

Oshawa Learning Academy Emergency Action Plan 2025-2026



LEO A. HOFFMANN CENTER, INC.
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*2001 Sheppard Drive
St. Peter MN 56082
507-934-9820*

Table of Contents

| | |
|--|-----------|
| Table of Contents..... | 1 |
| Introduction:..... | 3 |
| Emergency Teams:..... | 3 |
| District Emergency Response Team:..... | 3 |
| Building Emergency Response Team:..... | 3 |
| Building Medical Emergency Response Team:..... | 3 |
| Emergency Response Team Membership:..... | 4 |
| District Emergency Team:..... | 4 |
| OLA Emergency Team:..... | 4 |
| OLA Medical Emergency Team:..... | 4 |
| Emergency Coordinator Responsibilities:..... | 5 |
| Incident Command:..... | 5 |
| Building Security Plan..... | 6 |
| Oshawa Learning Academy Building Security Plan..... | 6 |
| Emergency Communications Plan..... | 7 |
| Informing/Communicating with Emergency Responders:..... | 7 |
| Informing Students & Staff:..... | 7 |
| Informing Media & Community:..... | 7 |
| Emergency Communication Plan..... | 8 |
| Threat Assessment Protocol:..... | 9 |
| Emergency Contact List:..... | 10 |
| Additional Emergency Contact Information..... | 11 |
| General Crisis Management Plans:..... | 12 |
| Hold:..... | 13 |
| Secure:..... | 14 |
| Lockdown:..... | 15 |
| Evacuate:..... | 16 |
| Police led:..... | 17 |
| Shelter:..... | 18 |
| Emergency Specific Action Plans:..... | 19 |
| Assault and Rape:..... | 19 |
| Bombs and Bomb Threats:..... | 20 |
| Child Abuse/Kidnapping:..... | 22 |
| Civil Defense Alert:..... | 22 |
| Fire Plan:..... | 23 |
| Fire Alarm Operation:..... | 23 |
| Emergency Evacuation Plan:..... | 23 |
| Natural Disaster/School Disaster Procedures..... | 25 |
| A. Tornadoes..... | 25 |
| B. Severe Thunderstorms..... | 25 |
| C. Epidemics..... | 25 |

| | |
|---|----|
| D. Electric Power Failure..... | 25 |
| E. Top Priority Gas Line Break..... | 25 |
| F. Water Main Break..... | 26 |
| G. Blizzards..... | 26 |
| D. Flooding..... | 26 |
| Disturbances or Demonstration Procedures:..... | 27 |
| Evacuation Plan for Disabled Students:..... | 27 |
| First Team Response..... | 29 |
| Hazardous Materials Emergency:..... | 30 |
| Asbestos Hazard..... | 30 |
| Other Hazardous Materials..... | 30 |
| Medical Emergencies - | |
| Specific Scenarios..... | 31 |
| B. Bee Sting..... | 31 |
| C. Bleeding..... | 32 |
| D. Cessation of Breathing/Choking Incidents:..... | 32 |
| E. Convulsions/Epileptic Seizures..... | 32 |
| F. Drowning..... | 32 |
| G. Eye Injuries..... | 32 |
| H. Insulin Reactions..... | 33 |
| I. (Suspected) Neck or Spinal Cord Injury..... | 33 |
| J. Poisoning/Food Poisoning..... | 33 |
| L. Shock..... | 33 |
| School Bus Accidents:..... | 35 |
| Suicide Prevention:..... | 36 |
| Suicide/Death School Response:..... | 38 |
| Vandalism/burglary..... | 41 |
| Vandalism/break-in report..... | 42 |

Introduction:

These emergency procedures are designed to provide guidance to those having responsibility for the safety of pupils, school staff, and users of school facilities.

Common sense should dictate the reaction of school authorities to emergency situations. All situations CANNOT be neatly defined into a category for which hard and fast guidelines can be drawn. Individual judgment will need to be exercised in given situations. Continuing and meaningful efforts to prevent incidents that lead to emergency situations should be the area of greatest concern. In addition to the safety protocols outlined in this document, the Oshawa Learning Academy comprehensive school safety plan includes proactive teaching of appropriate school behavior through its PBIS program, supporting students' social emotional health, explicitly teaching social emotional/relationship skills through the Character Strong Purposeful People Curriculum, and offering students additional targeted supports through our student support team.

The emergency plans included in this document meet requirements set forth by the state of Minnesota and Board Policy 806: Crisis Management and are based off of guidance provided by *Homeland Security and Emergency Management's Comprehensive School Safety Guide* and *The I Love you Guys's* Standard Response Protocol.

Emergency Teams:

Saint Peter Public Schools utilizes three broad teams in its emergency planning and management. Teams consist of the following:

District Emergency Response Team:

The district response team develops the school emergency plan with local community response agencies. The district response also assists building response teams with planning, training, and drills to ensure compliance with state drill requirements and continuity of planning. The team may also perform incident command functions typically reserved for district-level response such as public information, finance, or behavioral health crisis intervention.

Building Emergency Response Team:

Each school facility has an emergency response team consisting of staff trained to perform emergency response functions according to the school district emergency plan. Building level teams are responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance, and response to real incidents.

Building Medical Emergency Response Team:

Each school facility has a medical response team to provide assistance in medical emergencies until emergency responders arrive. Medical response teams are trained in First Aid, CPR, and the use of AEDs.

Emergency Response Team Membership:

*Individuals are listed in order of chain of command.

District Emergency Team:

1. Jon Graff - Superintendent, Emergency Coordinator
2. Seth Putz - Buildings and Grounds Supervisor
3. Jessi Buttell - Middle School Principal and Safety and Security Team Coordinator
4. Ytve Prafke - Special Programs Director
5. Darin Doherty - North Elementary Principal
6. Annette Engeldinger - High School Principal
7. Jana Sykora - Oshawa Learning Academy Principal
8. Jon Hughes - School Resource Office
9. Rachel Fitch - School Nurse
10. Shea Roehrkasse - Activities Director
11. Tami Skinner - Community Education Director
12. Monica Hasch - Saints Bus

Oshawa Learning Academy Emergency Team:

1. Jana Sykora - Principal, Emergency Coordinator
2. Deb Wenner - Lead Teacher
3. Jon Hughes - Police Liaison
4. Nathan Hughes - Head Custodian
5. Jonathan Smith - Principal's secretary
6. Rachel Fitch - District Nurse

Oshawa Learning Academy Medical Emergency Team:

1. Rachel Fitch - District Nurse, Medical Emergency Coordinator
2. Jana Sykora - Principal, Emergency Coordinator
3. Deb Wenner - Lead Teacher
4. Jon Hughes - Police Liaison
5. Nathan Hughes - Head Custodian
6. Jonathan Smith - Principal's secretary
7. Rachel Fitch - District Nurse

Emergency Coordinator Responsibilities:

Each Principal or program lead will determine a coordinator for their respective building's emergency response team. Emergency response team coordinators will have the primary responsibilities of:

1. Development and coordination of the school emergency plan
2. Informing staff members, students, and parents about the plan
3. Training staff and personnel on emergency procedures
4. Set up a clearly defined chain of command so that safety procedures can be appropriately carried out in the event of their absence from the building.

At Oshawa Learning Academy, Principal Jana Sykora, will assume the role of emergency coordinator. Jana can be reached at 320-496-7038, district radio, or via the Crisis Go App. In the case of Jana's absence, Deb Wenner, Lead Teacher, will assume the role of emergency coordinator. Deb can be reached at 507.340.8073, district radio, or via the Crisis Go App. Refer to the chain of command listed above in the event both Jana and Deb are absent.

In general, building emergency response teams are responsible for ensuring the following:

1. Assure responsible authority and chain of command
2. Be able to communicate through a clearly defined communication plan
3. Be prepared to evacuate the building and have holding areas for all students
4. Be prepared to use the school facilities for a shelter, inclusive of plans for shelter in place and lock down.
5. Be prepared to transport students under emergency conditions

Incident Command:

The Oshawa Learning Academy office will be the site of incident command unless the emergency situation determines the need for an alternate location.

Building Security Plan

Saint Peter Public Schools utilizes four levels, or tiers, of security to guide its operations. The following outlines the levels of security and specific actions associated with each

Oshawa Learning Academy Building Security Plan

| Security Level | Actions |
|-------------------------|---|
| Lockdown | <ul style="list-style-type: none"> • The heightened security plan will be followed. • An announcement will be made over the intercom identifying a Lockdown • Staff will secure classroom entrances, offices, or work areas, and will not allow students to leave their areas. • The building principal or designee will call the Saint Peter Police Department for assistance (should this be 911?) • Teachers will check student rosters to ensure all students are accounted for • Communication will be provided via the Crisis Go App |
| Shelter In Place | <ul style="list-style-type: none"> • Students may not be allowed out of the building unless they are turned over to a parent/guardian or are authorized to return home via school transportation. This decision will be made after consultation with local law enforcement authorities. • Parents/Guardians, or any other persons needing to know, will be notified via the media. • The Saint Peter Police Department will be consulted. Law enforcement officials will advise the District as to whether or not the area around the school site is safe. • All other heightened security measures will be activated. |
| Heightened | <ul style="list-style-type: none"> • All general security practices will continue to be followed • Risks will be assessed on a regular basis with consultation from public safety officials • School administrators, counselors, and designated personnel will increase presence in and around school buildings • All school personnel will be notified and instructed to be looking for any suspicious activities or behaviors. Any suspicions should immediately be reported to administration • If any specific individuals are identified as at risk, parents/guardians, or any other persons needing to know will be notified in a timely manner. • Once a thorough threat assessment has been completed, The principal or designee will make determination about the level of security. • The Principal or designee will inform the local police of the situation. |
| General | <ul style="list-style-type: none"> • All exterior doors are locked at all times. • All visitors are required to check in., receive a visitor badge, and be buzzed out of the office in order to enter the main building. • On nights when there is an event, the main office door (1) will remain open until the conclusion of the event. • Signs are posted at every entrance directing visitors to the main office. • All school personnel are required to wear school identification badges. • All school personnel are directed to approach visitors who are not wearing a name badge to greet them and direct them to the appropriate office. • If school personnel observe suspicious behavior by visitors, they are directed to contact the main office. |

Emergency Communications Plan

Saint Peter Public Schools utilizes a number of communication tools to support its Emergency Management Plans. The following outline is intended to provide guidance on the use of each during an emergency situation. Communication tools include the following: Building intercom systems, building telephones, individual cell phones, Crisis Go app, district two way radios, dispatch radios, the fire alarm, and Thrillshare communication app.

Informing/Communicating with Emergency Responders:

Best: Phone Dialing 911 via telephone is always the best option. Stay on the line with dispatch as long as it is safe. Phone calls made by district telephone can be pinpointed to precise locations. Cell phone locations can be located, but not as precisely. Anyone can call 911 from any location.

Next Best: Dispatch Radio Each building has access to emergency radios that link directly to county dispatch. There is only one dispatch radio per building, so information must first be relayed to the individual in possession of the radio. If the situation becomes unsafe and office staff must move away from telephones, radio contact becomes a priority.

Informing Students and Staff:

Best: School Intercom School intercoms are an effective means of communicating information instantly with an entire building. Use of intercoms is a best option as long as it is safe to do so.

Next Best: Crisis Go is an effective means of communicating with in-school groups and those who may not be in the building (PE/Recess) during a crisis situation. Best case scenario, intercom and Crisis Go are utilized simultaneously.

District Radio: In the event of a crisis (not a drill) district radios will play a minimal role.

Fire Alarm: When the fire alarm sounds, it always signals an immediate evacuation from the building.

**Staff will be notified of district/school emergency action plans during fall workshop week staff meetings.*

**Students will be notified of district/school emergency action plans during grade level handbook meetings and regularly scheduled drills that are held throughout the school year.*

Informing Parents/Guardians:

Thrillshare notification system will be utilized for mass communication to parents/guardians. All emergency messages must receive approval from the superintendent of schools.

**Parents/Guardians will be notified of district/school emergency action plans the second week of school via the weekly parent newsletter.*

Informing Media and Community:

The superintendent or designee will handle all media requests and construct/create all district level messages to the media

Oshawa Learning Academy Emergency Communications Plan

Informing/Communicating with Emergency Responders:

| | |
|-----------|------------------------------------|
| Best | Phone (911) |
| Next Best | Dispatch Radio (located in office) |

Informing/Communicating with Students and Staff:

| | |
|-------------|---|
| Best | Crisis Go App Simultaneously |
| Next Best | Crisis Go App |
| Alternative | District Radio and/or Runners |
| *Fire Alarm | Always signals to evacuate the building |

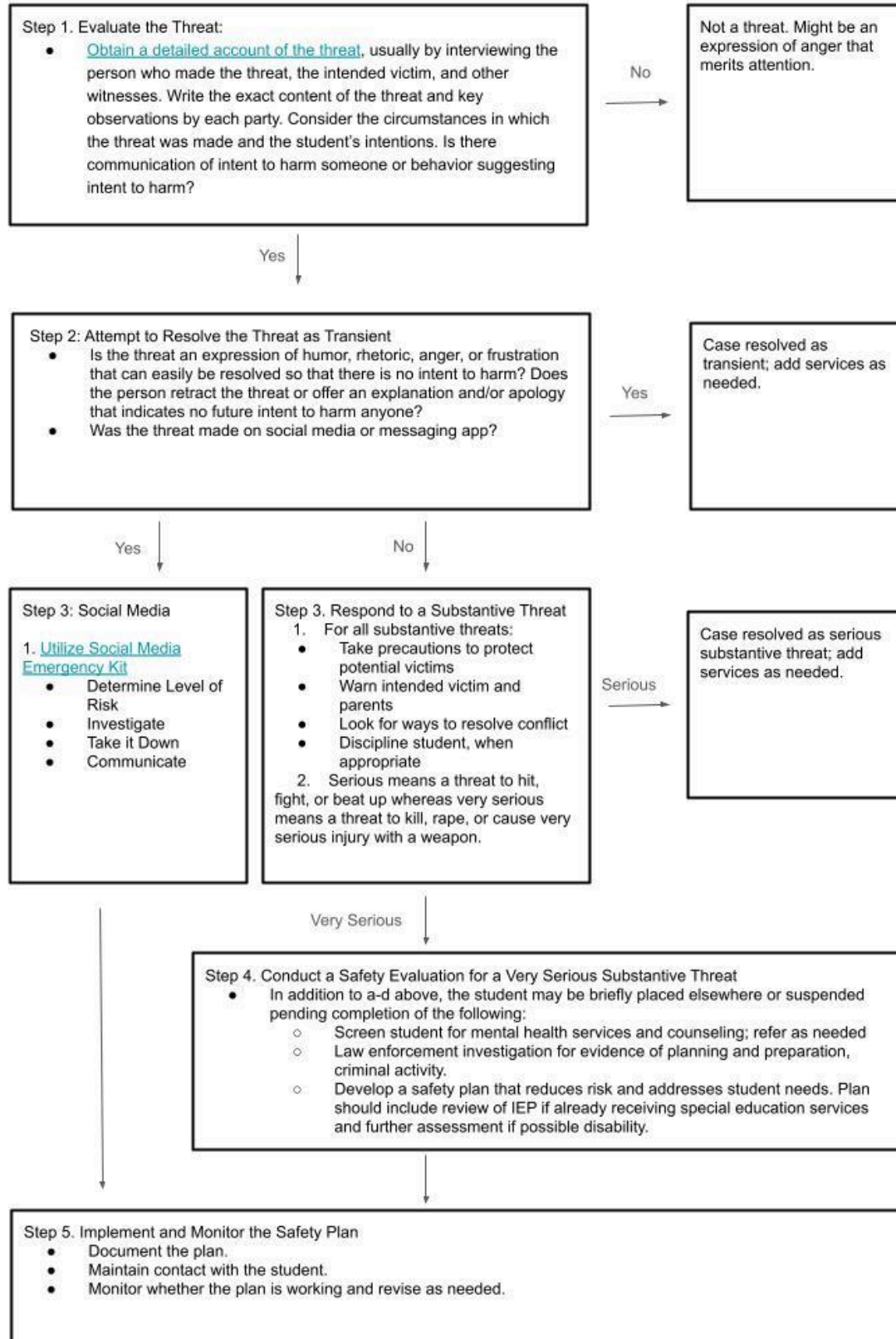
Informing/Communicating with Parents/Guardians

Thrillshare communications app

Informing/Communicating with Media and Community

The superintendent or their designee will handle all communication with the media.

Threat Assessment Protocol:



Emergency Contact List:

The following is list of people to be called and notified in the event of a school emergency

| | | | |
|----|---|-------------------------------------|-------------------|
| a. | Jon Graff, Superintendent | 507.934.5703 x1005 | 507.720.5118 (C) |
| b. | Jana Sykora, Principal | 507.934.2754 x3031 | 320.496.7038 (C) |
| | Deb Wenner, Lead Teacher | 507.934.9820 x7012 | 507.340. 8073 (C) |
| c. | Seth Putz, Buildings/Grounds Supervisor | 507.934.2754 x1032 | 218.434.1149 (C) |
| d. | Nathan Hughes, Head Custodian | 507.934.2754 x3052 | 507.351.9699 (C) |
| e. | Jon Hughes, Resource Officer | 507.934.4210 x5019 | 507.491.0992 (C) |
| f. | Rachel Fitch, School Nurse | | 507-317-0537 (C) |
| e. | River's Edge Hospital & Clinic | 507.931.2200 (if applicable) | |
| f. | St. Peter Fire Department | 911 or 931-1120 (if applicable) | |
| g. | St. Peter Police Department | 911 or 507.931.1550 (if applicable) | |
| h. | Nicollet County Sheriff | 507.931.1570 (if applicable) | |

Additional Emergency Contact Information

Regulatory Coordinator

| | | |
|-----------|------------------------|------------------|
| Seth Putz | 507.934.2754 x1032 (M) | 218.434.1149 (C) |
|-----------|------------------------|------------------|

Administration

| | | | |
|---------------------|-----------------------------------|---------------------|------------------|
| Jon Graff | Superintendent | 507.934.5703 (W) | 507.720.5118 (C) |
| Annette Engeldinger | High School Principal | 507.934.4212 x6099 | 507.340.0627 (c) |
| Shari Karlsrud | HS Dean of Students | 507.934.4212 x6115 | |
| Jessi Buttell | SPMS Principal | 507.934.4210 x5019 | 507.720.2350 (c) |
| Steve Alger | Dean of Students | 507.934.4210 x5099 | 507.720.5148 (c) |
| Darin Doherty | North Elementary Principal | 507.934.3260 x4006 | 507.351.0040 (c) |
| Jana Sykora | Oshawa Learning Academy Principal | 507.934.2754 x3031 | 320.496.7038 (c) |
| Ytve Prafke | Special Programs Director | 507.934.2754 x 1010 | 507.720.1257 (c) |

General

| | |
|--|------------------------|
| Ambulance | 911 or 931-2200 |
| Fire Department | 911 or 931-1550 |
| Police | 911 or 931-1550 |
| Sheriff | 911 or 931-1570 |
| Civil Defense - Nicollet County | 931-6800 |
| | 931-1550 (After Hours) |
| Fire Marshal - Thomas Roessler | 507-602-0651 |
| Saint Peter Community Hospital | 911 or 931-2200 |
| Weather Bureau-Nicollet County Sheriff | 931-1570 |
| City of Saint Peter | 934-4840 |
| Poison Control Center | 1-800-222-1222 |
| National Suicide Crisis | 1-800-784-2433 |
| South Central Mobile Crisis Line | 1-877-399-3040 |

Maintenance

| | | | |
|---------------|------------------------------|--------------------|--------------|
| Seth Putz | Buildings/Grounds Supervisor | 507.934.2754 x1032 | 281.434.1149 |
| Nathan Hughes | Head Custodian | 507.934.2754 x3052 | 507.351.9699 |

Bus

| | | |
|--------------|------------|--------------|
| Monica Hasch | Saints Bus | 507.934.4690 |
|--------------|------------|--------------|

Food Service

| | |
|-------------|--------------|
| Emily Craig | 320.760.3231 |
|-------------|--------------|

Repair

Call in case of emergency if the Head Custodian or Operations and Maintenance Supervisor cannot be reached.

| | <u>Company</u> | <u>Phone</u> |
|-------------------------|---------------------------|--------------|
| Plumbing: | Andresen Plumbing | 507-931-9020 |
| Boiler Work: | Adams Mechanic | 612-417-0425 |
| Electrical: | BLK Electric | 507-388-1173 |
| Fire Alarm: | Alarm Monitoring Services | 507-345-4185 |
| Card Entrances/Cameras: | A+ | 507-625-6554 |

Utilities

| | <u>Company</u> | <u>Phone</u> |
|--------------------|---------------------|-------------------------|
| Electric: | City of Saint Peter | 934-4840 |
| Natural Gas: | CenterPoint Energy | 1-612-321-5050 |
| Telephone: | Arvig | 1-866-897-3469 |
| Fax: | Consolidated | 507-387-1151 |
| Internet | Consolidated | 507-387-1151 |
| Nicollet Co. Nurse | Rebecca Willette | 934-7226 (507) 479-3085 |

General Crisis Management Plans:

Saint Peter Public School's crisis management plans follow the Standard Response Protocol (SRP) (version 4.2, 2024) from the I Love You Guys Foundation. The plans cover building security, classroom/building/campus evacuation, and sheltering procedures using six key actions: Hold, Secure, Lockdown, Evacuate, Shelter, and Reunify.



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



REUNIFY

District-wide immediate response actions and when to call a response protocol:



HOLD

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



EVACUTE

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



SECURE

- Unknown or unauthorized person on the school grounds
- Dangerous animal on school grounds
- Suicidal Thought/ Attempt/ Completion
- Demonstration/ Disturbance
- Criminal activity in area
- Planned police activity in the neighborhood



POLICE LEAD EVACUATION

- After a lockdown



SHELTER

- Hazardous Material Spill/ Release Outside
- Tornado
- Severe Weather
- Flooding



LOCKDOWN

- Dangerous animal within the school building
- Intruder/ Hostage
- Angry or violent parent or student
- Report of a weapon



REUNIFY

- Due to Weather
- Power outage
- Hazmat event
- School crisis



HOLD

In Your Room or Area.

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

During a Hold, there may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls."

It is repeated twice each time the public address is performed. There may be a need to add directives for students who are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls."

Hold in your room or area. Clear the Halls."

An example of a medical emergency message would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

When it's been resolved:

"Students and staff, the Hold is released. All clear. Thank you for your assistance in making this Hold work smoothly."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that, prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

Reinforce with students and staff that during a Hold, classroom activities will continue while the incident is addressed. Administrators should make a plan for communicating with staff, students, and parents/guardians after a Hold is cleared to provide pertinent information about the incident.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



SECURE

Get Inside. Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.

Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.

The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.

Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Action, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement, and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED **MONITORED ENTRY AND CONTROLLED RELEASE**



ESCUELA BAJO PROTECCIÓN **ENTRADA VIGILADA Y SALIDA CONTROLADA**

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LOCKDOWN

Locks, Lights, Out of Sight.

LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown Action advises making rooms look unoccupied by locking individual classroom doors, offices, and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights, and having occupants maintain silence.

Most schools have implemented policies requiring all exterior doors be locked during the school day, consistent with current best practices. Therefore, the protocol advises leaving the exterior doors as is during a Lockdown Action. Be certain there's a plan for allowing local first responders to gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member, or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



EVACUATE

A location may be stated.

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An off-site evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method:

Link to either your website or <https://iloveguys.org> for them to learn more.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.

Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points, and evacuation sites, as well as student, teacher, and administrator training. An evacuation site may become the reunification site, so plan accordingly. Ideally, plan to have an off-site evacuation facility that's within walking distance, and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveguys.org.

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take attendance after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for attendance or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building after a Lockdown, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct, and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce the trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police-led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (timestamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may Hold in their classroom and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police-led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy.

SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear.
Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

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

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).

Emergency Specific Action Plans:

The following pages detail action plans for specific emergency scenarios.

Assault and sexual assault

In the event there is an occurrence of serious assault or sexual assault, school personnel should follow these procedures:

Procedures

1. Render first aid to the victim.
2. Phone the police - 911.
3. Notify the principal who will contact a district social worker.
4. Check for:
 - a. Emergency card on file in office if victim is a student.
 - b. Personnel emergency card if victim is a staff member.
 - c. Notify parent/guardian or spouse or individual on emergency card.
 - d. If building has staff member with specific training in the area of assault or sexual assault relief, have them assist.
5. Notify the Superintendent.
6. Obtain as much information regarding the assailant and incident as possible.
7. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.
8. The heightened security plan will be put into place.

NOTE: The Superintendent's Office will be the only source of information to the press.

Assault and Sexual Assault Relief Resources

Sexual Assault and Sexual Abuse Advocacy: 507-625-8688

Sexual Assault and Sexual Abuse Advocacy Crisis Line: 800-477-0466

Kelly Jensen, SPHS Social Worker: 507-934-4212 ext 6105

Bomb and bomb threats

Instructions for Receiver of a Call

Schools have been primary “targets” of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else’s attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).
2. Obtain as much information as possible, i.e., the time set for the explosion; the exact location of the bomb; the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
3. Immediately notify the building administrators, superintendent of schools and the Hoffmann Center. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases, however, circumstances will vary in each incident.
4. On request of building administrators or superintendent, call police department (931-1550), and/or sheriff’s department (931-1570) or 911.

Building Administrators or Designees’ Responsibilities

1. Check the receiver of the call for authenticity and other pertinent information.
2. Report to the emergency command center.
3. Call the police and/or sheriff’s office, if not already done.
4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - a. Deploy search teams from the command center to search the outside and inside of the building.
 - b. Alert all staff members to conduct a search of their classroom, office, or work area and report any unusual conditions.
5. Meet with law enforcement officials regarding search and further procedures.
6. Handle all inquiries from the news media.
7. Follow the administrative rules for bomb threat procedures.

Evacuation of the Building

1. If the building is to be evacuated in response to a bomb threat:
 - a. Notify the police department immediately.
 - b. Evacuate the building immediately with everyone going at least 500feet from the building (175 paces). School should not be canceled or students sent home.
 - c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police. **DO NOT TOUCH ANYTHING SUSPICIOUS.**
 - d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
 - e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
2. Building administrators or custodians make a visual check for persons still in the building.
3. Do not reenter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.
4. If the evacuation is for the remainder of the school day, move students to a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported home from this area.
5. Secure all doors.
6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction below:
 - a. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - i. Deploy search teams from the command center to search the outside and inside of the building.
 - ii. Alert all staff

Responsibilities of Faculty and Staff

1. Make a visual check of classroom, offices, or work areas. Report anything unusual to the principal. DO NOT TOUCH ANYTHING.
2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.
3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.
4. Do not enter the building until told to do so by the building administrator or designee.

*See individual building plans for specific procedures in these areas.

Individual Building Plan for Hoffmann Learning Center

1. The emergency command center will be the school office.
2. Secure all doors if the building is evacuated.
3. If students are to be evacuated for the remainder of the school day, follow these procedures:
 - a. Move students away from the building to the Evergreen and North Cottages. Students will be dismissed or transported to units from the area. The Hoffmann Center office and the school secretary will call unit staff to notify them of the closing of school and to alert them to the evacuation plan.

Child Welfare

Child abuse

Any staff member who suspects neglect, physical abuse, or sexual abuse is mandated to make an immediate report to the county where the abuse occurred. The reporting staff member should gather the following information on the abused or neglected child:

- The child's full name, date of birth, home address, phone, and parent's names.
- Any person believed to be responsible for the abuse or neglect of the child.
- The nature and extent of the abuse or neglect.
- The name and address of the reporting party.

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then to be followed up by a detailed written report to the notified agency.

- Nicollet County: To make a child protection report, call 507-387-4556 during business hours or 507-931-1570 during non-business hours.

If the reporting staff member believes that the child is abandoned, subject to a real or imminent threat, or in need of medical attention, the building administrator should be called immediately. Officers can remove a child from a threatening environment to protect the child. If a police officer or child protection worker comes to the school to interview a child, the building administrator shall be notified. The building administrator will be given a written notice of the intent to interview a child at school.

School officials cannot disclose to the parents, legal custodian, guardian, or perpetrator, that a request to interview a child has been made until after the abuse or neglect investigation or assessment has been concluded.

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act. Additionally, the identity of the reporter is protected except in very limited circumstances.

Childnapping

Preventative Protocol:

1. School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
2. Emergency cards of such students should be tagged.
3. Before releasing a child to anyone except the parent or guardian on the list, school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
4. When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.
5. All visitors should be asked to sign in at the building administrator's office and follow building procedures for visitors.

Childnapping Response

1. Phone the police - 911.
2. Contact the building principal/program supervisor.
3. Phone the parent/guardian.
4. Phone the Superintendent.
5. Do not release any information to the press. Refer requests for information to the Superintendent's Office.

Civil Defense Alert

In the event that conditions will allow time for students to be dismissed to another site, students will be walked to the Leo A. Hoffmann Family Center by school staff, where they will be met by Leo A. Hoffmann staff and escorted to the basement of that building. Information will be released by proper authorities to all communications media.

In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesignated areas in each building.

1. Shelter area in the main building is the main center classroom.
2. Shelter area in the gymnasium building is the gymnasium.

Fire Plan

First Alarm Protocol

1. Evacuate the building to at least one hundred feet following the specific exit directions listed.
2. School officials will make an immediate determination of the location of the fire or hazardous condition. Upon determination, immediate contact is made with the office and the high school supervisory principal using appropriate communications.
3. The secretary or designee will contact the St. Peter Police Department to confirm the situation.
4. The lead teacher will report to the office area.
5. The Principal or designee will establish formal communication with the police and fire department.
6. Students and staff are not to return to the building until notified by a Principal or Principal's designee.

Fire Rules and Regulations

1. All teachers are requested to make themselves familiar with the following rules and regulations and explain them thoroughly to the pupils of their respective rooms immediately so that fire drills may be successfully begun after the first week of school. Please discuss this with students.
 - a. Any teacher or pupil who observes any indication of fire will immediately pull the switch in one of the stations located in the corridors
 - b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call 911 in the event of an actual fire situation.
 - c. Teachers are requested to impress upon all pupils that fire drills are very serious matters and should not be treated lightly.
 - d. Each teacher should make it a point to become familiar with the alarm stations and their locations, and the location of fire extinguishers.
 - e. In case of actual fire during inclement weather, teachers would take students to the Hoffmann Center Evergreen and North Cottages.

Emergency Evacuation Plan

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all pupils have left the room. If there is time, close the door and bring your record book with you.
2. As soon as the alarm is sounded, pupils will rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal.
 - a. Pupils should pass from the room in single file and the pupils from an individual room should remain in single file until out of the building. Under no circumstances should pupils be allowed to move faster than a

rapid walk. There should be no talking after the alarm is sounded and until pupils are clear of the building. Noise leads to confusion and encourages panic. Also, with much noise, emergency instructions or changes in regular procedure cannot be heard. The first two students to arrive at any exit should hold the doors open until teachers arrive to relieve them.

3. Pupils will not take their wraps or books with them.
4. As soon as all pupils have left the building, the teachers will take their positions at the exit from which the pupils have left and under no circumstances allow any of them to pass back into the building until the outside bell has sounded.
5. Teachers will direct pupils to march away from the building to the parking lots. The space near the building should be absolutely clear. Pupils should return to the building after a drill by the same route that they left the building. There are to be no students in the streets.
6. Students should exit the building through the main door and proceed along the driveway toward the Leo A. Hoffmann Center office building.
7. The following teachers will be responsible to see that students are out of the designated lavatories:
 - a. Deb Wenner/Ryan Timmerman on the west end of the building
 - b. Doug Boyer/Brenda Eggen on the east end of the building
8. In the event that conditions warrant prolonged evacuation of the building, students and staff should proceed to the Evergreen and North Cottages.

Emergencies Requiring Shelter

The use of the Hoffmann Learning Center as shelter, will be reserved for the staff and students of the Hoffmann Learning Center.

In the event of an actual emergency requiring immediate shelter, personnel and students should go immediately to designated shelter areas in the building. Designated shelter areas are those areas in hallways or internal rooms which are away from windows.

If sufficient time permits, Leo A. Hoffmann Center personnel should be contacted and students should be taken to the LAHC family center basement until it is deemed safe to return to school.

Natural Disaster/School Disaster Protocols

Tornadoes

1. Public warning signal - 5 minute steady blast on Civil Defense siren and repeated if necessary.
 - a. Tune in radio to local commercial broadcast station.
 - b. Tornado warning alert will be disseminated to other schools from high school warning point.
 - c. High School Administration will disseminate warning to remaining schools in the district.

Severe Thunderstorms

1. Public warning signal - radio or TV - no siren sounded unless danger of tornado.
2. Warn students before the spring tornado season, regarding:
 - a. Low areas where flooding might occur.
 - b. Loose or downed electrical wires.
 - c. Danger from lightning.
3. If storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

Epidemics

1. The County Health Department is responsible for all rules governing the control of communicable diseases.
2. At the first sign of contagion in epidemic proportions:
 - a. Call the County Health Department.
 - b. The Health Department will take necessary action.

Electric Power Failure

During school hours, call St. Peter Public Utilities-telephone number 934-4840.

Top Priority Gas Line Break

During school hours

1. Clear the immediate area-evacuate building if necessary.
2. Call Minnegasco - telephone number 1-800-722-9326.
3. Call Fire Department - if necessary - telephone number 931-1110.
4. Notify Principal's office.
5. Call custodial staff.

After school hours

1. Call St. Peter Public Utilities - telephone number 934-4840.
2. Call building and grounds supervisor, Marc Bachman, telephone number 931-2139.
3. If flooding occurs and pumps are needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - phone number 931-6800 or Sheriff's Office - telephone number 931-1570.

Water Main Break

During school hours

1. Call St. Peter Public Utilities -telephone number 934-4840.
2. Call custodian.
3. If flooding occurs and pump is needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - telephone number 931-6800 ext. 250.

After school hours

1. Call St. Peter Public Utilities -telephone number 934-4840.
2. Call building and grounds supervisor, Marc Bachman 382-4078.
3. If flooding occurs and pumps are needed, call City Engineering Department - phone number 934-4840 or Civil Defense Director - phone number 931-6800 extension 250 or Sheriff's Office - telephone number 931-1570.

Blizzards

Awareness

1. The approaching winter storm or blizzard conditions will be announced by radio or TV.
2. The District Office will advise principals and the transportation dept of possible early closure or cancellation of late buses and/or extracurricular buses.
3. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.

Action

1. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.
2. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.
3. At time of dismissal, students should be advised by school staff to:
 - a. Go directly to the unit.
 - b. Dress properly for the weather.
 - c. Be aware of low visibility and that it may be difficult to see or be seen.
 - d. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released.

Closing of Schools

1. Determined by the Superintendent of Schools.
2. In absence of Superintendent, the decision will be made by:
 - a. North intermediate Principal
 - b. South Elementary Principal
 - c. High School Principal
3. Notice will be given to local radio and TV when schools are not in session or upon an emergency closing. See Schedule A, School Closing.

Flooding

In the event of flooding, the Superintendent of Schools will make the decision to close the schools. Parents and community members will be notified of the dismissal/evacuation or closing via radio or TV.

Disturbances or Demonstration Procedures

The prevention of possible disturbances should be the prime concern of the entire community. Sound and relevant educational programs and open lines of communication with students, staff, parents and community are important.

The following procedures should be considered only in case of extreme emergencies. The administration staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

Procedure

1. Principal, or designee, is in complete charge of building and facility. (A predesignated chain of command should be established in case of absence of the Principal from the building).
2. Put into effect the prearranged individual building emergency plan.
3. Notify the Superintendent of Schools.
4. Notify all schools in the area of possible disturbances.
5. Students
 - a. Keep student informed of situation through normal channels of communications.
 - b. Conference with student representation of all groups representing all points of view in order to dispel rumors, calm fears, and provide as near normal operation as possible.
 - c. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
 - i. No students should be physically restrained from leaving the classrooms.
 - ii. If disturbance is outside of building, students should be kept away from windows.
 - iii. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
 - iv. No students, or student group, should be utilized in calming any disturbance that might place them in a situation where physical harm might occur or that would jeopardize their normal relationship with their fellow students.
6. Staff
 - a. Faculty
 - i. Keep faculty informed of the situation, using all available means of communication.
 - ii. All faculty should record events that occur in their vicinity with names, times, and place of events, and action taken.
 - iii. All faculty can have a calming effect by their judgment and sound action will minimize the disturbance. Individual fear or emotion must be controlled and not communicated to students.
 - b. Administrative staff
 - i. Responsible to building Principal for performance of assigned duties.
 - c. Custodial staff
 - i. Responsible to building Principal for assigned duties.
 - ii. Responsible for physical plant; i.e., utilities, fire alarm center, etc.
 - iii. Security of all entrances.
 - d. Clerical Staff
 - i. Safety of essential records without jeopardy to their own physical well being.
 - ii. Keep switchboard clear for emergency calls.
 - e. Auxiliary staff
 - i. All aides and paraprofessionals remain at their assigned duties unless specifically assigned other duties by the administration staff.
7. Police
 - a. The Principal of the building should alert the police for possible action.
 - b. The use of uniformed police in any crisis situation must be handled with extreme care. Principal should designate an entrance and room where uniformed police may enter and remain there until called for duty.
8. Community
 - a. Parents
 - i. Keep parents fully informed of situation in schools by all possible means of communication.
 - ii. Organize a parental group that would voluntarily participate in attempts to calm disturbances in schools.

- iii. A telephone chain should be established for speedy utilization of parents.
 - b. Community organization and leaders.
 - i. Establish relations with organizations in the community and recognize community leaders so that they might be a source for assistance in calming potentially dangerous situations.
- 9. News Media
 - a. Assign a staff person the specific responsibility for dealing with all news media.
 - b. Provide a room for press conferences.
 - c. Keep news media informed of all decisions.
 - d. Insist that news media keep cameras out of the building or that they be brought to the press room.
- 10. Closing of Schools
 - a. Only the Superintendent of Schools, or the Superintendent's designee, can legally authorize the closing of schools.
 - b. If the decision to close schools is made:
 - i. Parents will be informed as quickly as possibly through radio and television.
 - ii. Students and staff will be informed.
 - iii. Staff will supervise dismissal
 - iv. Bus transportation will be arranged
 - v. Neighboring schools should be informed.

Evacuation plan for students with disabilities

The following procedure is to be used during an emergency drill when a student with a physical disability is in your classroom.

The Hoffmann Learning Center classroom teachers or management paraprofessionals have been trained about what has to be done during evacuations.

This plan has been devised in conjunction with the administration of St. Peter Public Schools and the St. Peter Fire Department.

Students in wheelchairs will not be evacuated during a planned practice drill. During all other drills, he/she will be evacuated to the outside entrance and go outside. During inclement weather, their assigned teacher will proceed directly to an unlocked vehicle or another wing of the building deemed safe to enter by the fire department. This precaution is to limit exposure to the elements and lessen the chance of environmentally induced illness.

There are not inaccessible floors in the Hoffmann Learning Center Building.

This team will practice evacuating _____ very soon after each semester begins, so that they are familiar with the procedure.

_____ Case Manager's Name

_____ PH Consultant

First Team Response

Purpose

The First Response Team is established to respond to emergencies that may occur during the school day involving students or staff. This may include situations in which respiration and/or circulation are compromised or where immediate medical care is necessary.

Team Composition

Team size may vary depending on the size of the building. It is, however, recommended that the First Response Team have a minimum of 5 members, including the School Nurse and Health Para. Suggested members of the team could include the secretary, administrator, teacher and para.

Training Meetings

At least four members will be required to maintain current certification in CPR. This yearly renewal would be paid by the District. Team members will be required to attend an annual meeting for situational practices and review. In addition, there should be one emergency simulation per year to evaluate the team's response.

General Guidelines

1. School Nurse or Health Para is called to area where help is needed.
2. School Nurse or Health Para will survey scene and send someone to alert Secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call throughout building stating First Response Team to a specific area.
4. The Secretary will call 911 if so directed by the School Nurse.
5. Team members will be assigned specific duties by the School Nurse and Health Para who will act as the director of the emergency situation.
6. One team member will report directly to the health office to cover during the absence of the School Nurse and Health Para. This person will become aware of where supplies are kept that may be needed at the emergency site.

Secretary Responsibilities

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. State that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building
 - a. Rachel Fitch, 507-317-0537
4. Call parents and alert to situation and whether 911 has been called or not. Find out which hospital and if they will be meeting the ambulance there.
5. Print 2 copies of emergency card/student information summary.

First Response Team Members

1. LAHC nursing staff
 - a. Cell: 507-761-8458
 - b. Office 1: 507-934-7784
 - c. Office 2: 507-934-7743
2. District 508 Nurse, Rachel Fitch, 507-317-0537
3. Principal, Jana Sykora, 320-496-7037
4. Lead Teacher, Deb Wenner, 507-340-8073
5. SPED Program Coordinator, Kelsey Hutchins, 507-507-2778

Hazardous Materials Emergency

Asbestos hazard

All inquiries should be directed to the District's designated person, the Director of Maintenance.

1. Asbestos Records: Each building has a file located in the office which contains all information relating to asbestos.
2. Yellow Asbestos Warning Sign: The presence of a yellow asbestos warning sign indicates a danger area which should not be entered without instructions and/or consent of the District's designated person noted above.
3. Friable Asbestos: Friable asbestos is evident when the asbestos is falling or appearing in a powder form. It is also friable when the material can be easily crumbled between a finger and thumb. When it appears that there is open friable asbestos, contact the designated person noted above.
4. Demolition of any Building or Part Thereof: Prior to any demolition of any building or portion of a building, the designated person noted above must be contacted to determine if there is any building material which contains asbestos.
5. Major Asbestos Incident: A major asbestos incident occurs whenever there is eminent exposure or removal of asbestos. Should such an incident occur, the designated person noted above shall be in charge of the project. The designated person shall have the authority to close the area and/or bundling to all public and employees until such time that air testing indicates the area may be safely entered.
6. Contact with the Media: In the unlikely event of any publicity regarding asbestos in the schools, response from and on behalf of the District shall be through the designated person noted above.

Other hazardous material

1. Evacuate the area if indoors. In the event of an outdoor occurrence (i.e. overturned tanker, train derailment, chemical fire, broken fuel line), leave students in school, keep all doors and windows closed and turn off outdoor ventilation unit, unless otherwise instructed.
2. If burns or blisters are encountered during hazardous material contact:
 - a. Have someone call for ambulance - 911.
 - b. For chemical burns to skin or eyes, flush burn with large amounts of water (15 to 20 minutes).
 - c. If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
 - d. Have victim take off any contaminated clothing.
 - e. Apply sterile dressing.
 - f. If extensive, have victim lie down with legs elevated EXCEPT FOR FACIAL BURNS.
 - g. For extensive facial burns, sit or prop victim up. Observe for breathing difficulty.
 - h. Do not immerse or apply ice water. Apply cold pack to hands, face or feet if necessary.
 - i. Bandage loosely with dry, clean dressing.
 - j. Don't put ointment or pressure on burn.
 - k. Don't break blisters or remove pieces of cloth stuck to burn.
3. Call Director of Maintenance.

Medical Emergencies

Keep calm

Survey the scene for safety

Use universal precautions

Universal precautions is the treatment of all blood and body fluids as if they were infected with a bloodborne disease.

1. Wear latex or vinyl gloves.
2. After giving care, do not touch your mouth, nose or eyes, or eat or drink until you have thoroughly washed your hands.

First Aid Guidelines

Procedures for Medical Emergency

1. Do a primary survey of the scene and person. Look for a medical alert bracelet or necklace.
2. Check airway, breathing, and circulation - ABCs. Begin CPR if indicated.
3. Check for bleeding, start first aid.
4. DO NOT leave injured person unattended.
5. Determine the need for immediate medical attention and CALL 911. If during the school day, initiate FIRST RESPONSE TEAM (page 20)
6. DO NOT move the injured person, always suspect head/neck trauma.
7. Keep person warm, cover with a blanket.
8. DO NOT give liquids to an unconscious person.
9. Be supportive.
10. Keep crowd away, have others help.
11. Notify the school health office of an injury to any student, staff, or visitor on school grounds as soon as possible.

Urgent Care Directions

Look for a "Medical Alert" bracelet or necklace which will contain specific information pertaining to the individual.

Emergency care for serious accident and/or illness.

1. Render immediate first aid care.
2. Do not move a seriously injured person unless it is necessary for safety reasons.
3. Obtain help from school nurse or principal if on duty.
4. Call for medical assistance if needed - dial 911.
5. Notify parent or guardian, if possible.
 - a. NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.
6. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

Bee Sting

Do not wait for a "convenient" time to deal with a bee sting. Immediate action is required if a student is stung while in a vehicle. Call for help on the radio and follow instructions as to when and where to meet an emergency vehicle for assistance. Other passengers will have to wait until the emergency has been resolved.

1. Determine if person has a history of bee sting allergy.
2. Remove the stinger from bee sting site. Apply ice.

3. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
4. If person is allergic, follow instructions of nurse, principal or parent.
5. Give antidote injection if person has such equipment with them.
6. If advice is not available, CALL 911 for help.
7. Speed of action may be crucial for certain purposes.

Bleeding

1. Follow blood borne pathogens protocol.
2. Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound.
3. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
4. Get medical care for bleeding which cannot be controlled.

Cessation of Breathing/Choking Incidents

If victim can cough, speak and breathe, do not interfere. If the victim cannot speak or cough, uses the distress signal, or appears cyanotic (blue) from poor air exchange, proceed with the following:

1. Stand behind victim with one foot beside the victim to support him/her.
2. Wrap your arms around victim's waist.
3. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the xiphoid (breastbone).
4. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
5. Repeat this action until the obstruction is cleared or victim becomes unconscious, lie on back, continue to attempt to clear airway with abdominal thrusts. Call 911.
6. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

Convulsions/Epileptic Seizures

1. Protect victim from injury but do not restrain. Support and protect the patient's head, being careful not to be hit or kicked. Following the seizure or if the patient vomits, turn their entire body onto their side. Do not force a blunt object between the victim's teeth. Do not give fluids. If breathing stops, give artificial respiration if trained in these techniques.
2. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

Drowning

1. Call 911. Inform 911 operator that a drowning has occurred at the School Pool. Instruct them to send emergency personnel to the southeast pool entrance off of Lincoln Drive.
2. Send a responsible student to the nurse's office for assistance. Administer appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
3. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
4. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

Eye Injuries

Chemical Burns

1. Flush the eye with a gentle stream of lukewarm water while holding the eye open. If only one eye is affected, turn the head so the injured eye is down. If both eyes are affected, tilt the head back and pour water onto the bridge of the nose. Flushing should continue at least 20 minutes. For acid/alkali burns, it may be necessary to remove jewelry and clothing which may be contaminated by the runoff. Ears may also become contaminated. Contact an optometrist or ophthalmologist and have the eyes examined.

Penetrating Injuries of the Eye

1. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the objects. Keep the victim quiet on his/her back.

Insulin Reactions (Diabetic Reactions)

1. Insulin Reactions occur when the blood sugar level is too low. Insulin and exercise lower blood sugar. Food raises blood sugar. Good control requires that these three factors be balanced. Insulin reactions occur because of
 - a. Too little food or a delayed meal.
 - b. Strenuous exercise not covered by extra food or reduced insulin.
 - c. Too much insulin.
2. Symptoms -Watch for any of these sudden changes:

| | | | |
|--------------------------|----------------|-------------------------|-----------------|
| Pallor | Hunger | Headache | Dizziness |
| Irritability | Blurred Vision | Crying | Confusion |
| Drowsiness | Trembling | Nausea | Inattentiveness |
| Excessive | Perspiration | Inappropriate Responses | |
| Inability to Concentrate | | Lack of Coordination | |

If the reaction is not treated, unconsciousness or convulsions may follow.
Symptoms may vary, or may be absent. When in doubt, treat.
3. Treatment: At first sign of any of the above symptoms, the child with diabetes must be treated at once.
 - a. Give some form of sugar immediately. This can be 2 large sugar cubes; fruit juice (1/2 cup); pop (1/2 cup-not diet); candy (equivalent to 6-7 lifesavers); commercial products such as Glutose or Glucose tablets. The child may need coaxing to eat.
 - b. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
 - c. If the child does not improve, repeat the treatment. If there is still no improvement, call the parents for additional instructions. NOTE: Do not give liquids if unconscious. Do not send the child to the nurse's office or away from the classroom alone.

(Suspected) Neck or Spinal Cord Injury

1. Contact the school nurse.
2. Maintain open airway.
3. Do not move victim.
4. Do not transport victim.
5. Call 911.

Poisoning

1. Identify poison.
2. Call poison control at 1-800-764-7661. Follow instructions.
3. If doctor is required, take poison and container to doctor with victim.

Food Poisoning

1. Administer first aid, as needed.
2. Notify School Nurse
3. Call 911 or make appropriate medical referral.
4. Call parent or guardian.
5. Notify Nutrition Service Department.
6. Building Administrator and staff will follow directives of medical authorities.

Shock

Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.

1. Have person lie down.
2. Maintain body temperature.
3. Cover only enough to keep victim from losing body heat.
4. Reassure and calm the victim.

Staff or students experiencing any of these medical emergencies should be evaluated further for medical care. The emergency medical service, 911, should be called. Notify parent/guardian of the student or next of kin of a staff member.

School Bus Accidents

It is important that we show courtesy and concern to all those individuals involved in an accident. It is inappropriate to discuss who may or may not be at fault. These matters are to be determined by the appropriate authorities.

In the event of any vehicle accident, the following steps must be taken by the driver:

1. Stop immediately to investigate.
2. If necessary, evacuate the school bus to at least 100 feet and administer appropriate first aid.
 - a. Inform the students that they need to evacuate the bus from the emergency exits.
 - b. Remind the students to stay calm, and evacuate seat by seat, alternating sides.
 - c. Remind the students to leave books and other articles in the bus; their safety is much more important.
3. Select a responsible person to call 911 from a nearby phone. Advise 911 operators of any injuries and location.
4. Protect the scene of the accident and passengers by having someone direct traffic and set up flares or flags.
5. As soon as convenient, call Director of Transportation and report that there has been an accident and briefly describe the scene. The bus dispatcher will call the business office.
6. Delegate someone to record the following information:
 - a. Insurance Information
 - b. Police Department(s) Involved
 - c. Police Officer's Name
 - d. Police Officer's Badge Number
 - e. Police Report Number
 - f. From each party involved, obtain:
 - i. Driver's Name
 - ii. Driver's Address
 - iii. Driver's Phone Number
 - iv. Insurance Company, Agent and Phone Number
7. If it is known that a student receives an injury while on the bus or while getting on or off the bus, the following criteria shall be followed as to parental notification:
 - a. If the possibilities of injury or actual injuries occur needing medical attention and/or hospitalization, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
 - b. If an accident occurs where there are no injuries, parents will be notified as soon as possible by the transportation department. The Transportation Supervisor shall report the incident to the school nurse.
8. If a school bus is involved in an accident, students will, if necessary, be taken to the doctor or hospital for diagnosis and/or treatment at the discretion of emergency personnel called to the scene.
9. Under the No Fault Insurance Law, all medical bills for students injured on the school bus are to be sent to the parent's automobile insurance company for payment. The parent's automobile insurance company is primarily responsible for medical payment in the event of injury in a motor vehicle.

Suicide Prevention

Crisis Response Team

This team consists of a school social worker and education coordinator and others deemed necessary by the building principal/program supervisor.

A file shall be kept by the team to document all referrals.

Members of the building crisis response team are listed at the end of this section.

Staff Responsibilities

1. The staff person is to inform the team if they witness a remark, see a written message or behavior that identifies suicide.
2. The staff member should remember to avoid a panic reaction and stay calm and listen.
3. Promote a climate of trust.
4. Inform the student that the information must be shared with the team.
5. Direct the information to the team.
6. Peer reports should be treated the same as staff and other referrals.
7. Confidentiality issues:
 - a. Personal information should be handled discreetly and sensitively among staff.
 - b. The team should decide among members involved those best in a position to be supportive and caring.
 - c. A Release of Information Form from the parents is required for staff to share information with a treatment agency.

Procedure for Crisis Response Team

1. Team members should try not to work alone
2. Building principal/program supervisor should be informed as soon as possible.
3. Information should be documented on the Suicide Referral Form.
4. Check team file for any documentation on referred person.

What To Do When A Students Talks Of Suicide

Crisis intervention by counselor, psychologist, social worker or other members of the school's crisis team:

1. Give emotional support ("You did the right thing by coming in to talk.")
2. Evaluate the risk ("How do you feel now? Do you have a plan? Have you ever tried to commit suicide?").
 - a. Hopelessness is the most serious; anger and revenge with poor impulse control are also serious.
 - b. Make your questions straightforward. Don't worry about putting ideas in their heads.
3. Contact the LAHC nursing staff and the unit supervisor:
 - a. Health and welfare guidelines mandate that a minor child receive necessary treatment for a life-threatening physical or mental illness.
 - b. Parental contact and permission, while always encouraged, should not delay the school's efforts to secure immediate emergency intervention for the student. It is the responsibility of the school to inform the parent(s) when there is reasonable concern for suicidal risk. It is the responsibility of the parent(s) to act on the information forwarded to them by the school. When informing the parent, the full details of suicidal behavior or conversation should be shared, including the name(s) of staff who witnessed the behavior or conversation.
 - c. The staff person making the call should be knowledgeable about community resources and support the parents in pursuing immediate referral health intervention.
 - d. It is important to keep in mind that some parents, for a variety of reasons, do not choose to seek help or intervention for the at-risk student. If it is not possible to reach a parent or guardian or when parents are unable or unwilling to seek help, the school should immediately seek consultation via the school counselor/social worker to explore options.

Imminent Life-Threatening Situation

A person has the means or is already hurt and has placed him/herself in an imminent life-threatening situation.

1. Contact LAHC nursing staff and unit supervisor.
2. Notify school principal.
3. If a suicide attempt is not imminent, start discussion, communicating hope and optimism.
 - a. Discuss alternatives and options.
 - b. Find out what would change their minds.
 - c. Look for practical ideas for TODAY-phone numbers for contacts; consider contacts.

Talk with the suicidal person

Do's

1. Keep calm and avoid panic.
2. Be supportive and affirm that student is doing the right thing to share the suicidal concern.
3. Gather assessment information.
4. Listen more than talk.
5. Offer the hope and belief that other options exist.
6. Insist that the suicidal concern be shared with those necessary to get help for the student and change whatever has precipitated the crisis.
7. Document all student contacts and referral efforts.

Don't's

1. Being judgmental or critical.
2. Jumping to overly quick or easy solutions.
3. Overly intellectual, looking for "causes" of their problem.
4. Being abrupt and hurried.

Important questions to ask:

1. How long has the student felt like ending his/her life?
2. Do they have a plan or method in mind?
3. Is there easy access to a weapon or drugs?
4. Who else in the family or peer system has committed suicide?
5. What are the recent losses or defeats in their life?
6. Who or what in their life is viewed as a reason or force to keep living for?
7. What would they change in their life if they could?
8. Who in their family or peer system is a positive influence or support?

Student may appear

- Depressed - withdrawn
- Angry - belligerent
- Uncommunicative - resistant
- Apologetic - self-deprecating
- Complacent - glosses over problems
- Anxious - defense

Suicide Response Team

1. LAHC nursing staff
 - a. Cell: 507-761-8458
 - b. Office 1: 507-934-7784
 - c. Office 2: 507-934-7743
2. District 508 Nurse, Rachel Fitch, 507-317-0537
3. Principal, Jana Sykora, 320-496-7037
4. Lead Teacher, Deb Wenner, 507-340-8073
5. SPED Program Coordinator, Kelsey Hutchins, 507-507-2778

Suicide/Death School Response

Introduction

When a young person commits suicide, or suffers any kind of tragic death, the principal of a school is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students cope with the death, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and minimizing the possibility that other students may imitate the behavior and take their own lives. The first 48 hours are crucial.

Suggested Procedures

1. Building Administrator to establish a crisis team.
 - a. Principal-Committee Chair
 - b. Significant teacher and/or staff
 - c. Administrators
 - d. Psychologist
 - e. Social Worker
 - f. Superintendent-District Spokesperson
 - g. School Nurse
2. Steps to follow:
 - a. Team meets at earliest convenience to develop a plan of action. Plan may include:
 - b. Protect privacy of family
 - c. Verify the death
 - d. Notify Superintendent (spokesperson)
 - e. Announce the death to students and staff
 - f. Make counselors available to students and provide rooms for students to meet in small groups
 - g. Contact community resources
 - h. Hold faculty meeting and identify students about whom faculty are concerned
3. Second day
 - a. Hold small group meetings with students - announce funeral arrangements

First 48 Hours (a - h above)

Protect privacy of family

1. Contain the story and protect the privacy of the family. If the story is true, the family of the student has experienced a terrible loss. Respect for their privacy is important. Make up your mind right then not to refer to the death as a "suicide" and move to contain the story until it has been verified.
2. Direct the student who brings you the message not to repeat it to anyone. Explain that the information has not been verified. Even if it is correct, explain that it is important that the announcement comes from the principal in an appropriate and official manner. This will help to relieve undue distress.
3. Instruct the secretaries and others in the office not to repeat anything that has been said or to give out any information until you have verified the report. Say, "I need your help. We must not allow news of this incident to get out of hand, and we must not use the word "suicide" in any conversation. We must protect the privacy of the family. If this has occurred, the family has suffered a terrible loss. Our first concern must be to do nothing that will be disturbing to the family."
4. Emphasize the Right to Privacy: Your initial response should be designed to protect the privacy of the family. If a student commits suicide, the family has suffered a tragic loss. The problems of the family take precedence over the problems for the school. The privacy of the family must be honored. The school must not report anything that might be perceived as degrading by the family involved. Suicide is a taboo in our society. Some families will have great difficulty accepting the fact that their child committed suicide and may go to great lengths to cover the fact that the death was a suicide. If the school announces that a suicide occurred, the family may be offended.
5. The final determination of whether a death is suicide is often a complex legal matter, regardless of notes that may have been left or other evidence discovered after the death. A coroner may rule the death an accident, despite the fact that

much of the evidence suggests suicide. Coroners and police investigators are aware that insurance considerations and emotional stability in the family may be involved. An official statement from the school that a student committed suicide may evoke protest from the parents. The school should restrict the flow of any information that may be damaging to the parents or other children in the family.

Verify Death

1. Verify the fact that the reported death did occur. Do not refer to the death as a suicide. Do nothing until you are positive that the information received is accurate, but do everything you can to verify the facts of the case. Make the calls yourself. Call the police or coroner if necessary. Hospitals usually will not give out information. Do not call the home.
2. If the death is verified, notify the superintendent immediately. If you are unable to verify the death quickly, notify the superintendent of developments and get back with more information as soon as you verify it.
 - a. You must verify the fact that a death occurred. If a student is reported to have committed suicide (or to have died in an automobile accident for that matter), the death must be verified. Further, if the death was a suicide, the fact of the suicide also must be verified, and that information must be handled with great care.
 - b. Information about the death may come into the school from many sources; from a child who lives next door to the deceased, from a student who overheard his father who is a police officer talk about the incident at home, or in some other way. Depending on what time of day the death occurred or when the body was discovered, the incident may have been reported on the evening television news or in the morning paper.
 - c. However the initial information gets to you, you must verify the facts of the matter. Calls to the local police station or coroner will be important to determine precisely what happened. Be certain to whom you are talking, identify yourself as principal of the school, and maintain a log of all communications.

Notify Superintendent (official contact person)

1. Make no statement to any reporter. Do not inform reporters that you verified the fact that a death occurred.
2. Direct all reporters and camera crews to leave the building. Point out that adopted school board policy prohibits news media people inside the building during the school day.
3. Inform reporters that information will be available only from the office of superintendent of schools.
4. Do not allow the reporter to interview any student or staff member in the school or on the school grounds.
5. Communicate: In the first few hours, communication from a single source is important. Refer all inquiries from outside the school to the superintendent of schools. One person from that office should serve as spokesperson for the district. Maintain close communication with that one person.

Announcing Death to Students and Staff

1. Inform teachers before school, or as soon as possible.
2. Call a brief staff meeting:
 - a. Share baseline of information
 - b. Discuss plan of action
 - c. Support
3. Each building will have a plan for notifying the staff in the event of a suicide on the weekend or during vacation. (See emergency calling tree for Hoffmann Learning Center)
4. When a suicide is reported, hold a meeting of the faculty as soon as possible. If it has to wait until the end of the day, give notice of the meeting early. As soon as you know the facts about the suicide, prepare a brief written announcement to be distributed to teachers, which they can read to students simultaneously to students throughout the school.
5. Formal Statement: Prepare a formal statement to be read aloud to students over the public address system in the school. Do not try to extemporize. If you do not read the announcement, it should be read by the person who typically makes announcements. Do not state that the death was a suicide. Do not call an all-school assembly to make the announcement, because questions could be raised and discussion develop that might cause the situation to get out of control. The statement to be read should say something like the following:
 - a. "We have just been informed that _____, a student in the ____ grade in this school, has died. The funeral arrangements have not been completed. As soon as we learn, we will let you know when the funeral will take place. Those of you who want to discuss your feelings about _____'s death may meet in Room____, where you will receive further instruction."
6. Make social workers available to students and provide rooms for students to meet in small groups.
 - a. Social worker and nurse visit classrooms of the students to talk with students and answer questions.
 - b. Establish a crisis room.
 - i. Staffed at all times
 - ii. Teachers prepared to allow students access

c. Supporting Students

- i. Students must have an opportunity to express their confusion and grief in a safe, supportive environment. They must be reassured that they are in the company of caring professionals. The death of a classmate may leave survivors with feelings of abandonment and rejection. The tendency to blame, common after any death, is always evidence following a suicide.
 - ii. Attempted suicides and completed suicides also increase after stories about suicide appear in newspapers or on television. Imitation by adolescents is common, and teachers must be cautious about discussing suicide with any young person.
 - iii. If you learn about the death late in the school day, do not allow the students or staff to leave the building without informing them about the death and offering help. Be prepared for the fact that students will stream into the halls after the announcement of a death crying or sobbing uncontrollably. Have a plan for students to meet with counselors and others to discuss the death.
 - iv. Arrange meetings for students who may be deeply affected by the death. Meet in small groups. Do not allow peer counselors to conduct these meetings. Have a professional present in every room. Ask, "Are there any others who should be invited?" Encourage students to express their feelings. Recognize the various stages of bereavement and recovery; denial, anger, acceptance, and resolution. Help students work through these stages.
 - v. Avoid isolated discussions of suicide. Identify healthy coping strategies available to young people and emphasize the futility of suicide as an option. Do not dramatize the death, and do not dwell on the details of how the student took his or her life. Be as truthful as possible. Help students understand the importance of protecting the privacy of the family.
7. Teams should discuss staff and students who are at risk for reactions
 - a. i.e. those who may have experience recent personal loss-and determine a support system.
 8. Contact Community
 - a. Specify procedures for establishing contact with officials of local agencies, who may be called on for help. Designate a person who is responsible for initiating and maintaining contact with various community agencies. Ask student personnel specialists from central office and others from the school and the community who are members of the School Crisis Network (for example, clergy, counselors, psychologists, social workers) to assist you and your staff in working with students and parents.
 9. Hold faculty meeting after school (Day 1)
 10. Funeral (Announce funeral arrangements when they become known)
 11. Hold small group meetings for students (Day 2)
 12. Follow-up Plan
 - a. Team should meet to determine if the following are needed:
 - i. Parent information session and how to meet students' concerns regarding the incident
 - ii. Grief course
 - iii. Grief groups for students
 - b. Team members may want to visit with the family several weeks later.

Do's and Don'ts Regarding Suicide

You must know what you are going to do before a suicide occurs.

Do not allow anyone to describe the suicide as a heroic act. Do not fly the school flag at half-mast. Do not observe a moment of silence in school. Do not have a memorial service at school or an "In Memoriam" page in the yearbook. Do not glorify the death in any way.

Decide, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have great impact-in positive or negative ways. The death of a young person from any cause is saddening, death by suicide is tragic. Emphasize that there are other options than taking one's own life.

By the third day, try to get things back to normal. But be sensitive to the fact that certain students may have been profoundly affected by the death. These students need special help.

Vandalism/burglary

When an act of vandalism or a break-in has been discovered, the following plans should be followed:
Do not enter the building; go to the nearest phone and call the police - 911.

1. If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything alone and call the police and wait for them to give you the orders to clean up or to make repair
2. Notify the head building custodian.
Notify the building principal/program supervisor.
3. Notify the Maintenance Supervisor.
Notify the St. Peter Police Department.

The custodial building head, working in conjunction with the maintenance department, should secure the building after the police or sheriff's office has completed their preliminary investigation and then should complete the cleanup and repair the damage as necessary. The building principal should compile an inventory of damage or stolen items and additional information relative to damage or loss must be reported to the Business Office on the approval vandalism form (sample attached).

The maintenance supervisor should summarize the event and develop repair and replacement cost estimates relative to building damage. This report should be submitted to the Business Office no later than 48 hours following the event (excluding weekends and holidays).

ISD #508

Vandalism/break-in report

School: Oshawa Learning Academy at Hoffmann Learning Center

Date of Report: _____

Time and Date Problem Discovered: _____

Time and Date Reported to Authorities: _____

- Use 911 only if emergency still exists

Time and Date Reported to Supervisor: _____

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

Type of Vandalism:

Visible Damage:

Items Known To Be Missing:

Comments:


Building Maintenance Supervisor

Building Principal

Elopement Procedure

1. When a student elopes from an area the staff in the room will call the office to inform them of the student's name & location they fled. If there is another staff in the room with a walkie that staff member will be responsible for informing the office.
2. Once the office is informed of the elopement they will start a **3 minutes timer**. The student-identified team will begin locating the student. The office staff will be communicating the students location through the walkie-talkie.
3. If the student is not located in the 3-minute time frame, the office staff will call for all available staff to help locate the student. In the event that a student's location is unknown for **10 minutes**, police should be called and parents notified at that time

*****WHEN STAFF LOCATE THE STUDENT THAT ELOPED THEY MUST INFORM THE OFFICE *****

| <u>Student & Picture</u> | <u>Plan</u> | <u>Extra Notes</u> | <u>Team Members</u> |
|-------------------------------------|---|---|----------------------------|
| Name and Photo | <p>1. <u>STOP</u> XXXif he is not with an adult!</p> <p>a. IF he is running use the ASL sign below to stop him from running.</p>  | <p>1. <u>Common Places of Elopement:</u></p> | <p>1.</p> |