



**SCHOOL EMERGENCY**

**And**

**CRISIS RESPONSE PLAN**

## Promulgation Statement

The SouthWest Metro Educational Cooperative (SouthWest Metro) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the Governing Board has asked for a thorough review of the SouthWest Metro emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of SouthWest Metro. It is a result of a comprehensive review and update of school policies in the context of its location at the SouthWest Metro buildings and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

_____ SCHOOL BOARD CHAIR – SouthWest Metro	_____ DATE
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_____ CARVER CTY RISK & EMERGENCY MGMT	_____ DATE
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_____ SCOTT COUNTY RISK & EMERGENCY MGMT	_____ DATE
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## **Approval and Implementation**

### Emergency and Crisis Response Plan

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

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Executive Director – SouthWest Metro

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Date

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School Board Chair – SouthWest Metro

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Date

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## **A. INTRODUCTION**

### **1. Authority**

State: Minnesota State Statute 121A.035 Crisis Management Policy (**Appendix 1**) and Minnesota State Statute 299F.30 Fire Drills in School; Doors and Exits (**Appendix 2**)

### **2. Purpose**

A. This Basic Plan outlines the SouthWest Metro approach to emergency management and operations. It has been developed to assist SouthWest Metro to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

### **3. Mission and Goals**

A. The mission of the SouthWest Metro in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

B. The goals of SouthWest Metro are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, staff and visitors to the school
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

### **4. Explanation of Terms**

#### **A. Acronyms**

- |           |                                     |
|-----------|-------------------------------------|
| 1. AED    | Automated External Defibrillator    |
| 2. BA     | Building Administrator              |
| 3. CERT   | Community Emergency Response Team   |
| 4. CPR    | Cardio-Pulmonary Resuscitation      |
| 5. EOC    | Emergency Operations Center         |
| 6. EOPT   | Emergency Operations Planning Team  |
| 7. FEMA   | Federal Emergency Management Agency |
| 8. Hazmat | Hazardous Material                  |
| 9. IC     | Incident Commander                  |
| 10. ICP   | Incident Command Post               |
| 11. ICS   | Incident Command System             |
| 12. NIMS  | National Incident Management System |
| 13. PIO   | Public Information Officer          |
| 14. SOPs  | Standard Operating Procedures       |
| 15. UC    | Unified Command                     |

## **B. Definitions**

### **1. Emergency Public Information (EPI)**

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

### **2. Emergency Situation**

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

### **3. Emergency**

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

### **4. Disaster**

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.
- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- C. Requires community-wide warning and public instructions.
- D. Requires a response by all local response agencies operating under one or more ICs.



- ## 5. Hazard Analysis

## 6. Hazardous Material (Hazmat)

## 7. Inter-local agreement

## 8. Standard Operating Procedures (SOP)

## 1. Situation

B. The school's current enrollment is approximately:

River Valley Campus – Students \_\_\_\_\_  
Staff \_\_\_\_\_

Spring Lake Campus-      Students \_\_\_\_  
   Staff\_\_\_\_

Shakopee Town Square - Students \_\_\_\_  
   Staff\_\_\_\_

East Creek Family Center - Students \_\_\_\_  
   Staff\_\_\_\_

Valley Green -              Students \_\_\_\_  
   Staff\_\_\_\_

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in **Appendix 14.**

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in **Appendix 13.**

## **2. Building Information**

A. SouthWest Metro is made up of six buildings.

B. The school consists of the following:

**401 Building**  
**401 East 4<sup>th</sup> Street Chaska, MN 55318**  
**952-567-8000**

**East Creek Family Center**  
**303 East 6<sup>th</sup> Street Chaska, MN 55318**  
**952-567-8200**

**Lydia Education Center**  
**20560 Langford Way**  
**Jordan, MN 55352**  
**952-567-8150**

**SouthWest Metro District Offices**  
**792 Canterbury Road South**  
**Suite 211**  
**Shakopee, MN 55379**  
**952-567-8100**

**River Valley Education Center**  
**100 Hope Avenue**  
**Jordan, MN 55352**  
**952-492-3030**

**Shakopee Town Square  
1116 Shakopee Town Road  
Shakopee, MN 55379  
952-567-8180**

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in **Appendix 12**.

**3. Safety/Security Audit**

A complete safety/security audit has been completed for the CSEC/MRVSEC. **See Appendix 18.**

**4. Assumptions**

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. SouthWest Metro will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from the local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries with varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for SouthWest Metro to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve SouthWest Metro's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

## **5. Limitations**

A. It is the policy of SouthWest Metro that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, SouthWest Metro can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

## **C. CONCEPT OF OPERATIONS**

### **1. Objectives**

A. The objectives of a school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, plan review and maintenance.

### **2. General**

A. It is the responsibility of SouthWest Metro officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the District Emergency Management Coordinator to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in the local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. SouthWest Metro recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. SouthWest Metro will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons in the Basic Plan or annexes will take the ICS-100 course (Introduction to Incident Command System, I-100 for Schools).

<http://training.fema.gov/IS/crslist.asp>

2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at:

(<http://training.fema.gov/EMIWeb/IS/is700>). All persons tasked in the Basic Plan will take the IS-700 course. (National Incident Management System – an introduction). **(See Appendix 9 for Certificates of Completion)**

3. Participate in local government's NIMS preparedness program.

I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP's) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.

J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

### **3. Operational Guidance**

#### **A. Initial Response**

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

2. The building administrators will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately.
- b. **Lock down with intruder**– When a person or situation presents an immediate threat to students and staff in the building. All classroom doors are locked, lights turned off, shades pulled and students and staff quietly stays in their offices, work areas and classrooms.
- c. **Lock down with warning** – When a person or situation presents a threat outside of the building. Bring classes inside from the outside. All exterior doors and classroom doors are locked, shades pulled, class resumes as normal. Classes will be excused one at a time for restroom and meal breaks.
- d. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

## **B. Notification Procedures**

1. In case of an emergency at any district facility, the flow of information after calling 9-1-1, shall be from the building administrator/alternate building administrator to the main office and to the Executive Director's Office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down with intruder incident or a lock down with warning incident in progress, the building shall be evacuated. In the event that a lock down with intruder or lock down with warning incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school Executive Director.

## **C. Training and Exercise**

1. SouthWest Metro understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur- lockdowns, fire and tornado.

2. Training and refresher training sessions shall be conducted for all school personnel. In the case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as appendices. Input from all employees is encouraged.
4. SouthWest Metro will plan for 5 lockdown drills, 5 fire drills and 1 tornado drill at all of its school buildings.
5. SouthWest Metro will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

**D. Implementation of the Incident Command System (ICS)**

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

**E. Source and Use of Resources**

1. SouthWest Metro will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
  - A. Request assistance from volunteer groups active in disasters.
  - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

#### **4. Incident Command System**

A. SouthWest Metro intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Executive Director or building administrator, initially, but may transfer to the appropriate emergency responder agency official. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the building administrator work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

#### **5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface**

A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.



6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
  - a. Providing resource support for the incident command operations.
  - b. Issuing community-wide warning.
  - b. Issuing instructions and providing information to the general public.
  - c. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

## **6. Activities by Phases of Emergency Management**

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

### **B. Mitigation/Prevention**

1. SouthWest Metro will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:
2. Hazard Analysis
3. Identifying hazards
4. Recording hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices.
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies.
- f. Revise plan as necessary.

D. Response

1. SouthWest Metro will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, SouthWest Metro will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the **Stafford Act**, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. Emergencies Occurring During Summer/Other School breaks

1. If a school administrator or other crisis response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- a. Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members. The Crisis Response Team Phone Tree is located in **Appendix 3**.

- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in the incident and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

## **D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

### **1. Organization**

#### **A. General**

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency response team, emergency services, and support services.

#### **B. Executive Group**

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board, Executive Director, Building Administrators, and District Emergency Management Coordinator

#### **C. Crisis Response Team**

Crisis Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. See Appendix 5 for a list of the Crisis Response Team for Each site.

#### **D. Support Services**

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

### **2. Assignment of Responsibilities**

#### **A. General**

- 1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the

most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the: Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

## **B. Executive Group Responsibilities**

### **1. The Governing Board**

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.
- c. Appoint a district Emergency Management Coordinator to assist in planning and review.

### **2. The Executive Director**

- a. Obtain a resolution from the Governing Board giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- g. Implement the policies and decisions of the governing body relating to emergency management.
- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county.
- i. Coordinate emergency assistance and recovery.

**3. The District Emergency Management Coordinator**

- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the Executive Director and principal on emergency management matters.
- h. Keep the Executive Director and building administrator apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for district emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- n. Serve as the school's Emergency Management Coordinator.
- o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the district superintendent and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty

and student rosters, photos, bus routes, and other pertinent information to help manage the emergency

- t. Establish an Incident Command Post.

**4. The Building Administrator**

- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
- b. With the assistance of the Public Information
- c. Officer, keep the public informed during emergency situations.
- d. Keep Governing Board informed of emergency status.
- e. Coordinate with organized volunteer groups and businesses regarding emergency operations.
- f. Ensure that the plan is coordinated with the district's plans and policies.
- g. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
- h. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- i. Conduct drills and initiate needed plan revisions based on After Action Reports.
- j. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
  - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
  - 2. Appoint monitors to assist in proper evacuation.
  - 3. Ensure that all exits are operable at all times while the building is occupied.
  - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
- k. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.

**5. Crisis Response Team will:**

- a. In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan.
- b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
- c. Organize Crisis Response Teams.
- d. Recommend training for the Crisis Response Teams.

- e. Establish a buddy system to pair teachers and classes so that teachers assigned to a Crisis Response Team, can fulfill their duties. **The classroom buddy list is located in Appendix 15.**
- f. Provide information to staff, students and community on emergency procedures.
- g. Provide assistance during an emergency in accordance with designated roles.
- i. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
- j. Participate in the Community Emergency Response Team (CERT) program.
- k. Create appendices for their specific emergency function.
- l. Assist the Executive Director and building administrator during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- m. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
  - 1. Crisis Response Team - The Crisis Response Team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place. They will also be trained to provide basic first aid to injured students and/or staff. The Crisis Response Team will also be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
  - 2. Custodial Staff - The Custodial Staff will be trained to provide light fire suppression and provide utility shut-off if necessary.
  - 3. Administration - The Administrative Staff will be trained to conduct a building assessment of school buildings to evaluate whether or not the building(s) are safe for occupation.
  - 5. Building Administrator - Will establish sites for the orderly dismissal of students to their parents.
  - 6. Student Supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.

7. Support and Security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.

**6. Teachers will:**

- a. Prepare classroom emergency Go Kits.
- b. Participate in trainings, drills and exercises.
- c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
- d. Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
- e. Maintain order while in student assembly area.
- f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
- g. Establish a buddy system for students and teachers with disabilities.
- h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."

**7. Technology/Information Services will:**

- a. Coordinate use of technology.
- b. Assist in establishment/maintenance of emergency communications network.
- c. Assist in obtaining needed student and staff information from the computer files.
- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.



- g. As needed, report various sites involved in the communication system if there are problems in that system.

**8. Transportation will:**

- a. Establish and maintain school district protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of district personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

**9. The School Incident Commander will:**

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

**E. DIRECTION and CONTROL**

**1. General**

- A. The building administrator is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the building administrator will assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.
- B. The District Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.
- C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

- D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.
- E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

## **2. Emergency Facilities**

### **A. Incident Command Post**

- 1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.
- 2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

## **3. Continuity of School Administration**

### **A. The line of succession for the school administrator is:**

- 1. **Darren Kermes**
- 2. **Tom Wieczorek**
- 3. **Barb Bahnson**

### **B. The lines of succession for each position shall be in accordance with the SOPs established by the school.**

## **F. READINESS LEVELS**

### **1. Readiness Levels**

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the building administrator. General actions to be taken at each readiness level are outlined in this plan; more specific actions will be detailed in departmental or agency SOPs.

## **2. Readiness Action Level Descriptions**

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
  - a. Assess and update emergency operations plans and procedures.
  - b. Discuss updates to school and local emergency operations plans with emergency responders
  - c. Review duties and responsibilities of emergency response team members.
  - d. Provide CPR and first aid training for staff.
  - e. Conduct training and drills.
  - e. Conduct 100% visitor ID check
2. Blue - Increased Readiness
  - a. Review and upgrade security measures
  - b. Review emergency communication plan
  - c. Inventory, test, and repair communication equipment.
  - d. Inventory and restock emergency supplies
  - f. Conduct emergency operations training and drills
3. Yellow – Elevated
  - a. Inspect school buildings and grounds for suspicious activities.
  - b. Assess increased risk with public safety officials.
  - c. Review crisis response plans with school staff.
  - d. Test alternative communications capabilities.
4. Orange – High
  - a. Assign staff to monitor entrances at all times.
  - b. Assess facility security measures.
  - c. Update parents on preparedness efforts.

- d. Update media on preparedness efforts.
  - e. Address student fears concerning possible emergency.
  - f. Place school and district emergency response teams on standby alert status.
5. Red – Severe
- a. Follow local and/or federal government instructions (listen to radio/TV).
  - b. Activate emergency operations plan.
  - c. Restrict school access to essential personnel.
  - d. Cancel outside activities and field trips.
  - e. Provide mental health services to anxious students and staff

## **G. ADMINISTRATION and SUPPORT**

### **1. Agreements and Contracts**

- A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
- B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in **Appendix 9**.

### **2. Reports**

- A. Initial Emergency Report  
This short report should be prepared and transmitted by the building administrator from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.
- B. Situation Report  
A daily situation report should be prepared and distributed by the building administrator from the Incident Command Post during major emergencies or disasters.
- C. Other Reports  
Several other reports covering specific functions are described in this plan.

### **3. Records**

#### **A. Record Keeping for Emergency Operations**

SouthWest Metro is responsible for establishing reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **B. Activity Logs**

1. The ICP and the district office shall maintain accurate logs recording key response activities, including:
  - a. Activation or deactivation of emergency facilities.
  - b. Emergency notifications to local emergency services.
  - c. Significant changes in the emergency situation.
  - d. Major commitments of resources or requests for additional resources from external sources.
  - g. Issuance of protective action recommendations to the staff and students.
  - f. Evacuations.
  - g. Casualties.
  - h. Containment or termination of the incident.

### **4. Incident Costs**

- A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

### **5. Emergency or Disaster Costs**

- A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:
  1. Personnel costs, especially overtime costs
  2. Equipment operations costs
  3. Costs for leased or rented equipment
  4. Costs for contract services to support emergency operations
  5. Costs of specialized supplies expended for emergency operations
  6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

### **6. Preservation of Records**

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water;

therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

- B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

## **7. Post-Incident and Exercise Review**

- A. The Executive Director, District Emergency Management Coordinator, Emergency Operations Planning Team, and Crisis Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

## **H. PLAN DEVELOPMENT and MAINTENANCE**

### **1. Plan Development and Distribution of Planning Documents**

- A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Executive Director is responsible for approving and promulgating this plan.
- B. Distribution of Planning Documents
  - 1. The Executive Director shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
  - 2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in **Appendix 19.**
- C. Review
  - 1. The Basic Plan shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The Executive Director will establish a schedule for annual review of planning documents.
  - 2. Update
    - a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

- b. The Basic Plan must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
- c. The Executive Director is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

## **I. REFERENCES**

- 1. Office for Domestic Preparedness Emergency Response Planning for Weapons of Mass Destruction/Terrorism Incidents Technical Assistance Program
- 2. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
- 3. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities

## **J. ANNEX – PLANNED RESPONSES/TEACHER ACTION GUIDES**

### **(SECURE/RESTRICTED MATERIALS)**

#### **1. PLANNED RESPONSES - ACTION GUIDES**

##### **A. Functional Protocols-Immediate Response Actions**

- Lockdown with Warning
- Lockdown with Intruder
- Shelter in Place
- Evacuation
- Family Reunification
- Definition of Teams
- Mental Health/Crisis Intervention
- Serious Injury/Death
- Suicide/Suicide Potential Assessment

##### **B. Incident Specific Procedures**

- Assaults/Fights
- Demonstrations or Disturbance
- Visitor/Intruder/Hostages
- Active Shooter
- Missing Person
- Early School Closure Procedure
- Severe Weather
- Fire
- Hazardous Material Release (indoor and outdoor)
- Weapons
- Bomb Threat
- Suspicious Mail/Terrorism
- Caring for Special Needs Students
- Medical Emergency
- Structural Failure
- Utility Loss or Failure
- Bus Accident
- Media
- Public Health Emergency

### **Functional Protocols (District-wide)**

Functional protocols form the district-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- Lockdown with intruder
- shelter-in-place
- evacuation
- family reunification
- mental health crisis intervention



- serious injury/death
- suicide/suicide potential assessment

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

## **Functional Protocols – Immediate Response Action**

### **Lockdown with Warning**

#### **Teacher/Staff Role:**

- Clear students from hallways, restrooms, or any room that cannot be secured and does not offer concealment
- Bring students in from playground/outdoor activities and ignore all bells
- Lock room, pull shades and keep students away from windows
- Continue with classroom activities as usual
- **Do not leave area until directed by the building administrator or the "All Clear" is issued by the building administrator**

#### **School Commander:**

- The building administrator or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

**ATTENTION STAFF, STUDENTS AND VISITORS GO TO YOUR DESIGNATED TORNADO SHELTER AREA IN THE BUILDING. A TORNADO HAS BEEN SPOTTED. REPEAT 3 TIMES**

## Lockdown with Intruder

**Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

### School Commander:

- The building administrator or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

**. STAFF, STUDENTS AND VISITORS. PROCEED TO THE NEAREST CLASSROOM OR SECURE SPACE. LOCKDOWN WITH INTRUDER, LOCKDOWN WITH INTRUDER, LOCKDOWN WITH INTRUDER” IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”**

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the bus service to stop all inbound buses and redirect them to designated relocation sites
- Notify district office
- Direct staff to turn off alarms and bells

### Custodians:

- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

### Teachers:

- Direct students into nearest classroom and lock door, pull shades, turn off lights
- Students should be out of view from hallway, quiet and flat on the floor
- Do not enter the building if your class is outside of the building. Move to your off campus evacuation site
- Do not let anyone into your classroom
- **Wait for the "All Clear" announcement from the building administrator to open the classroom door or to return to campus**

## Shelter-in-Place

**Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

### School Commander:

- The building administrator or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **Shelter-in-place** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

### Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

### Teachers:

- Direct the students to go immediately, in a calm and orderly manner, to the designated evacuation assembly area
- If you need to go outside the building, have students go up-wind or cross-wind from the spill
- Take your student roster with you and account for all students once you have reached the designated **Outside Evacuation Assembly area**. If any students are missing, immediately notify the building administrator using the SouthWest Metro Site Status Report/Missing/Injury Report
- Check people involved in the incident for adverse medical symptoms and request immediate medical attention, if necessary

Remain in the designated assembly area until directed by the building administrator.

## Evacuation

**Purpose:** *This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

### **Building Administrator:**

- The building administrator will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The building administrator or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO \_\_\_\_\_ LOCATED AT \_\_\_\_\_. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the district office and Executive Director of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

### **Teachers and staff**

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

# FAMILY REUNIFICATION

**Purpose:** *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

## **Building Administrator:**

- The building administrator after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The building administrator will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.

## **Reunification Site Commander:**

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

## **Teachers**

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

# DEFINITION OF TEAMS

## **Mental Health Crisis Team**

Carver and Scott Counties provide crisis mental health services when individuals or groups are in mental health crisis. The Response Team would utilize this service when an individual is in crisis and is a threat to self or others, or when the Response Team needs mental health workers because a crisis exists, i.e. student suicide, killing or major impact to all students, tornado, intruder, etc.

## **SouthWest Metro Mental Health Team**

The SouthWest Metro Mental Health Team refers to the mental health workers and social workers assigned to the SouthWest Metro programs.

## **SouthWest Metro Crisis Response Team**

The SouthWest Metro Response Team is a team of individuals employed by SouthWest Metro or Collaborative Partners who respond to a crisis within their respective building. They are responsible for the procedures outlined in the Emergency Response Plan. Each building has responders. Orange vests are worn to identify them during or after a crisis. They are the go-to people for the others in the building.

## **Grief Counseling Plan**

Administrator/designee:

- Contact building mental health worker
- If not available or in need of additional backup and support, contact the building administrator.
- If a mental health crisis exists, contact SouthWest Metro Crisis Team
- Follow other procedures outlined under Serious/Injury/Death

## **Mental Health/Crisis Intervention**

**Purpose:** *These procedures are intended to guide staff in responding to more frequently occurring crisis such as deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such a crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

### **Building Administrator:**

- Notify the Executive Director of the incident or emergency.
- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

### **Mental Health/Crisis Intervention Team:**

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student’s class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

**Teachers and staff:**

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.



# **SERIOUS INJURY/DEATH**

## **Administrator/Designee Role:**

- THE FIRST DAY – If notified before school, use “Telephone Tree” to inform all staff, if deemed necessary
- Hold staff meeting before school. Review facts in order to dispel rumors. Give written announcement to all teachers, if deemed necessary
- Administrator gives history of the individual including circle of friends and student contacts if possible
- Initiate Grief-Counseling Plan
- Assign spaces and responsibilities for either group or individual intervention work
- A letter may be sent home with each student to his/her parent/guardian explaining the situation
- Classes should return to normal as soon as possible
- AFTER THE FIRST DAY – Administrator/Designee makes phone calls to parents of students who are particularly distraught. Community resources are shared and appropriate advice given
- In the case of death, give teachers written announcements regarding wake and funeral arrangements
- The Administrator, or a particular teacher close to the student, along with a member of the CSEC Response Team, should be designated to visit the victim’s family

## **Staff Role:**

- Read written announcement during first class
- Refer distraught students to the Carver - Scot Mental Health Crisis Team
- Try to return to normal routines as soon as possible
- If students leave the school building, parent should be notified immediately

## **When announcing the loss or injury to staff and students:**

- Provide facts accurately
- If death, information about the funeral and procedures for attendance should be shared
- Try to return to normal routines as soon as possible. Classes should not be cancelled in the case of a suicide

## **When announcing the loss or injury to the media:**

- Executive Director or Public Information Officer (PIO) should handle media requests with courtesy and promptness. This person will officially respond and keep building staff informed of media plans
- Random videotaping and interviewing should be prohibited
- Adhere to facts that relate only to school. Develop a written statement for public release that expresses the school’s response to the tragedy. Release should be prepared in coordination with the district administration office
- Prohibit interviews of students unless the student’s parent or guardian has signed a release form permitting the interview
- Private information concerning the students, parents, and staff may not be disclosed to representatives of the news media. This includes: names, schedules, grades, method of death, etc.

## **Support Staff Activities:**

- Provide space for short-term grief counseling. Individuals most affected by the loss will need access to a private area to release feelings and regain composure
- As some individuals may prefer to deal individually with a counselor and not share space with others, it is helpful to offer the option for individual counseling when possible
- Counseling areas should be staffed at all times by experienced staff persons. Keep lots of tissues available

- Admission to group areas should not exceed 7 to 8 persons
- Once composure is regained, individuals should return to routine schedules
- Identify most at-risk peers and friends. Arrange for individual contact and monitoring as appropriate. All reports of suicide contagion should be carefully monitored. Document contacts to parents of at-risk peers
- Inform Administrator or designee of peers who are in extreme distress. They will assist parents to access community mental health resources, pastoral counseling, self-help and grief groups
- Assist staff who ask for assistance in dealing with loss issues and concerns with students. Provide information on how to access needed community and district resources, answer questions and address concerns. An open room for several afternoons or mornings with a support person available is often helpful
- Postpone and reschedule appointments and meetings that will add undue stress for staff until events have stabilized
- Assist in recruitment of additional assistance from other trained counselors or individuals from the community

### **Teacher Directed Activities:**

- Identify and refer students who want to share questions or concerns with support/guidance staff
- Provide an opportunity for students to voluntarily discuss the loss, stages of grief, or what they have learned from other loss experiences
- Acknowledge emotions/feelings through involvement in constructive activities in the classroom. Use assignments that will enhance this process
- Postpone and reschedule tests as needed. Return to routines as appropriate
- Discuss school procedures for attending the funeral so those students who will attend will understand expected behaviors. Verify plans with family of deceased
- Seek assistance from administrator or support staff when/if student reactions become too intense to feel comfortable handling
- Participate in memorial services/special activities with students and other staff as appropriate
- Share your feelings and concerns with colleagues and seek support when feeling stressed or isolated

# SUICIDE

## **Employee Response to Crisis:**

- In an emergency situation, provide for immediate short-term physical safety of the student
- Call 9-1-1 (Dial '9' for outside line if necessary) and building administrator
- Contact School Resource Officer
- Notify a SouthWest Metro Mental Health Worker or nurse immediately
- Stay with the suicidal student until appropriate suicide prevention staff arrives

## **General Guidelines:**

- Take all threats seriously
- Never agree to keep their secret
- Don't call their bluff
- Never leave the student alone
- Call 9-1-1 (Dial "9" for outside line if necessary)
- Call CSEC Mental Health Team

## **Follow-Up:**

- A staff meeting will be held as soon as possible to discuss the interventions which took place and provide a time for reflection and support. Staff is reminded to continue to monitor student behavior; especially those identified as "high-risk"
- A lead program staff person will assure periodic contact with parents of high-risk students to discuss their concerns

## **Administrator response following attempt:**

- Immediately contact a lead program staff person to arrange a strategy meeting.
- Designate a staff member to make a home contact
- Designate a staff member to meet with at-risk student(s)
- Decide what essential information should be given to employees. Because of confidentiality issues, information may be limited
- Designate a person(s) to be available to address questions from students
- Announce a staffing for employees as soon as possible. (Utilize the phone tree if necessary.) At staffing, provide crucial and accurate information regarding attempted suicide. The psychologist, social worker, or counselor will address the behavior, providing perspective and sensitizing staff members. Instruct staff members not to elaborate on the incident beyond their knowledge of facts and not to speak to the media
- The Executive Director or Public Information Officer will answer media inquiries. The school's position on students who are experiencing a crisis is to not release information
- In cooperation with parents and others involved, a post-crisis plan will be developed for the educational setting

## **Staff guidelines following attempt:**

- All personnel will maintain confidentiality regarding the event
- Staff will attend a meeting as soon as possible to hear information and receive instructions about handling the event
- Staff will share only what they know to be factual information and will not elaborate on the event
- If staff have specific questions regarding an attempted suicide, they should confer with a member of the CSEC Mental Health Team. Staff is not at liberty to discuss confidential matters involving students with other persons

- The CSEC staff monitors behavior of “at-risk” students. If students continue to seek in school counseling, parents should be so informed and referred to community resources. Conversations with students should be documented and a follow-up letter sent to parents

### **Additional Tips:**

- Understand that most suicidal persons are highly ambivalent about the wish to die. Every suicide attempt is a cry for help
- Take it seriously while accepting that the student sees suicide as an option. Don’t argue, belittle, or blame the student for having these thoughts, but instead help him/her to externalize the problem rather than keeping it in or acting it out
- Communicate hope, optimism, and concern. LET THE STUDENT KNOW YOU CARE
- Discuss alternative plans and stress that help is possible
- Impress upon the student that suicide is a permanent solution to a temporary problem
- DON’T AGREE TO SECRETS. Tell the student that appropriate school personnel must know about their intentions. Confidentiality is not appropriate in a situation like this. Preserve the life not the friendship
- Risk getting involved. Every employee can listen. Trust your instincts. If you suspect suicidal thoughts or behaviors, ask the person directly. Don’t avoid the topic or wait silently for them to come to you
- Model healthy behavior and problem-solving approaches

## Carver – Scott Mental Health Crisis Suicide Potential Assessment

In most instances we would recommend hospitalization in a mental health unit if the following primary risk factors were present:

### I. Attempt

- ☐ 1. Suicide attempt with lethal method (such as by firearms, hanging/strangulation, jumping from high places)
- ☐ 2. Suicide attempt resulting in moderate to severe lesions/toxicity
- ☐ 3. Suicide attempt with low rescuability (such as no known communication regarding the attempt, discovery unlikely because of chosen location and timing, no one nearby or in contact, active precautions to prevent discovery)
- ☐ 4. Suicide attempt with subsequent expressed regret that it was not completed and continued expressed desire to commit suicide or unwillingness to accept treatment

### II. Intent (includes suicidal thoughts, preoccupation, plans, threats and impulses, whether communicated by the patient directly or by another person based on observations of the patient):

- ☐ 1. Suicidal intent to commit suicide imminently
- ☐ 2. Suicidal intent with a lethal method selected and readily available
- ☐ 3. Suicidal intent and preparation made for death (such as writing a testament or a suicide note, giving away possessions, making certain business or insurance arrangements)
- ☐ 4. Suicidal intent with time and place planned and foreseeable opportunity to commit suicide
- ☐ 5. Suicidal intent without ambivalence or inability to see alternatives to suicide
- ☐ 6. Presence of acute command hallucinations to kill self whether or not there is expressed suicidal intent
- ☐ 7. Suicidal intent with currently active psychosis, especially major affective disorder or schizophrenia
- ☐ 8. Suicidal intent or other objective indicators of elevated suicide risk but mental condition or lack of cooperation preclude adequate assessment

### III. Secondary Risk Factors

The following items all significantly contribute to suicide risk but are of a less critical nature:

If seven or more of these factors are present, we recommend consultation and probable hospitalization.

- ☐ 1. Recent death of significant other(s)
- ☐ 2. Recent loss of relationship with significant other(s) (boyfriend, girlfriend, close friend, family member, change of schools, geographical relocation)
- ☐ 3. Suicide of friend, peer, family member or identification figure
- ☐ 4. Social isolation – withdrawal from friends, isolating self from family
- ☐ 5. Current or past emotional/behavioral disturbance
- ☐ 6. Current or past difficulties with impulsive, acting-out behavior
- ☐ 7. Current or past significant chemical use/abuse
- ☐ 8. History of prior suicide attempts
- ☐ 9. Recent pattern of risk-taking, thrill-seeking, accident-prone behavior
- ☐ 10. History of self-mutilating, disfiguring gestures or behaviors
- ☐ 11. Marked changes in school attendance, performance, attitude
- ☐ 12. Recurrent references or persistent talk about death, suicide, morbid topics noted
- ☐ 13. Neglect of self-care, including hygiene and compliance with recommended treatments for illnesses
- ☐ 14. Withdrawal from therapeutic help
- ☐ 15. Awareness or perception of abusive family relationships
- ☐ 16. Clinical impression leading to suspicion, uneasiness that the person may be deceptive about self-destructive interest, impulses

## **Incident Specific Procedures:**

### **ASSAULTS/FIGHTS**

#### **Teacher/ Staff Role:**

- Ensure safety of all students and staff by removing them from immediate area
- Call 9-1-1 (Dial “9” for outside line if necessary)
- Report the assault/fight to the building administrator
- If the victim requires medical attention, contact CPR/first aid certified people in the building to handle medical emergencies until law enforcement/emergency personnel arrive, if necessary. Do not leave victim alone.
- Write down the names of any witnesses
- Seal off area where assault took place
- Document all activities (Incident Report Form) and give to the building administrator

#### **Administrator/Designee Role:**

- Notify the Executive Director and building administrator and combatants’ parent(s) or guardian(s), as appropriate
- Investigate by means such as: obtaining statements from combatants, obtaining statements from witnesses
- Deal with situation in accordance with school district discipline, harassment, and violence policies, as appropriate.
- Notify law enforcement or school liaison, as appropriate, if a weapon was used, the victim has physical injury causing substantial pain or impairment, or the assault involved sexual contact
- Assess counseling needs of victim(s) or witness(es). Initiate Grief-Counseling Plan, if necessary
- Document all activities (Incident Report Form)

### **DEMONSTRATION OR DISTURBANCE**

#### **Teacher/Staff Role:**

- Summon assistance immediately
- Disperse any gathering of students. Do not let them incite the demonstrators/combatants
- In case of weapons or extremely violent behavior, allow an avenue of escape for the suspect
- When breaking demonstrators/combatants apart, work with other staff members
- When demonstrators/combatants are separated, move them so they cannot hear or see each other
- Be direct when telling students what to do. Speak loudly enough to be heard, but try to avoid yelling.
- Do not become a trigger in an explosive situation
- **Contact your building administrator for support**

#### **Administration:**

- Ask demonstrators/combatants to disperse
- Notify Executive Director or building administrator
- Notify local law enforcement agency, if necessary
- Contain the disturbance by sealing off the area to the extent possible.
- If disturbance is outside, secure the building by locking the perimeter doors. Relocate people involved to an isolated area.

# VISITOR/INTRUDER/HOSTAGES

## **Teacher/Staff Role:**

### **Visitor/Intruder**

- Approach the visitor/intruder and determine the nature of their presence
- Ask for identification then direct and/or accompany them to the proper office
- If they have no acceptable purpose, ask them to leave
- Remind them that they are trespassing, which is a violation of the law, and alert them that the police will be called
- If they continue to refuse to leave, notify the building administrator and call 9-1-1 (Dial '9' for outside line if necessary)
- If possible, write down a description of the intruder and information on their vehicle

### **Hostage**

- If hostage taker is unaware of your presence, do not intervene
- Call 9-1-1 (Dial '9' for outside line if necessary) immediately.
- Contact building administrator or there is a concern that someone (student/staff) may have been taken hostage
- Seal off area near hostage scene and give control of scene to police/hostage negotiation team

### **If taken hostage:**

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

### **Administrator**

- The building administrator will direct staff to call 9-1-1 (Dial '9' for outside line if necessary), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The building administrator will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The building administrator will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The building administrator will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the building administrator will designate an alternate command post.
- The building administrator will assign someone to meet and brief arriving law enforcement officers.
- The building administrator or designee will switch bells to manual mode and disarm the fire alarm.
- The building administrator will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.

- The building administrator will notify the Executive Director's office and request activation of media and parent notification protocols
- Refer media to:

**Darren Kermes**

Public Information Officer

**952-567-8102**

Telephone Numbers (home, work, mobile)

## **Recovery**

- After the intruder(s) have been subdued, the building administrator will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The building administrator will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The building administrator will request bus transportation or alternate transportation to the relocation site.
- The building administrator will request the district activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The building administrator will activate the district Crisis Response Team and notify the area mental health agency to provide counseling and mental health services at the relocation site.
- The building administrator will debrief the school Emergency Management Team.
- The Executive Director in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

***(Note: The school is a crime scene and will require a thorough search and processing.)***



## ACTIVE SHOOTER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device.

### Administrator:

- The building administrator will direct staff to call 9-1-1 (Dial '9' for outside line if necessary), give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates
- The building administrator will announce a building-wide Lockdown alert, direct staff and students outside the building to move immediately to the campus assembly area(s) and be prepared to evacuate off-campus if necessary
- The building administrator will ensure any buses enroute to the school are redirected to the pre-designated relocation site
- The building administrator will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the building administrator will designate an alternate command post
- The building administrator will assign someone to meet and brief arriving law enforcement officers
- The building administrator or designee will switch bells to manual mode and disarm the fire alarm
- The building administrator will direct office staff to contact the classrooms via intercom or alternate means of communication to check status
- The building administrator will notify the Executive Director's office and request activation of media and parent notification protocols
- Refer media to:

**Darren Kermes**  
Public Information Officer

**952-567-8102**  
Telephone Number(s)

### Teacher/Staff Role:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to Lockdown With Intruder
- Clear students from the hallway and bathrooms outside the classroom immediately
- Close and lock all doors and windows, pull down the shades and turn off the lights
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Teachers, staff and students will remain in lockdown until given the **"All clear"** by the building administrator or a law enforcement officer in uniform
- If an intruder enters and begins shooting, **TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE**, exit the building or run to another location that can be locked

(\*The school is a crime scene and will require a thorough search and processing)

### Recovery

- After the intruder(s) have been subdued, the building administrator will announce an evacuation and off-campus relocation to an alternate site for family reunification
- The building administrator will notify officials at the relocation site of the evacuation and to activate family reunification protocols

- The building administrator will request bus transportation or alternate transportation to the relocation site
  - The building administrator will request the district activate media and parent notification protocols and direct parents to go to the relocation site
  - Teachers will evacuate the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport
  - The building administrator will activate the district Crisis Response Team and notify the area mental health agency to provide counseling and mental health services at the relocation site
  - The building administrator will debrief the school Emergency Management Team
  - The Executive Director in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public
- (\*The school is a crime scene and will require a thorough search and processing)

### **MISSING PERSON**

- Notify building administrator or law enforcement/School Resource Officer if student/staff member is missing and there is reason for concern. Give as much information as possible:
  - Description (physical, clothes)
  - Time last seen
  - Where seen and headed in which direction
  - With anyone

# EARLY SCHOOL CLOSURE PROCEDURE

The Executive Director or Designee will make decisions about closing a school or any school district building. Such decisions will be made by the Executive Director or Designee as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (weather-related or a crisis situation), will specify how the decision will be communicated to staff, students, families and the school community (including means such as broadcast media, local authorities, or a phone tree), and will discuss factors to be considered in closing and reopening a school or school district building.

**Weather Line** – 952-567-8170

**Do what the District in which your program is located**

401 Building/East Creek Family Center/CCJ – **Eastern Carver County School District #112**  
Lydia Education Center/River Valley Educational Center/JAF – **Jordan School District #717**  
Shakopee Town Square/ Valley Green – **Shakopee School District #720**

## SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school:

### **Severe Weather Watch has been issued:**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

### **Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school**

- The building administrator will announce SHELTER-IN-PLACE alert signal
- The building administrator will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The building administrator will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

# FIRE

## Teacher/Staff role:

### Remember R.A.C.E.

- **Rescue:** Remove anyone from immediate danger
- **Alarm:** Notify the office of the situation and activate the fire alarm system
- **Contain:** Close all doors to confine smoke and fire. Do not lock doors
- **Extinguish/Evacuate:** If the fire is small and you have been trained on how to operate a fire extinguisher, you can attempt to extinguish the fire. Otherwise, follow your evacuation procedure and evacuate to the designated assembly area outside of the building

## Response to Fire Alarms or Explosions:

- Remain calm
- Evacuate and stay with your students
- Remember to take your class roster with you to the designated assembly area
- Once you have reached the designated assembly area, account for all students and report any missing students to the building administrator
- Only return to the building when directed by the building administrator

## Evacuation Reminder:

- If leaving a room, feel the door with the back of your hand before opening it and do not attempt to open any door that feels hot
- Do not return to the area for personal belongings
- If smoke is present, stay low. The best quality of air is near the floor
- Consider individuals with disabilities that may need assistance evacuating
- If possible, don't allow fire to come between you and the exit

## If you are Trapped in a Room/Area:

- Wedge wet towels or cloth materials along the bottom of the door to keep out the smoke
- Try to close as many doors between you and the fire as possible
- Use the telephone to notify 9-1-1 (Dial "9" for outside line if necessary) of your problem and location
- If you are trapped in an area and need fresh air, break the window as a last resort. Use caution when breaking the window

## Administration:

- Building administrator or designee calls 9-1-1 (Dial '9' for outside line if necessary) to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the building administrator or incident commander of any missing students
- After consulting with Executive Director, fire department and law enforcement officials, the building administrator may direct an off-site evacuation to \_\_\_\_\_ if weather is inclement or building is damaged.  
(Primary relocation center)

- Building administrator notifies students and staff of termination of emergency, return to the building and resumes normal operations.

**Teachers**

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. Notify the building administrator of any injured or missing students.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

# HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

## Substance Released Inside a Room or Building

- The building administrator will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.
- The building administrator directs staff to call 9-1-1 (Dial '9' for outside line if necessary) provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The building administrator or staff will notify the Executive Administrator's office and request activation of media and parent notification protocol.
- The building administrator will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The building administrator will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

**Darren Kermes**

Public Information Officer

**952-567-8102**

Telephone Numbers (home,work,cell)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The building administrator will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move the students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

## Substance Release Outdoors:

- The building administrator will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The building administrator or designee will call 9-1-1 (Dial '9' for outside line if necessary) identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The building administrator will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The building administrator will notify the Executive Director's office and request activation of media and parent notification protocol.
- Refer media to:

- The building administrator will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The building administrator will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Executive Director.
- When emergency responders determine it is safe to do so, the building administrator will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

# WEAPONS

## **Teacher/Staff Member(s) Aware of a weapon Brought to School Role:**

- Immediately notify building administrator and law enforcement
- Tell building administrator or law enforcement the name of the suspected person who brought the weapon, where the weapon is located, if the suspect has threatened anyone or any details that may prevent the suspect from hurting someone or himself/herself
- Building Administrator will determine if any/all other staff in the building should be notified
- If teacher suspects that a weapon is in the classroom, he/she should confidentially notify another neighboring teacher. Teacher should not leave the room. The neighboring teacher will report to the building administrator

## **Administrator/Designee role:**

- Call law enforcement in your community and School Resource Officer if a weapon is suspected to be in school
- Ask law enforcement/school resource officer to join you in questioning suspect or staff member
- Isolate student from weapon, if possible. If the suspect threatens you with the weapon, do not try to disarm him/her. Back away with your arms up. **STAY CALM!**
- Accompany suspect to an isolated area to wait for law enforcement
- Inform suspect of his/her rights and why you are conducting search (Search Policy)
- Keep detailed notes of all events and why search was conducted
- Notify parent(s) / guardian(s) if suspect is a student. Explain why a search was conducted and the results of the search
- Contact the Executive Director or building administrator
- Document the incident (per reporting requirements established in Minnesota Statute) Contact **Diane Fedie**. Diane will inform the Executive Director prior to sending documentation to the State



# Bomb Threat

## Phone Call Recipient Role:

- Remain calm
- Take the call seriously. Do NOT panic
- Keep the caller on the phone as long as possible
- Note the time of the call and the telephone it came in on
- Signal someone nearby to call 9-1-1 (Dial '9' for outside line if necessary)
- If the listener is alone, he/she should attempt to call 9-1-1 (Dial '9' if necessary)
- After hanging up the phone, immediately dial the callback service (\*69) to retrace the call, if possible

## Ask the caller the following questions:

- Where is the bomb?
- When will it explode?
- What does the bomb look like?
- What kind of bomb is it?
- What is the caller's name and motive for placing the bomb?
- Are you a student?
- Write down any pertinent information such as background noises, gender of caller, and voice pitches and patterns.

## If you are notified by the building administrator of a Bomb Threat:

- Turn off any wireless devices such as portable radios or cell phones
- Before leaving your room, scan for any foreign or out of place items. Do not touch anything but notify your custodian and/or building administrator of anything that looks suspicious
- Do not open drawers, desks, cabinets, or lockers
- You will be told whether to evacuate and what your evacuation route will be. It may be different from your regular evacuation route. Wait for instructions

## Building Administrator:

- Building administrator or designee notifies law enforcement by calling 9-1-1 (Dial '9' for outside line if necessary).
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO \_\_\_\_\_ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The building administrator and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district Executive Director.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.

- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. **DO NOT ACTIVATE THE FIRE ALARM.**
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) **MINIMUM 1000 Feet.** is the general rule. Consult with Fire and law enforcement officials.
- Arrange for the person who found the suspicious item to talk with law enforcement officials.
- No one may re-enter the building(s) until fire or law enforcement personnel declare them safe.
- After consulting with the Executive Director, and the Incident Commander, the building administrator may move students to \_\_\_\_\_ if weather is inclement or building is damaged. (primary relocation center)
- The building administrator will notify staff and student of the termination of the emergency and to resume normal operations.

**Teachers and staff:**

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-**DO NOT TOUCH IT.** Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated.. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

# BOMB THREAT CHECKLIST

## Description Detail Report

### Questions to ask:

1) When is the bomb going to explode?

2) Where is it right now?

3) What does it look like?

4) What kind of bomb is it?

5) What will cause it to explode?

6) Did you place the bomb?

7) Why?

8) What is your address?

9) What is your name?

Exact wording of the threat: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

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

Number at which call was received: \_\_\_\_\_

### Notes:

### Callers Voice - Circle as applicable:

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?

### Background Sounds:

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

### Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Suspicious Mail/Terrorism

## **Person receiving suspicious mail role:**

- Upon receiving a phone threat: listen carefully to the callers voice, speech patterns and background noises
- After hanging up the phone, immediately dial the return call feature (\*69) to trace call, if possible
- Notify the local law enforcement agency and the school liaison and building administrator

## **Building Administrator role:**

- Will notify the Executive Director or Program Director
- The building administrator may order an evacuation of persons inside the school building
- **Upon receiving a threat letter:** minimize the number of people who come in contact with the letter by immediately limiting access to the area in which it was found
- Seal the letter in a zip lock bag or another envelope
- Dial 9-1-1 (Dial '9' for outside line if necessary)
- Secure the immediate area – do not allow people in or out
- Ask “involved” people to remain calm until emergency officials arrive
- Ask “involved” people to minimize their contact with the letter. The area should now be considered a crime scene
- Get advice from emergency response officials regarding contamination and change of clothing for persons who opened or handled the letter

# Caring for Special Needs Students

The buildings in SouthWest Metro prepares students with disabilities for disasters and/or emergencies through frequent training drills to alleviate safety problems in the event of a real emergency. Teachers and principals' responsibility has greatly increased as students move into least restrictive environment (LRE).

To ensure the safety of differently abled students, we realize the critical need for building administrators and teachers to have emergency procedures for students who need assistance to evacuate.

The following procedures should be followed:

1. Make sure students with disabilities understand and will carry out actions required in an emergency. Each school is required to provide 30 minutes of safety instruction and conducts at least one fire drill a month.
2. A team will be in place to assist students with disabilities during the emergency. A team of adults has been organized to help meet the need of the special needs children to ensure better student safety. This team is made up of teachers, aides, and the school nurse.
3. Select a classroom that is close to an exit for location to place students with disabilities. Special attention is given to handicap accessibility of nearby exits to ease emergency evacuations for students in wheelchairs and braces.
4. Determine the ways students need help during and after an emergency based upon one or all of the following.
  - difficulty hearing a warning or instructions concerning evacuations
  - difficulty with a seeing-eye or hearing-ear dog that may become confused during emergency
  - difficulty operating a wheelchair or walker
  - difficulty understanding instructions while under stress, or having an illness aggravated by stress

A list is maintained in the building administrator's office and the nurse's station of important items that a student might need in an emergency, such as medication administration, phone numbers for the parent or doctor, or special equipment needs. Special medical alert tags are also available that identify the student's needs in case of injury or the inability to communicate.

# MEDICAL EMERGENCY

## School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach.  
Examples of danger include but are not limited to:
  - a. Live electric wires
  - b. Gas leak
  - c. Building damage
  - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 (Dial '9' for outside line if necessary) immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the building administrator or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report if appropriate, a supervising staff member completes the report.

## Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report.
- Follow-up with the parents or guardian

# STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

## **Structural failure with collapse or partial collapse:**

- Upon the first indication of a structural failure the building administrator may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately assist the injured and evacuate the building moving to their assigned assembly area(s).
- The building administrator will initiate an EVACUATION of the building
- The building administrator or designee will call 9-1-1(Dial '9' for outside line if necessary)identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The building administrator will direct staff to turn off utilities and seal off the high risk area, if necessary
- The building administrator will notify CPR/first aid certified persons in the school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

## **Structural failure without collapse**

- For structural failure without collapse, the building administrator will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The building administrator will notify the Executive Director and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The Executive Director and building administrator will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

## UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the building administrator will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The building administrator may direct staff to shut off utilities, as deemed necessary.
- The building administrator will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The building administrator will confer with the Executive Director and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the building administrator will direct staff to call 9-1-1 (Dial '9' for outside line if necessary) give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the building administrator will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

**Darren Kermes**

Public Information Officer

**952-567-8102**

Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the Superintendent's Office.



# **BUS ACCIDENT**

## **Bus Driver/Monitor:**

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 9-1-1 (dial '9' for outside line if necessary). Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
  1. Who
  2. What,
  3. When,
  4. Where (location)
  5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school district administration or law enforcement
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

## **Building Administrator:**

- Dispatch the district transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and Superintendent's office.
- Building Administrator or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The building administrator or designee will ensure any special health information or medication for any injured student is sent to the hospital.

## **Executive Director:**

- If multiple hospitals are used, the Executive Director's office will send an administrator to each hospital.
- The Executive Director or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

## MEDIA

All staff must refer media to school site or Public Information Officer

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Executive Director serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

<u><b>Darren Kermes</b></u>	<u><b>952-567-8102</b></u>
Public Information Officer	Telephone Numbers (home, work, mobile)

Alternate Public Information Officer:

<u><b>Tom Wieczork</b></u>	<u><b>Office 952-567-8103 Cell 218-371-8456</b></u>
Name	Telephone Numbers (home, work, mobile)

- Public Information Officer acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Public Information Officer: **Darren Kermes** **Valley Green Shakopee**  
Name Room #

Alternate Public Information Officer: **Tom Wieczork** **Valley Green Shakopee**  
Name Room #

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Executive Director.
- Executive Director notifies other school buildings in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say "No comment".
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

### Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

# **PUBLIC HEALTH EMERGENCY**

*(Protocol under development by Carver County Public Health)*