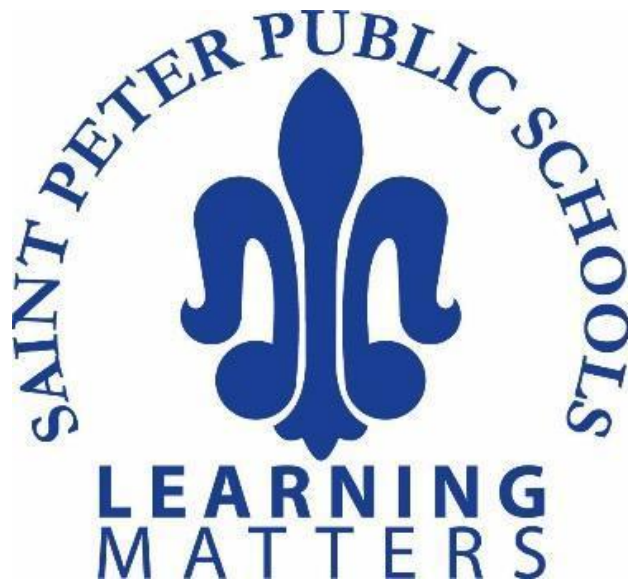


Saint Peter Public Schools

Crisis Management Plan

2026 - 2027



100 Lincoln Drive • Saint Peter, Minnesota 56082

www.saintpeterschools.org

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EMERGENCY CONTACT NUMBERS

DISTRICT ADMINISTRATION		DIRECT LINE	OFFICE LINE	CELL PHONE
Superintendent	Jon Graff	507.934.1002	507.934.5703	507.720.5118
DIRECTOR of Special Programs	Ytive Prafke	507.934.1010	507-934-4211	507.720.1257
DIRECTOR of Operations & Maintenance	Seth Putz	507.934.1034	507.934.4212	218.434.1149
DIRECTOR of Community Education	Tami Skinner	507.934.7004	507.934.3048	507.341.5658
DIRECTOR of Technology	Gus Sorbo	507.934.1013	507.934.4210	507.317.4325
DIRECTOR of Business Services	Megan Gracia	507.934.1035	507.934.5703	320.428.1429
Communications Coordinator	Kurt Hildebrandt	507.934.1001	507.934.4212	507.327.7782

SCHOOL SITES & BUILDING ADMINISTRATION		DIRECT LINE	SCHOOL LINE	CELL PHONE
EARLY CHILDHOOD CENTER 100 Lincoln Drive - St. Peter	Ytive Prafke	507.934.1010	507-934-4211	507.720.1257
NORTH ELEMENTARY 815 N 9th Street - St. Peter	Darin Doherty	507.934.4006	507.934.3260	507.351.0040
OSHAWA LEARNING ACADEMY 2001 Sheppard Drive, PO Box 89 - St. Peter	Jana Sykora	507.934.3031	507.934.9820	320.469.7038
ST. PETER MIDDLE SCHOOL 100 Lincoln Drive - St. Peter	Jessica Buttell	507.934.5004	507.934.4210	507.720.2350
ST. PETER HIGH SCHOOL 2121 Broadway Avenue - St. Peter	Annette Engelginger	507.934.6099	507.934.4212	507.340.0627
SOUTH ELEMENTARY 1405 S 7th Street - St. Peter	Jana Sykora	507.934.3031	507.934.2754	320.469.7038
ROCKBEND ALC	Annette Engeldinger	507.934.6099	507.934.4212	507.340.0627

2121 Broadway Avenue - St. Peter				
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EMERGENCY CONTACT NUMBERS

POLICE LIAISON	CELL PHONE	OTHER NUMBERS
JON HUGHES , St. Peter School District	507.966.9517	Police Station: 507.931.1550 Nicollet County Dispatch: 507.934.7100
DISTRICT SCHOOL NURSE	CELL PHONE	OTHER NUMBERS
RACHEL FITCH	507.317.0537	507.934.3260 Ext. 1009

MAINTENANCE		DIRECT LINE	SCHOOL LINE	CELL PHONE
OPERATIONS & MAINTENANCE DIRECTOR	Seth Putz	507.934.1034	507.934.5703	218.434.1149

CUSTODIAL		DIRECT LINE	SCHOOL LINE	CELL PHONE
DISTRICT OFFICE EARLY CHILDHOOD SAINT PETER MIDDLE SCHOOL	Nathan Hughes	507.934.3052	507.934.5703	507-351-9699
SOUTH ELEMENTARY	Adam Marsh	507.934.3052	507.934.2754	507-351-8186
NORTH ELEMENTARY	Jesse Anderberg	507.934.4020	507.934.3260	507-514-8692
SAINT PETER MIDDLE SCHOOL	Nathan Hughes	507.934.3052	507.934.4210	507-351-9699
SAINT PETER HIGH SCHOOL	Robert Ploog	507.934.6118	507.934.4212	507-381-3791
OSHAWA LEARNING ACADEMY	Adam Marsh	507.934.3052	507.934.9820	507-351-8186

BUS		DIRECT LINE	CELL PHONE
SAINTS BUS	Monica Hasch	507.317.2115	507.934.4690

FOOD SERVICE	DIRECT LINE	CELL PHONE
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FOOD SERVICE DIRECTOR	Emily Craig	507.934.4214	320.760.3231
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EMERGENCY CONTACT NUMBERS

PUBLIC SAFETY	DIRECT LINE
AMBULANCE	911 OR 507.931.2200
FIRE DEPARTMENT	911 OR 507.931.1550
POLICE	911 OR 507.931.1550
SHERIFF	911 OR 507.931.1570
CIVIL DEFENCE - NICOLLET COUNTY	507.931.6800
FIRE MARSHAL - THOMAS ROESSLER	507.602.0651
RIVER'S EDGE HOSPITAL & CLINIC	507.931.2200
CITY OF SAINT PETER	507.934.4840
POISON CONTROL CENTER	1.800.222.1222
NATIONAL SUICIDE CRISIS	1.800.784.2433
SOUTH CENTRAL MOBILE CRISIS LINE	1.877.399.3040

MEDIA	CELL PHONE
KEYC TV	507.625.6397
SAINT PETER HERALD	507-931-8575

NON-PUBLIC SCHOOLS	DIRECT LINE	ADDRESS
JOHN IRELAND CATHOLIC SCHOOL Principal: Amanda Roche	507.931.2810	1801 West Broadway - St. Peter
SAINT PETER LUTHERAN SCHOOL Principal: Peter Micheel	507.931.1866	427 W. Mulberry Street - St. Peter

UTILITY EMERGENCY PHONE NUMBERS

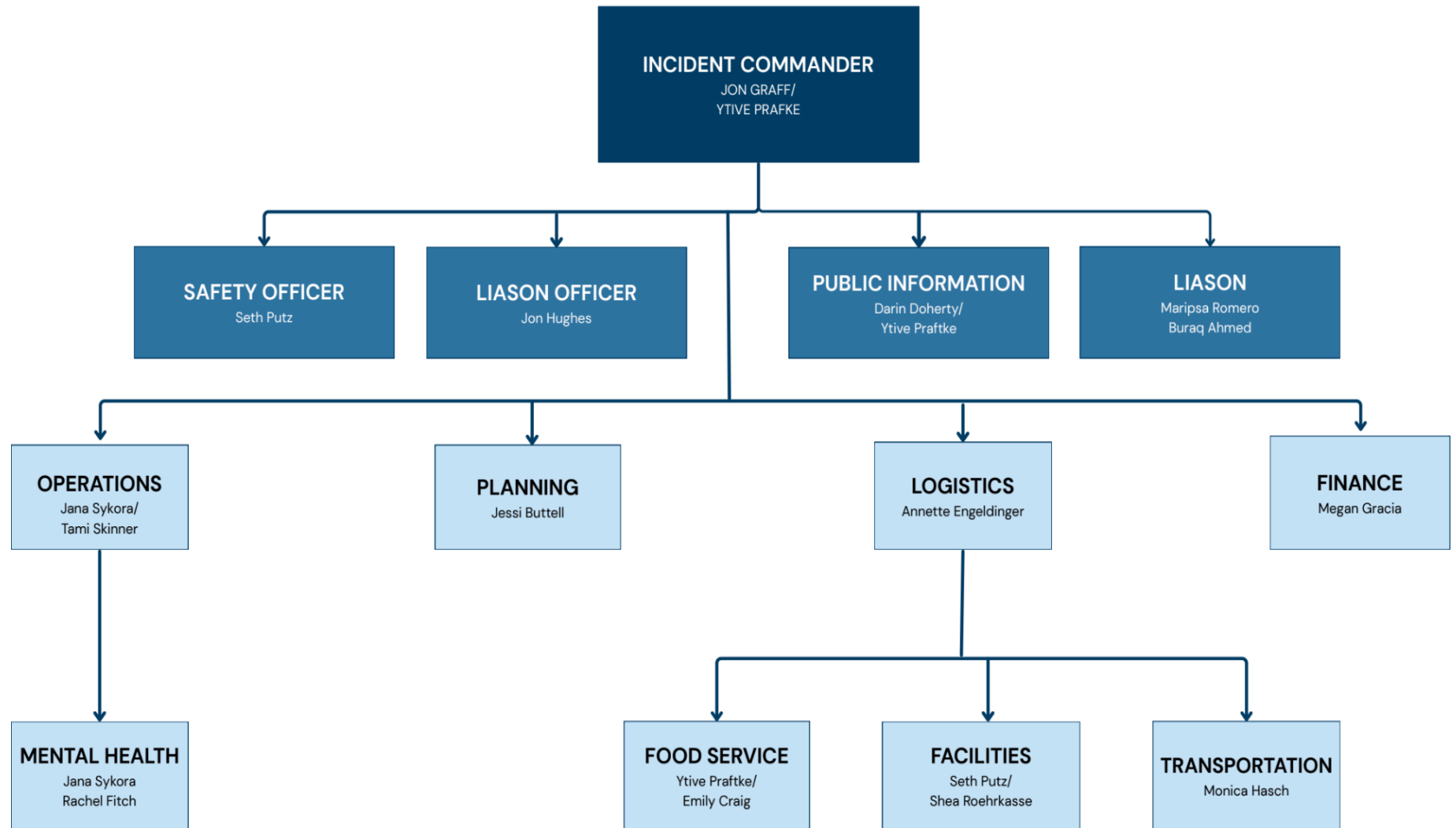
REPAIR		DIRECT LINE
Plumbing	ANDRESEN PLUMBING	507.931.9020
Boiler Work	ADAMS MECHANIC	612.417.0425
Electrical	BLK ELECTRIC	507.388.1173
Fire Alarm	ALARM MONITORING SERVICES	507.345.4185
Card Entrances/ Cameras	A+	507.625.6554

UTILITIES		DIRECT LINE
Electric	CITY OF SAINT PETER	507.934.4840
Natural Gas	CENTERPOINT ENERGY	612.321.5050
Telephone	ARVIG	1.866.897.3469
Fax	CONSOLIDATED	507.387.1151
Internet	CONSOLIDATED	507.387.1151

CRISIS RESPONSE TEAM		DIRECT LINE	CELL PHONE
Nicollet County Nurse	KATE ALBRECHT	507.934.7214	507.276.0344

EMERGENCY RESPONSE TEAM - INCIDENT COMMAND TEAM

2026 - 2027



INCIDENT COMMAND STAFF FUNCTIONS

PUBLIC INFORMATION OFFICER	• Works directly with Superintendent • Media-Press Releases • Parents • Public Information support • Public Safety Officials
SAFETY OFFICER	• Identifies incident-related hazardous situations • Identifies actions to mitigate risks and hazards with the greatest potential for serious accident injury • Ensures the safety, welfare and accountability of assigned incident personnel • Exercises emergency authority to stop unsafe actions at any time • Investigates or coordinates the investigation of accidents occurring within the incident area. • Conducts safety analyses and prepares reports on all incidents, facilities and locations, as necessary; communicates safety issues or concerns to incident personnel at shift briefings • Determines the need for subject matter experts or technical specialists to advise on or oversee unique safety issues or hazards, such as confined space, hazardous materials (HAZMAT), infectious diseases, etc.
LIASON	• Ability to represent the concerns and needs of all parties involved in a response • Maintain all lists of assisting and cooperating agencies and agency representatives. • Assist in setting up and coordinating language barriers with parents/caregivers. • Monitor incident operations to identify current or potential cultural problems • Participate in planning meetings, providing current resource status, including limitations and capabilities of agency resources.
OPERATIONS	• Manages the physical setup and execution of the reunification process • Reports to the Incident Commander • Ensures the Responder Staging Area is staffed • Assigns operational roles • Requests law enforcement/medical support as needed
PLANNING	• Set up and equip the Planning Section with necessary supplies, maps, and status boards • Coordinate with the Operations Section Chief to review major incident reports • Track accountability of all students, staff, and responders throughout the reunification process • Draft a list of key unresolved issues for the command team to address • Delegate secondary tasks, such as teacher counseling, separating student populations (if the site is an active school), and overnight sheltering plans if needed • Ensure all Planning Section materials and equipment are returned to the Staging Area once the event concludes
LOGISTICS	• Deploy directional and informational signage for traffic, parking,

	responder staging, Parent Check-in, and the Reunify Area • Assign Logistics Staff to their positions and ensure they receive ID wristbands • Procure and set up materials from the Reunification Operation Kit, including binders for supervisory roles • Oversee recovery and teardown of all materials once the reunification process concludes
FINANCE	• Organize the administrative section and ensure supporting staff (greeters, flow monitors, check-in personnel) are properly briefed and equipped • Track critical timelines, write and submit Safety Incident Reports for liability purposes, and secure records of who was reunited • Document staff sign-ins/sign-outs, equipment distribution (vests, radios, ID passes), and any extraordinary costs associated with the reunification process
MENTAL HEALTH SUPERVISOR	• Manage and deploy crisis counselors and mental health professionals as they arrive to assist • Direct and organize mental health and student support areas to ensure a calm, safe environment for students awaiting their families • Provide resources and oversight for students who witnessed traumatic events, and guide the team on psychological first aid • Advise the Incident Commander on whether a "controlled release" is necessary so crisis counseling can be made available before students leave
FOOD SERVICE	• Provides snacks and water to students, staff, and all reunification personnel
FACILITIES	• Administrators direct students and staff to a pre-designated, secure location (e.g., a community center or another campus) away from the impacted zone and out of sight of media and waiting parents • Greeters provide waiting parents with Reunification Cards, check identification, and direct them to specific lines based on the student's grade or last name • Checkers/Accountants verify that the adult picking up the child is authorized on the student's emergency contact list • A "Runner" retrieves the verified child from the secure holding area, brings them to the parent, confirms the student feels comfortable leaving with that adult, and signs off on the release
TRANSPORTATION	• Facilitate busing, verify rosters, and ensure every student is accounted for.

SAINT PETER SCHOOL DISTRICT - CHAIN OF COMMAND

2026 - 2027

DISTRICT EMERGENCY TEAM

Jon Graff	SUPERINTENDENT
Seth Putz	OPERATIONS & MAINTENANCE DIRECTOR
Jessi Buttell	MIDDLE SCHOOL PRINCIPAL & SAFETY AND SECURITY TEAM COORDINATOR
Ytive Prafke	SPECIAL PROGRAMS DIRECTOR
Darin Doherty	NORTH ELEMENTARY PRINCIPAL
Annette Engeldinger	SAINT PETER HIGH SCHOOL PRINCIPAL
Jana Sykora	SOUTH ELEMENTARY/ OSHAWA LEARNING ACADEMY PRINCIPAL
Jon Hughes	SCHOOL RESOURCE OFFICER (SRO)
Rachel Fitch	DISTRICT SCHOOL NURSE
Shea Roehrkas	ACTIVITIES DIRECTOR
Tami Skinner	COMMUNITY EDUCATION DIRECTOR
Monica Hasch	SAINTS BUS COMPANY

EARLY CHILDHOOD - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Ytive Prafke	Principal
Karie Lauwagie	School Social Worker
Erin Stueber	Teacher
Mariah Myhra	Teacher
Jon Hughes	School Resource Officer (SRO)
Nate Hughes	Head Custodian
Deb Weber	Head Cook
Beth Thoms	Administrative Assistant
Erica Walter	EC Program Assistant
Rachel Fitch/ Angela Bruns	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Ytive Prafke	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
Cari Panitzke	Social Studies Teacher & Certified EMT
Jon Hughes	School Resource Officer (SRO)
Angela Bruns	Health Aid
Keri Johnson	Teacher
Erin Stueber	Teacher

ASSAULT & RAPE PERSONNEL

		DIRECT LINE	CELL PHONE
Karie Lauwagie	Social Worker	507.934.4210 Ext. 5016	507.380.5090

Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316
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SOUTH ELEMENTARY - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jana Sykora	Principal
	School Counselor
Cindy Bruce	Behavior Interventionist
Stacy Abel	Special Education Case Facilitator
Steph Noble	MLL Teacher
Kaari Bly	Intervention Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Mimi Brock	Head Cook
Marlene Barfknecht	Attendance Secretary/Receptionist
Deb Pfeifer	Principal's Secretary
Becky Thurston / TBD	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jana Sykora	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
Becky Thurston	School Nurse
TBD	School Health Assistant
Jon Hughes	School Resource Officer (SRO)
TBD	School Counselor
Cindy Bruce	Behavior Interventionist
Stacy Abel	Special Education Case Facilitator
Steph Noble	MLL Teacher

NORTH ELEMENTARY - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Darin Doherty	Principal
Mandy Kennedy	Dean of Students
Jon Hughes	School Resource Officer (SRO)
Makena Rolfing	School Social Worker
Jesse Anderberg	Head Custodian
Melanie Hiniker	Head Cook
Sara Torbenson	Attendance Secretary/Receptionist
Rachel Dauk	Principal's Secretary
Jody Fisichenich	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Darin Doherty	Principal
Rachel Fitch	School Nurse; Medical Emergency Coordinator*
Jody Fisichenich	School Nurse
Jon Hughes	School Resource Officer (SRO)
Jordyn Jarr	Physical Education Teacher
Shannon Nimps	Special Education Case Facilitator

ASSAULT & RAPE PERSONNEL

		DIRECT LINE	CELL PHONE
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316
Makena Rohlifing	Social Worker		507.779.9806

Mandy Kennedy	Dean of Students	507.934.3260 Ext. 4068	507.340.0386
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SAINT PETER MIDDLE SCHOOL - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jessi Buttell	Principal
Steve Alger	Dean of Students
Ashley Hughes	Special Education Case Facilitator
Michelle Doose	School Guidance Counselor
Kylie Kuhlman	School Social Worker
Karie Lauwagie	School Social Worker
Jon Hughes	School Resource Officer (SRO)
Nate Hughes	Head Custodian
Deb Weber	Head Cook
Sarah Sullivan	Attendance Secretary/Receptionist
Jonathan Smith	Principal's Secretary
Rachel Fitch/ Angela Bruns	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jessi Buttell	Principal
Rachel Fitch	School Nurse; Medical Emergency Coordinator*
Angela Bruns	Health Aid
Cari Panitzke	Social Studies Teacher & Certified EMT
Jon Hughes	School Resource Officer (SRO)
Steve Alger	Dean of Students
Ashley Hughes	Special Education Case Facilitator

SAINT PETER MIDDLE SCHOOL - CHAIN OF COMMAND 2026 - 2027

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		DIRECT LINE	CELL PHONE
Kylie Kuhlman	Social Worker	507.934.4210 Ext. 5024	651.399.4112
Michelle Doose	Counselor	507.934.4210 Ext. 5014	507.340.5816
Karie Lauwagie	Social Worker	507.934.4210 Ext. 5016	507.380.5090
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316

SAINT PETER HIGH SCHOOL - CHAIN OF COMMAND

2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Annette Engeldinger	Principal
Shari Karlsrud	Dean of Students
Heather Sather	Special Education Case Facilitator
Regina Siriani	School Counselor
Andy Vander Linden	School Counselor
Courtney Colton	Social Worker
Jon Hughes	School Resource Officer (SRO)
Bob Ploog	Head Custodian
Kristin Zeiher	Head Cook
Maria Figueroa	Attendance Secretary/Receptionist
Sandy Clementson	Principal's Secretary
	Student Services Secretary
Rachel Fitch/ Kara Olson	Health Office

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Annette Engeldinger	Principal
Rachel Fitch	District Nurse, Medical Emergency Coordinator*
John Hughes	School Resource Officer (SRO)
Kris Voeltz	Physical Education/Health & Certified First Aid/CPR Instructor
Kris Sandborg	Physical Education & Certified First Aid/CPR Instructor
Keith Hanson	Physical Education Teacher
Kara Olson	Health Aid

Shari Karlsrud	Dean of Students
Heather Sather	Special Education Case Facilitator
Dave Borslien	Science Teacher
Kurt Moelter	Math Teacher

SAINT PETER HIGH SCHOOL - CHAIN OF COMMAND 2026 - 2027

ASSAULT & RAPE PERSONNEL			
		DIRECT LINE	CELL PHONE
Courtney Colton	Social Worker	507.934-4212 Ext. 6105	507.270.6224
Regina Siriani	Counselor	507.934.4212 Ext. 6200	715.573.5408
Andy Vander Linden	Counselor	507.934.4212 Ext. 6127	320.250.1986
Rachel Fitch	Nurse	507.934.3260 Ext. 1009	507.479.9316

OSHAWA LEARNING ACADEMY - CHAIN OF COMMAND 2026 - 2027

BUILDING EMERGENCY RESPONSE TEAM (BERT)

Jana Sykora	Principal
Deb Wenner	Lead Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Holly Hanson	Principal's Secretary
Rachel Fitch	District Nurse

MEDICAL EMERGENCY RESPONSE TEAM (MERT)

Jana Sykora	Principal
Rachel Fitch	District Nurse; Medical Emergency Coordinator*
Deb Wenner	Lead Teacher
Jon Hughes	School Resource Officer (SRO)
Adam Marsh	Head Custodian
Holly Hanson	Principal's Secretary

ASSAULT & RAPE PERSONNEL

		DIRECT LINE
Courtney Colton	Social Worker	507.934.4212 Ext. 6105
Sexual Assault and Sexual Abuse Advocacy		507.625.8688
Sexual Assault and Sexual Abuse Advocacy Crisis Line		1.800.477.0466

EMERGENCY RESPONSE TEAM - INCIDENT COMMAND TEAM 2026 - 2027

DOCUMENT DRILLS AND MEETINGS ON SCHOOL SAFETY CHECKLIST

FIRE DRILL	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. FIRST FIRE DRILL SHOULD BE DONE WITHIN THE FIRST 10 DAYS OF THE SCHOOL YEAR.	5 Drills
LOCKDOWN DRILLS	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. - Communicate to families in advance when the drill will be completed.	5 Drills
SEVERE WEATHER DRILL	- The Building Principal/Dean of Students is responsible for scheduling drills and ensuring they are completed. THIS DRILL SHOULD BE CONDUCTED DURING SEVERE WEATHER WEEK IN APRIL.	1 Drill
BERT TEAM	- Building-level team is responsible for: - Developing and revising the building emergency plan and procedures - Training staff - Conducting required drills - Documenting and evaluating drill performance - Responding to real incidents	2 Meetings
MERT TEAM	- Building-level team is responsible for: - Maintaining a trained medical response team to assist during medical emergencies until emergency responders arrive - Team members are trained in First Aid, CPR, and AED use - For trainings and drills, your MERT team should have a list of a couple of different scenarios to practice	2 Meetings
DERT TEAM	- District-level team is responsible for: - Develops the school emergency plan in coordination with local community response agencies - Supports building response teams with planning, training, and drills to ensure compliance with state requirements and continuity of planning - Performs district-level incident command functions as needed, such as public information, finance, or behavioral health crisis intervention	2 Meetings

BUILDING SECURITY PLANS

2026 - 2027

DISTRICT WIDE SECURITY LEVELS

Lockdown, Shelter in Place, and Heightened protocols are the same across all district buildings.

Security Level	Actions
LOCKDOWN	• 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	• 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	• 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 a determination about the level of security. • The Principal or designee will inform the local police of the situation.

BUILDING SECURITY PLANS 2026 - 2027

BUILDING SPECIFIC GENERAL SECURITY PRACTICES

General security practices (daily entry/exit procedures, visitor check-in, badges, etc.) are unique to each building.

EARLY CHILDHOOD

GENERAL

- EC/DO Entrance Door V will be open from 7:30-8:00 each day for entrance to the District Office.
- At 8:00 am, all doors except the EC Office door will lock.
- 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 EC Entrance doors will remain open until the conclusion of the event.
- 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.

SOUTH ELEMENTARY

GENERAL

- The office door (1) and breezeway doors (3 & 8) will open to allow student entrance at 7:40 am. They will remain open until 8:00 am.
- At 8:00 am, all doors except the main office door will lock.
- 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.

NORTH ELEMENTARY

GENERAL	• The office door (1) will open to allow student entrance at 7:40 am. They will remain open until 8:00 am. • At 8:00 am, all doors except the main office door will lock. • 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.
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SAINT PETER MIDDLE SCHOOL

GENERAL	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • 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 gym lobby doors 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.
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SAINT PETER HIGH SCHOOL

GENERAL	• The office door (A), gym lobby door, and D.O. doors will open to allow student entrance at 8:05 am. They will remain open until 8:25 am. • At 8:25 am, all doors except the main office door will lock. • 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 gym lobby doors 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
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directed to contact the main office.

OSHAWA LEARNING ACADEMY

GENERAL

- 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 COMMUNICATION PLAN 2026 - 2027

Informing/Communicating with Emergency Responders

BEST	Phone (911) - Stay on the line as long as safe. - District phones pinpoint location precisely; cell phones less so
NEXT BEST	Dispatch Radio (located in office) Each building has one radio linked to county dispatch; info must be relayed to the radio holder; prioritize if phones become unsafe to access

Informing/Communicating with Students & Staff

BEST	School Intercom and Crisis Go App Simultaneously Instantly reaches the whole building; use if safe
NEXT BEST	School Intercom Crisis Go App - Reaches in-building groups and those outside (e.g., PE/recess); ideally used alongside the intercom
ALTERNATIVE	District Radio and/or Runners Plays a minimal role during actual crises (not drills)
* FIRE ALARM	Always signals to evacuate the building Always signals immediate evacuation

Staff are briefed on emergency action plans during fall workshop week.
Students are briefed during grade-level handbook meetings and regular drills.

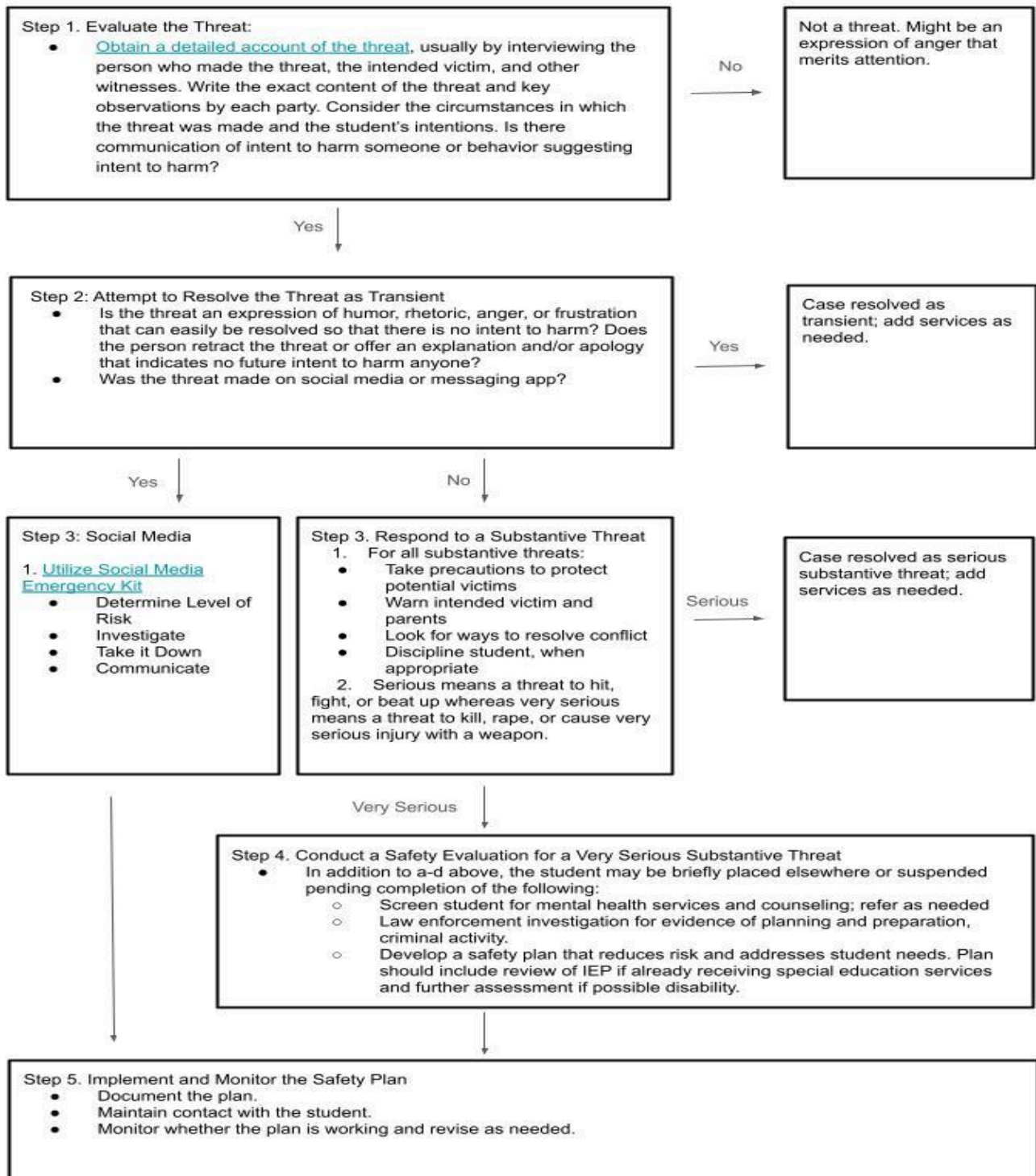
Informing/Communicating with Parents/Guardians

Thrillshare communications app
<i>Parents/guardians are notified of emergency action plans in the second week of school via the weekly newsletter</i>

Informing/Communicating with Media and Community

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

THREAT ASSESSMENT PROTOCOL 2026 - 2027



GENERAL CRISIS MANAGEMENT PLAN

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

*(In your room or area)**

- Medical Emergency
- Mental Health Crisis
- Student Behavior Crisis



EVACUATE

*(A location may be stated)**

- Bomb Threat
- Fire
- Hazardous Material Release/ Spill



SECURE

*(Get Inside. Lock Outside Doors.)**

- 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

*(Evacuation after a Lockdown)**

- After a lockdown



SHELTER

*(State the Hazard and Safety Strategy)**

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



LOCKDOWN

*(Locks, Lights, Out of Sight)**

- 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://iloveuguys.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 iloveuguys.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

2026 - 2027

ASSAULT AND RAPE

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

Medical Procedures

1. Render first aid to the victim.
2. Phone the police, 911.
3. Notify the school counselor or school social worker.
4. Check for:
 - a. Emergency contact on file if victim is a student or staff member.
 - b. Notify parent/guardian or spouse or individual on emergency information.
 - c. If building has staff member with specific training in the area of rape relief, have them assist. Staff members are listed at the end of this section.
5. Notify the principal or administrator.
6. Notify the Superintendent.
7. Obtain as much information regarding the assailant and incident as possible.
8. Accompany the victim, if necessary, to the hospital or appropriate law enforcement center.

- The heightened security plan will be put into place.
- The Superintendent's Office will be the only source of information to the press.

***** Follow the Assault and Rape Personnel Chain of Command for the specific site.***

BOMBS 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 and the superintendent of schools. 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 (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.

Evacuating 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 500 feet 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 re-enter 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 instructions 2-5 above.

Responsibilities of Faculty and Staff

1. Make a visual check of the 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.

Individual Building Plan

- *Follow the specific drill/evacuation plan for your site.*

CARDIAC EMERGENCY RESPONSE PLAN

Purpose

The purpose of the Saint Peter Public School District Cardiac Emergency Response Plan (CERP) is to establish a clear, coordinated, and effective response to sudden cardiac arrest (SCA) occurring on school property or during school-sponsored activities. This plan aligns with Minnesota state statutes and best practices to ensure rapid intervention and improved survival outcomes.

Definition of Sudden Cardiac Arrest (SCA)

Sudden Cardiac Arrest (SCA), as defined by the American Heart Association, is a sudden and unexpected loss of heart function caused by an abnormal heart rhythm. This results in the heart's inability to pump blood effectively, leading to collapse, loss of consciousness, and death within minutes if not treated immediately.

Signs of SCA include:

- Unresponsiveness or unconsciousness
- Not breathing normally (gasping, gurgling, or no breathing)
- Seizure-like or convulsive movements

SCA may also occur following a sudden, forceful blow to the chest.

Cardiac Emergency Response Team (CERT)

District Coordination

The district will designate a **Cardiac Emergency Response Plan (CERP) Coordinator** (e.g., District School Nurse) responsible for:

- Plan development and implementation
- Annual review and updates
- Coordination across all school buildings

Building-Level Teams

Each school building will establish a **Cardiac Emergency Response Team (CERT)** selected by the building administrator.

CERT Responsibilities:

- Respond immediately to suspected cardiac emergencies
- Initiate CPR
- Retrieve and use AED
- Call 911 and activate EMS
- Coordinate with first responders

All staff must be familiar with:

- How to recognize SCA
- How to activate emergency response
- AED locations

Emergency Response Protocol

When a cardiac emergency is suspected:

1. **Assess responsiveness and breathing**
2. **Call 911 immediately**
3. **Activate CERT** (via designated communication system)
4. **Begin Hands-Only CPR**
5. **Retrieve and apply AED as soon as possible**
6. **Continue care until EMS arrives**

Goal: **AED applied within 3 minutes** of collapse.

Communication Plan

Each building will implement a reliable communication system to activate the CERT, such as:

- Overhead paging system
- Two-way radios
- Phones or mobile alerts

The system must ensure:

- Immediate notification of CERT members
- Coverage for indoor and outdoor areas

Automated External Defibrillators (AEDs)

Placement

AEDs will be:

- Clearly marked and accessible
- Located in high-traffic areas (gym, cafeteria, main office)
- Positioned to allow response within 3 minutes
- Emergency kits (gloves, scissors, razor, CPR mask)

Maintenance

The district will:

- Assign staff for routine AED checks
- Monitor battery and pad expiration dates
- Maintain documentation logs

AED Registry

All AEDs will be registered within 30 days in the National Emergency AED Registry in compliance with Minnesota law.

Training Requirements

CPR/AED Training

All staff will:

- Review the CERP annually
- Be CPR/AED trained
- Coaches and physical activity supervisors

Certification must be:

- Through a nationally recognized organization
- Renewed every 2 years

Cardiac Emergency Response Drills

- Minimum **1 drill annually** per building (2 recommended)
- One drill may be a tabletop exercise
- Goal: Full response completed within **5 minutes**

Drills will include:

- Role clarity
- Communication practice
- AED access and use
- Coordination with emergency responders

Plan Communication

The CERP will be:

- Distributed to all staff annually
- Shared with local EMS and first responders
- Posted in key locations:
 - Classrooms
 - Offices
 - Gymnasiums
 - Cafeterias
 - Health offices
 - Near AEDs

Coordination with Emergency Services

The district will:

- Collaborate with local EMS, fire, and law enforcement
- Provide building maps and AED locations upon request
- Align procedures with community emergency response systems

Annual Review and Continuous Improvement

The School Board and district leadership will:

- Conduct an **annual review** of the CERP
- Evaluate drills and real incidents
- Update procedures based on best practices

Scenario:

A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all), and may begin to show seizure-like movements or convulsions. You need to take immediate action.

1. Recognize signs of SCA (may include one or more of the following).
 - a. Not moving, unresponsive, or unconscious
 - b. Not breathing normally (e.g., may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
 - c. Seizure or convulsion-like movements
2. The first school staff to observe the unresponsive person calls 9-1-1 or designates another adult to call 9-1-1.
 - a. Provide school building address
 - b. Explain person's condition/symptoms
 - c. Listen carefully to the dispatcher for additional guidance
 - d. Stay on the line and answer dispatcher questions
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the communication plan outlined in the CERP. Use a calm, clear voice to call the office and state, **"There is a cardiac emergency in [name specific location within the building] and 911 has been called."**
4. The school staff that finds the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.
5. The first staff member at the scene of the emergency should start CPR (Hands-Only CPR if not CPR certified is an effective response and increases chance of survival until a CERT member or EMS arrive on scene)
 - a. Place the person on their back on a firm flat surface.

- b.** Using 2-hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
 - c.** 100-120 compressions per minute, allowing the chest to rise fully between compressions.
 - d.** If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
 - e.** Continue compressions until help arrives.
- 6.** School administrators or office staff should follow communication procedures within the crisis management plan for placing the school in a “hold” for medical emergency, and alert CERT using a two-way communication system to the location of the medical emergency.
- 7.** CERT members should report to the emergency location and respond based on roles and responsibilities assigned, ensuring CPR certified staff remain on scene and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.
- 8.** When the AED arrives, turn the device on immediately.
- 9.** Follow the AED’s visual and audio prompts for pad placement and shock advisement. Note: the AED will only deliver electrical shocks if advised by the device. Continue CPR, rotating staff doing chest compressions as needed, until the person becomes responsive, or EMS takes over.
- 10.** Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
- 11.** A CERT member should be designated to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person’s condition when care was transferred to EMS.
- 12.** Following the communication procedures outlined in the building’s crisis management plan, a school administrator or office staff should notify emergency contacts for the unresponsive person.
- 13.** Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event as well as retrieval of data from the AED to determine

proper treatment. EMS personnel may request that the school send the AED with the person to the hospital. Schools should have a plan for returning the AED back to campus.

- 14.** CERT members should allow for time following the event to debrief the outcome of the cardiac emergency and complete an after-action review to identify successes and areas for improving future emergency medical response, updating plans and protocols accordingly. School boards are required to annually review and evaluate the effectiveness of the plan.
- 15.** Develop a plan for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan may include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team (MDE Model Crisis Management Policy, 2024). Staff may also engage with school-employed mental health professionals to evaluate postevent trauma and identify students who may need additional care and support following the emergency event.

Child Abuse

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

1. The child's full name, date of birth, home address, phone, and parents' names.
2. Any person believed to be responsible for the abuse or neglect of the child.
3. The nature and extent of the abuse or neglect.
4. 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.

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.

Kidnapping

The following are some preventative activities which may help avoid Kidnapping situations:

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.

In the event of a Kidnapping

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.

School Personnel

- A. Students will be sent home when official Civil Defense Public Information indicates there is sufficient time to arrive home before dangerous conditions develop. (See “Emergency School Closing” for procedures.)
 1. Information will be released by the Superintendent or designated official to all communications media.
 2. Local broadcast stations (EBS) will transmit emergency public information.
- B. If, in the opinion of the Superintendent, there is not sufficient time to transport the students home, the building principals/program supervisors will be so instructed.
- C. If schools are not in session during a Civil Defense alert due to deterioration of international affairs, every effort will be made to close schools until safety is assured by the emergency broadcast network.

Members of the Public

- In the event of a Civil Defense alert, members of the public may come into the school buildings for shelter.

Best Place of Protection

- The staff should guide the students and members of the public to underground areas or to interior hallways on the lowest floors. If hallways are crowded, use interior rooms. As a last resort, use an area of classrooms farthest from the windows.

Method of Communications

- Method of communications to the occupants of the building will be by public address system or by courier appointed by the principal/program supervisor. The principal/program supervisor will be in charge of each building. The principals/program supervisors will receive their instructions via the emergency broadcast network and/or from the Superintendent's Office via the Director of Maintenance. The district office shall communicate to each building by telephone or by an appointed courier.

Telephones are not to be used except by permission of the Principals, Program supervisors, Superintendent or Director of Maintenance.

CIVIL DEFENSE PLAN (Site Specific):

- Students will be sent home when civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. Information will be released by the proper authorities to all communications media.

1. In the event that conditions will not allow time for students to be dismissed, students will be assembled in predesigned areas in each building.
2. In the event that conditions will not allow for students to be assembled in the school building, students will be moved to their evacuation site specific to their building. ***Follow the specific evacuation plan for your site.***

PLAN FOR USE OF SCHOOL FACILITIES FOR SHELTER

If the area is suffering from a disaster, the use of the school facility will be part of the overall community plan to utilize community resources and is part of the school plan approved by the board.

1. The use of the school facilities as shelter will be reserved for the students of the district. However, in the event that the students do not need the school shelter, it will be made available to the community.
2. During a declared or undeclared emergency, the school facilities are available for civil defense activities if it is deemed necessary by the Civil Defense Director.
3. If the school is used as a fallout shelter for the school children, members of the staff are in charge as shelter managers.

Fire Alarm Operation

When the fire system panel sounds:

1. Security Attendant has 15 seconds to acknowledge the fire alarm on the panel.
 - i. At the panel: Turn the Key ON.
 - ii. Press the Ack/Stop Button

If the Security Attendant does not acknowledge the alarm within 15 seconds, the fire alarm will automatically sound throughout the building, alerting occupants to evacuate.

2. Use the 2-way radio to contact the custodian
 - i. Read the location of the alarm on the Fire Panel Screen to the custodian.

The Custodian has 3 minutes to determine whether the alarm is actual or false before the general alarm will sound throughout the building.

3. If the custodian reports there is a fire
 - i. Pull the Fire Alarm and EXIT the building.
4. If the custodians determine it is a false alarm:
 - i. Press the RESET button on the Alarm panel.
 - ii. Call Alarm Monitoring Service central reporting station at 1-507-345-4185
 - iii. Identify yourself by name, school location, and inform them of your account number 4681
 - iv. Identify your PASSWORD: 4681. (yes, same as the account #)
 - v. Ask them to put the system on test for 30 minutes.

If the custodian does not report back within 3 minutes, the alarm will automatically sound throughout the building, alerting occupants to evacuate. Also, if within the 3 minutes, and a second detection device activates, the alarm will automatically sound throughout the building alerting occupants to evacuate.

5. When the custodian reports he has repaired or replaced the faulty detector as necessary, RESET the system.
 - i. Press the Reset button on the alarm panel
 - ii. Turn the key OFF.

End of Event

1. If the fire alarm sounds:
 - a. Evacuate the building to at least one hundred feet following the specific exit directions listed.
 - b. 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 elementary principal using appropriate communications.
 - c. The secretary or designee will contact St. Peter Police Department to confirm the situation.
 - d. The Principal will report to the office.
The Principal or designee will establish formal communication with the police and fire department. Secretaries will call bus service if necessary.
 - f. Students and staff are not to return to the building until notified by a Principal or Principal's designee.
2. 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 corridor.
 - b. The Emergency Evacuation Plan will be followed for vacating the building. The school secretary will call the St. Peter Police Department 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, students will be evacuated to the specific building evacuation site.

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.

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 coats 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. Evacuation routes are posted in each room and should be visible upon exiting the room.

**** Individuals responsible for students should follow the *site-specific evacuation plan* to ensure students are out of designated lavatories.**

EARLY CHILDHOOD EMERGENCY EVACUATION PLAN (DRILL)

Individual Building Plan for St. Peter Early Childhood:

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. 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. Close the door and **bring your red/green emergency clipboard with you.**
 - b. Students will not take anything with them.
 - c. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - d. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

Saints Bus Service: 507-934-4690

The following staff will be responsible for ensuring students are out of designated locations:

Girls and Boys Bathrooms	Office Staff
225 A/B Bathroom	B-2 Teacher
223/226 Bathroom	Young Explorers Teacher/Para

Individual Building Plan for Early Childhood:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Saint Peter Community Center: 507-934-0667

Saints Bus Service: 507-934-4690

SOUTH ELEMENTARY EMERGENCY EVACUATION PLAN (DRILL)

Individual Building Plan for South Elementary:

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:
 - e. 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. Close the door and **bring your red/green emergency clipboard with you.**
 - f. Students will not take anything with them.
 - g. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - h. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

City Hall (Scholarship America Building): 507-934-4840

Saints Bus Service: 507-934-4690

LOCATIONS

Bathroom 1	
Bathroom 2	
Bathroom 3	
Lower level bathrooms	

Individual Building Plan for South Elementary:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

City Hall (Scholarship America Building): 507-934-4840

Saints Bus Service: 507-934-4690

NORTH ELEMENTARY EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

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. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

LOCATIONS

2nd grade lavatories	Cafeteria staff
3rd grade lavatories	Office staff
4th grade lavatories	4th grade special ed teacher
Cafeteria lavatories	Media Center para

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s) have the names ready for staff when they get to you. Please stay with your students until we find your missing student(s). We will remain in “drill mode” until all students have been accounted for.

Office: **Sarra Torbenson, Rachel Dauk**

Door: 4/playground doors

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for North Elementary School:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

First Lutheran Church: 507-934-3060

Saints Bus Service: 507-934-4690

SAINT PETER MIDDLE SCHOOL EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

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. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

Common Area / Restroom ✓	
Locker Rooms	PE Staff
1st Floor Lobby Restrooms	Student Services
1st Floor Elevator & STEM / FACS Restrooms	Room 118 / 119 / 121 / 122 Staff
2nd Floor Center (Oak) Restrooms	Student Services
Room 205 Assistance	Nurse's Office
3rd Floor Center (Maple/Pine) Restrooms	Room 313 / 314 Staff
3rd Floor Wing (Spruce) Restrooms	Room 320 / 323 Staff

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s), have the names ready for staff when they get to you. The staff will send a text to the Safety Drill Group. Please stay with your students until we find your missing student(s). We will remain in "drill mode" until all students have been accounted for.

Lincoln Dr (Door I/L): **Steve Alger**
ECFE (Door V): **Ytife Prafke**
DO Entrance (Door R): **Jessi Buttell**
Capitol Dr (Door A): **Saints Ready Supervisor / Jonathan Smith / Sarah Sullivan**

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for Saint Peter Middle School:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Saint Peter Community Center: 507-934-0667

Saints Bus Service: 507-934-4690

SAINT PETER HIGH SCHOOL EMERGENCY EVACUATION PLAN (DRILL)

Teachers, please remind your students to remain with the class for the duration of the drill. Ensure you have designated a specific meeting location at least 100 feet from the building and have shared this spot with your students so they know where to regroup if separated.

This drill will take more time as we work through the details of this plan. Thank you for your patience!

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. Close the door and **bring your red folder with you.**
2. Students will not take anything with them.
3. Evacuation routes are posted in each room and should be visible upon exiting the room.
4. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** card up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** card.

The following staff will be responsible for ensuring students are out of designated lavatories:

Commons - Shari Karlsrud or Jon Hughes

Gym Lobby - Betsy Blume

Locker Rooms - Kris Sandborg or Keith Hanson

1st Floor Locker Bay- Courtney Colton or Andy Vander Linden

2nd Floor Locker Bay - Heather Sather or Regina Sirianni

The following staff will be looking for the red/green cards in the designated locations. If you are missing a student(s) have the names ready for staff when they get to you. The staff will send a text to the Safety Drill Group. Please stay with your students until we find your missing student(s). We will remain in “drill mode” until all students have been accounted for.

Office: Maria Figueroa

Door E4:Annette Engeldinger

Door E5: Heather Sather

Door N1: Regina Sirianni

Door N2 & N3: Andy Vander Linden

Door N4 & N5: Courtney Colton

Door W4: Betsy Blume

CTE Classes: Shari Karlsrud

Please send the name(s) of missing students to the Safety Drill text group. Hopefully, we will be able to quickly locate the missing students.

Individual Building Plan for Saint Peter High School:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Church of St. Peter: 507-931-1628

Saints Bus Service: 507-934-4690

Individual Building Plan for South Elementary:

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:
 - e. 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. Close the door and **bring your red/green emergency clipboard with you.**
 - f. Students will not take anything with them.
 - g. Evacuation routes are posted in each room and should be visible upon exiting the room.
 - h. Once you reach your safe destination, take attendance. If you are missing any students, hold your **RED** side up. A staff member will come to you. If all of your students are accounted for, hold up your **GREEN** side.

LOCATIONS

Bathroom 1	
Bathroom 2	

Individual Building Plan for Oshawa Learning Academy:

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.
 - b. Gather in fire exit locations and accompany the students to Saint Peter Community Center.
 - c. Students will be dismissed or transported to units from the area.
 - d. The building secretary will call Saint Peter Community Center and Saints busing, to notify them of the closing of school and to alert them to the evacuation plan.

Leo A. Hoffmann Center Family Center or City Hall (Scholarship America Building):

507-934-4840

Saints Bus Service: 507-934-4690

A. 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. Elementary Administration will disseminate warning to remaining schools in District.

B. Severe Thunderstorms

1. Public warning signal (radio or TV); no siren sounded unless danger or 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 a storm occurs at dismissal time, it might be desirable to retain students until danger has passed.

C. 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.
3. Pandemic Influenza preparedness plan is available in the emergency tool kit.

D. Electric Power Failure

During school hours - call St. Peter Public Utilities-telephone number 507.934.4840.

E. Top Priority Gas Line Break

1. During school hours:
 - a. Clear the immediate area; evacuate the building if necessary; call the bus service and transport students to Saint Peter Community Center
 - b. Call CenterPoint Energy - telephone number 1.612.321.5050.
 - c. Call Fire Department - if necessary - telephone number 507.931.1110.
 - d. Notify Principal's office.
 - e. Call head building custodian
2. After school hours:

- a. Call St. Peter Public Utilities: 507.934.4840.
- b. Call building and grounds director, Seth Putz (218) 434-1149
- c. If flooding occurs and pumps are needed, call City Engineering Department: 507.934.4840 or
- d. Civil Defense Director: 507.931.6800 or
- e. Sheriff's Office: 507.931-1570.

F. Water Main Break

1. During school hours:
 - a. Call St. Peter Public Utilities: 507.934.4840.
 - b. Call head building custodian
 - c. If flooding occurs and pump is needed, call City Engineering Department: 507.934.4840 or
 - d. Civil Defense Director - 507.931.6800 ext. 250.
2. After school hours:
 - a. Call St. Peter Public Utilities: 507.934.4840.
 - b. Call building and grounds director, Seth Putz (218) 434-1149
 - c. If flooding occurs and pumps are needed, call City Engineering Department - 507.934.4840 or
 - d. Civil Defense Director: 507.931.6800 extension 250 or
 - e. Sheriff's Office: 507.931.1570.

G. Blizzards

1. Awareness
 - a. The approaching winter storm or blizzard conditions will be announced by radio/TV.
 - b. The District Office will advise principals and the transportation department of possible early closure or cancellation of late buses and/or extracurricular buses.
 - c. Early dismissal of special education transportation out of the district will depend on decisions of local school district to which student has been transported.
2. Action
 - a. Transportation will be notified by the Superintendent to prepare for optional service or for cancellation of service.
 - b. Principals/Program Supervisors will be notified by the Superintendent of the decision relative to transportation.
 - c. At time of dismissal, students should be advised by school staff to:
 - Go directly home.
 - Dress properly for the weather
 - Be aware of low visibility and that it may be difficult to see or be seen.

- d. If school buses cannot transport students to their homes, the students will be held in classrooms until each student identifies where they will be going at the dismissal of school.
- e. Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Also, should it be necessary, the school kitchens will be opened to provide food for students and staff.

3. Closing of Schools

- a. Determined by the Superintendent of Schools.
- b. In the absence of the Superintendent, the decision will be made by:
 - Darin Doherty - North Elementary Principal
- c. Notice will be given by Thrillshare communication system when schools are not in session or upon an emergency closing.

D. Flooding

- 1. 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 Thrillshare, radio or TV.
- 2. If schools are evacuated, the Director of Transportation will develop alternative bus routes depending on the severity and extent of flooding.
- 3. The Principals and Program Supervisors of each building will establish routes to be taken for students who are walking.
- 4. School personnel shall supervise walkers as needed.

DISTURBANCE 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.

- A. Procedure (after determination that a situation is threatening to the safety of students and staff).
 - a. 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).
 - b. Put into effect the prearranged individual building emergency plan.
 - c. Notify the Superintendent of Schools.
 - d. Notify all schools in area of possible disturbances.
 - e. Student relations:
 - i. Keep student informed of situation through normal channels of communications.
 - ii. 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.
 - iii. Normal classroom operation should be maintained as much as possible and all students encouraged to stay in classrooms.
 - 1. No students should be physically restrained from leaving the
 - 2. If disturbance is outside of building, students should be kept away from windows.
 - 3. Students should be advised of the threat to their welfare that may be occasioned by leaving the building.
 - 4. 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.
- B. Staff relations:
 - 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 - Responsible to building. Responsible 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 - All aides remain at their assigned duties unless specifically assigned other duties by the administration staff.

C. Police Relations

- 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.

D. Community Relations:

- 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 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.

E. News Media Relations

- 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.

F. 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 Thrillshare and, radio/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 DISABLED STUDENTS

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

Drill Procedures

1. Teachers are to accompany the wheelchair student to the nearest stairway or exit. Remain with the student at the head of the stairs.
2. Direct your other students to proceed to appropriate fire exit or tornado shelter with an adjacent teacher.
3. Do not use elevators

Emergency Evacuation Procedures

1. Assigned teacher(s) will direct the following procedures:
 - a. Secure breaks on the wheelchair
 - b. Remove restraints (seat belts, trays, foot straps)
 - c. Lift the wheelchair footrests
 2. The method used to transfer students covered under this policy will vary with each student. At the training session for the evacuation plan, the assigned teachers will be instructed in the proper method of transfer. A written description of this policy will then be attached to the student's IEP.
 3. Once on the main floor of the building, place the student in a wheelchair (stored in the Nurse's office).
 4. The student will be taken directly to an unlocked vehicle via a wing of the building deemed safe to enter by the fire department. This precaution is to limit outside exposure and lessen the chance of illness.
- After meeting with administrators and the fire chief, it was agreed that students with physical disabilities will not be evacuated during a practice or scheduled drill. This is done to prevent possible injury to students.
 - Each student has an individual evacuation procedure attached to his/her IEP.
 - Students who can walk unassisted are accompanied by the teacher whose class they are in at the time. Students unable to evacuate themselves will have assistance. Stairways are designated on each floor where students are to assemble for an evacuation. A team of teachers will also meet there to assist.

MEDICAL EMERGENCIES

INITIATING THE 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.

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 notify secretary that the First Response Team is needed at a specific location.
3. Secretary will make an all-call using the building PA system requesting the First Response Team report to a specific area. "Medical Emergency Team please report to ____" x2
4. The secretary will call 911 if so directed by the school nurse or incident coordinator
5. Team members will be assigned specific duties by the school nurse or incident coordinator.
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 Duties:

1. Activate the First Response Team when directed to.
2. If told to call 911, be specific regarding type of emergency and the location. Let them know that someone will be at the front door to meet them.
3. Call the School Nurse if not in the building and Nurse Assistant for the specific building:
 - Rachel Fitch 934-4210 Ext. 1009 or 507-479-9316 (Cell)
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. Make 2 copies of emergency card.

MEDICAL EMERGENCIES GENERAL

ALWAYS REMEMBER “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.
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.

Medical Emergencies - Specific Scenarios

URGENT CARE DIRECTIONS

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

A. Emergency care for serious accident and/or illness

- a. Render immediate first aid care.
- b. Do not move a seriously injured person unless it is necessary for safety reasons.
- c. Obtain help from school nurse or principal if on duty.
- d. Call for medical assistance if needed - dial 911.

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.

- e. Notify parent or guardian, if possible.
- f. If emergency vehicles are called, report the incident to the Superintendent of Schools in the District Office no later than the next school day.

B. Bee Sting

- a. Determine if person has a history of bee sting allergy.
- b. Remove the stinger from bee sting site. Apply ice.
- c. Contact nurse, principal, or parents as quickly as possible to determine if person is allergic to bee stings.
- d. If person is allergic, follow instructions of nurse, principal or parent.
- e. Give antidote injection if person has such equipment with them.
- f. If advice is not available, CALL 911 for help.
- g. Speed of action may be crucial for certain purposes.

NOTE: 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.

C. Bleeding

- a. Follow blood borne pathogens protocol.
- b. 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.
- c. Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock.
- d. Get medical care for bleeding which cannot be controlled.

D. 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:

- a. Stand behind victim with one foot beside the victim to support him/her.
- b. Wrap your arms around victim's waist.
- c. Make a fist, place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the xiphoid (breastbone).
- d. Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust.
- e. 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.
- f. Once the airway is open, if the unconscious patient is not breathing, begin rescue breathing. Begin CPR if pulse is absent.

E. Convulsions/Epileptic Seizures

- a. 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.
- b. Try to time how long the seizure lasts. If it lasts five minutes without stopping call 911.

F. Drowning

- a. 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.
- b. Send a responsible student to the nurse's office for assistance. Administer
- c. appropriate first aid and/or CPR. First aid kits are located in the nurse's office.
- d. Send a responsible student to meet the emergency personnel at the designated entrance to the building.
- e. Notify school principal as to the seriousness of the accident. The principal will notify the Superintendent of Schools.

G. Eye Injuries

- a. Chemical Burns
 - i. 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.
- b. Penetrating Injuries of the Eye:
 - i. Do not remove the object or wash the eye. Cover both eyes loosely. Stabilize the object. Keep the victim quiet on his/her back.

H. Insulin Reactions

(NOTE: A student will not have a reaction if not on insulin therapy).

- a. 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:
- b. Strenuous exercise not covered by extra food or reduced insulin.
- c. Too much insulin.
- d. Symptoms - Watch for any of these sudden changes:

Pallor Hunger Headache Dizziness Inattentiveness	Irritability Blurred Vision Responses Inability to Concentrate	Crying Confusion Drowsiness Trembling Nausea	Excessive Perspiration Inappropriate Lack of Coordination
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*If the reaction is not treated, unconsciousness or convulsions may follow.

Symptoms may vary, or may be absent. When in doubt, treat.

- e. Treatment-At first sign of any of the above symptoms, the child with diabetes must be treated at once.

- i. 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 Glucose or Glucose tablets. The child may need coaxing to eat.
- ii. The child should improve within 10-15 minutes. Then give him/her additional food and have him/her resume normal school activities.
- iii. 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.

I. (Suspected) Neck or Spinal Cord Injury

- a. Contact the school nurse
- b. Maintain open airway.
- c. Do not move victim.
- d. Do not transport victim.
- e. Call 911.

J. Poisoning/Food Poisoning

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

K. Food Poisoning

- a. Administer first aid, as needed.
- b. Notify School Nurse
- c. Call 911 or make appropriate medical referral.
- d. Call parent or guardian.
- e. Notify Nutrition Service Department.
- f. Building Administrator and staff will follow directives of medical authorities.

L. Shock

- a. Watch for cold, clammy skin, pale, bluish face, profuse sweating, weak, rapid pulse.
- b. Have person lie down.
- c. Maintain body temperature.
- d. Cover only enough to keep victim from losing body heat.
- e. 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.

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 Materials

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 min).
 - 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 Operations & Maintenance Director

Seth Putz

507.934.1034

218.434.1149 (cell)

SCHOOL BUS ACCIDENTS

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 operator 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. Insurance Information:

Police Officer's Name

Police Officer's Badge Number

Police Report Number

Police Department(s) Involved

From each party involved, obtain:

Driver's Name

Driver's Address

Driver's Phone Number

Insurance Company, Agent and phone

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.

PLEASE NOTE: 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.

Philosophical Statement

The Saint Peter Public Schools Plan of Action for Crisis Situations is intended as means to help meet, deter and/or prevent crisis situations which limit students' opportunities for learning. The plan is also designed to help address the psychological and emotional needs of students and staff, specifically during times of crisis. We will generally interpret crisis to mean:

1. Death of a student
2. Death of student's parent or sibling
3. Death of a school district employee
4. Suicide
5. A terminal illness which affects any student or employee
6. Any other tragedy of local concern/importance

By addressing the above situations we hope to assist, as best we can, our students and staff in coping with the tragedy productively by using a basic plan of action consisting of the following individuals:

- Principal
- Dean of Students (if applicable)
- Student Support Team (Counselors and/or Social Worker)
- District Nurse

Emergency Response Plan

1. Any district employee who has knowledge of a perceived crisis should contact the principal or designee. The principal should verify the situation and then call the Crisis Team to meet in the principal's office to identify the procedure to be followed and prepare a statement to be read by classroom teachers if necessary. The team will also decide the manner in which the deceased's personal belongings will be cared for.
2. The school staff, including non-certified members, could meet prior to contact with students. At that meeting they will be informed of the crisis and given all pertinent information. Staff will be notified of the meeting via the attached chart. In the event a crisis occurs during the school day, the Crisis Team will be assembled as soon as possible. Information will be communicated to each teacher as necessary.
3. Any statements to the press will be handled by the principal or designee. The secretarial staff will be made aware of who is in charge and will review procedures for handling requests or calls from parents, news media, etc.
4. Under most circumstances no large group assemblies will be held to inform students of the incident. Rather, students will be informed by their classroom teacher. A written statement to be read to each classroom may be made available at the staff meeting. The Crisis Team will decide which grade levels will be notified. Teachers are encouraged to handle all expressions of grief in

their class to the extent that they are comfortable. Discussion in the classroom should not “glorify: the situation, but be serious, frank and supportive. Facts should be stressed to diminish rumor and sensationalism. Classes will be run as routine as possible, however, teachers will be alert to identify “high risk” students. Teachers will be aware that the Crisis Team members are available to students and may allow students to leave class to access them. If death was by suicide, teachers should emphasize this tragedy as an error in judgment, and was a permanent solution to a temporary problem. Encourage students to talk about ways to cope with stress, including the stress of this event.

5. School social worker may be made available to an entire class if a student from that class is directly affected or if otherwise deemed necessary.
6. If necessary, at the close of the school day, staff members could meet to assess the situation, make plans for the next day, and identify high risk students to the Crisis Team. At this time outside student referrals and parent contacts will be reviewed.
7. As additional information becomes available, the Crisis Team will decide how it should be disseminated and by whom. One member of the Crisis Team will be responsible for gathering funeral arrangement information and for preparing details for student and faculty attendance at the visitation and funeral. Students are not encouraged to leave school to attend the funeral in the event of a suicide.
8. The Crisis Team may decide if outside professional help, such as Klein Funeral Home, The St. Peter Ministerial Association, Sioux Trails Mental Health Center, the St. Peter Clinic, and Nicollet County Social Services, is needed. The roles of these outside specialists may include:
 - A. Co-facilitators in student support situations
 - B. Expertise and assessment
 - C. Visiting classrooms of affected students
 - D. Support for teachers/staff
 - E. Referral for highly distressed individuals
9. The principal and a staff member who has been well acquainted with the student should make contact with parents, when appropriate, to express the school’s condolence. Visiting the family is encouraged.
10. On the day following the funeral, the Crisis Team may prepare a statement to be read by teachers to their classroom. This statement should express the support students and faculty have shown to each other and remind students that support staff remain available. After this statement, teachers should move towards closure while still allowing expressions of grief. Concern for high risk students should be reported to the support staff.
11. A faculty meeting may be held one week later to discuss the interventions which took place and to give the staff a time to reflect, offer support to each other, and offer suggestions to the Crisis Team.

12. The Crisis Team will carefully review all memorial requests made at school for the deceased.

Practices to Consider for Death by Suicide

1. Reduce guilt of survivors
2. Increase psychological distance between survivors and victims to prevent modeling of victim's behavior
3. Consult with media to down-play glamorization
4. Consult funeral directors
5. Avoid excess attention given to victim, e.g., dedication of yearbook or newspapers, large assemblies, in-school memorial service, canceling school, etc.
6. Establish appropriate support groups to deal with grief issues.

Events of Crisis on School Premises

1. Call 911 for emergency help
2. Isolate the area
3. The principal or designee will contact the proper authorities (sheriff, police, etc.)
4. Notify the parents
5. Prepare fact sheet for staff and disperse at the appropriate time
6. Make students aware of the facts judged to be appropriate

SUICIDE/DEATH - SCHOOL RESPONSE

I. 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.

II. SUGGESTED PROCEDURES

A. Building Administrator to establish crisis team.

- | | |
|------------------------------|---|
| 1. Principal-Committee Chair | 5. Significant teacher and/or staff |
| 2. Administrators | 6. Psychologist |
| 3. Social Worker | 7. Superintendent-District Spokesperson |
| 4. School Nurse | |

B. Steps to follow:

1. Team meets at earliest convenience to develop plan of action. Plan may include:
2. Protect privacy of family
3. Verify the death

4. Notify Superintendent (spokesperson)
5. Announce the death to students and staff
6. Make counselors available to students and provide rooms for students to meet in small groups
7. Contact community resources
8. Hold faculty meeting and identify students about whom faculty are concerned
9. NEXT DAY: Hold small group meetings with students - announce funeral arrangements

III. DETAILED EXPLANATION OF FIRST 48 HOURS (a - h above)

A. Protect privacy of family

- a. 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
- b. 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.
- c. 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
- d. 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.”
- e. 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.

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.

B. Verify Death

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.

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.

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.

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.

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.

C. 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.

Implicit in the above scenario are several decisions by the principal, which stem from policies in place before the crisis occurred. Thus, the principal was able to act decisively and without delay. These

policies are discussed below.

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.

D. Announcing Death to Students and Staff - Share information with appropriate building 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 South Elementary)

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.

4. 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:

"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."

E. Make counselors available to students and provide rooms for students to meet in small groups.

1. Counselors and nurse visit classrooms of the students to talk with students and answer questions.
2. Another counselor visits the classrooms of the siblings.
3. Establish a crisis room.
 - a. Staffed at all times
 - b. Teachers prepared to allow students access
4. Help students: 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.

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.

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.

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.

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.

Teams should discuss staff and students who are at risk for reactions- i.e. those who may have experience recent personal loss-and determine a support system.

F. Contact Community Resources

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.

- G. Hold faculty meeting after school (Day 1)
- H. Funeral (Announce funeral arrangements when they become known)
- I. Hold small group meetings for students (Day 2)
- J. Follow-up Plan
 - 1. Team should meet to determine if the following are needed:
 - a. Parent information session and how to meet students' concerns regarding the incident
 - b. Grief course
 - c. Grief groups for students
 - 2. Team members may want to visit with the family several weeks later.
- K. 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

- A. When an act of vandalism or a break-in has been discovered, the following plans should be followed:
1. Do not enter the building; go to the nearest phone and call the police - 911.
 2. 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 repairs.
 3. Notify the head building custodian.
 4. Notify the building principal/program supervisor.
 5. Notify the Maintenance Director.
 6. Notify the St. Peter Police Department.
- B. 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).
- C. The maintenance director 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).

District Office Information No.	Police Case
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INDEPENDENT SCHOOL DISTRICT #508
VANDALISM/BREAK-IN REPORT

School:	Date of Report:
Time & Date Problem Discovered:	
Time & Date Reported to Authorities (Use 911 only if emergency still exists):	
Time & Date Reported to Supervisor:	

PLEASE BE AS DESCRIPTIVE AS POSSIBLE

<i>Type of Vandalism:</i>

<i>Visible Damage:</i>

<i>Items Known To Be Missing:</i>

<i>Comments:</i>

Building Principal:

Maintenance Director:

STUDENT ELOPEMENT PLAN

Elopement is defined as a student leaving an assigned area without permission from or knowledge of staff, often to escape and/or avoid a school-related situation or task. Along with the following general guidelines, individual plans are developed for students on an as-needed basis. Please contact the principal for additional information.

In the case of an elopement, Saint Peter Public Schools will respond with the following procedure (or individual student plan on file).

Notifying office and staff:

- * Notify office with name and last location.
- * Office staff will notify all staff, "Code F.A.S.T. , (Student Name and Last Known Location)"
- * When student is located, contact office and all staff will be notified, "F.A.S.T cancelled."

Staff Assignments:

- * F.A.S.T (Free/Available Staff Team) team: Student support services, administration, attendance secretary, all other available staff members.
- * All staff will look in their classrooms, outside their windows and immediate hallway areas.
- * The F.A.S.T. (Free/Available Staff Team) group should report to the office immediately, person designated as the "Main Contact" will form 3 search groups.
- * Group 1 - will search 3rd floor restrooms, work areas, hallways, and unoccupied classrooms.
- * Group 2 - will search 2nd floor restrooms, workrooms, nurse's office, and hallways, and unoccupied classrooms.
- * Group 3 - will search 1st floor restrooms, gym/stage areas, and cafeteria
- * Group 4 - will search outside perimeter of the building
- * Any staff member that locates student should communicate with the main contact person immediately.

Who/when to notify police and parent(s):

- * Principal is responsible for police and parent notification.
- * In the event that the student is unaccounted for and his/her location is still unknown after F.A.S.T search, police liaison/police station should be called and parents notified at that time.
- * In the event that the student has eloped and it is known that the student is outside the school building, police liaison/police station should be called IMMEDIATELY and parents notified at that time.
- * Parental notification of ANY wandering incident is required, including incidents where the student may have wandered within the building and will be done by the principal or his/her designee.