- Implement hand hygiene and cough/sneeze etiquette
- If symptoms of fever, cough or sore throat exist, recommend student to seek health care.

- Alert Marshall County if there is a substantial increase in absenteeism among students.
- Follow School closing procedures if needed

### **Automated External Defibrillator (AED):**

- Open Box on Wall by New Gym
- Take out Bag containing Defibrillator
- Remove Defibrillator from Canvas bag
- Open Front Cover on Defibrillator
- Follow Audio Instructions

### **Extracurricular Activity Crisis Plan:**

- List of first responders will be in admission box
- In the event of a medical condition that causes a game or event to be interrupted or discontinued the crowd and event will be moved to the cafeteria commons.
- After 30 minutes a decision will be made as to the continuance of the event

### **DIABETES INFORMATION**

- The most common emergency facing victims of diabetes is hypoglycemia (low blood sugar). Hypoglycemia happens when the victim has taken too much medication, or took the right amount of medication but did not eat. Hypoglycemia can also happen as a result of infection or increased exertion.
- Hypoglycemia symptoms include trembling in the hands and arms, decreased muscle coordination, confusion, coma, and sometimes death. Follow this if you suspect someone with diabetes is not acting appropriately
- Safety is always first. Always follow the basics of first aid. There are many causes of unconsciousness that are not related to diabetes. If you feel the area is not safe, stay back and summon help. You are no help to the victim if you get hurt. Follow universal precautions and wear personal protective equipment if you have it.
- If the victim is conscious and able to follow your commands, have the victim eat or drink something sweet. There are glucose gel products on the market just for this use. Other than gel products, juices work best. Victims can even eat frozen juice concentrate right out of the can with a spoon.
- If the victim is unconscious, place the victim in the recovery position and call 911.
- Monitor the victim and wait for the ambulance. Follow the basic steps for first aid while you wait.

### **ASTHMA INFORMATION**

- People with asthma have extra-sensitive airways. Triggers like dust, pollens, animals, tobacco smoke and exercise may make their airways swell and narrow, causing wheeze, cough and difficulty breathing.
- Sit the person comfortably upright. Be calm and reassuring.
- Give 4 puffs of a person's own inhaler if possible. If not, use the First Aid kit inhaler or borrow one from someone else.
- Use 1 puff at a time and ask the person to take 4 breaths after each puff.
- Wait 4 minutes. If there is no improvement, give another 4 puffs.
- If little or no improvement, CALL AN AMBULANCE IMMEDIATELY Dial 911 and state that the person is having an asthma attack.
- Keep giving 4 puffs every 4 minutes until the ambulance arrives.
- Children: 4 puffs each time is a safe dose.
- Adults: up to 6 - 8 puffs every 5 minutes may be given for a severe attack while waiting for the ambulance.
  - Place spacer mouthpiece in person's mouth and fire 1puff. Place mouthpiece in the person's mouth. Fire 1 puff as the person inhales slowly and steadily.
  - Ask the person to breathe in and out normally for about 4 breaths. Ask the person to hold that breath for 4 seconds, and then take 4 normal breaths.
  - Repeat in quick succession until 4 puffs have been given. Repeat until 4 puffs have been given.



### **LIFE THREATENING ALLERGIES:**

- Students with allergies should have an emergency care plan completed by their parents or legal guardians.
- Care plans will be given to staff including bus drivers and kitchen staff.



For medical emergencies related to life-threatening allergies:

- For school guidelines on managing students with food allergies, consult: <http://www.health.state.mn.us/schools/csh/article3543.html>
- Students with allergies should have emergency care plans completed by their parents or legal guardians for each child 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

# SEXUAL ASSAULT

## CRITICAL INFORMATION

**Sexual assault is a crime of violence. For the victim, it is often an experience of fear, loss of control, humiliation and violence. 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 request intervention**
- **Rumors and myths of the alleged incident are widespread and damaging**

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

#### **STAFF**

- Notify the building administration immediately
- Complete all required reports
- Confidentiality must be maintained 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 student
  - Notify school nurse or student services to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

#### **BUILDING ADMINISTRATION**

- Confidentiality must be maintained during the investigation
  - If a staff person heard the report, tell them not to repeat anything they heard or give out any information within or outside the school unless they are specifically told to do so
- If assault occurred on campus
  - Notify appropriate law enforcement
  - Notify local rape crisis center
- Designate the 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 the needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in an administrative confidential file

The sexual assault examination is an important piece of evidence in a sexual assault investigation. The sexual assault exam should be performed as soon as possible to preserve the 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 that 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 authority to initiate a lockdown procedure 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 (Green section)
- 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 shooters
  - 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

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

# SUICIDAL THREAT OR ATTEMPT

## CRITICAL INFORMATION

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

- ❑ **In the event a staff member believes a student is a suicide risk or has attempted suicide, they should:**

### **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 the student's safety
- Implement **Recovery** procedures

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

## **SUSPICIOUS PACKAGE OR MAIL: CHEMICAL/BIOLOGICAL THREAT**

### CRITICAL INFORMATION

**Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or an odor; no return address or showing a city or state in the postmark that does not match the return address; and a package 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 spreading 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
    - Document all actions taken by staff
    - 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

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

# TERRORISM

## CRITICAL INFORMATION

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

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

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

#### **District Administration**

- Monitor the situation
- Consult with local law enforcement and emergency management agencies
- Develop an action plan
  - If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release
- Notify all building administration
- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken
  - 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

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



# THREAT

## **CRITICAL INFORMATION**

A **threat** is an 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 the *Threat Assessment Referral Forms (Inquiry)*
- Notify building administration and student services staff
- All information **must** remain confidential

#### **BUILDING ADMINISTRATION**

- Convene the appropriate staff to evaluate the threat (TAT team)
- 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

# WEAPONS

## CRITICAL INFORMATION

**Student access to weapons creates significant risk within a school environment and must be treated seriously. Early intervention may reduce or eliminate the escalation of the incident.**

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

#### **STAFF**

- Notify building administration immediately and provide the following:
  - 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

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

# Student Threat Assessment

*Adapted from the U.S. Secret Service and U.S. Department of Education School Safety Initiative.*

The primary purpose of a threat assessment is to prevent targeted violence. Targeted violence is defined as any incident of violence where a known or knowable attacker selects a particular target prior to their attack. Through the implementation of a threat assessment process, schools have an opportunity to build capacity for violence-reduction strategies that create healthy cultures of safety, respect, and emotional support for students and staff.

## **Threat assessment process:**

### **1. Identify students of concern**

The first step in the threat assessment process is to identify students of concern. Remember, a student of concern is an individual who poses a threat rather than simply makes threatening statements. A student may rise to the level of concern by engaging in communications such as submitting an essay about bringing a bomb to school, emailing statements about killing people, directly threatening another student or adult, or posting a web page with information regarding weapons or explosives. Someone may also hear a student talking about bringing a weapon to school; a student may report that he or she has been threatened; someone learns that a student is experimenting with bomb-making materials; or someone may hear a student talking about revenge or “getting even.” Additionally, district personnel may receive an anonymous tip reporting a threat or concerns about a student’s behavior.

### **2. Conducting a threat assessment**

Once a student of concern has been brought to the attention of the threat assessment team (TAT team), the information gathering and analysis components of the threat assessment process begin. All information gathered should be examined for evidence of behavior or conditions that suggest a student is planning or preparing for an attack.

### **3. Concluding the threat assessment**

Once all information gathering and analysis has been completed, the threat assessment team (TAT team) should have enough information to determine the credibility of the threat. If the threat assessment team concludes the threat is not credible, the student may still need additional assistance and support. The threat assessment team’s priority should be making the appropriate referrals to prevent any future actions of violence.

When findings suggest a student has the interest, motive and ability to mount a school attack or has started down the path toward an attack, the role of the threat assessment team is to prevent the attack and protect potential targets by developing a management or monitoring plan for the student. Plan components and responsibility for its implementation will vary depending on the student and circumstances.

## ***Student Threat Assessment: Inquiry Worksheet***

A threat assessment inquiry is conducted by the school threat assessment team (TAT). The following worksheet is adapted from the U.S. Secret Service and U.S. Department of Education *School Safety Initiative*.

### **Provide the facts identifying a student, the situation or potential target(s)**

Provide fact-based information. Alleged accounts of behavior may be inaccurate and may be subjective interpretations of events. All information should be corroborated by multiple sources if possible.

- 1.) What behaviors and/or communications were reported, and by whom?
- 2.) What was the situation?
- 3.) Who, if anyone, witnessed the reported behavior of concern?
- 4.) What was the context for the reported behavior?

### **Provide identifying information about the student of concern**

Name \_\_\_\_\_ Date of birth \_\_\_\_\_

Address \_\_\_\_\_

Home phone \_\_\_\_\_ Cell phone \_\_\_\_\_

Student ID \_\_\_\_\_ Social security number \_\_\_\_\_

Parent guardian \_\_\_\_\_

Parent or guardian phone numbers \_\_\_\_\_

Emergency contact info \_\_\_\_\_

### **Provide background information about the student of concern**

1. Describe the current, known family or home situation.
2. Describe the student's academic performance.
3. Describe the student's social networks (friends).
4. Describe any history of relationships and conflicts.
5. Describe any history of harassing others or being harassed.
6. Describe any history of violence toward self or others.
7. Describe any history of having been a victim of violence or bullying.

8. Describe any known attitudes toward violence.
9. Describe any criminal behavior.
10. Describe any mental health or substance abuse history.
11. Describe any access to and use of weapons.
12. Describe any history of grievances or grudges.

### **Provide current life information about the student of concern**

Note whether the student has any trusting relationship with adults who are emotionally available to the student of concern or whether he or she is known to be consistently respectful to any adult.

1. Describe the present stability of living and home situations.
2. Describe the nature and quality of current relationships and personal support.
3. Describe any recent losses or losses of status (shame, humiliation, recent breakup or loss of significant relationship).
4. Describe any current grievances or grudges.
5. Describe any perceptions of being treated unfairly.
6. Describe any known difficulty coping with a stressful event.
7. Describe any “downward” progression in social, academic, behavioral or psychological functioning.
8. Describe any recent hopelessness, desperation or despair including suicidal thoughts, gestures, actions or attempts.
9. Describe any pending crises or change in circumstances.

### **Provide information about attack-related behaviors**

1. Describe any ideas or plans about injuring him/herself or attacking a school or persons at school.
2. Describe any communications or writings that suggest that the student has an unusual or worrisome interest in school attacks.
3. Describe any comments that express or imply the student is considering mounting an attack at school.
4. Describe any recent weapon-seeking behavior, especially if weapon seeking is linked to ideas about attack or expressions about interest in attack.
5. Describe any communications or writings suggesting the student condone or are considering violence to redress a grievance or solve a problem.
6. Describe any rehearsals of attacks or ambushes.

### **Provide information about motives for an attack**

All statements should be taken in context. Students make threats and engage in other risky behaviors for a variety of reasons. Many threatening statements do not reflect the student’s actual movement on a path to attack.

Has the student of concern displayed behaviors that show he or she is:

[Check all that apply]

- Seeking revenge for a perceived injury or grievance

- Yearning for attention, recognition or notoriety
- Has a wish to solve a problem otherwise seen as unbearable
- Has a desire to die or be killed
- Other (specify)

**Provide information about target selection**

Information about a selected target(s) may provide insight regarding motives, planning and attack-related behaviors. Remember that a potential target may shift to another target over time.

# ***Student Threat Assessment: Analysis Worksheet***

## **(11 Key Questions)**

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

- Is the behavior of the student consistent with the movement on a path towards an attack?
- Does the student's current situation or setting incline him or her toward or away from targeted violence?

### 1) What are the student's motives and goals?

- What motivated the student to make the statements or take the actions that caused him/her to come to attention?
- Does the situation or circumstance that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result?
- Does the student feel that any part of the problem is resolved or see any alternatives?

### 2) Have there been any communications suggesting ideas or intent to attack?

- What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his or her ideas or intentions?
- Have friends been alerted or "warned away"?

### 3) Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?

### 4) Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?

### 5) Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means to access a weapon and/or carry out an attack?

- 6) Is the student experiencing hopelessness or desperation?
- Is there information to suggest that the student is experiencing desperation and/or despair?
  - Has the student experienced a recent failure, loss or loss of status?
  - Is the student known to have difficulty coping with a stressful event?
  - Is the student now, or has the student ever been, suicidal or accident-prone?
  - Has the student engaged in behavior that suggests that he or she has considered suicide?
- 7) Does the student have a trusting relationship with at least one responsible adult?
- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? With whom?
  - Is the student emotionally connected to other students?
  - Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?
- 8) Does the student see violence as an acceptable, desirable or only way to solve problems?
- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
  - Has the student been dared by others to engage in an act of violence?
- 9) Is the student's conversation and story consistent with his or her actions?

For example, does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is occurring?

- 10) Are other people concerned about the student's potential for violence?
- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
  - Are those who know the student concerned about a specific target?
  - Have those who know the student witnessed recent changes or escalations in mood and behavior?



11) What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

### **Concluding a threat assessment inquiry**

The threat assessment team should determine the response to a situation based on the analysis of the information gathered and the answers to the questions above.

If the threat assessment team concludes there is enough reliable information and the weight of the information leads to the conclusion that the student of concern does not pose a threat, the threat assessment team may close the inquiry. An inquiry can be re-opened at a later date if new information arises.

If the threat assessment team concludes that there is insufficient information to be reasonably certain that the student of concern does not pose a threat or the student of concern appears to be on a path to attack, the team should recommend the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.

## **Indicators or Symptoms of Distress in Children**

As a result of traumatic experiences, children may exhibit a variety of symptoms of distress. Knowing a child's baseline or typical behavior is critical to identifying unusual or problematic behaviors in the child. The following symptoms, if uncharacteristic, may indicate a child is experiencing distress.

### **Symptoms:**

- Unusual complaints of illness
- Isolation from the rest of the group
- Acting out
- Changes in behavior and/or appearance
- Refusing to open up; no eye contact
- Difficulty concentrating and focusing in class
- Emotional displays
- Lack of emotional expression
- Poorer performance
- Lethargic or apathetic
- Easily startled, jumpy

### **How Teachers Can Assist Students**

Children may have difficulty understanding that certain events cannot be controlled or predicted and the adults in their lives cannot always “fix” problems or keep them from happening again. Listed below are some ways teachers and other school staff can help students deal with trauma and the distress or difficult emotions that may result.

- Cope with your own feelings of helplessness, fear, and anger
- Learn to recognize signs and symptoms of distress in children
- Give children opportunities to talk—then listen to them
- Help children put the emergency or disaster in context. Provide a perspective
- Communicate a positive “I’m not helpless” attitude
- Help children to feel safe and secure
- Identify children who seem particularly distressed—those who don’t seem to be progressing emotionally after a few weeks. Refer them to school support staff for follow up

*From Kentucky Center for School Safety’s “Emergency Management Resource Guide: Revision 2008”*

# Behavioral Health and Recovery Procedures

The goal of recovery from a school disaster or traumatic event is to restore the learning environment as soon as possible. Recovery starts as soon as the response phase has ended. Actions taken during the first few days after an event set the tone for how the school intends to move forward. Depending on the trauma of the experience, the recovery process may last well into the future, as the school and community establish a “new normal.”

**Recovery consists of four main components: emotional, academic, physical/structural and business/fiscal. In recovery planning all four components need to be addressed. The recovery process may be short-term or long-term depending on the circumstances of the event. Time and resources must be allocated accordingly.**

## Recovery

After a disaster, local governments assess community needs and determine the actions required to return the community to a state of normalcy. The local emergency manager, working with the assessor’s office and public works department, is usually charged with assessing damages, tabulating losses to businesses and homeowners and estimating needed repairs. Similarly, the school district is responsible for assessing needs of its affected buildings after a disaster or traumatic event. There are four key components of recovery in a school setting:

- Physical/structural recovery
- Fiscal recovery
- Academic recovery
- Social/emotional recovery

Often disasters and traumatic events affecting schools involve several of these components.

### Recovery Team

Recovery is an important part of a district emergency plan. Staff involved with recovery planning may differ from those participating in preparedness or response planning. A recovery team should include people who have responsibilities and expertise in the four

key recovery components. Core team members should include those at the district level who are in charge of buildings and grounds, curriculum and instruction, mental health and student support services, business and finance, and administration. Other key members could include a teacher representative, director of communications and other community organizations or resources.

## **Four Key Recovery Components**

### *Physical/Structural Recovery*

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. For a school, building and grounds personnel working with the district business/risk manager and insurance carrier would most likely perform this function.

Physical recovery planning considerations:

- Assess the building structure. Depending on the scope of the damages, inspections from OSHA, Minnesota Pollution Control Agency (MPCA) and the State Fire Marshal's office may be necessary
- Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding
- Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities
- Assess damages or replacement of furniture, equipment and supplies (desks, books, computers, gym equipment, labs, teacher supplies, etc.)
- Clean up damaged facilities. Determine who will do it, how soon and who pays

Physical damages may also be linked to social/emotional needs. For example, in a school shooting, if deaths or injuries occurred in a certain room, the school may decide to not use the room again due to the extreme trauma associated with that room even if it was cleaned and repaired.

### *Fiscal Recovery*

Following a disaster, *critical business functions* of a school must be restored as soon as possible. Payroll systems, accounting and access to personnel and student data need to be available and operational. Most school districts keep electronic files for many of these functions and should have at least one current backup of their system. Unexpected expenditures and the need to manage grant funds or donations may result from the disaster or emergency. Additional staff may be required to handle these activities.

Fiscal or business recovery also involves planning for *lines of succession* for key administrators. Schools must have “continuity of operations plans” (COOP) to ensure a smooth transition of authority and responsibility should top leadership be unable to function in their role due to a disaster or traumatic incident.

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment. Determine who is responsible for these tasks and how things will be reported and segregated from normal school business
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration). This may require a board policy for implementation
- Apply for and administer recovery grant programs
- Back up electronic data files. Determine who is responsible, where the files will be stored and how the school’s technological functions will be restored

### *Academic Recovery*

Restoring the structure and routine of learning is the goal of academic recovery.

Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a “new normal.”

Planning for academic recovery involves personnel in curriculum, public information (communications), technology (IT), transportation, food service, health & safety, building and grounds, administration, and teaching. Plans for academic recovery involve short and long term considerations.

Short-term planning considerations:

- Resume classes as soon as possible. Determine who makes the decision, what factors might affect the date/time and method for returning and how the information is communicated to staff, students, and families
- Modify the academic routine as needed. Modifications may be necessary if buildings have been significantly damaged and cannot be used safely. Also consider the social/emotional needs of students and staff as they learn how to cope with results of the disaster
- Replace academic materials, supplies and equipment if necessary for class resumption. Involve teaching staff, business manager and building and grounds personnel in developing lists of “needed” and “wanted” items

- Communicate regularly with staff. Hold briefings for all staff supplemented by emails and printed materials. Staff will need to be aware of modifications made to the regular routine, provisions of counseling services and communications sent to students' homes
- Communicate with parents or guardians. Determine what information is needed and how the information will be communicated (i.e. meetings, phone, web site, letter, email)

Long-term planning considerations:

- Arrange for homebound instruction or tutoring services for students unable to attend school
- Rearrange or reschedule tests or assignments if necessary due to physical limitations of the building, loss of instruction time or lack of necessary materials
- Allow for periodic visits to counseling services

### *Social/Emotional Recovery*

The goal of emotional recovery is to promote coping and resiliency for students, staff and their families following a disaster or traumatic event. According to the National Institute of Mental Health, both children and adults demonstrate a wide range of reactions after a catastrophic event including physical, cognitive, and emotional symptoms. For some, adverse effects lessen with emotional support and the passage of time. Others are more deeply affected and experience longer-term consequences. It is important to know that these emotional reactions are normal responses to an abnormal event.

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified *before* an emergency or disaster so they are available for families needing assistance.

Social/emotional recovery planning considerations:

- Assess emotional needs of students and staff. Determine who will do this and how teachers, school resource officers and others can help identify students in need of assistance
- Organize emotional support systems with student support services personnel district-wide. Establish partnerships with community mental health agencies and faith groups
- Promote messages of resiliency and hope. Work with communications and district leadership to prepare messages, arrange parent meetings, provide fact sheets and web based materials
- Train staff to recognize symptoms of extreme stress in children. Schools may want to provide a class on Psychological First Aid or similar curriculum and involve community agencies
- Determine intervention methods for students, staff and families in need of emotional support. Plan for student support services staff availability, method of referral to community agencies, allotment of time with counselors and ongoing assessment for longer term support
- Plan for memorials. Make pre-disaster recommendations for spontaneous memorials (flowers, posters, stuffed animals, etc.) and prepare district response to requests for permanent memorials. Plan for first anniversary events and consider holding events during the school year that allow students to express themselves

## **Recovery Communications**

Many school stakeholders including staff, parents, students, and vendors need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the district's public information officer (PIO) works closely with the community's PIO to coordinate statements and press releases with emergency responders. During recovery, the district PIO works with school administrators and recovery team members to plan for the school's continuing communication with internal and external audiences. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors. The district may also want to designate one phone number for all "recovery" calls and/or provide an email contact on their web site for recovery inquiries. Communications staff can monitor information trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations:

- Identify and prioritize stakeholders and their need for information from the school. Consider internal and external audiences, the kind of information each will need and the form and method of delivery used. Set up news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts (i.e. school psychologist, transportation coordinator)
- Identify information audiences may need. Consult with recovery team members to select formats and methods for dissemination
- Update the school or district web site, voice mails, messages to parents and frequently asked questions in a timely manner
- Provide resources. Determine who will answer recovery calls and respond to email inquiries, add links to outside resources on the school's web site and communicate information about school-based resources
- Control rumors. Track down rumors and misinformation. Respond with corrections
- Convey messages of resilience and a return to normalcy

Communications may be very active in the first few days after a major emergency. The need for communications changes over time as the recovery process is put into place. There may be a need for periodic messages dealing with school changes and methods to help children cope. Communications and other recovery team members should plan together for anniversaries of major, traumatic events.

## **Behavioral Health Crisis Intervention**

Behavioral Health Crisis Intervention is the first step in assisting students, staff and parents with their social/emotional recovery. School behavioral health teams perform these actions during the first 48-72 hours after a traumatic event in the school.

### **When an emergency occurs:**

#### **Building administration and student support services**

- Evaluate the situation and determine the need for behavioral health crisis interventions for staff, students and families
- Provide grief counseling as necessary
- Arrange for information and referrals to community mental health resources
- Ensure ongoing support for staff, students and families
- Identify and monitor at-risk students
- Follow-up with assessment or treatment referrals, if necessary
- Implement longer-term social/emotional recovery plan



**Staff**

- Be aware of staff and student need for behavioral health crisis interventions
- Make referrals to designated staff professionals as necessary
- Identify, monitor and refer students (or other staff) at risk
- Re-establish school and classroom routines as quickly as possible
- Facilitate opportunities for students to talk about their fears or concerns.  
Communicate a positive, “I’m not helpless” attitude

Each school district should identify a 24-hour contact person or agency responsible for behavioral health crisis assessment and intervention in the community or region.

In the event of a tragic, highly publicized event, unsolicited mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Consult with the Minnesota Department of Health for support, advice and assistance when coordinating the activities of these outside organizations.

## Emergency Plan Checklist

This checklist will help the school emergency planning team ensure key components are addressed in the school emergency plan. The checklist generally follows typical community emergency plan formats used by county emergency managers in Minnesota and borrows some of the terms used in the section headings. This can help schools and community responders coordinate their plans. Use this list to verify all necessary elements of the school district or building plan have been developed.

<b>Introduction to the Emergency Plan</b>	
Statement of the purpose of the plan	<input type="checkbox"/>
Citations of applicable state regulations and local relevant school board policies	<input type="checkbox"/>
Table of contents	<input type="checkbox"/>
An approval statement and dated approval signature(s) as appropriate	<input type="checkbox"/>
General narrative description of the district or school building including size and characteristics of student and staff populations.	<input type="checkbox"/>
A listing of the plan's distribution including community emergency response agencies	<input type="checkbox"/>

<b>Concept of Operations</b> <i>(includes descriptions of how the school district/building will respond in an emergency)</i>	
Description of how the district/building will know of an emergency (notification process)	<input type="checkbox"/>
Description of how the district/building will physically communicate an emergency to staff and students including what actions they should take.	<input type="checkbox"/>
Description of how district personnel (district team) will coordinate supporting services with affected school personnel (building teams)	<input type="checkbox"/>
Summary of universal procedures that will be used and how they will be implemented (who determines which universal procedure to use and how the decision is disseminated)	<input type="checkbox"/>
Description of procedures for giving out information to the public (media relations)	<input type="checkbox"/>
Description of how parents will be notified and informed of what they should do (parent notification and communications)	<input type="checkbox"/>
Description of how resources will be obtained: <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Supplies</li> <li>• Additional personnel</li> </ul>	<input type="checkbox"/>
Description of reunification process including provision of crisis mental health services as appropriate.	<input type="checkbox"/>
Summary of methods of coordinating district/building response with community emergency response agencies. Includes notification, communication, liaison, media and reporting coordination.	<input type="checkbox"/>
Description of the threat assessment process used by the district/building.	<input type="checkbox"/>

<b>Note:</b> The complete file of procedures to be used by the district/building is included as an attachment at the end of the plan.	
<b>Roles and responsibilities</b>	
Description, including necessary flow charts, of the school’s incident command system with command and support roles identified <ul style="list-style-type: none"> <li>• Identification and description of district and building level response teams and the roles for team members within the incident command system</li> </ul>	<input type="checkbox"/>
<b>Note:</b> A listing of assigned staff and staff backups with necessary contact information can be included as an attachment at the end of the plan.	
Assignment and description of responsibilities for <ul style="list-style-type: none"> <li>• Logistical support</li> <li>• Transportation coordination</li> <li>• Internal communications</li> <li>• Media relations</li> <li>• Training of staff and students</li> <li>• Conducting drills and exercises</li> <li>• Documentation of events</li> <li>• Liaison with community response agencies</li> <li>• Maintenance of district/building “go kits”</li> </ul>	<input type="checkbox"/>
<b>Note:</b> District and building level teams may want to develop checklists of responsibilities for roles assigned to team members. These checklists would be included as attachments at the end of the plan.	

<b>Appendices/Attachments</b>	
This section of the plan can include the following: <ul style="list-style-type: none"> <li>• File of universal procedures</li> </ul>	
<b>Plan development and maintenance</b>	
Designation of person(s) responsible for plan development and maintenance	<input type="checkbox"/>
Determination of frequency of regular plan reviews and updates	<input type="checkbox"/>
Process for updating the plan based on needs identified through after action reports from drills, exercises and actual emergency events	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• File of emergency procedures</li> <li>• Team member responsibility checklists</li> <li>• Maps (per fire code requirements and others as needed)</li> <li>• Emergency contact lists (internal and external contacts)</li> <li>• Organizational charts for district/building teams, incident command structure, and others</li> <li>• Forms</li> <li>• Other operational guidelines that might be specific to a certain person, function or hazard</li> </ul>	

# After Action Report Form

Name of person completing report: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Drills/Exercises [check one]

- Drill [check one]:
  - Fire
  - Lockdown
  - Evacuation
  - Tornado
  - Other (specify): \_\_\_\_\_
- Table-Top exercise
- Functional or full-scale exercise
- Other exercise (specify): \_\_\_\_\_

Incident response [check one]:

- Fire
- Tornado
- Lockdown
- Intruder
- Bomb threat
- Other (specify): \_\_\_\_\_

Participation: Provide a list of individuals and agencies participating in the event

Start time: \_\_\_\_\_ End time: \_\_\_\_\_

*If the school conducted a functional or full-scale exercise, consider completing a comprehensive review and evaluation with your building and/or district emergency response teams.*

Timeline of events: Provide a detailed outline, log or description of events and activities.

Lessons learned: Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

Discussion and recommendations: Provide recommendations for improvements or changes to the emergency plan and procedures.

## Planning Questionnaire for Schools

Use the questions below to help your school plan for an emergency.				
		Yes	No	Not Sure
1.	Does your school have a multi-hazard emergency plan in place?			
2.	Are staff and students <i>trained</i> on the procedures?			
3.	How often has your school exercised the plan? Have any changes been made, based on the exercise?			
4.	Does your staff know where the emergency procedures are posted in each room?			
5.	Do new hires, volunteers, student teachers, and substitutes get training on your emergency procedures <i>before</i> starting to work?			
6.	Does every school principal know <i>how long</i> would it take for local fire, police, or EMS to arrive, after dialing 9-1-1?			
7.	Is your staff <i>trained</i> to handle emergency tasks until help arrives?			
8.	Is any of the school staff trained to do CPR?			
9.	Does your school have 9-1-1 on speed dial?			
10.	Does your school know <i>how long</i> it will take for a principal to obtain personnel or equipment from other facilities?			
11.	In an evacuation, does your school have enough buses to transport <i>all</i> of the students to another site?			
12.	Do the local emergency services (police, fire, etc.) have current floor plans of all schools buildings in their jurisdiction?			
13.	Have your principals invited local police and fire to do a “walk-through” of their schools <i>annually</i> ?			
14.	<i>When</i> does the school practice fire, evacuation, and tornado drills?			
15.	Does your school have a student release system established? Is the staff trained to do their tasks?			
16.	Do you have procedures in place if an emergency occurs on a bus?			
17.	Who (besides the principal and janitor) has the keys to the buildings, classrooms, locked fences and gates? What about after school and on the weekends?			
18.	If your school holds children after normal school hours because of a disaster in the community, is the school prepared to keep students for long periods of time? (Do you have enough food, water, medication, etc?)			
19.	When does the school’s responsibility for the students end? Is your school legally responsible for students if they are kept at school?			
20.	Do you have a backup system for your vital records?			

# Public Information Release

Check as appropriate:  District/District-wide  School

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

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

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

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].  
\_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].
- Communications to parents (is/are) being posted (on the school's web site, elsewhere?) and delivered by phone (and/or email?) through  
\_\_\_\_\_.
- Reunification center(s) for parents to pick up their student(s) (is/are) being set up at  
\_\_\_\_\_.
- Injuries have been reported at \_\_\_\_\_  
and are being treated at the site by (staff/professional medical responders)
- (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe area \_\_\_\_\_ and are  
with (classroom teachers/staff) or (\_\_\_\_\_).
- (#) \_\_\_\_\_ students have been taken to the local emergency room for treatment of serious  
injury.
- Parents of injured students should go to the emergency room at  
\_\_\_\_\_.
- (#) \_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_.

Names cannot be released until families have been notified.

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

Release restrictions:     No         Yes / what?

\_\_\_\_\_

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

\_\_\_\_\_

# Staff Skills Inventory

Name \_\_\_\_\_ School \_\_\_\_\_  
Room \_\_\_\_\_

During an emergency situation, it is important to draw from all available resources. The special skills, training and capabilities of staff play a vital role in coping with the effects of any emergency. The purpose of this inventory is to pinpoint staff members with equipment and the special skills that might be needed. *Please indicate the areas that apply to you and return this sheet to your administrator.*

**Please check any of the following in which you have expertise & training. Check yes or no where appropriate.**

\_\_\_\_\_ First Aid (current  yes /  no) \_\_\_\_\_ CPR (current -  yes /  no) \_\_\_\_\_  
AED

\_\_\_\_\_ Hazardous Materials \_\_\_\_\_ Firefighting \_\_\_\_\_ Triage

\_\_\_\_\_ Emergency Planning \_\_\_\_\_ Emergency Management

\_\_\_\_\_ Search/Rescue

\_\_\_\_\_ Law Enforcement \_\_\_\_\_ Conflict Resolution

\_\_\_\_\_ Construction (electrical, plumbing, carpentry, etc.)

\_\_\_\_\_ Bus/Truck Driver (class 1 or 2 license - yes / no)

\_\_\_\_\_ Bi/Multi-lingual (if so, what language(s)? \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

Do you keep a personal emergency kit: In your room?  yes /  no In your car?  yes /  
 no

Do you have materials in your room that would be of use during an emergency? (i.e., athletic  
bibs, traffic cones, carpet squares)  yes  no

Do you have equipment or access to equipment or materials at your school site that could be used  
in an emergency?  yes  no

Please list equipment and materials:

Comments :

What would make you feel more prepared should an emergency occur while you are at school?