



st.croix preparatory academy

EMERGENCY OPERATIONS PLAN

4260 Stagecoach Trail
N.
Stillwater, MN 55008
(651) 395-5900

Table of Contents

[Approval and Implementation](#)

[I. INTRODUCTION](#)

[II. SITUATION OVERVIEW](#)

[III. PREVENTION](#)

[Summary of Required Drills and Reporting](#)

[IV. PROTECTION/MITIGATION](#)

[V. RESPONSE](#)

[Building Security and Access Control](#)

[Standard Response Protocol \(SRP\)](#)

[Close School](#)

[Emergency Communication](#)

[Evacuation](#)

[Family Reunification](#)

[Medical Response](#)

[Mental Health Services](#)

[Rapid Assessment](#)

[Hold/Secure](#)

[C. Hazards/Threats](#)

[Violent Critical Incident](#)

[Bullying \(Harassment, Intimidation, and Bullying {HIB}\)](#)

[Bus Accident](#)

[Hostage](#)

[Medical: Bloodborne Pathogen](#)

[Severe Storm/Tornado](#)

[Terrorism](#)

[Hazardous Materials](#)

[Civil Disturbance](#)

[Death](#)

[Explosion](#)

[Gas Leak/Outage](#)

[Injury/Health Emergency](#)

[Lost Child](#)

[Medical: Pandemic/Disease Outbreak](#)

[Power Outage](#)

[Sexual Assault/Abuse](#)

[Unidentified Substances/Illicit Drugs](#)

[Water Outage/Restriction](#)

[Winter Storm/Ice Storm](#)

VI. RECOVERY

Continuity of Operations Plan (COOP)

VII. PLAN ADMINISTRATION

APPENDIX

Annual Risk Assessment:

Triennial Risk Assessment:

Additional Building Comments:

Incident Command Structure:

Bomb Threat Checklist:

Emergency Communication Plan:

SCHOOL CLOSING

Cancellations include:

Sample Notice for School Closing:

DELAYED START

Cancellations include:

Sample Notice for Delayed Start:

EARLY RELEASE

Cancellations include:

BUSES

PARENT PICK UP AND STUDENT DRIVERS

EARLY RELEASE cont'd

APPROVAL AND IMPLEMENTATION

The St. Croix Preparatory Academy (Prep) Emergency Operations Plan (EOP) serves as the primary framework for an effective, all-hazards response. Its mission is to protect life, health, and property, ensure swift recovery to pre-emergency operations, and facilitate seamless coordination with local first responders.

In order to execute this plan effectively and mobilize available resources, *all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.* Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the individual division principals or the Executive Director of Prep.

This School EOP is developed pursuant to the Minnesota Statute 121A.035 and conforms to the National Incident Management System (NIMS).

Minnesota Statute 121A.035 states, “A school board and a charter school must adopt a crisis management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county attorney offices, social service agencies, emergency medical responders, and any other appropriate individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section [299F.30](#), and one tornado drill.”

By signing below, you are attesting that the requirements set forth in Minnesota statute 121A.035 have been met.

This plan supersedes any previous versions.

Jennifer Fuchs
Executive Director
September 1, 2026

I. INTRODUCTION

A. Purpose of the Plan

The Prep Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at Prep.

The Comprehensive Emergency Management Plan consists of:

1. Emergency Operations Plan (EOP)
2. Floor Plan
3. Campus Site Plan
4. Emergency Contact Information Sheet
5. Stakeholder Signatures

B. Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theater, clubs, before/after school child care) and can be found in each section as appropriate.

C. Plan Activation

Decision-making authority and operational control must remain clear at all times. While staff are empowered to take immediate action upon initial identification of a hazard, formal action requires confirmation from a designated leader.

This plan may be activated in part or in whole, by the following established Chain of Command:

- **Primary:** Executive Director
- **First Alternate:** US Principal/Director of Teaching and Learning
- **Second Alternate:** LS/MS Principals
- **Third Alternate:** Facilities Director/Athletic Director
- **Fourth Alternate:** Any other administrator, until Command can be transferred to an alternate listed above.

II. SITUATION OVERVIEW

A. Site Information

Prep encompasses the following facilities and grounds:

- **Main Building (K-12):** Houses classrooms, Administration, the Food Program, Health Office, Activities spaces, and Maintenance facilities.
- **Auxiliary Building:** Used for Physical Education, Special Events, and Activities.
- **Prep Stadium and Practice Fields:** Designated for Athletics and Special Events.
- **Inspiration Nature Center**

Applicability: This school EOP is applicable to all buildings and grounds for every event, regardless of the time of day or day of the week.

B. School Population

The total typical population at Prep is approximately **1,500 individuals**.

- Students: 1,200
- Teachers: 92
- Educational Assistants/Paraprofessionals: 44
- Administrators and support staff: 35
- Cafeteria Staff: 8
- Maintenance and Custodial Staff: 10
- Health Office: 3

C. Functional Needs Population (FNP)

Prep is dedicated to the **safe evacuation and transport** of all students and staff. The school recognizes that certain members of its population require additional assistance during and after an emergency. This FNP includes individuals with physical, sensory, mental health, cognitive, and/or intellectual disabilities, as well as those with temporary or acute needs. The FNP includes, but is not limited to, students/staff with:

- Medical Concerns (asthma, severe allergies, diabetes, seizures, etc.): 150
- Limited English Proficiency (LEP): 15
- Blindness or visual disabilities: 0
- Cognitive or emotional disabilities: 9
- Deafness or hearing loss: 3
- Mobility/Physical/Medically fragile disabilities (permanent): 2

Note: These numbers will **fluctuate** based on student enrollment, staffing changes, and temporary conditions (e.g., individuals on crutches, wearing casts, etc.). Specific assistance needs are detailed in confidential student/staff profiles and annexes.

Classrooms containing students and staff who require **additional assistance** during an emergency are identified within the student information system or by hardcopy in the Health Office.

A list of staff members that have been trained and assigned to assist the FNP during drills, exercises, and incidents is available in hardcopy from either the Student Services Director or the Licensed School Nurse.

D. Procedures for Before/After-Hours

Groups utilizing the school facilities outside of regular operating hours must be trained on the emergency procedures found in this EOP.

- Training will be conducted by the **school administrator or designee**.
- A list of all **before/after-hours events**, including the **Point of Contact (POC)** (emergency decision-maker), meeting times, location, and duration, is available online.
- The designated **POC** for the using group will be provided with the essential emergency contact numbers to utilize during an incident within the building.

Due to the limited staffing and services, some aspects of this EOP will require adjustment for before/after-hours events.

- For example, the main office may be **closed or locked** and therefore unavailable for reporting emergencies or coordinating response.
- Incidents that occur before or after regular hours must be reported immediately to the appropriate **school administrator(s)**.

For before/after-hours events, this plan may be activated, in part or in whole, as necessary, by the designated **before/after school activities POCs**.

The school administration **permits and encourages** the groups using the facilities to make immediate, necessary **life-safety decisions**, especially if procedures outlined in this plan are unavailable or impractical given the situation.

E. Procedures for Field Trips and Off-Site Activities

Field trips and other official off-site school activities require **additional emergency planning**. The staff lead must complete the following steps to ensure preparedness:

- The **Health Office** will identify the specific **medical needs** of participating students and staff.
- **Appropriate medications** must be secured with an adult who is authorized to administer them.
- Maintain immediate access to all **medical treatment authorization forms**.
- **Contact Information:** Have ready access to **emergency parent/guardian contact information** for all students.
- **Internal Communication:** Provide a list of **emergency contact numbers** for all on-trip staff to the main school administrators, so they can relay messages in case a parent needs to reach their child.
- **Transportation Back-up:** Secure information regarding **back-up transportation** and vehicle repair

services (if applicable).

- **Financial Contingency:** Establish an **emergency funding mechanism** to cover unexpected costs, such as overnight housing or food, should the return trip be delayed.
- **Site-Specific Procedures: Review and understand** the specific emergency procedures, evacuation routes, and shelter-in-place instructions for the destination site.

F. Planning Assumptions

These planning assumptions establish the conditions under which this EOP is designed to operate, allowing for **deviation** from the plan if these conditions prove untrue during an emergency.

- A **major disaster** could occur at any time, at any location, and with little to no warning. Dissemination of warning and implementation of increased readiness measures may, in many cases, be impossible.
- Any significant emergency may **overwhelm the resources** of the school building, requiring external support.
- **Outside assistance** (from local fire, law enforcement, and emergency management) is generally assumed to be available in most serious incidents. However, because requesting and dispatching external aid takes time, the school **must be prepared** to provide immediate decision-making and first aid.
- Following a major or catastrophic incident, the school may need to rely exclusively on its **own internal resources** to be **self-sustaining for up to 72 hours**.
- A **risk of harm, injury, and damage** will exist regardless of the extent of emergency planning. While this plan facilitates the **reduction** of that risk, the loss of life and property is still possible.
- It is the policy of Prep that this plan **does not imply or guarantee** a perfect incident management system. As personnel and resources may be overwhelmed, Prep will endeavor to make **every reasonable effort** to manage the situation with the resources and information available at the time of the events.
- A list of products and services that are crucial for the daily needs of the school are listed in the Appendix. The appendices are not public.

III. PREVENTION

A. Training on the Plan

All students and staff will receive training on the school's **Emergency Operations Plan (EOP)** response procedures.

- **Staff Training Records:** Training records for all staff are maintained digitally in **Frontline**.
- **Key Personnel:** Specific personnel trained on the EOP include, but are not limited to, the **Administration Team** and **Health and Emergency Preparedness Directors**.

Types of training provided by the school include but are not limited to:

- 5 Safety Drills
- 5 Fire Drills
- 1 Severe Weather Drill
- 1 Bus Safety Drill
- Medical Emergency Response Team (MERT) Drill
- Annual EOP Training

Substitute personnel are provided Emergency Evacuation Routes in each classroom. The EOP is also available in the CrisisGo app.

B. Exercising the Plan

The school will conduct drills and exercises to [test the procedures](#) identified in the School EOP and ensure all personnel (administration, staff, faculty, and students) are familiar with required actions.

- **Statutory Compliance:** All required drills will be conducted in accordance with **MN Statute 121A.035** and all statutory requirements.
- **Coordination:** The school will coordinate exercise efforts with relevant community partners, including **first responders** and **Washington County Emergency Management**.
- **Documentation:** All required drills and exercises will be appropriately **documented**

Summary of Required Drills and Reporting

This table outlines the minimum required drills, their timing, and the reporting responsibilities, in compliance with **MN Statute 121A.035** (implied by the previous text).

Drill Type	Number Required	Timing/Notes	Documentation & Reporting
Fire Drill	5	3 Announced: September (within first 10 school days), October, and November. 2 Unannounced: April and May. 1 drill during any applicable Summer Session.	Files are maintained by the Facilities Director and are subject to review by the State Fire Marshal .
Severe Weather/Tornado	1	Conducted in April during Severe Weather Awareness Week.	Files are maintained by the Facilities Director and are subject to review by the State Fire Marshal .
Safety (Standard Response Protocol)	5	Specific Focus: 1 Evacuation (fall, with Rally Point), 1 Secure, 1 Hold/MERT, and 2 Lockdown drills.	Files are maintained by the Facilities Director and are subject to review by the State Fire Marshal .
Bus Safety	1	Typically conducted at the beginning of the school year.	Documentation is maintained by the Transportation Coordinator/Administration .

Following each drill, the **appropriate school members** will conduct a formal debriefing to identify and document **Areas of Improvement**. These findings must be immediately submitted to the **Emergency Preparedness Co-Directors** for review, action planning, and implementation in subsequent training and drills.

IV. PROTECTION/MITIGATION

A. Hazard Analysis

Prep is exposed to many hazards and threats which have the potential for disrupting the school community; causing casualties and damaging or destroying school property. **The Washington County Emergency Management Agency maintains a county wide hazard analysis, which is not included in this Emergency Operations Plan.**

Each hazard checked “yes” in this table will need to be included in the hazards/threats section below.

Hazard/Threat		Included
Required	Violent Critical Incident	☒
	Bomb Threat	☒
	Bullying (HIB)	☒
	Bus Accident	☒
	Fire	☒
	Hostage	☒
	Medical: Blood Borne Pathogen	☒
	Severe Storm/Tornado	☒
	Terrorism	☒
Optional	Hazardous Material	☒
	Civil Disturbance	☒
	Dam Failure	☐
	Death	☒
	Earthquake	☐
	Explosion	☒
	Flood	☐

Hazard/Threat		Included
	Gas Outage	☒
	Injury/Health Emergency	☒
	Lost Child	☒
	Medical: Pandemic	☒
	Nuclear Incident	☐
	Power Outage	☒
	Sexual Assault/Abuse	☒
	Unidentified Substances (illicit)drugs)	☒
	Water Outage/Restriction	☒
	Winter Storm/Ice Storm	☒
	Other	☐

* It is possible that a hazard/threat not included may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards

B. Security Measures

The school administrator is responsible for ensuring that comprehensive **physical and operational security measures** are implemented and maintained to foster a safe and secure learning environment.

Annual Risk Assessment (Short Form): Conducted every year to ensure ongoing vigilance and update immediate concerns.

Triennial Risk Assessment (Long Form): A comprehensive review conducted every three years by appropriate school members.

Documentation: All assessment findings and details are documented and maintained in the **Appendix** (Risk Assessment). Appendices are not public.

Check Frequency: Security equipment will be checked **monthly**, or as needed, to verify proper working order and functionality.

Repair and Update Protocol: The school must establish a documented plan to **repair, replace, or update** any equipment found to be ineffective. This plan is to be triggered by issues identified during

emergency drills or actual emergencies.

V. RESPONSE

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

A. Incident Command Roles and Responsibilities

Initial Command: School officials and staff are **expected to assume initial command** and manage the incident. Command will be formally transferred to a more qualified external emergency responder upon their arrival.

Organizational Requirement: All incident management activities must be **organized and coordinated** using the established ICS framework to ensure an efficient and effective response.

Command Structure: The specific roles and hierarchy are detailed in the **Incident Command Structure Chart (See Appendix)**.

Staff Responsibility: School staff is responsible for **handling the emergency and executing incident objectives** until the arrival of first responders.

The table below indicates **general responsibilities** that must be addressed by school personnel, **regardless of the hazard type**. Refer to specific hazard sections for additional, incident-specific responsibilities.

Staff Responsibilities													
Responsibilities	E x e c u t i v e D i r e c t o r	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
Makes policy decisions	x	x											
Informs Policy Group	x												
Incident commander	x	x											
Identifies resources	x	x	x	x	x	x	x	x	x	x	x		
Notifies First Responders (calls 911)	x	x	x	x	x	x	x	x	x	x	x	x	
Secures scene/preserves evidence	x	x	x					x					
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)	x	x	x					x					

Activates Emergency Communication System(s)	x	x					x		x	x			
--	---	---	--	--	--	--	---	--	---	---	--	--	--

Staff Responsibilities													
Responsibilities	E x e c u t i v e D i r e c t o r	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
Accounts for all building occupants during/after an incident (staff, students, visitors, vendors, etc.)		x		x	x				x		x	x	
Reports to IC any missing/unaccounted students, staff, visitors or vendors.		x							x				
Provides first aid					x		x						
Provides red emergency folder and sub plans to substitutes									x		x		

Accesses school emergency records		x					x		x	x			
Maintains Custody Records									x				
Monitors communication (walkie/phones/email) during emergency	x	x	x	x	x	x	x	x	x	x	x		x

Staff Responsibilities													
Responsibilities	E x e c u t i v e D i r e c t o r	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
Provides training to students on emergency procedures		x	x				x				x		
Reports emergencies	x	x					x						
Coordinates functional content adjustments for after-hours activities	x		x		x								

Arranges for transportation of students to reunification site		x							x				
Leads/directs students during an incident		x			x						x	x	
Ensures kitchen equipment has been shut-off prior to leaving building						x							
Interfaces with IC/media/parents	x								x	x			

[illegible]

Participates in After Action Meetings following an activation of this plan	x	x	x	x	x	x	x	x					
Provides Record of Emergency Actions	x	x	x				x	x					

B. Functional Content Areas (Protective Measures)

Functional Content Areas define the protective measures that will be utilized to safeguard life and property in response to hazards and threats.

- **Layered Protection:** It is highly likely that **multiple protective measures** will be enacted simultaneously to provide the greatest defense for life and property during an incident.
- **Preparedness:** Staff and students will participate in **drills and additional training** to achieve familiarity and proficiency with these core functional content areas.

Building Security and Access Control

Maintaining the security of the building requires strict adherence to access control protocols.

- **Door Security:** The **steady state** of the building requires that **all exterior doors be locked** at all times.
- **Visitor Procedures:** Any failure to conform to the established visitor procedures must be treated with suspicion until the individual is positively identified as a non-threat to the school community.
- **Vigilance Against Entry Failure:** Staff must be vigilant regarding common security failures, including individuals who may gain entry by:
 - Using **unlocked or propped-open doors**.
 - Being granted entry but failing to **report to the main office and sign in** as a visitor.

	RESPONSE MATRIX									
	Threat / Hazard	Functional Content Areas								
		S R P	C l o s e S c h o o l	E m e r g e n c y C o m m u n i c a t i o n	E v a c u a t i o n	F a m i l y R e u n i f i c a t i o n	M e d i c a l R e s p o n s e	M e n t a l H e a l t h S e r v i c e s	R a p i d A s s e s s m e n t	H o l d & S e c u r e
R e q u i r e d	Violent Critical Incident	X	X	X	X	X	X	X	X	
	Bomb Threat		X	X	X	X		X	X	X
	Bullying (HIB)			X				X	X	
	Bus Accident			X	X			X	X	X
	Fire		X	X	X	X	X	X	X	
	Hostage	X	X	X	X	X		X	X	X
	Medical: Blood borne Pathogen						X	X	X	X
	Severe Storm/Tornado		X	X		X	X	X	X	X
	Terrorism	X	X	X	X	X	X	X	X	X
O p t i	Hazardous Material		X	X	X	X	X	X	X	X
	Civil Disturbance		X	X		X		X	X	X
	Death		X	X			X	X	X	X

o n a l	Explosion		X	X	X	X	X	X	X	X
	Gas Leak/Outage		X	X	X	X			X	
	Injury/Health Emergency			X			X	X	X	X
	Lost Child			X				X	X	X
	Medical: Pandemic		X	X			X	X	X	
	Power Outage		X	X					X	X

	RESPONSE MATRIX									
		Functional Content Areas								
		S R P	C l o s e S c h o o l	E m e r g e n c y C o m m u n i c a t i o n	E v a c u a t i o n	F a m i l y R e u n i f i c a t i o n	M e d i c a l R e s p o n s e	M e n t a l H e a l t h S e r v i c e s	R a p i d A s s e s s m e n t	H o l d & S e c u r e
	Threat / Hazard									
	Sexual Assault/Abuse			X			X	X	X	
	Unidentified Substances /Illicit Drugs			X			X	X	X	
	Water Outage /Restriction		X	X					X	
	Winter Storm/Ice Storm		X	X					X	X

Standard Response Protocol (SRP)

The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

Definition:

The SRP is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

Applicable to Below Hazards

Violent Critical Incident

Hostage

Terrorism

SRP Procedures:

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

Hold is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.

Secure is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.

Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.

Evacuate may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.

Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

Close School

Definition

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Civil Disturbance
Death
Explosion
Fire
Gas Leak/Outage
Medical: Pandemic
Hazardous Materials
Hostage
Power Outage
Severe Storm/Tornado
Terrorism
Water Outage/Restriction/Main break
Winter Storm/Ice Storm

Close School Procedure

Communication is paramount when it becomes necessary to close school.

Before or after school being in session:

Provide information relevant to the closing, including the expected duration

- Notify Parents by email, text and/or phone
- Notify Staff by public address, email, text and phone
- Notify Bus/transportation providers
- Notify Media

During a school day:

Provide information relevant to the closing, including the expected duration

- Notify staff and students
- Notify Bus/transportation providers
- Notify Parents by email, phone and/or text
- Notify Media
- Make arrangements for students who are not be picked up (unable to reach parent/guardian, etc.); reunification, law enforcement or social services
- Cancel on-site after school program(s)
- Activate Family Reunification, if needed

Emergency Communication

Definition

Communication is a critical part of incident management. This section outlines Prep's emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Applicable to Below Hazards

- Violent Critical Incident
- Bomb Threat
- Bullying
- (HIB) Bus Accident
- Hazardous Materials
- Civil Disturbance
- Death
- Explosion
- Gas Leak/Outage
- Fire
- Hostage
- Injury/Health Emergency
- Lost Child
- Medical: Pandemic
- Power Outage
- Severe Storm/Tornado
- Sexual Assault/Abuse
- Terrorism
- Unidentified Substances/Illicit Drugs
- Water Outage/Restriction
- Winter Storm/Ice Storm

Emergency Communication Procedures

Methods of Communication

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

Methods of Communication for Implementation						
Functional Content Area (Protective Measures)	P h o n e	C r i s i s G o	P A S y s t e m	S c h o o l w i d e e m a i l	M e g a p h o n e	T e x t s
Close School	x		x	x		x
SRP	x	x	x	x		x
Time Sensitive Communication	x			x		x
Evacuation			x	x	x	
Family Reunification	x	x		x	x	x
Medical Response	x	x	x	x		
Mental Health Services	x			x		
Rapid Assessment	x	x		x		x
Hold/Secure		x	x	x		

*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

Priority of communication to recipients

1. Those directly involved in the incident
2. First Responders (EMS, Police, Fire, etc.)
3. Parents
4. Board, Authorizer and other required agencies (DHS, MDE, MDH, etc.)
5. Media
6. Community

Before an Emergency

The schools should annually notify parents and legal guardians how they will be notified of emergencies. This information is also noted in the Family Handbook.

Prep has:

- Created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found in the Appendix. For safety reasons, appendices are not public.

During an Emergency

- Disseminate information via phone/voicemail, email and text to inform parents about what is known to have happened.
- Division Principal and/or Office managers will communicate attendance/accountability status to Incident Command.
- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to the media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with Unified Command, if established.
- Provide only information that has been approved to be released by the Incident Commander/Unified Command in charge of the scene.
- Monitor release of information and correct misinformation.
 - Coordinate messages with the principal(s)/administration team.
 - Communicate information to the School Board, Authorizer and other organizations in a timely manner.

After an Emergency

- After an incident, Prep administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

Evacuation

Definition

Evacuation will take place if it is determined that the building/school grounds are no longer safe due to a hazard. This could be outside, separate building on grounds, or offsite.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat

Bus Accident

Hazardous Material

Explosion

Fire

Gas Leak/Outage

Hostage

Terrorism

Evacuation Procedures

Below are procedures to evacuate the facility.

Primary Evacuation Site(s)

A primary evacuation site may be pre-identified locations. The site to use is incident specific.

On-Site Evacuation Location:

- Parking Lots, Auxiliary building or Athletic Fields as assigned

The evacuation site should always be screened for safety prior to use. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

Secondary Evacuation Site(s)

- Secondary (off-site) Evacuation Location
 - Walking Directions to the site: See Appendix for Map For safety reasons, appendices are not public.

Family Reunification

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student. Prep uses the I Love You Guys Reunification plan template/procedures.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat

Hazardous Materials

Civil Disturbance

Explosion

Fire

Gas Leak/Outage

Hostage

Severe Storm/Tornado

Terrorism

Family Reunification Procedures

Before an Emergency

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

Primary Reunification Site is noted in Appendix. For safety reasons, appendices are not public.

Establish 4 distinct areas that are **not within sight** of each other:

1. Student staging

Place where uninjured students are held until a parent/guardian picks them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs

2. Identification verification

Outside of view of the student staging area. Records of emergency information must be available at this location for verification purposes.

3. Private Conversation Area

Outside view of public and student staging and pickup area. This area should be reserved for private and difficult conversations with parents/guardians regarding the status of student(s). Counseling services should be available.

4. Student pickup

Location where student/parent reunification occurs and family is released.

During Emergency

1. Identify injured and deceased and where they have been transported.
Coordinate notifications with law enforcement and/or medical personnel.
 - a. Notify, personally, parents/guardians of fatalities
 - b. Notify, personally, parents/guardians of injured
 - c. Notify all parents that if they have not received a personal message their child is safe. These messages should not be sent until **ALL** parents of injured/deceased are notified.
2. Provide information about reunification process
 - a. Location
 - b. Traffic pattern for entrance
 - c. Required identification documents
 - d. What parent should do if sending an alternate to pick up their child

Process of Reunification

1. Get the students to the holding site
2. Get guardians to the reunification site
3. Verify identification at reunification site
4. Students bussed from holding site to reunification site
5. Verified guardians receive notice through the app to pick up their child.
parents to the pick-up room area. Students may only be released to guardians who have custody rights.
6. Parent signs student out on the app.
7. Students that cannot be picked up will be released to law enforcement.

Medical Response

Definition

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school does have a full time school nurse licensed by the State of Minnesota.

Prep has a Medical Emergency Response Team (MERT) consisting of specially trained staff.

Applicable to Below Hazards

Violent Critical Incident

Death

Explosion

Fire

Hazardous Materials

Injury/Health Emergency

Medical: Bloodborne Pathogen

Medical: Pandemic

Severe

Storm/Tornado Sexual

Assault/Abuse

Terrorism

Unidentified Substance/Illicit Drugs

Medical Response Procedures

1. If a school nurse is present, either bring the student/staff to the nurse or the nurse to the student/staff.
 - a. If no school nurse, the trained designated staff member(s) should respond.
2. Assess the ill or injured person: develop and execute a plan of care.
3. Instruct another adult to call 9-1-1.
4. Notify school administration of the incident.
5. The Health Office should contact the student's/staff's parent or guardian/emergency contact.
6. Provide a copy of Student's/Staff's personal information to EMS
7. School personnel must accompany a student to the hospital if the parent/guardian is not present.
8. The incident should be documented per school policy.

Medical Supplies and Equipment						
Location of supplies	Supplies/ Equipment					
	S t u d e n t M e d s	F i r s t A i d S u p p l i e s	E p i n e p h r i n e	A s t h m a M e d s	N a r c a n	A E D
Health Office	x	x	x	x	x	x
Outside Gym Doors					x	x
Near Lower School Office					x	x
Top of Main Stairs					x	x
Auxiliary Building Main Entrance (near garage doors closest to main entrance)		x			x	x
Auxiliary Building-Portable (inside C door)					x	x

Student medication is stored in the Health Office and accessible by Health Office Staff and designees.

Medical Training of Staff

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

C if a staff member is certified

D If a staff member has had delegation training

A/C if a staff member has both access and certification

Medical Training of Staff									
Trained Staff members Training documentation is available in the Health Office.	Type of Training								
	C P R	F i r s t A i d	M e d i c a t i o n A d m i n i s t r a t i o n	E p i n e p h r i n e I n j e c t o r	A s t h m a I n h a l e r	T u k ' N - K a r i E v a c u a t i o n	E m e r g e n c y C a r e f o r D i a b e t e s	E m e r g e n c y C a r e f o r S e i z u r e s	A E D u s e
School Nurse	A/ C	A/C	A/C	A/C	A/ C	A/C	A/C	A/C	A/C
Health Office Staff	A/ C	A/C	A/C	D	D	A/C	D	D	A/C
MERT	A/ C	A/C	D	D	D	C			A/C
Teachers			D	D	D	C	D	D	

Mental Health Services

Definition Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

Applicable to Below Hazards

- Violent Critical Incident Bomb Threat
- Bullying (HIB)
- Bus Accident
- Hazardous Materials Civil Disturbance Death
- Explosion Fire Hostage
- Injury/Health Emergency Lost Child
- Medical: Bloodborne Pathogen Medical: Pandemic
- Severe Storm/Tornado Sexual Assault/Abuse Terrorism
- Unidentified Substances/Illicit Drugs

Mental Health Procedures

Reach out to Washington Crisis Intervention Services.

<https://www.washingtoncountymn.gov/3438/Crisis-Intervention-Resources>

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member believes someone may be exhibiting concerning signs and symptoms, they should notify their Division principal and/or school counselors.

Rapid Assessment

Definition A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

Applicable to Below Hazards

Violent Critical Incident Bomb Threat

Bullying (HIB)

Bus Accident

Hazardous Materials Civil Disturbance Death

Explosion Fire

Gas Leak/Outage Hostage

Injury/Health Emergency Lost Child

Medical: Blood borne Pathogen Medical: Pandemic

Power Outage

Severe Storm/Tornado Sexual Assault/Abuse Terrorism

Unidentified Substances/Illicit Drugs

Water Outage/Restriction/Main Break

Winter Storm/Ice Storm

Rapid Assessment Procedures

Rapid assessment is conducted by the first adult to assist in determining which functional content areas to implement and for which building occupants.

1. Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
2. Assess the extent of the emergency; call 911 if assistance is needed.
3. Contact the Health Office (5906) and continue to address life threatening issues as trained or until appropriate personnel arrive.
4. Notify appropriate administrator for consideration of activation of Incident Command System(ICS). Then return to your role under the ICS.
 - a. Incident Commander: Implement Hold/Secure protocol if needed.
 - b. MERT Team: Assemble and provide care as directed
 - c. Once the scene is stabilized, ask bystanders for information
 - d. Health Office Staff: notify parents/guardians/family of victims
 - e. Notify School Administration/School Board/Authorizer
 - f. Notify school community as appropriate

Hold/Secure

Definition

Hold is used when there is a situation inside the building, not a violent critical incident, where staff/students need to convene in their office/classroom space. Staff/students remain in this space until the situation is resolved. There is no changing of classes and limited movement within the building. Hold can involve a specific area, such as only Upper School, etc.

Secure is used when there is a situation outside the building, not a violent critical incident, where no one is allowed in or out of the building. School day operates normally within the building.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

Applicable to Below Hazards

Bomb Threat
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Hostage
Injury/Health Emergency
Lost Child
Medical: Bloodborne Pathogen
Power Outage
Severe Storm/Tornado
Terrorism
Winter Storm/Ice Storm

Hold/Secure Procedures

Timely notification of the order to Hold or Secure is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

1. Clear announcement via CrisisGo or other school wide methods
2. Enact Incident Command System (ICS) if directed/needed
3. Move students and staff to directed areas
4. Lock doors and close blinds as directed
5. Take attendance on CrisisGo
6. Monitor CrisisGo for updates and further details
7. Assist those with special needs

Extended Hold or Secure

A hold or secure beyond a few hours may require additional resources to support the sheltered population.

Items that may be needed:

Life sustainment of sheltered occupants becomes a priority during extended hold/secure events. Food, water, extra batteries, and toileting needs must be considered. Lack of access to medication stored at the school may cause a medical emergency. Supplies for sealing rooms to prevent transfer of contaminated air. Products and services identified above may need to be resupplied during extended hold/secure. Contact Washington County Emergency Management if anticipating an extended sheltering time period to obtain additional resources.

c. Hazards/Threats

The following response information provided below is specific to each hazard or threat and supplements the actions found in the functional content areas. Procedures and information outlined in functional content areas are not duplicated here.

Violent Critical Incident

Definition

An active shooter or armed assailant on school property involves one or more individuals intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

SRP

Medical Response

Mental Health Services

Rapid Assessment

Active Shooter Procedures

All school staff receive active shooter training at least annually. The school utilizes SRP to respond to active shooter situations.

Responsibilities

- Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement once safe to do so.
- Provide law enforcement with the last known location of the suspect(s).

Bomb Threat

Definition

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

Functional Content Areas That May Apply

Close School
Emergency Communication
Evacuation
Family Reunification
Mental Health Services
Rapid Assessment
Hold/Secure

Bomb Threat Procedures

The Bomb Threat Checklist is in the appendix. For safety reasons, appendices are not public.

Bomb Threat Guidance

1. Conduct a Rapid Assessment

Low Risk

Lacks realism: A threat that poses a minimal risk to the victim and public safety. The probable motive is to cause disruption.

- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (ie, written on a wall)

Medium Risk

Increased level of realism: threat that could be carried out, although it may not entirely appear realistic

- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (ie, "I'm serious" or "I really mean this")

High Risk

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas
victims, specific time, and location of device

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

- Perpetrator provides his/her identify
 - Threat suggest concrete steps have been taken toward carrying out the threat
 - Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.
2. Coordinate with local Law Enforcement
 3. Determine if a search is warranted
 4. Determine if protective measures for the building is warranted
 5. Electronic devices (cell phones, walkie talkies) should not be used in the proximity of the event.

Bullying (Harassment, Intimidation, and Bullying {HIB})

Definition

Harassment, intimidation or bullying behavior by any student/school personnel in the Prep is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Refer to MN 121A.031 SCHOOL STUDENT BULLYING POLICY

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Anti-HIB Procedures

Each Prep Principal/Director is the person responsible for receiving reports of bullying in their school. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters. If the complaint involves the Principal/Director, the complaint shall be made or filed directly with the Executive Director.

When investigating a complaint, the Principal/Director may take into account the following factors:

- The developmental ages and maturity levels of the parties involved.
- The levels of harm, surrounding circumstances, and nature of the behavior.
- Past incidences or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.

Investigation of a bullying incident shall be initiated within three school days of receipt of a report (via the Prep Bullying/Harassment Complaint Form) and be completed within 10 school days, unless the Principal/Director grants in writing an additional five-day extension due to extenuating circumstances. See Attachment A for an Prep Bullying/Harassment Complaint Form and the Process for Investigation.

Consequences - Many student conflicts can be resolved immediately and do not require reporting or submission of an Prep Bullying/Harassment Complaint Form. Prep will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in Attachment A

Appeal - Any party who is not satisfied with the outcome of the investigation may appeal to the Executive Director within 10 school days of notification of the Principal/Director's decision. The Executive Director will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the

findings of the report. The Executive Director shall notify the party requesting the appeal and the Principal/Director that his decision is final.

School Employees - When it is determined that a school employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The Principal/Director may consider employee discipline for such violations.

Reprisal - The school will take appropriate action against any student or employee who retaliates against any person who reports alleged bullying or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment.

Bus Accident

Definition

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

Schools buses are required to have a first aid kit that conforms to federal standards. See MN Statute 123B.90 for specifics on emergency and evacuation procedures.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Mental Health Services

Rapid Assessment

Hold/Secure

Bus Accident Procedures

- The school and bus driver must adhere to the Minnesota School Transportation Regulations
- The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives.
- The school will comply with the bus company's onsite accident procedures.

Fire

Definition

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Functional Content Areas That May Apply

Close School
Emergency Communication
Evacuation
Family Reunification
Medical Response
Mental Health Services
Rapid Assessment

Fire Procedures

All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm. Call 911 when safe to do so.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Teachers will take the Red Emergency folder with them as they leave the building and take attendance at their assembly area.
- No one may re-enter building(s) until it is declared safe by the fire department.

Hostage

Definition

A hostage situation involves one or more persons being held against their will by one or more individuals. If weapons are present, this should be viewed as a violent critical incident. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

Functional Content Areas That May Apply

SRP

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Hold/Secure

Hostage Procedures

- Cooperate with hostage taker
- Call 911 (internal 8-911)
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with the last known location of suspect(s).
- Those who know the hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

Medical: Bloodborne Pathogen

Definition

Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Functional Content Areas That May Apply

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Medical: Bloodborne Pathogen Procedures

Training

Employees whose job descriptions identify them as potentially exposed to human blood or other regulated body fluids have received training annually on blood borne pathogens.

Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- Quaternary Ammonia cleaning agent
- Disinfectants
- PPE package (MERT)

Medical: Bloodborne Pathogen Procedures

- If it's wet and not yours, don't touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agents are more than adequate for clean-up.
- If severe bleeding cannot be contained or stopped do not move the victim unless it is needed for their safety
- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.

The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not use bar soap or cloth towels for hand-washing that could pass contamination to others).

Severe Storm/Tornado

Definition

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

Watch

The conditions exist for severe weather to form. Continue to monitor conditions.

Warning

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category: Lightning, Severe Thunderstorm, and Tornado.

Lightning

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last visible lightning strike.

Severe Thunderstorm

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

Tornado

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

EF Number	3 Second Wind Gust (MPH) estimated
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

Functional Content Areas That May Apply

Close School

Emergency Communications

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure/Shelter

Severe Storm/Tornado Procedures

- Monitor National Weather Service (radio, social media, website, etc.).
- Stay away from windows and doors.
- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Building occupants should seek shelter in the main gym.
- Those outside of the main building should also seek shelter in the main gym if safe to do so. If unable to reach safety, use the D.U.C.K technique.

For a tornado

D - Go **DOWN** to the lowest level

U - Get **UNDER** something

C - **COVER** your head

K - **KEEP** in shelter until the storm has passed

Terrorism

Definition

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents." Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

Functional Content Areas That May Apply

SRP

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Terrorism Procedures

The school has designated the Incident Commander to coordinate with Minnesota Homeland Security officials in the event of a terrorist threat.

“SEE SOMETHING, SAY SOMETHING”

Suspicious activity should be reported to:

- Local Law Enforcement

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from the US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

Coordinate with local law enforcement to determine the recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

Hazardous Materials

Definition

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Washington County Emergency Management and Bayport Fire Department, oversees hazardous materials and may assist with identification of chemical hazards near the school.

Prep is located near a federal highway, 2 state highways, a railroad track and gas pipeline. Railroads and highways have a greater risk because of the quantity and variety of chemicals transported.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Hazardous Materials Procedures

- A list of Hazardous Materials, including Material Safety Data Sheets, are maintained by the Facilities Director and can be found in that office as well as the Health Office.
- Cleanup equipment and personal protective equipment are located in the custodial storage space on the 2nd floor, room 252.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area. Consider enacting Hold/Secure protocols depending on the size of the spill.

The following are possible sources of Hazardous Materials nearby the school:

- Highway I-94 (5 Miles)
- State Highway 95 (1 Mile)
- State Highway 36 (1.5 Miles)
- Railroad Tracks (adjacent)
- Gas Pipeline (adjacent)
- Xcel Energy King Power Plant (2 miles)

Civil Disturbance

Definition

Civil disturbance is a general term used to describe a variety of violent situations or acts of disorder. It does not include nonviolent demonstrations protected by the first amendment.

Functional Content Areas That May Apply

Close School

Emergency Communication

Mental Health Services

Rapid Assessment

Hold/Secure

Civil Disturbance Procedures

- Crowd control is complex and unpredictable. Notify local law enforcement as appropriate.
- Announce to the school occupants in plain language what is occurring. Have staff continually check email or other designated communication method for updates.
- Hold/Secure functional content area may be utilized initially if disturbance is external.
- If there is a violent disruption inside the school, utilize the SRP functional content area.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disruptors; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

Death

Definition

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

Functional Content Areas That May Apply

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Death Response Procedures

- Immediately clear the area except those who are providing direct support to the victim.
- Clear scene of any ongoing hazards for any medical or other hazards created by the event.
- Notify 911 (external)/8-911 (internal) and Health office (5906)
- Administration/Health Office will notify family
 - If the victim is a staff member, notify Human Resources to provide notification to the family. Notification must be made in person.
 - If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.
- Mental Health assistance and programming should be made available for the entire educational community.

Explosion

Definition

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Explosion Procedures

- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Call 911.
- Do not re-enter the building or area involved until declared safe by the fire department.
- Do not store petroleum and fertilizer in the same location.

Gas Leak/Outage

Definition

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communications

Evacuation

Family Reunification

Rapid Assessment

Gas Leak/Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
 - Determine whether the source of the leak is inside or outside building
- **Follow Fire Department instructions before relocating the building to an off-site location.**

Consider the potential consequences of an outage:

- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science Labs may be affected

The School has put the following plans in place to mitigate these issues:

- Buses could be used as temporary, mobile shelters during inclement weather
- Turn off electrical devices
- Turn off and abandon any motorized equipment in close proximity to the leak
- The use of electronic devices and power switches should not be used in close proximity to the leak

Injury/Health Emergency

Definition

Medical emergencies can occur at a varying level of severity.

Prep employs a full time Licensed School Nurse.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Injury/Health Emergency Procedures

- Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
- Administer appropriate first-aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- The principal may designate a staff member to accompany the victim who is transported to the hospital.
- The Health Office shall notify parent, guardian or another appropriate family member of the situation, including type of injury or illness, medical care given and location where the person has been transported.

Lost Child

Definition

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event.
- Abducted or kidnapped

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Hold/Secure

Lost Child Procedures

- Report missing child to appropriate division office with a description and other noteworthy information about the child.
 - Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Use PA system to call child to office as appropriate
- Conduct a walk-through of the interior and exterior.
 - Pre-assign search areas adjacent to daily staff assignments.
 - Staff members who do not supervise students should search all other areas.
 - Search all buses.

If child is not found:

- a) Use Hold/Secure functional content area
- b) Increase number of staff members searching exterior and interior
- c) Contact Police (911)
- d) Notify Parents
- e) Contact bus transportation, if appropriate
- f) Notify Field Trip location if appropriate

Medical: Pandemic/Disease Outbreak

Definition

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local or regional or global outbreak.

Functional Content Areas That May Apply

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Medical: Pandemic Procedures

- The school will increase targeted cleaning and disinfecting efforts when rates of absenteeism are increasing due to a specific disease.
- The school administration should consider closing school when there are high rates of absenteeism due to a specific disease. This decision should be considered in cooperation with local and state public health
- Adjust school academic hours to ensure state academic hours are met for all students impacted.
- The school should have a distance learning and/or hybrid plan in place.
- A mental health services plan should be considered for all staff and students.
- A specific plan may need to be created depending on the severity and duration of a pandemic/disease outbreak. This may include but not limited to: Health Services Protocols, cleaning/sanitizing, food service, activities, transportation, mental health, employee protocols, etc.
- Minnesota Department of Health (MDH) and Center for Disease Control (CDC) and/or local authorities' guidelines may be referenced in developing a specific plan.

Power Outage

Definition

A power outage can occur at any time, for a variety of reasons and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Hold/Secure

Power Outage Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
 - If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call the Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- For extended outages consideration should be given to closing the school.

Consider the potential consequences of an outage

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and will be unavailable.
- Refrigerators (including Health Office), Freezers will cease cooling, but will remain cool for 36 hours.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable. Food service has an ample amount of shelf stable foods for meal service.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.

The School has put the following plans in place to mitigate these issues

- A supply of batteries should be available in the various school workrooms.
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment following an outage.

Sexual Assault/Abuse

Definition

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Sexual Assault/Abuse Procedures

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam has taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible.
- School authorities will cooperate with law enforcement in a lawful investigation.
- Mental health assistance should be made available as appropriate.

Unidentified Substances/Illicit Drugs

Definition

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Unidentified Substances/Illicit Drugs Procedures

1. Proper personal protective equipment shall be used during any search.
 - a. Nitrile gloves
 - b. Mask
2. Do not touch, taste or handle unidentified substances.
3. Narcan (Naloxone) is available and can be used during exposures or overdoses (see separate narcan policy for details on protocol for administration and storage).
4. Consider securing the area where the unidentified substances are found until first responders arrive.
5. School authorities will contact the law enforcement if unidentified substances are discovered.
6. School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

Water Outage/Restriction

Definition

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Water Outage/Restriction Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call the Water service provider (City of Bayport Public Works) and report the outage.

Consider the potential consequences of an outage:

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

The School has put the following plans in place to mitigate these issues:

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by Food Services, as available.
- Hand sanitizer is available in each classroom and restroom.
- Food services has the ability to provide meal service using stored shelf stable food items for a limited period of time.

Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

Winter Storm/Ice Storm

Definition

Snow, ice and wind have significant and varying impacts on schools and transportation.

Winter Storm Warning: Life-threatening severe winter conditions have begun or will begin within 24 hours.

Winter Storm Watch: Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of:

1. 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period
AND/OR
2. Enough ice accumulation to cause damage to trees or power lines.
AND/OR
3. a life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning: ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index: Measure of how cold people feel due to the combined effect of wind and cold temperatures.

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Hold/Secure

Winter Storm/Ice Storm Procedures

- The outside snow removal contractor is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- The Executive Director is responsible to monitor the weather and make recommendations to delay and/or close in conjunction with Stillwater Public Schools.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by the resident District.
- Consideration must be given to the decision made by Stillwater Public Schools to delay/close school. Bus transportation is provided by Stillwater Public Schools.

VI. RECOVERY

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administration will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If the structure is not safe, the administrative team will meet to consider alternative plans.
- School Administrators should consult the Continuity of Operations Plan (COOP).
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with Washington County Emergency Management as federal disaster reimbursement may be available.

Continuity of Operations Plan (COOP)

Definition

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

Procedure

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement set by the Minnesota Department of Education. Below are some possible solutions:

Short-Term Unavailability:

If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:

- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year
- E-Learning

Long-Term Unavailability:

- Contact Washington County Emergency Management who may assist with resources.
- Contact the Minnesota Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility
 - Consider local churches and community centers, with adequate space and restrooms.
 - Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
 - Establish an MOU.
- Transition to an online educational format
 - Ensure that all students have computer and internet access.
 - The local Library may be able to provide assistance.

Permanent Closure:

- Transfer student records to the Minnesota Department of Education.
- Communicate closure to parents as quickly as possible.

VII. PLAN ADMINISTRATION

A. Approval of the Plan

While developing the emergency operations plan, the Emergency Preparedness Coordinators will consult with school and community stakeholders as appropriate.

- Law enforcement
- Fire Officials
- Emergency Medical Services
- Washington County Emergency Management
- Local Mental Health Services
- Parents of students
- Teachers and Staff
- Administration
- School Board and Authorizer

Changes made to the plan should be shared with school and community stakeholders when appropriate.

B. Crisis Team

The Crisis Team addresses safety issues within the school in consultation with the Administration Team. The team meets throughout the school year. Collaboration can occur via online meetings, email, phone calls and one on one meetings. Other school and community stakeholders are invited to make security recommendations via email or informational meetings.

C. Review and Updates to the Plan

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

The Emergency Preparedness Coordinators shall review the EOP annually. At that time if any changes are required, those changes should be presented to the Administration team. All changes within the body of the EOP must have final approval from the School Board. Items may be updated as needed with School Board approval occurring during annual board review. For safety reasons, appendices are not public.

If at any time changes are made to the school EOP, the revised content will be disseminated to, but not limited to: school authorizer, Minnesota Department of Education, and appropriate school and community stakeholders.

A current version of the EOP, excluding the pages in the appendix (for safety reasons), will be made available to the public on the school website.

D. Personal Emergency Preparedness

All Prep employees are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school.

APPENDIX

EOP Record of Change			
Change Number	Date Approved by School Board	Name	Summary of Changes
07132021	July 20 th , 2021	Dustin Vincent/Candace Westlund	1) Minor grammatical changes 2) Addition of “disease outbreak” language to Pandemic section 5C 3) Update admin presence during early release procedure 4) Updated Rally Point Map 5) Added Mental Health Referral Forms 6) Added a PPE provider to service providers 7) Updated Mental Health Provider Contract for 21-22 school year
08162022		Candace Westlund/Robin Moore	1) Update names and titles 2) Updated Safety drills 3) Revised and updated ICS flow chart 4) Minor grammatical changes 5) Narcan is not available at the school at this time
07132923		Candace Westlund/Robin Moore/Claire Fiedler	1) Updated Shelter in Place to reflect current Hold/Secure protocols 2) Minor verbage or grammatical changes
08082024	November 19 th , 2024	Robin Moore/Claire Fiedler/Candace Westlund	1) Updated items in Red Folder 2) Moved information regarding off-site rally point and reunification site to appendix for safety reasons 3) Updated Aux and Rally Point maps
07072025		Robin Moore/Claire Fiedler/Candace Westlund	1) Updated phone number 2) Updated student and functional needs population 3) Updated where training files are located (resource drive to frontline)

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

			4) Updated A.L.I.C.E. to Standard Response Protocol language throughout 5) Updated Narcan and AED locations 6) Updated Safety drills 7) Updated A.L.I.C.E. section (page 21) to SRP 8) Moved “visitor procedures” from A.L.I.C.E. area to Functional Content Area (Protective Measures) page 18 9) Updated Medical Supplies and Equipment 10) Added “Shelter” to actions for Severe Weather/Tornado 11) Updated ICS Chart page 83 12) Updated maps from page 92-95
8/17/26			1) Updated EOP to reference CrisisGo instead of Red folders 2) Updated Safety Drills 3) Updated maps (not public information)

EOP Record of Distribution		
Name	Title	Date
	ALICE	Fall 2020
EOP in CrisisGo	Standard Response	Fall 2026

Annual Risk Assessment:

Security Self-Assessment		E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D o e s N o t E x i s t	F u t u r e B u d g e t I t e m	N o t R e l e v a n t
Recommended Security Measures						
Ex teri or	Lockable exterior doors					
	All exterior doors are locked during school hours					
	Exterior doors labeled					
	Exterior windows labeled					
	Anti-ballistic/Shatter-proof glass or film on doors/windows					
	Landscaping maintained from obscuring windows					
	Fenced playground					
	Bollards used to protect building access					
	Adequate lighting at exterior doors					
	Adequate lighting in parking lot(s)					
	Adequate lighting on walkways					
	Parking decals used					
	Driving lanes are clearly marked					
	Traffic patterns and procedures for drop off/pick up are enforced					
	Fire lane marking maintained					
Bu ildi ng Ac ce ss	Controlled access (Front door buzzer)					
	Security vestibule exists at entry					
	Swipe card system					
	Key control/management system					
	Visitors must report to the main office upon arrival					
	Visitor sign-in log					

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

	Visitor badging system					
	Weapon/metal scanners					

Security Self-Assessment		E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D e s N o t E x i s t	F u t u r e B u d g e t I t e m	N N o t R e l e v a n t
Recommended Security Measures						
	After-hours access to the building is limited/monitored					
	2-way communication device at main entry					
Security Cameras	Security cameras on exterior doors					
	Security camera in vestibule					
	Security cameras interior to school					
	Cameras accessible by law enforcement during emergencies only					
Interior	Locking mechanisms on the interior of classroom/office doors					
	TDLDs/barricade systems are available for classrooms					
	Alarm system					
	Protective gloves and masks					
Communications	PA system reaches all parts of the building					
	PA reaches outdoor venues (playground, sports fields, parking lot)					
	Hand-held 2-way radios/MARCS Radios					
	Radio building repeater					
	All classrooms are able to communicate with the main office					
	Tip line					
	Anti-bullying posters displayed					
Staff	Teachers monitor hallways and restrooms between classes					
	Security staff or SRO on duty during school hours					

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

an d St ud	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office					
---------------------	---	--	--	--	--	--

Security Self-Assessment			E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D o e s N o t E x i s t	F u t u r e B u d g e t I t e m	N o t R e l e v a n t
Recommended Security Measures							
ent s	Students and staff are trained not to prop open exterior doors						
	Students trained on "See Something, Say Something"						
Ot he r							
	[Other]						

Triennial Risk Assessment:

Date: _____

Reviewers: _____

This baseline security practices checklist from the US Department of Homeland Security is intended only as a guide; it is not a requirement under any regulation or legislation.

ACCESS CONTROL	YES	NO	COMMENT
The facility perimeter and areas within the facility that require access control are well defined.			
The facility limits building access points.			
Designated access points are monitored to control facility access.			

Positive entry control systems are established (e.g., telephone entry control, biometric access control).			
Signs direct visitors to designated building entrances and exits.			
Exterior doors to gyms, maintenance areas, kitchen, and delivery areas are secured when not in use.			
Visitors are required to check in with the front office upon arrival and departure.			
Visitors are provided with school issued identification badges when on school grounds.			
Policies are in place for those with and without appointments or official school business.			
Vendors and contractor personnel are escorted throughout the facility.			
Vendors are required to sign in and out.			
Background checks are conducted on all school employees, vendors, and contractors.			
A key control program is established that monitors keys, entry cards, and duplicates.			
Key control program is audited annually.			
Staff members present after normal business hours required to sign in/out, or swipe in/out?			
Staff are required to turn in ID cards, or Keys upon termination?			

BUILDING EXTERIOR	YES	NO	COMMENT
Policies are in place that restrict access to bus-loading zones.			
Bus-loading, unloading, drop off zones and fire zones are clearly marked.			

School designates areas for use of parking lots (e.g., staff lot, student lot, possible spaces).			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible.			
Identification system (e.g., placards in windshield).			
There is a schedule for maintenance for checking lights, locks/hardware.			
Appropriate perimeter barriers or gates storage sheds, portable classrooms, are installed and secured when not in use.			
Students access to parking area is restricted to arrival and dismissal times.			
Perimeter barriers are clear to enable continuous monitoring and to inhibit exterior door check handles not in close proximity.			
Windows are locked securely.			
BUILDING INTERIOR	YES	NO	COMMENT
Window hardware and frames are School front office is clearly marked, regularly inspected for security weaknesses.			
The main entrance is visible from the main office.			
Facility has visual surveillance capability (e.g., designated surveillance points, cleared lines of sight).			
First aid/school nurse office location is clearly marked.			
Clear zones adjacent to buildings are free of vegetation and other obstructions.			
Critical utility systems and equipment are secured and locked.			
Employees are familiar and trained with how to shut off utility services.			
Trees, shrubs, and other foliage are trimmed to allow visibility?			
A positive inventory is kept on School grounds are adequately lit			
chemicals in use or used in science classes or laboratory areas.			
Vandalism and graffiti is documented			
Roof access doors are secured and locked.			
Mechanical, electrical, and other Custodial and storage closets are secured and locked.			
Equipment are surrounded by protective enclosures to prevent unauthorized access.			
The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.			
Access to the roof is restricted.			
Unassigned lockers are secured.			
Speed limits are posted.			
Locks for lockers supplied by school.			
Fire hydrants are clearly visible.			
Doors and stairwells are numbered.			
Drug-free and dangerous weapon free zone signs are posted.			
Stairwells, hallways, and restrooms are adequately lit.			
Good visual surveillance of play equipment is possible.			
Enclosed stairwells are monitored.			
Vehicle access to play areas is either electronically or by security personnel,			

Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).			
Doors and locks are in good condition.			
Easy access to fire extinguishers.			
Adequate access to first aid supplies (e.g., automated external defibrillators (AEDs)).			
Class III type fire doors with crash bar capabilities and automatic activation are installed.			
High-risk areas are protected by high security locks and an alarm system (main office, cafeteria, computer labs, industrial arts rooms, science labs, nurses office, boiler room, electrical room, phone line closet).			
Unused areas of the school can be closed off during after school activities.			
Administrative staff maintain a highly visible profile.			
Exit signs are clearly visible and pointing in the correct direction.			

CLASSROOM SECURITY	YES	NO	COMMENT
Classroom safe zones or protection areas are established.			
Classroom has access to two-way communication system.			
All areas of the classroom are visible from the classroom door.			
Classroom doors can be locked from the inside.			
Classroom doors with windows can be covered.			
Classrooms have adequate aisle space for quick exits.			
Class rosters are reviewed and updated on a regular basis.			
Faculty and staff are assigned to check that all classrooms and			

bathrooms are locked after the school day.			
Valuable items are secured (e.g., instruments, computers, video equipment).			
Chemicals, poisons, and flammable materials are properly secured and stored.			
Fire extinguishers are inspected on an annual basis.			
Personnel working with hazardous materials have received appropriate training.			
All rooms have emergency procedures/evac routes listed.			
Phones are present at the primary work areas of all staff members.			
Doors are locked when classrooms are vacant.			

SCHOOL CULTURE	YES	NO	COMMENT
Faculty, students, and staff are all provided with security information and training.			
Security information and training includes information on how first responders operate to avoid hindering operations.			
Security information and training includes training on how to identify suspicious packages.			
Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.			
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Students do not have access to the school without direct staff supervision.			

Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills,			
--	--	--	--

anti-bullying, mentoring programs, character education).			
School maintains, reviews, and updates a code of conduct/school handbook.			
Code of conduct/school handbook contains standard definitions and procedures that identify school crime.			
A chain-of command has been established for the school when the principal and/or other administrators are away from the building.			
School has a well-developed network of service providers that students can be referred to (e.g., mental health services)			
Photo identification badges are issued to all faculty, students, and staff.			
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.			
Students are required to have written permission to leave school during school hours.			

COMMUNICATION SYSTEM	YES	NO	COMMENT
Systems are installed that provide two- way communication between faculty, staff, administrators, and security personnel.			
Communication system is installed that provides communication with all people at the school, including faculty, students, staff, emergency response teams, and visitors.			
Does the PA system work properly?			
Can it be accessed from several areas in the school?			
Can it be heard, and understood, outside?			

Regular communication with local law enforcement and emergency responders is established.			
---	--	--	--

Procedures are developed for communicating with public and the media regarding security issues.			
A notification protocol is developed that outlines who should be contacted in emergencies and how.			

REPORTING PROCEDURES	YES	NO	COMMENT
School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.			
The identified point of contact for reporting potential threats is available 24/7.			
There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., email, telephone, online, in-person).			
Reporting can be anonymous.			
There are clear policies in place for collecting and acting on information about a threatening or potentially threatening situation.			
Policies explain how information will be handled confidentially and appropriately.			
Incidents of crime that occur on school property or at school-related events are reported to law enforcement and a log is kept by the school.			
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after hours patrols of the school site.			

SECURITY EQUIPMENT	YES	NO	COMMENT
---------------------------	------------	-----------	----------------

Facility has security system installed (e.g., CCTV, IP cameras, digital camera integration and intrusion detection and alarm system).			
Video security systems are connected to the building's emergency power supply.			
Alarm system is connected to local law enforcement.			
Security camera tapes or recordings are retained for an allotted time period.			
All emergency response equipment and supplies are checked on a regular basis.			
School has adequate utility service capability to meet normal and emergency needs.			

SECURITY PERSONNEL	YES	NO	COMMENT
A school security director is designated to develop, implement, and coordinate all security-related activities.			
School security personnel are a visible and regular presence after school hours of operation.			
School security personnel are deployed during after school hours of operation and special events.			
Security personnel check for unauthorized vehicles in parking lots or on school grounds.			
Halls, common areas, and gyms are monitored for suspicious items (e.g., backpacks, briefcases, boxes).			
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Security personnel regularly inspect and secure doors.			
If the building is used after school hours, security personnel are present.			

School safety audits are conducted on a regular or continuing basis.			
--	--	--	--

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

CYBERSECURITY	YES	NO	COMMENT
School maintains a well-trained computer security staff.			
School faculty and staff are required to use passwords and unique login information to access electronic files.			
Students are required to use passwords and unique login information to access electronic files.			
Security plans for computer and information systems are established.			
These computer and information system security systems include both hardware and software.			
Faculty and staff are trained in safe and secure computer use.			
Students are trained in safe and secure computer use.			
Cybersafety and cyberbullying programs are provided for students.			
Computers include filters to monitor internet activity on school computers.			
Video security system is adequately protected against hackers.			

EMERGENCY OPERATIONS PLAN	YES	NO	COMMENT
A comprehensive school emergency operations plan has been developed.			
Plan has been developed in coordination with community partners (e.g., local law enforcement, emergency medical personnel, and fire department personnel)			
Plan takes into consideration numerous circumstances and criteria for response (e.g., lockdown, evacuation, hold/secure).			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Plan contains an updated map of the school's floor plan that includes room numbers, evacuation routes, and utility shut offs.			
Plan defines roles and responsibilities—that is, creates an			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

organizational system (e.g., school security commander, public information officer, etc.) <i>*Consider following Incident Command System (ICS) structure¹</i>			
Plan contains a method for reporting incidents internally to faculty, students, and staff (e.g., mass notification system).			
Plan contains a method for reporting incidents externally to media, families, neighbors, and the community.			
Plan contains directions that provide for the needs of students, staff, and visitors with disabilities and other functional and access needs.			
Plan considers necessary equipment and supplies to respond to a crisis.			
Plan contains common vocabulary.			
Plan includes an accountability system that accounts for all faculty, students, staff, and visitors.			
Plan contains a parent reunification system that ensures students are only released to authorized individuals after an incident.			
Plan contains action checklists for teachers, administrative staff, and other staff located throughout the school to follow during incident response.			
Plan includes components for post-incident response/recovery (e.g., stress management, mental health services, infrastructure restoration, post-incident evaluation, business continuity plans etc.)			
Plan is reviewed and updated on an annual basis.			
School conducts regular exercises/drills of emergency plans.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

¹ <http://www.fema.gov/incident-command-system>

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

CONSIDERATIONS	YES	NO	COMMENT
Classrooms numbered with reflective materials over the door, bottom of the door, and exterior window.			
Replacing interior doors with large windows to doors with small windows.			
Replacing present classroom locks with locks that can be activated from the inside.			
Convex mirrors used to see around corners in hallways.			
Convex mirrors used to see up and down stairwells.			
Installation of strobe lights or flashing lights on exterior of building to warn staff and students outside of the problem.			

Additional Building Comments:

This document was developed by the Office of Infrastructure Protection, DHS, to provide information to K-12 school personnel assigned with the responsibility of assessing school security practices to foster safer and more secure school communities. The information herein is not all inclusive. This guide presents an overview of K-12 school security practices. School administrators and legal counsel should work together to ensure that these practices are employed in a manner consistent with legal requirements.

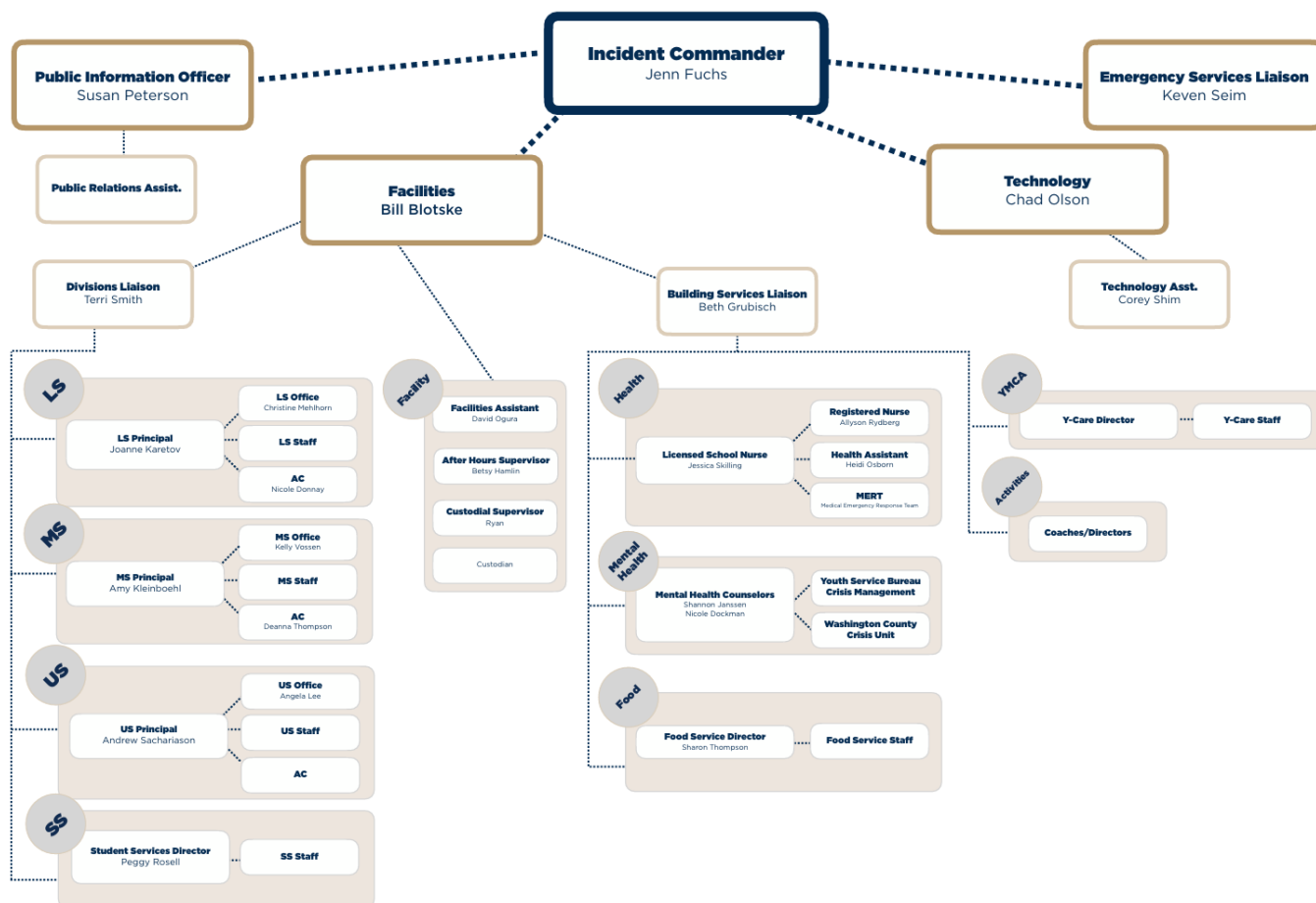
Note: Information presented here is subject to copyright laws and other terms of use as set forth in the respective references

Incident Command Structure:



st.croixprep

Incident Command Structure



Bomb Threat Checklist:

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected Delivery
- Poorly handwritten
- Misspelled Words
- Incorrect Titles
- Foreign Postage
- Restrictive Notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland
Security

Emergency Communication Plan:

Emergency School Closings:

Admin Procedures, Communications, and Schedules

Process Step	Key Information	Responsibility	Backup
Bus Company or ISD834		Executive Director	Upper School Principal
Send email to PREP Employees		Communications	Upper School Principal
Send School Messenger notice to listserv		Technology Director	Communications
Update Website with school schedule changes		Technology Director	Communications
Send email to school community	Done via Constant Contact	District Executive Asst.	Administrative Office Personnel
Update WCCO, KSTP, KMSP, KARE11 School Closing Information	Media site login information	Executive Director	District Executive Asst.
Change Phone Message on Main Line		Technology Director	District Executive Asst.

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Notify: if applicable • YCare – Communida tions • Subs – Human Resources Director • Coaches – Activities Director • Building Attendant – Facilities Director • Lunch staff – Food Services Director	Communicate closing to personnel who may not receive information through one of the above vehicles	Human Resources Director Activities Director Facilities Director	Human Resources Director District Administrative Asst. Human Resources Director
--	---	---	--

School Bus Company			
--	--	--	--

SCHOOL CLOSING

Closing due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Notify bus transportation providers

Cancellations include:

- K-12 classes and programs.
- Extended day child care
- All before and after school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

Sample Notice for School Closing:

Due to _____, St. Croix Prep's school day is canceled today (DATE). The school building, including administrative offices, will be closed. ALL before and after school (including evening) activities are canceled and there will be no before and after school childcare. Classes will resume on (DATE) unless otherwise notified.

Add'l verbiage IF distance learning day: NOTE: This will be a Distance Learning Day for (division name) Students. Instructions regarding Distance Learning will be communicated by each Division.

DELAYED START

Delayed start due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation to school - students should report to the bus stop as instructed in notification
- Lunch will be served on a modified schedule. The school day will end at its normal time, 3:05 pm.

Cancellations include:

- Morning session of extended day child care
- School Breakfast.
- Before school activities unless notified by your advisor or coach.
- Field trips and daytime school events may be canceled.
- School rental permits held by outside organizations for meetings and activities may or may not be canceled by the school. School will contact the organizer.

Sample Notice for Delayed Start:

St. Croix Prep's school start time will be delayed (time) today. Correspondingly, bus transportation will be delayed (time) from regular pick-up time. School doors open at (time). Students cannot be in the building before (time). All classes begin at (time) except for zero hour classes which begin at (time). ALL before school activities are canceled unless notified by your advisor or coach and there will be no morning session of extended day child care. School breakfast will not be served. Lunch will be served on a modified schedule. St. Croix Prep's school day will end at its normal time, 3:05 pm.

DELAYED START cont'd:

Example 2 Hour Delayed Start Schedules:		
Lower School	Middle School	Upper School
School begins 10:35 am ● Lunch (25 minutes) ○ 11:35-12:00 - Kindergarten ○ 12:45-1:10 - 1st grade ○ 1:45-2:10 - 2nd grade ○ 1:35-2:00 - 3rd grade ○ 1:40-2:05 - 4th grade ● Recess (20 minutes) ○ 2:30-2:50 - Kindergarten ○ 1:35-1:55 - 1st grade ○ 1:10-1:30 - 2nd grade ○ 2:10-2:30 - 3rd grade ○ 11:15-11:35 - ● Specialists (35 minutes) ○ 10:50-11:25 - Kindergarten ○ 11:30-12:05 - 1st grade ○ 12:15-12:50 - 2nd grade ○ 12:55-1:30 - 3rd grade ○ 2:15-2:50 - 4th grade ● 3 hour EAs work from 11:30-2:30	School begins 10:35 am ● Period 1: 1:35-11:04 ● Period 2: 11:08-11:37 ● Period 3: 11:41-12:10 ● Lunch: 12:12-12:42 ● Period 4: 12:49-1:20 ● Period 5: 1:24-1:55 ● Period 6: 1:59-2:30 ● Period 7: 2:34-3:05	● Zero hour: Does not meet ● Period 1: 10:35-11:10 ● Period 2: 11:14-11:49 ● Period 3: 11:53-12:27 ● Period 4: 12:31-1:08 ● Lunch: 1:10-1:35 ● Period 5: 1:40-2:06 ● Period 6: 2:10-2:35 ● Period 7: 2:39-3:05

EARLY RELEASE

Ending the school day early due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation home
- The school building will be closed upon all students vacating the premises.

Cancellations include:

- After school session of extended day child care.
- After school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

Sample Notice for Early Release:

Due to _____, St. Croix Prep will have an Early Release Day today, (date). Students will be dismissed at (time).

BUSES

Buses are scheduled to depart St. Croix Prep (or the Reunification site) at (time). Check the My Ride K-12 app for up to date status on when your student will arrive at their home stop.

PARENT PICK UP AND STUDENT DRIVERS

If you are picking up your student prior to (time), please do not call or email ahead of time. Go to the atrium and sign your student(s) out at that time.

Send the division office manager an email if you grant a person who is NOT currently on your emergency contact list, permission to pick up your child – include the name(s) of your child(ren) and the authorized person.

*Upper School Students **must** have parent permission to leave early. Email the Upper School Office Manager (angelalee@stcroixprep.org or 651-395-5970) to grant your student permission.*

Upper school students will check out upstairs. Parents with upper school students who will be driving their sibling(s) home must email the appropriate division offices to grant early dismissal permission to each child. Upper school students will go to the atrium to sign out and pick up their siblings.

Students are to wait in the atrium and are not to go looking for their siblings. Staff will find siblings once a parent arrives to pick up.

EARLY RELEASE cont'd

EARLY RELEASE Procedures:

- PLANNING: Administration meets briefly to plan for the day including:
 - End of day time (including Bus Dismissal time) that will be communicated to families.
 - Reviewing 'Early Release' Procedures.
 - Identifying available staff to assist with retrieving kids from classrooms.
 - Identifying which administrators will stay until the building is cleared of students.
- RELEASING STUDENTS BEFORE REVISED DISMISSAL TIME:
 - Set up
 - Three Check out tables are set up in atrium
 - Each table staffed by Prep employee
 - Division office managers remain in their offices to field parent phone calls and emails.
 - Division Office Managers Print 3 copies of their Student Rosters – Sorted alphabetically BY DIVISION staffed by Prep employees.
 - Each table should be equipped with laptops w/ access to Synergy, in order to locate students and a roster for each division.
 - Signing out students
 - Authorized person signs the student out in the atrium.
 - Prep staff retrieves the student from the classroom once an authorized adult or sibling has signed the student out.
 - Note: no students are released to the atrium before they are signed out by an authorized person.
 - Upper School student drivers MUST sign out in Upper School and must sign out their siblings in the atrium. Students must have permission from their parents to leave.
 - No students allowed to retrieve siblings from classrooms
 - A staff person will be positioned at the entrance to both LS and MS hallway to prevent this.