

# **Lewiston-Altura Crisis Response Management Information and Plans**



*August 2025*

## Crisis Response Team

The Crisis Response Team are L-A staff with the responsibility to plan, coordinate and facilitate a response action plan to support the communication, physical, social and emotional needs of students, staff and the community in times of an acute, often unplanned, crisis. *NOTE: Additional staff may be contacted to meet with the Crisis Response Team, depending on the specific circumstances of the crisis.*

| <b>Name/Position</b>                                   | <b>Elementary</b> | <b>High School</b> | <b>Work Extension</b>    |
|--|-------------------|--------------------|--------------------------|
| Gwen Carman<br>Superintendent                          | X                 | X                  | 3401                     |
| Dan Buege<br>Facilities Manager                        | X                 | X                  | 3404                     |
| Michelle Macpherson<br>School Nurse                    | X                 | X                  | 3259 (Elem)<br>3290 (HS) |
| Randi Ruppert<br>Social Worker                         |                   | X                  | 3233                     |
| Tori Todd<br>Elementary Counselor                      | X                 |                    | 3277                     |
| Melissa Papenfuss<br>School Psychologist               | X                 | X                  | 3279 (Elem)<br>3301(HS)  |
| Dave Riebel<br>Elementary Principal                    | X                 | X                  | 3213                     |
| Cory Hanson<br>High School Principal                   | X                 | X                  | 3232                     |
| Ryan Eppen<br>Activities Director/<br>Dean of Students |                   | X                  | 3295                     |
| Nancy West<br>Elementary Secretary                     | X                 |                    | 3211                     |
| Shelly Pringle<br>HS Secretary                         |                   | X                  | 3231                     |

## Medical Response Teams

The Medical Response Teams are specific staff in each building that are trained in basic first aid and CPR. These team members have volunteered to respond to a medical emergency in our buildings, until local first responders can arrive (if necessary).

### Elementary

|                                      |                          |
|--------------------------------------|--------------------------|
| Michelle Macpherson,<br>School Nurse | 3259 (Elem)<br>3290 (HS) |
| Mike Buringa                         | 3243                     |
| Tori Todd                            | 3277                     |
| Kayli Zezulka                        | 3272                     |
| Scott Schmalz                        | 3271                     |
| Courtney Fricke                      | 3250                     |
| Ginny Reszka                         | 3269                     |

### High School

| <b>Name/Position</b>                 | <b>Work Extension</b>    |
|--------------------------------------|--------------------------|
| Michelle Macpherson,<br>School Nurse | 3259 (elem)<br>3290 (HS) |
| Shelly Pringle                       | 3231                     |
| Amy Kelly                            | 3293                     |
| Amanda Koelln                        | 3230                     |
| Luke Acord                           | 3300                     |
| Ethan Scheck                         | 3284                     |
| Kayleen Scheck                       | 3283                     |
| Sarah Berndt                         | 3244                     |
| Vickie Speltz                        | 3403                     |

### AED Locations

Elementary: By the Office

High School:

- C-Wing by Weight Room
- C-Wing by Choir Room
- By Football Bleachers (outside)
- Portable AED in AD Office (taken on offsite sporting events)

## Behavioral Crisis Response Team

These are staff members who are trained to support and respond when a student has escalated for a significant amount of time and is displaying significant emotional behaviors which may result in injury to him/herself or others.

### Elementary

|                    |      |
|--------------------|------|
| Dave Riebel        | 3213 |
| Torie Todd         | 3277 |
| Dylan Weninger     | 3260 |
| Scott Schmalz      | 3271 |
| Valerie Hettenbach | 3242 |
| Stephanie Kendall  | 3264 |

### High School

| Name/Position      | Work Extension |
|--------------------|----------------|
| Cory Hanson        | 3232           |
| Ryan Eppen         | 3295           |
| Randi Ruppert      | 3233           |
| Kinsey Hornberg    | 3288           |
| Zach Vix           | 3235           |
| Theresa Starks     | 3278           |
| Shannon Czaplewski | 3294           |

## Interagency Emergency Contact Phone Numbers

| Agency   | Phone Number                         |
|--|--------------------------------------|
| Immediate Fire, Ambulance or Police  | 911                                  |
| Winona County Dispatch (request assistance but not an urgent emergency – the Sheriff’s office has immediate contact with Lewiston Police.) | 507-457-6492                         |
| City of Lewiston Water/Sewer   | 507-523-2257                         |
| Hazardous Materials Information Center   | 1-800-467-4922                       |
| MN Suicide& Crisis Lifeline  | 988                                  |
| Winona County Public Health & Human Services   | 507-457-6500<br>dhs@winonacounty.gov |

## **Standard Response Protocol Notes**

### General Response Priorities

- Be observant.
- Report concerns to administration/office staff or another staff member as soon as practical.
- Always have a set of current attendance rosters in paper format ready to take with you. Keep on a clipboard with a pencil.
- Account for all students in your class.
- Stay calm, prioritize safety of students and staff.
- Listen on intercom or other means for communications that may impact needs to hold, secure, lockdown or evacuate.
- Refer media to the superintendent.
- Get personal support if needed.

Fire Drills: Students and staff exit the building through the nearest exit. Each classroom has an individual map posted, and a relocation campus station for individual classrooms to gather. Teachers will take attendance and report any missing students to office personnel.

Storm Shelter Locations Elementary students and staff go the elementary school basement. High school classrooms have assigned storm shelter locations available in the Handbook.



# STANDARD RESPONSE PROTOCOL

## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

## COMMON LANGUAGE

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

## HOLD

**"In Your Classroom or Area"**

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

**"Get Inside. Lock outside doors"**

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

**"Locks, Lights, Out of Sight"**

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

**"To a Location"**

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

**"State Hazard and Safety Strategy"**

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**"Get Inside. Lock outside doors"**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

## SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

## WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



## WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**"Locks, Lights, Out of Sight"**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

## SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

## SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

## WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

## CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



## **Reunification Procedures at Evacuation Sites**

### **General Protocols**

- Be calm.
- Be flexible – follow directions.
- All staff remain onsite until directed to leave by Lead Site Supervisor. This may be past the end of the typical school day.
- Assigned responsibilities of staff members will vary depending on personnel available and needs.
- Teachers stay with students – have roster/take attendance; report any missing students. Focus on keeping students calm and assure them their parents have been contacted and will be picking them up. Continue to monitor your assigned group of students to assure all are accounted for.



## Additional Response Protocols

### **Suicide Threat**

QPR is similar to CPR. Just as widespread CPR training enables trained citizen action to save lives from heart attacks, QPR relies on trained citizen action to save lives from suicide. Research shows that the majority of those who attempt suicide give some warning signs – verbal, written or behavioral. QPR is designed to interrupt this terrible journey. For a complete free training on QPR go to [www.summitstone.org](http://www.summitstone.org).

Clues and warning signs come in several forms. One clue or warning sign may not mean a great deal, but any warning sign suggesting acute distress, despair or hopelessness about the future, or desire to ‘end it all’ is worth asking about.

1. **Question:** Asking about suicide may seem awkward or difficult. Try to find a private setting. Many people who’ve been asked if they’re thinking of suicide will have a great need to talk. Acknowledge the person’s distress. Asking the suicide question, does not increase risk.
2. **Persuade:** Your role is to listen first. Give your full attention. Do not interrupt. Do not rush to judgement or condemnation. Tame your own fear so you can focus on the other person. The goal of persuasion is for the person to agree to get some help. For example, “Will you go with me to see a counselor (or other professional)?” The person may resist the idea of getting help, even though they recognize that they need it. It is often a good idea to ask the person to agree to go on living and make a recommitment to life. For example, “I want you to live. Won’t you please stay alive until we can get you some help? A promise not to hurt or kill oneself and to go on living until help is gotten is most frequently met with relief and an agreement to stay alive.

IF the person refuses to get help, remember that it is better to have an angry friend or loved one, than a dead one. Respectfully accept the reality of the person’s pain, but offer alternatives and hope.

**Refer:** The last step in QPR is making a referral – or connecting the person with a competent, local mental health professional. MN has a suicide crisis line of 988. The best referrals are when you personally make an appointment and take the person to the appointment. Some suicidal people will prefer to

talk to someone they already know, e.g., a pastor, a counselor, a school nurse.

### **Weapon Seen or Reported**

1. Immediately report the information to the principal or office staff.
2. If it is suspected that a weapon is in the classroom, stay in the classroom and confidentially ask another staff member to report the information to the principal or office staff.

### **Hazardous Materials**

1. Determine name of the chemical, location on whether/how it is spreading.
2. Evacuate the room and close the door.
3. Pull a fire alarm and/or alert the office if there is a need for the entire building to evacuate.

### **Bomb Threat**

1. Written Message:
  - a. Preserve the note by touching it as little as possible and place it in a document protector or plastic bag if possible.
  - b. Take the note to the principal as quickly as possible.
2. Threat by Telephone
  - a. Record exactly what the caller says.
  - b. Remain calm, be firm, keep the caller talking.
  - c. Notify the office.
  - d. Visually inspect your surroundings. Never attempt to touch, move, dismantle, or carry any object that is suspicious.
  - e. If directed, follow evacuation procedures.