



**Butterfield-Odin Public School
Independent School District 836
Emergency Operations Plan**

Board Approval Date: August 22, 2022

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EMERGENCY TELEPHONE NUMBERS

SERVICES

District Office

	<u>Phone</u>	<u>Cell Phone</u>
Superintendent – Steve Thomas	Ext.143	651-983-1329
Principal – Dan Blankenship	Ext.137	507-227-8518
Accountant – Clifton Larson Allen	Ext.148	
Grounds Supervisor – Shawn Hiebert	Ext.117	507-621-8404

District Wide Staff:

Food Service -	Ext.111	
School Nurse – Angela Hall	Ext.139	507-380-3460
School Counselor – Tammi Samuelson	Ext.135	507-317-1668
Social Worker – Tiffany Sandbo	Ext.113	507-327-7920

Elementary/Secondary School

Building Secretary- Amy Chleborad	Ext.142	605-431-8845
Building Secretary-Sandy Melheim	Ext.141	507-621-0347
Head Custodian – Shawn Hiebert	Ext.117	507-621-8404

Community Services

Watonwan County Sheriff's Department	911	507-375-3121
Watonwan County Emergency Services	911	507-375-5841
Watonwan Human Services	507-375-3294	
Mayo Health Clinic Hospital	911	507-375-3391
MN Poison Control System	800-764-7661	
Butterfield City	507-956-2501	
Butterfield Fire Department	911	
Fire Chief Mark Warner	507-956-2501	

Services

	<u>Phone</u>
MN Energy	1-800-889-9508
Center Point	1-800-245-2377
Alarm Systems	1-800-498-7568
Electrician (Knickrehm)	507-375-3483
Plumber (Linshied)	507-956-5181
City of Butterfield	507-956-2501

CRISIS TEAM MEMBERS

District Crisis Team

Position	Name	Work #	Cell #
Superintendent	Steve Thomas	Ext. 143	651-983-1329
Principal (K-12)	Dan Blankenship	Ext. 137	507-227-8518
Social Worker	Tiffany Sandbo	Ext. 113	507-327-7920
Counselor	Tammi Samuelson	Ext. 135	507-317-1668
Nurse	Angela Hall	Ext. 139	507-380-3460
Athletic Director	Eric Kauffmann	Ext. 126	320-314-2694
Secretary	Amy Chleborad	Ext. 142	605-431-8845
Secretary	Sandy Melheim	Ext. 141	507-621-0347

CPR/First Aid Certified Staff

Name	Ext.
Lisa Beckius	
Eric Kauffmann	126
Sherri Steinbrink	119
Sandy Melheim	141
Angela Hall	139

INTRODUCTION

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

Common sense should dictate the reaction of school authorities to emergency situations. All situations cannot be clearly defined into a category for which hard and fast guidelines exist, and individual judgment must be exercised in some situations. Continuing and meaningful measures that prevent incidents that might otherwise lead to emergency situations should be the area of greatest concern.

Principals or program supervisors of individual buildings or facilities have the primary responsibility for dissemination of emergency procedures to staff. In addition, they must establish a clearly defined chain of command so that safety procedures are followed when they are absent from the building.

In the event that the principal is not on duty at the time of an emergency, the designated person/program supervisor will take charge of the building and be responsible for the emergency at hand.

Record of Distribution

Specific community partners shall receive a copy of this Emergency Operations Plan. External distribution shall include:

- Watonwan County Sheriff
- Butterfield Fire Department
- Watonwan County Emergency Management
- Harbo Consulting
- Riverbend Cooperative

The Emergency Operations Plan will also be distributed internally to the following:

- All licensed staff
- Office staff
- Kitchen staff
- Paraprofessionals
- Custodial staff
- Daycare staff

School Overview

The Butterfield-Odin School District is an independent school district in Minnesota in Wantonwan County, Minnesota. It is a primarily farming community with a stable growth rate in a rural area with the closest ambulance & law enforcement 8 miles away. First Responders reside in the Butterfield Community.

We have approximately 230 students in our school district, Pre-K to Grade 12. Each one of our grade levels has approximately 15-25 students. We also provide an on-site day care that typically cares for 10-17 infants and young children per day.

About 70-75% of our population receives free or reduced lunch, and our population has a growing LatinX presence with 65% of our students falling in this demographic. We have about 50 staff present in the building on a daily basis.

About 20% of our total student population considered disabled with Individual Education Plans. All students have full physical mobility and are able to follow basic safety instructions. The daycare houses children that need adult assistance in following safety protocol due to their age.

Staff Responsibilities – Any Disaster

Building Administrator or Designee

- Verify information
- Call 911 (if necessary)
- Seal off high risk area(s)
- Convene Building Crisis Team and implement crisis response procedures
- Notify superintendent
- Notify students and staff (depending upon the type of emergency, students may be notified by teachers)
- Evacuate students and staff or relocate to a safe area within the building, if necessary
- Refer media to the superintendent (or designee)
- Notify parents/families and community agencies (if necessary)
- Notify community agencies (if necessary)
- Implement post crisis procedures
- Keep detailed notes of crisis event
- If possible, and if the event warrants, keep staff and students on site for local investigators so interviews and accurate documentation of the events can be completed

Teachers/Staff

- Verify information

- Ensure students follow crisis protocols
- Warn students (if advised)
- Ensure that all students are accounted for
- Stay with students unless directed otherwise
- Keep class roster with you at all times
- Refer media to superintendent (or designee)
- Keep detailed notes of crisis event
- If possible, and if the event warrants, keep staff and students on site for local investigators so interviews and accurate documentation of the events can be completed

Building Crisis Team

- Have the authority, ability, training and resources to carry out their responsibilities
- Be familiar with all aspects of the crisis management plan
- Possess the ability to remain calm and work effectively in emergencies

Plan Development and Maintenance

The Superintendent and the School Board are responsible for the overall development and completion of this EOP. This responsibility may be delegated to the designee of the Superintendent. Specific responsibilities to maintain the plan are:

- Annual review of the plan with approval of necessary changes
- Distribution and record of the plan
- Assignment of personnel to fulfill roles & responsibilities of the plan
- This plan will require frequent training opportunities in accordance with state regulations, so staff and students will know how to respond in emergencies.
- Methods of how the students, parents, and public can be informed of parts of the plan

Building Security

General considerations under the direction of the building Administration:

- All visitors should sign in at the office and wear an identification badge. All Staff wear an identification badge.
- All staff will challenge unfamiliar people or people without identification, especially those who appear to be loitering.
- All students and staff will report any suspicious behavior or situations.
- All faculty and staff members should be alert for foreign or suspicious objects, items or parcels that do not appear to belong where such items or parcels are observed.
- All custodial personnel should regularly inspect restrooms, stairwells, areas under stairwells and other areas of the building to insure unauthorized persons are not hiding in or loitering around these areas.
- Ensure that doors and access ways to boiler rooms, switchboards and utility closets are securely locked when not in use.

- Ensure that all keys/key fobs to all locks are accounted for. If all keys/key fobs are not accounted for, locks should be changed.
- If possible, close off portions of the building that are not needed after the school day.
- Check all fire extinguishers as follows:
 - o Head Custodian performs monthly; record date on tag
 - o Head Custodian performs this duty at the elementary/secondary level
 - o Health and Safety Coordinator: Check every six months; record date on tag
 - o Fire and Safety: Check yearly; record date on tag and/or replace tag
- Ensure that all records (student, financial, personnel) are well protected.
- Check all exterior and protective lighting on a regular basis for proper operation.
- Ensure that flashlights or battery-operated lanterns are available in any areas where emergency lighting is not available. Check flashlights or lanterns monthly. Check emergency lighting every six months.
- Arrange for the security of chemicals that can be used for the construction of explosive devices.

Entrance Protocol:

- **Secure Outside Doors:** During the instructional day all exterior doors will be locked with the exception of 7:45am-8:10am for student arrival. ONLY office staff are allowed to buzz open entry doors. DO NOT MANUALLY OPEN THE DOOR FOR ANYONE.
- **Badge Identification System:** All employees will wear picture identification badges to help students and staff easily identify strangers in the building. All visitors to the building, including parents, will need to sign in at the office and wear a visitor's badge.
- **Students Leaving During the School Day:** Students will not be released directly to the parent/guardian from the classroom. Teachers will be notified of a student's release (doctor's appointment, etc.) via the intercom and parents will be asked to wait for their child in the office. The policy of signing out each child before they leave the building will be continued.
- **Dropping Off and Picking Up Students:** Students will be dropped off and picked up at the main doors at the front of the building. Parents can go to the office for any business they need to conduct. *Exception: Preschool children and parents are allowed to go to the classroom together.*
- **Forgotten Items:** Band instruments, lunches, etc. should be brought to the office. They are not to be taken to any classroom. Office personnel will notify the teacher that the item can be retrieved from the office.

Evacuation/Relocation Centers

Evacuation Protocols

- Building administrator determines if the students and the staff should be evacuated outside the building or to relocation centers
- Superintendent/ Administrators coordinates transportation if the students are being evacuated to relocation center. Superintendent contacts building principal to inform them that the evacuation is taking place
- Building administrator notifies the relocation center
- Building administrator directs staff and students to follow the fire drill procedures and route or to follow an alternate route if the normal route is too dangerous
- Custodial staff will turn off lights, electrical equipment, gas, water faucets, air condition and heating systems
- Close all doors
- Building administrator will notify parent/guardians per district policy and/or guidance

Teachers Will

- Direct students to follow normal fire drill procedures unless the building administrator alters the route
- Take class roster
- Close classroom doors but not lock them; turn out lights
- Account for all students and inform the building administrator immediately if any students are missing
- Stay with the class if students are evacuated to a relocation center, where attendance will be taken upon arrival

Relocation Centers

List the primary and secondary student relocation center for each building. The primary site should be located close to the school; the secondary site is located farther away and would be used in case of a community-wide emergency. Include maps for staff reference.

PRIMARY RELOCATION CENTER

Butterfield Fire Hall: 310 Hubbard Avenue, Butterfield (507)956-2501

**District office has a key.*

ALTERNATE RELOCATION CENTER

Elementary and Secondary School load in buses west side of school

St. James High School 1001 10th Avenue North, St. James (507)375-3381

STANDARD RESPONSE PROTOCOLS FOR ALL EMERGENICIES

A critical ingredient in safe school responses is a uniform classroom response to emergencies. The Butterfield-Odin School District uses the Standard Response Protocols from the I Love U

Guys Foundation as the primary source for the universal actions. The SRP requires a specific vocabulary but also allows for great flexibility. There are FIVE specific actions that can be performed during an incident. An action is then followed by a directive and then that action is executed by staff and students. The FIVE actions are listed below and more details about each action are on the following pages:

1. **HOLD** – followed by “in your room, in your area, clear the halls”
2. **SECURE** – followed by “get inside, secure exterior doors”
3. **LOCKDOWN** – followed by “locks, lights, out of sight”
4. **EVACUATE** – may be followed by a location or more specific details
5. **SHELTER** – should be followed by the hazard and a safety strategy



HOLD

There may be situations that require students to remain in their classrooms or areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required. There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

ANNOUNCEMENT

The public address for Hold is: “Hold in your room or area, clear the halls” and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

RELEASE

A hold can be released by public address. The release for hold is: “The hold is released, all clear” and is repeated twice. There may be a need to add directives or additional information as deemed appropriate.

The Hold is released. All Clear.”

BUILDING CRISIS TEAM

The team should be activated in a Hold if possible to assist with management of the incident.

STAFF AND STUDENTS

- Staff and students are to remain in their classroom or area, even if there is a scheduled class change, until the release is announced.
- Staff and students in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room if that common area does not have controlled access.
- Staff and students outside of the building should remain outside unless they receive directives otherwise.

- Prior to closing/locking the door/access points, staff should rapidly sweep the hallway for nearby students.
- Additionally, staff should take attendance, document any missing students or additional students and conduct business as usual.

RESPONSIBILITY

Typically the building principal is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

All staff and students, including food service workers and bus drivers and substitute teachers should receive annual training on the hold procedure.

DRILLS

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

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom or secure area and remain there for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

- An altercation in a hallway
- A medical issue that need attention
- Unfinished maintenance operation or utility emergency in a common area that could be hazardous to staff or students until resolved

COMMUNICATION TO PARENTS/GUARDIANS/COMMUNITY

Example Situation: Medical Emergency

"Today at (time of day), there was a limited First Aid event in the building which required the Hold action to be initiated. The hallways were cleared and the event was handled promptly. Questions can be directed to:"

UNIVERSAL SIGNAGE/SYMBOL FOR HOLD



SECURE

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

ANNOUNCEMENT

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

ACTIONS

The Secure protocol demands bringing people into a secure building, and ensuring all outside access points are locked.

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

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

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

CONTROLLED RELEASE

Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored. Students and staff exiting the building for any reason might be escorted with a heightened awareness.

BUILDING CRISIS TEAM

The team should be activated if possible to assist with management of the incident.

RESPONSIBILITY

During a Secure event, staff may be required to assist with ensuring that exterior access points are locked and secured. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty." A staff member should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol. Assign someone to attach the Secure posters out-facing, to building entry doors to alert potential visitors of the Secure condition.

REPORTING

Secure is typically reported by emergency dispatch to the school office. Office staff then informs the building principal or designee. It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties. Students and all staff should receive training annually on the Secure procedures.

DRILLS

Secure drills should be performed at least once a year, or as mandated by state requirements. It is recommended to consider conducting this drill while outside activities are taking place.

CONTINGENCIES

If during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

UNIVERSAL SIGNAGE/SYMBOL FOR SECURE:



LOCKDOWN

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

ANNOUNCEMENT

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

ACTIONS

The Lockdown protocol actions include:

- Closing and locking individual classroom doors, offices and other securable areas
- Moving occupants out of line of sight of corridor windows
- Turning off lights to make the room seem unoccupied
- Having occupants be as quiet as possible
- Additional considerations are fortifying access point to the area by moving furniture and objects in front of them to add an additional layer of protection and slow any attempted breach by the threat
- There is NOT a call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is
- Staff and students should NOT open the classroom door once in Lockdown.
- No indication of occupancy should be revealed until first responders open the door.**ohio incident
- If the location of the threat is apparent and people do not have the option to secure their area it is appropriate to evacuate away from the threat
- If it is safe to do so, staff should complete a quick scan prior to securing their area.

BUILDING CRISIS TEAM

The building crisis team should follow the lockdown procedures and attempt to establish communication with each other if it is safe to do so.

RESPONSIBILITY

All staff members should have the ability and authority to initiate a Lockdown.

REPORTING

When there is a life safety threat present, a lockdown should be immediately initiated by any staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on communication tools available. Any staff member or student has the authority to notify law enforcement by calling or texting 9-1-1.

PREPARATION

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

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

Staff and students should be advised that a Lockdown may persist for several hours, and during an

incident silence is recommended.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed without students present so staff can ensure they are able to lock/secure their room/area and if there are mechanical issues that prohibit that, they can be identified and corrected. It is also recommended that local public safety partners participate in at least one drill annually.

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is initiated should try to get into the closest room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if the evacuate so they can be located and accounted for. If during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown.

UNIVERSAL SIGNAGE/SYMBOL FOR LOCKDOWN



Lockdown

EVACUATE

Evacuate is called when there is a need to move people from one location to another. Evacuations may be necessary if there is a heating/ventilation system failure, nearby gas leak, or fire alarm. In those cases, students and staff are allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

ANNOUNCEMENT

The public address for Evacuate is: "Evacuate! Use Fire Drill Routes" and is repeated twice each time the public address is performed. Or "Evacuate! Go to the City Hall" or "Evacuate! Go to the Bus Garage"

ACTIONS

The Evacuate procedure recommends that staff and students move in an orderly fashion.

BUILDING CRISIS TEAM

The Building Crisis Team should be initiated to assist with management of the incident.

RESPONSIBILITY

The principal or designee is typically responsible for initiating an evacuation, however all staff members should have the authority to evacuate if the threat or hazard is imminent. The directives may vary for fire, bomb threat, or other emergency. Additional directions may be invoked during an evacuation and staff/students should be prepared to follow specific instructions given by other staff or first responders.

PREPARATION

Evacuation preparation involves the identification of building evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. It is recommended that there are primary and secondary sites pre-identified. Reunification training is also recommended.

ASSEMBLY POINTS/EVACUATION SITES

Fire Drill-Exiting Door #1 assemble across Hubbard Ave. on the south side of the street. Exiting Door #2 assemble across Hubbard Ave. on the south side of the street. Exiting Door #7, assemble in the bus garage parking lot. Exiting Door #8 go to the playground area. Fire Escape assemble in north gravel lot.

Bus Garage- assemble in case of minor situation such as gas leak if weather is warm enough.

Fire Hall- Assemble in cases of bomb threat, active shooter, or any case when the weather is inclement. (Key/code in the office)

St James High School Gym -Assemble at this out of town location in the event of a natural disaster or other serious incident.

Teachers will take attendance after arrival at the Evacuation Assembly Point(s).

DRILLS

Per Minnesota State Statute, 5 fire drills are required per year. They must be completed with students present. It is recommended that they take place during different times of the year to ensure that access to the assembly points can be attained even during winter conditions.

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to locate their assigned staff member after arriving at the assembly point.

COMMUNICATION TO PARENTS/GUARDIANS/COMMUNITY

Example Situation: Gas Leak

"Today at (time of day) students and staff were ordered to evacuate due to the report of the smell of natural gas in the (specific area) of the school. The students evacuated to their assembly points until the incident was resolved. *give more details of incident if appropriate"

UNIVERSAL SIGNAGE/SYMBOL FOR EVACUATE



Evacuate

SHELTER

SEE APPENDIX FOR SHELTER LOCATIONS

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

ANNOUCEMENT

The public address for shelter should include "Shelter! For a Hazard" and is repeated twice each time the public address is performed. If no other directives are given, staff and students should proceed to their pre-identified shelter area.

ACTIONS

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

RELEASE

Release from shelter will be communicated using existing communication tools.

BUILDING CRISIS TEAM

The Building Crisis Team should be initiated to assist with the management of the incident.

RESPONSIBILITY

The building principal or designee is typically responsible for initiating a shelter.

PREPARATION

Preparation should include identification and marking of facility shelter areas and annual training with staff and students on the Shelter procedures.

DRILLS

Minnesota state statute requires a minimum of one severe weather shelter drill per school year.

CONTINGENCIES

The Shelter action is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take. Sheltering for a hazardous materials spill or release is very different. In the case of a

hazmat situation, staff could be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

UNIVERSAL SIGNAGE/SYMBOL FOR SHELTER



Shelter

SPECIFIC SAFETY THREATS

Criminal

ASSAULT AND RAPE

Potential Universal Procedures: HOLD, LOCKDOWN

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

- **Do not leave the victim alone**
- Ensure the safety of students and staff first.
- Notify the building administrator and work as a team.
- Notify law enforcement by calling **911** if circumstances lead you to believe that criminal activity is involved, e.g., a weapon is used, there has been sexual assault or there is any physical injury that causes substantial pain.
- Disperse onlookers and seal off area to preserve evidence.
- If victim requires medical attention, follow **Medical Emergency** procedures. (See page 24)
- Notify parent/guardian and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

ASSAULT/FIGHT

Potential Universal Procedures: HOLD, LOCKDOWN

In the event there is a fight and/or serious assault, school personnel should follow these procedures:

- Ensure the safety of students and staff first.
- Notify police liaison/building administrator and work as a team to separate participants that were involved. If necessary, call 911.
- Clear onlookers and seal off area where altercation took place.
- Notify building CPR/First-Aid Certified persons of medical emergencies.
- **Document all activities witnessed by staff.**
- **Building administrator obtains statements from combatants and witnesses and deals with situation according to district discipline policy.**
- Assess counseling needs of any victims or witnesses and implement post-crisis procedures.

CHILD ABUSE

Watsonwan County Child Protection: 507-375-3294; after hours call 911
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Any staff member who suspects neglect or physical/sexual abuse is mandated to make an immediate report to the school principal. The reporting staff member should gather the following information on the abused or neglected child:

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

An oral report is to be made to the appropriate child protection agency after the information has been obtained. The oral report is then followed up by a detailed written report to the notified agency. Report forms are available from the school office or Watonwan County Social Services.

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

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

Any staff member who makes a child abuse or neglect report in good faith is provided with civil and criminal immunity in accordance with the Maltreatment of Minors Reporting Act (Minnesota Statute 626.556). Additionally, the identity of the reporter is protected except in very limited circumstances.

CHILD-NAPPING

Potential Universal Procedures: HOLD, SECURE, LOCKDOWN

The following are some preventive activities which may help avoid child napping of identified students

- The school office should have knowledge of all students who are not to be released to anyone except a specific parent or guardian
- Emergency cards of such students should be tagged
- Before releasing a child to anyone except the identified parent/guardian on the list, the school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and recorded
- When parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. The message and phone number should be asked for and written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card
- All visitors should be asked to sign in and wear an identification badge
- Teachers should be aware of the identity and status of students affected by custodial disputes

Teachers/staff members should be particularly aware of new students without current information.

In the event of a child napping

- Contact the principal and/or superintendent
- Phone the police – call **911**
- Contact the identified parent/guardian
- Do not release any information to the press. Refer requests for information to the superintendent's office

A. Procedures for Non-Custodial Parent to Remove Child from School

Both parents of a child have the legal right to remove the child from school unless there is Family or Juvenile Court documentation, filed with the school office, that specifies who may/may not have access to the child.

1. Verbal or written notes by the concerned parent are not sufficient documentation to withhold the other parent's access to the child. For emergency situations, the school may inform the concerned parent if the other parent comes to the school and no Family Court documentation is on file.
2. Teachers should be aware of the identity and status of students affected by custodial disputes.
3. Procedures:
 - An unauthorized adult needs to provide the school with one of the following to remove a child from school:
 1. Written permission from the child's parent
 2. Telephone call from the child's parent to the school
 - Person arrives to pick up child:
 1. Call parent for permission
 2. Check the identification of the person picking up the child to make sure they are indeed the person who should be taking the child
 - Student tells the office that someone else is picking him/her up:
 1. Call parent for permission to release student
 2. Follow identification procedures as above
 - When a child is to be released before dismissal:
 1. The adult must sign out the child at the office
 2. The adult must wait until the child is called from the classroom
4. It is the responsibility of the office to check the identity of the person signing out the child.

DEMONSTRATIONS/DISTURBANCES

Potential Universal Procedures: SECURE

Preventing possible disturbances, with open lines of communications to students, staff, parents and communities is essential. The building administrator is in complete charge of his/her building. If the principal is absent, contact the superintendent/district office or the office staff.

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

- Notify the superintendent or designee (see emergency telephone numbers on page 4)
- The superintendent or designee will notify all schools in the area of the public disturbance. The superintendent will work with the principal to notify outside authorities as appropriate. (Use of uniformed police in any crisis situation must be handled with extreme care.)
- Normal classroom operations are to be maintained as much as possible and all students should be encouraged to stay in the building
- The custodial staff is responsible for building security and lock down procedures will be initiated
- All clerical staff persons are responsible for the security of files, records, etc.
- All other staff will remain at their assigned duties unless specifically reassigned by administrative staff
- Closing of schools
 - o Only the Superintendent or designee can legally authorize the closing of school.
 - o If the decision is made to close a school, the building principal or their designee should:
 - o Provide information to the police department
 - o Notify all neighboring schools
 - o As quickly as possible, inform parents by using the designated communications media
 - o Inform all students and staff
 - o Ensure that staff members supervise during dismissal
 - o Arrange for bus transportation as necessary

Demonstrations/Disturbance Guidelines

Building Administrator should

- Ask demonstrators to disperse
- Notify the police if necessary
- Ensure the safety of students and staff first
- Contain unrest
- Seal off area of disturbance
- Notify the superintendent
- Alert staff and initiate lockdown procedures (if appropriate)
- Turn off bells
- Move people involved in the disturbance to an isolated area
- Document incidents with a recorder or detailed notes

Teachers should

- Maintain supervision of students
- Keep students calm
- Lock classroom doors
- Not allow students to leave the classroom until an all-clear signal has been delivered
- Make a list of students who were absent from the classroom
- Document all incidents

VANDALISM/BURGLARY

Potential Universal Procedures: HOLD, LOCKDOWN

When an act of vandalism or a break-in has been discovered, the following plans should be followed:

Do not enter the building; instead go to the nearest phone and call 911 to contact Law Enforcement

If you have entered the building and you find there has been a break-in, do not touch anything. Leave everything as you find it and call 911. Wait for Law Enforcement to give the order to clean up or make repairs.

- Notify District Office
- Complete Vandalism Report in Appendix

The Head Custodian, working in conjunction with the Administration, should secure the building after Law Enforcement has completed their preliminary investigation. They should then complete the cleanup and repair the damage as necessary. The building principal should complete an inventory of damaged or stolen items and additional information relative to damage/loss for report to the District Office. A copy of the required form is in the Appendix.

The Custodial/Administration team should summarize the event and develop repairs and replacement cost estimates relative to building damage. This report should be submitted no later than 48 hours following the event, excluding weekends and holidays.

WEAPONS

Potential Universal Procedures: LOCKDOWN

Any staff or student who is aware of a weapon brought on school premises must immediately notify the building administrator, teacher or school resource officer.

Give the following information:

- Name of the person suspected of having a weapon
- Location of the weapon
- Has the person threatened anyone?
- Details that may prevent the suspect from hurting anyone or themselves

If staff member/teacher suspects that weapon is in classroom.

- STAY CALM
- Do not call attention to the weapon
- Notify the administrator, the school resource officer or a nearest staff member ASAP
- Remain in the classroom with students

Building Administrator:

Call police if a weapon is suspected to be in school.

Consider the best time and place to approach the suspect, considering the following:

- Is there a need to have law enforcement present?
- What type of weapon was reported?

- What is the risk to the safety of the people in the area?
- What is the state of mind of the suspected person?
- Is the weapon accessible?

Procedures

- 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.
- Follow district procedures if a weapon search is necessary.
- Notify parent/guardian if suspect is a student. Explain why search was conducted and results of search.
- Document the incident, per reporting requirements established by Minnesota Statutes.

Fire

Potential Universal Procedures: EVACUATE

In the event a fire, smoke from a fire or detection of a gas odor

- Pull fire alarm or notify building occupants by means of building intercom
- Evacuate students and staff to the designated area (see map located in each classroom)
 - o These areas should be a safe distance from emergency personnel
 - o Be aware of the arrival routes of emergency teams and vehicles
- Follow primary fire drill route. If normal route is blocked or dangerous, follow alternate route. (Include map on the following page of this manual.)
- Teachers take class roster
- Teachers take attendance after being evacuated
- Teachers report missing students to administrator immediately
- If trapped by fire, go to Shelter-In -Place Procedures *

Building administrator

- Notifies the fire department by calling 911, notifies superintendent, and reports incident to Fire Marshall, as required by State Law
- After consulting with appropriate officials, administration moves secondary and elementary students to primary evacuation site or secondary off-campus site if necessary.
- Ensures that no one re-enters the building(s) until the entire building(s) is declared safe by fire or police personnel
- Building administrator notifies students and staff of termination of emergency and resumes normal operations

***Specific plans will be developed to meet the needs of students/adults in special circumstances**

On discovery of a fire when school is in session, proceed according to the following plan:

- Individual will sound the fire alarm and call 911

- All individuals will evacuate the building to at least 100 feet. (High School/Daycare across Hubbard Ave. to south and Elementary to the playground area.)
- On discovery of a fire when school is not in session, proceed according to the following plan:
- Sound the fire alarm and call 911
- Evacuate the building to at least 100 feet
- Call the Superintendent
- Call Head Custodian
- Call the Building Principal
- The building administrator or superintendent will report the incident, even if it is a false alarm, to the local fire department as required by state law (Minnesota Statute §299F.452)

Possible False Alarm:

Follow the same procedure except when notifying the fire department; include one of the two situations:

- “An alarm has been sounded at (state name of your school or facility.) We do not know if there is an actual fire. Please stand by.”
- “The fire alarm has sounded at (state name of your school or facility.) We know it was a false alarm. We do not need your services at this time, but are simply reporting the alarm as required by the State Fire Marshal’s Office.”

Re-occupancy of the building:

- The buildings may not be reoccupied in event of a drill or possible false alarm until an ‘all clear’ is sounded by the Building Administrator/Designee or designated representative. If possible, request that the Fire Chief give the “all clear” signal.
- If the fire alarm is still sounding, the building may not be reoccupied.
- In the event of an actual fire, the fire official must give instructions as to re-occupancy.

Fire Drills: a minimum of five fire drills per school year.

Medical

Potential Universal Procedures: HOLD

CPR –MEDICAL EMERGENCY PROCEDURE

(Post update copy in each classroom)

- Call the office and report to the secretary “Medical situation in Room ____.”
- The secretary will call the nurse or other CPR/First Aid Certified staff.
- Angela Hall/Lisa Beckius/Sandy Melheim/Eric Kauffmann/Sherri Steinbrink
- The secretary or first-aid responder(s) will take the CPR mask and go to the specified room and:
 - o Stand by and call 911 if necessary.
 - o Report location and school address, status of victim (breathing, level of consciousness, pulse, etc.)
 - o Ensure that someone is at the entrance of the building to direct medical personnel to the correct room.

- o Move onlookers to another area.
- An AED is located in the lobby outside of the large gym. There is no AED located at the elementary site, but plans are in progress. The battery to the AED will beep when power is low and the School Nurse will replace the battery at that time.

Emergency (Police/Ambulance/Fire) 911

MN Poison Center: 1-800-222-1222

First-Aid Responders: Angela Hall/Lisa Beckius/Sandy Melheim/Eric Kauffmann/Sherri Steinbrink

In an emergency, it is recommended that the injured person not be moved until a health care professional arrives at the scene. The professional will identify him/herself and give directives related to care.

OTHER MEDICAL EMERGENCIES

- Keep Calm
- Survey the scene for safety
- Use the universal precautions

Universal precautions refer to the treatment of all blood and body fluids as if they were infected with a blood borne disease. Anyone coming in contact with body fluid must:

1. Wear vinyl gloves.
2. After giving assistance, caregiver should not touch their mouth, nose or eyes, or eat or drink until their hands have been thoroughly washed.

Procedures for Medical Emergency

- Complete a primary survey of the scene and person and check individual(s) for medical bracelet or necklace
- Check ABC: Airway, Breathing and Circulation. Begin CPR if indicated
- Check for bleeding, start first aid
- Do not leave injured person unattended
- Determine the need for immediate medical attention and **CALL 911**. If the incident occurs during the school day, notify Crisis Team (see page 6)
- Do not move the injured person; always suspect a head/neck trauma
- Keep person warm; cover with a blanket
- Do not give liquids to an unconscious person
- Be supportive
- Ask others to keep any crowds away
- Notify the school health office of an injury to any student, staff or visitor on school grounds as soon as possible
- In case of traumatic medical emergency or death at school:
 - o Notify superintendent
 - o Notify victim's parents, guardians or family
 - o Activate post-crisis procedures if necessary

Urgent Care Directions

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

Serious Accident and/or Illness

- Render immediate first aid care
- Do not move a seriously injured person unless it is necessary for safety reasons
- Obtain help from school nurse or administrator if they are available
- Call 911 for medical assistance if needed

NOTE: If injury or illness appears to be serious, call 911 and do not be concerned about protocol of contacting parents until after emergency care has arrived or even until person has been transported to a trauma center.

- Notify parent or guardian, if possible
- If emergency vehicles are called, report the incident to the building principal or program supervisor and the District Office no later than the next school day.

Bee Sting

- Give antidote injection if person has such equipment with them
- Contact nurse, principal or parents as quickly as possible to determine if person is allergic to bee stings
- If person is allergic, follow instructions of nurse, administrator or parent
- If advice is not available, call 911 for help
- Remember that speed of action may be critical for certain persons

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

Bleeding

- Gently blot the wound to inspect for debris. If bleeding is severe, apply pressure on the wound. Apply a dry cold pack to the area around the wound
- Continue pressure until bleeding stops. Elevate wound above level of heart to help reduce bleeding. Treat for shock

Cessation of Breathing/Choking Incidents

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

- Stand behind victim with one foot beside the victim to support him/her
- Wrap your arms around victim's waist
- Make a fist and place the thumb side of your fist against the victim's abdomen, slightly above the navel and below the breastbone
- Grasp your fist with the other hand. Press your fist into the victim's abdomen, with a quick inward and upward thrust
- Repeat this action until the obstruction is cleared or victim becomes unconscious. If victim becomes unconscious, continue to attempt to clear airway with abdominal thrusts. Call 911 if necessary
- Once airway is open, CPR may need to be given if the unconscious patient is not breathing.

Convulsions/Epileptic Seizures

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

Drowning

- Call 911 and inform operators that a drowning has occurred and give location. Instruct them to send emergency personnel
- Send a responsible student to the nurse's office for assistance. Administer appropriate first aid and/or CPR. First aid kits are located in the Nurse's Office
- Send a responsible student to meet the emergency personnel to give directions to victim's location
- Notify school principal as to the seriousness of the accident. The principal will notify the superintendent

Eye Injuries

Chemical Burns:

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

Penetrating Injuries of the Eye:

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

Insulin Reactions

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

- A reaction can be in the form of disorientation, mood change, clammy skin, etc. In this case, give the person sugar, Life Savers candy, milk, a sandwich, juice, soda or other food if available
- A reaction may culminate in convulsions and coma. Call 911 immediately if convulsions or coma occur. This must be done QUICKLY. Put sugar cube or LifeSavers candy between cheek and teeth. Lay the person on their side so that saliva does not choke air passage. Use glucose (available at any drug store) if available.

Suspected Neck or Spinal Cord Injury

- Maintain open airway
- Do not move victim or transport victim
- Call 911

Poisoning/Food Poisoning

Dilute poison by giving one or two glasses of water. Call the Poison Control Center at 1-800-764-7661 or 911.

Food Poisoning

- Administer first aid, using trained personnel in building, e.g., health room staff
- Notify School Nurse
- Call 911 or make appropriate medical referral
- Call parent or guardian
- Notify Food Service Department
- Building Administrator and staff will follow directives of medical authorities

Shock

Observe victim to monitor for cold, clammy skin; pale, bluish face; profuse sweating; weak, rapid pulse.

- Ask person to lie down
- Maintain body temperature
- Cover only enough to keep the victim from losing body heat
- Reassure and calm victim

Staff or students experiencing any of these medical emergencies should be evaluated further for medical care. Emergency services or 911 should be called. For students, notify parents/guardians; for staff members, notify next of kin or emergency contact.

SERIOUS INJURY/DEATH

Potential Universal Procedures: HOLD

If Incident Occurred in School:

- Call 911 and do not leave the victim unattended
- Notify CPR/First Aid Certified persons in school building of medical emergencies. These names are listed in Crisis Team Member section, page 7.
- If possible, isolate affected student/staff member
- If trained, initiate first aid
- Do not move victim unless evacuation is absolutely necessary. Notify building administrator who will notify the Superintendent
- Activate School Crisis Team. Designate staff person to accompany injured/ill person to hospital
- Building administrator notifies parent(s)/guardian(s) of affected student
- Direct witness to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor
- Determine method of notifying students, staff and parents
- Refer media to the Superintendent's Office:

If Incident Occurred Outside of School:

- Activate School Crisis Team, as needed
- Notify staff if an incident occurred before normal operating hours
- Determine method of notifying students and parents and announce availability of counseling services for those who need assistance
- Refer media to Superintendent's Office:
-

Post Crisis Intervention:

- Meet with school counseling staff
- Determine level of intervention for staff and students
- Designate rooms as private counseling areas

- Escort affected student's siblings and close friends and other highly stressed individuals to counselors
- Assess stress level of staff and recommend counseling to overly stressed staff
- Conduct follow up sessions with students and staff who received counseling
- Designate staff person(s) to attend funeral
- Allow for changes in normal routines or test schedules to address injury or death

**See Appendix for further detailed steps to address incident.

SUICIDE

Potential Universal Procedures: HOLD

Prevention is important

1. School District Responsibilities

- School Social Worker/Counselor will document all referrals and keep a confidential file.

2. Staff Responsibilities

- Inform the Principal/Program Supervisor if they overhear a remark, see a written message or observe a behavior that identifies the possibility of suicide
- Avoid a panic reaction and stay calm and listen
- Promote a climate of trust
- Inform the student that the information must be shared with the team
- Peer reports should be treated the same as staff and other referrals

Confidentially Issues

- Personal information should be handled discreetly and sensitively among staff
- The team should decide among members involved who is in the best position to be supportive and caring
- A Release of Information Form from the parents is required for staff to share information with treatment agency
- The Crisis Team should provide documentation for a confidential file

Action to Be Taken When a Student Talks of Suicide

- Provide intervention by members of the Crisis Team
- Provide emotional support, e.g., "You did the right thing by coming in to talk."
- Make parental contact
- Health and welfare guidelines mandate that a minor child receive necessary treatment for life-threatening physical or mental illness
- Parental contact and permission, while always encouraged, should not delay the school's efforts to secure immediate emergency intervention for the student. It is the responsibility of the school to inform the parent(s) when there is reasonable concern for suicidal risk. It is the responsibility of the parent(s) to act on the information forwarded to them by the school. When informing the parent, full details of suicidal behavior or conversation should be shared, including the name(s) of staff who witnessed the behavior or conversation
- The staff person making the call should be knowledgeable about community resources and support the parents pursuing immediate referral intervention
- It is important to keep in mind that some parents, for a variety of reasons, do not choose to seek help or intervention for the at-risk student. If it is not possible to reach a parent or guardian or when parents are unable or unwilling to seek help,

the school should immediately seek consultation via the school counselor/social worker to explore options
Imminent Life-Threatening Situation: A person has the means or is already hurt and has placed him/herself in an imminent life-threatening situation.

Suicide Threat

- Consider any student's reference to suicide as serious
- Do not leave the student alone
- Notify the school counselor, social worker, psychologist or building administrator immediately
- Stay with the student until suicide intervention arrives
- Do not allow the student to leave the school without parent/guardian or other appropriate adult supervision

Suicide Attempt in School

- Notify building administrator, counselor/social worker, school nurse or other appropriate professional staff
- Call 911 if the person needs medical attention, has a weapon, needs restraints or a parent or guardian cannot be reached
- Try to calm the suicidal person
- Stay with the suicidal person until suicide intervention staff arrives
- Isolate the suicidal person or the area, if possible
- Initiate first aid
- Do not allow the student to leave the school without parent/guardian or other appropriate adult supervision

Building Administration

Call parent/guardian if the suicidal person is a student. Call family or emergency contact if the suicidal is a staff member.

Do's and Don'ts Regarding Suicide

- **You must** know what you are going to do before a suicide occurs
- **Do not** allow anyone to describe the suicide as a heroic act
- **Do not** fly the school flag at half-mast
- **Do not** observe a moment of silence in school
- **Do not** have a memorial service at school or an "In Memoriam" page in the yearbook
- **Do not** glorify the death in any way
- **Decide**, before you are asked, if you are willing to deliver a eulogy at the funeral. What you say at such a gathering can have a great impact in both positive and negative ways. The death of a young person from any cause is saddening; death by suicide is tragic. Emphasize that there are other options than taking one's own life
- **By the third day**, try to get things back to normal; however, it is important to **be sensitive** to the fact that certain students may have been profoundly affected by the death. These students need special help.

Threats of Violence

ARMED/VIOLENT INTRUDER

Definition An unauthorized person who enters the building.

Potential Universal Procedures: SECURE, LOCKDOWN

Procedures

Whoever is in the main office and observes the intruder's behavior should call 911 to ask for immediate assistance.

Notify the police with the following information

1. The number of people involved
2. Type of weapon involved
3. Location of the intruder within the building or on the grounds.
4. Number of hostages, if any
5. Description of persons involved
6. Injuries, if any
7. Is the intruder making any requests
8. Other information that may help police

All staff not in a classroom should go to a designated room until the situation is resolved or has ended.

The primary concern in any situation is the safety of the students and staff, which is followed by the importance of handling the situation with a minimum disturbance to the school.

If you are the one confronted by the violent intruder:

- o Remain calm
- o Be polite, greet the intruder and identify yourself
- o Ask someone to accompany you and do not remain alone with intruder
- o Attempt to learn the purpose of the intruder's visit
- o Attempt to identify them and/or the vehicle
- o Be reasonable and prudent, keeping safety concerns first
- o Do as the hostage taker says and do nothing to agitate him/her
- o Do not talk to the hostage taker unless spoken to and respond in a calm manner
- o Speak truthfully, but only answer the questions asked
- o Notify the district office

If the intruder refuses to leave the building

- o Notify the building administrator and law enforcement and give a full description of the intruder
- o Back away from the intruder to allow an avenue for escape
- o Maintain eye contact
- o Initiate a lockdown if necessary

BOMB OR TERRORIST THREAT

Potential Universal Procedures: HOLD, SECURE, LOCKDOWN, EVACUATE, SHELTER

Critical Information

- Schools are responsible for assessing bomb threats to determine credibility.
- All bomb threats are to be taken seriously until they are assessed.
- Unless a device is located, the decision to evacuate rests with the school, not the responding agencies.

Procedures upon receiving a bomb threat

By phone

- Complete the *Bomb Threat Phone Report* and the *Caller Identification Checklist* on the following pages.

In written form

- Try to preserve the evidence by placing the note in a plastic bag. Avoid touching the evidence as not to contaminate it with your fingerprints.
- Photograph any words written on walls.
- Notify building administration.
- Notify law enforcement.
- Building administrator orders evacuation or other actions according to threat assessment and school policy.

Scanning process considerations

- People who are familiar with the building should scan classrooms and common areas for suspicious items. Staff should be assigned so that all areas are covered.
- Remember that a bomb could be placed *anywhere* on school property, inside or outside the building.
- Any suspicious devices, packages, etc., should be brought to the attention of emergency responders. **Do not touch.**
- Once a device is located, emergency responders take full responsibility for it.

Evacuation considerations

- If a decision is made to evacuate, notify staff via phone system, hardwired PA system or messenger. **Do not use cell phones, radios or fire alarm system** because of the risk of activating a device.
- While notification is being made, all other staff should survey the grounds to clear exits where students and staff will be evacuating the building. Exit routes may need to be altered according to where the device is located.
- Leave the rooms unlocked and everything as is.
- Teachers should take class rosters and take attendance after evacuation.

BOMB OR TERRORIST THREAT PHONE REPORT

(Includes threats related to the release of chemicals, disease causing agents and incendiary devices)

1. Date and time call received:
2. Exact words of caller:
3. Remain calm and be firm. Keep the caller talking and ask these questions:

- a. Where is the bomb/device?
 - b. What does the bomb/device look like?
 - c. When will it explode/detonate?
 - d. What will cause it to explode/trigger?
 - e. How do you deactivate it?
 - f. Why was it put there?
 - g. Did you place the bomb/device?
4. If the building is occupied, inform caller that detonation could cause injury or death to innocent people.
 5. If call is received on a digital phone, check to see origin of the call.

CALLER IDENTIFICATION CHECKLIST

Caller's identity: _____

Gender/Age group: Male _____ Female _____ Adult _____ Juvenile _____

Approximate age: Years _____

Caller's voice:

_____ Loud

_____ Deep

_____ Sincere

_____ Nasal

_____ Disguised

_____ Soft

_____ Fast

_____ Slow

_____ Squeaky

_____ Distant

_____ Distorted

_____ Raspy

_____ Stressed

_____ Stutter

_____ Drunken

_____ Slurred

_____ Lisp

_____ Crying

_____ Broken

_____ Calm

____ Irrational

____ Rational

____ Angry

____ Incoherent

____ Excited

____ Laughing

____ Righteous

____ Accent

Background noises:

____ Voices

____ Airplanes

____ Street traffic

____ Trains

____ Animal

____ Party

____ Factory Sounds

____ Quiet

____ Music

____ Horns

____ Office Sounds

____ Bells

Familiarity:

____ Did the caller sound familiar?

____ Did the caller seem familiar with the building or area by his/her description of the device location?

Name of person receiving the call: _____

Telephone number call received at: _____

Time of call: _____

Report threat to the building principal or 911 immediately after caller hangs up.

ESCAPED CONVICTS/MANHUNTS

The state notifies the county, which notifies the local police department. The local police department advises the schools on how to keep students and staff safe.

Potential Universal Procedures: SECURE, LOCKDOWN

HOSTAGE SITUATION

Witness to a Hostage Situation

If the hostage taker is unaware of your presence, do not intervene

- o Notify building administration
- o **Call 911** and provide as many details as possible
- o If possible, seal off the area near the hostage scene
- o **Document** all activities
- o Give control to the officers upon their arrival

If taken Hostage

- o Cooperate with the hostage taker
- o Remain calm, particularly if students are present
- o Treat the hostage taker as normally as possible by being polite and respectful
- o Do not agitate the intruder
- o Ask permission to speak and do not argue or make suggestions

SHOOTING

Potential Universal Procedures: SECURE, LOCKDOWN, EVACUATE

Building Administrator/Police Resource Officer

- Assess the situation
- Location of the shooter, any injuries and/or the potential for additional shootings
- Call 911 and give as much detail as possible about the situation
- Secure the school, if appropriate
- Assist students and staff in evacuating from immediate danger to a safe area
- Care for the injured as carefully as possible until law officers and paramedics arrive
- Building administrator refers media to district spokesperson per media procedures
- Building administrator and superintendent prepare information to release to media and parents/guardians
- Notify parents/guardians according to district policy
- Hold information meeting with all staff
- Initiate a grief-counseling plan

Transportation

BUS EMERGENCY

Each bus has a folder containing rosters, including an emergency telephone number for each student assigned to ride the bus. Any staff person in charge of a special activity trip should prepare a roster of students and emergency numbers and take attendance.

In the event of an accident

- The bus driver will follow the protocol established by state recommendations and school policy (#709).
- The bus contractor will notify law enforcement or Emergency Medical Services (EMS) and the District Office. ***Once they arrive at the scene, Law Enforcement is in charge at the accident.***
- The District Office will notify the principal/designee of the building where the involved students attend. The following information will be provided:
 - o Route number
 - o Location of accident
 - o Number of students on board, if any
 - o Extent of injuries, if any
 - o Amount of time delay if no injuries
- If there are injuries
 - o A district official will go to the accident site to coordinate communications (principal/supervisor or district official).
 - o Uninjured students will be transported home or to school after being released by police/EMS.
 - o School officials will attempt to notify parents/family of injured students and let them know where the students were taken.
- A phone log of contacts will be maintained.
- The building administrator/supervisor will complete an accident/injury report on all students transported for medical attention.
- At least two people from the building (e.g., principal, secretary and counselor) will remain at the office to assist.
- The district official at the accident site will relay to the building the number of injuries and the location (hospital) to which the students were transported.
- District officials should be at the hospitals to assist parents and/or medical staff.
- Make sure to:
 - o Secure List of People on Board
 - o Do Not Allow Parents to Remove Student from Scene
 - o Bus accidents are considered a crime scene until proven otherwise. If parents arrive at the scene, they should be advised to report to the School Office or to the hospital where their child was transported

BUS ACCIDENT PROCEDURE ADMINISTRATION

- Bus Service will send an extra bus to scene, if the accident occurred locally
- Bus Service will provide school with information on bus route/accident and location/people on board
- Administration will contact the administration of the other school, if another is affected
- Administration will assign an administrator or staff to the accident scene if possible

- o This individual must have a cell phone and must bring bus roster from district office
 - o This individual will provide updates to Command Center (District Office)
- Administrator will determine if incident Command Center is necessary.
- District personnel will set up Command Center in District Office
- Command Center Personnel include:
 - o Superintendent
 - o Bus Representative
 - o Law Enforcement – State Patrol, Police Chief, Sheriff
 - o EMS Representative
- Establish Parent Information Center
 - o First Choice: Science Room
 - o Second Choice: Cafeteria (pending on number of families involved)
- Contact Parents/Guardians of Involved students and request they report to Parent Information Center for update on situation/location of child
- Coordinate unified communication with help of media relations
- Log all calls and ensure all parents involved have been contacted
- Secure Parent Information Center/Command Center, including no media access
- EMS will report to Command Center as soon as patients have been transported and/or received care
- EMS will have a list of where student(s) were transported
- Medical staff may transport uninjured students or students with minor injuries to the school for evaluation Dependent upon circumstances, ER will most likely transport all students for evaluation
- Following decisions by EMS or Law Enforcement, Administration will notify parent/guardian of their child's location
- Media Protocols: Identify time, place and location for media, as well as when any news release will be take place
- Any news releases should not be held at the school
- Media should be kept away from Parent Information Center
- Provide information and updates to parents
- Update staff on situation, which will be dictated by the conditions and time of the accident.

Utility/Hazardous Materials

Potential Universal Procedures: HOLD, EVACUATE, SHELTER

HAZARDOUS MATERIALS EMERGENCY

1. Evacuate the area. In the event of an outdoor occurrence, e.g., overturned tanker, train derailment, chemical fire or broken fuel line, keep students in school, keep all doors and windows closed and turn off all outdoor ventilation units unless otherwise instructed.
2. If burns or blisters are encountered during hazardous material contact:
 - a) Call 911 for an ambulance
 - b) For chemical burns to skin and eyes, flush burn with large amounts of water for 15-20 minutes.

- c) If only one eye has been affected, flush from the nose outward to prevent contaminating the other eye.
 - d) Ask victim to remove any contaminated clothing.
 - e) Apply sterile dressing.
 - f) Except for facial burns: If burns are extensive, ask victim to lie down with legs elevated.
 - g) For extensive facial burns: Ask victim to sit or prop victim up. Watch for breathing difficulty.
 - h) Do not immerse burned area or apply ice water. Apply cold pack to hands, face or feet if necessary.
 - i) Bandage loosely with a dry clean dressing.
 - j) Don't apply ointment or pressure to burn.
 - k) Don't break blisters or remove clothing stuck to burn.
3. Call Head Custodian
Call Superintendent/Principal

ASBESTOS HAZARD

All inquiries should be directed to the Building's Coordinator

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

OTHER UTILITIES

Gas line Break: TOP PRIORITY

Call Office at ext. 141 (who will contact Supt/Principal)
Clear the immediate area and evacuate the building if deemed necessary
Call the Fire Department if necessary: 911.
Call CenterPoint Energy at 1-800-245-2377
Call Head Custodian immediately at ext. 117

Electric Power Failure

Contact the Main Office

Water Main Break

Call Head Custodian and Superintendent/Principal

Sudden Damage to Facility

If appropriate or dangerous, evacuate occupants to a shelter area.
Call 911
Call Building Administrator

EVACUATION PROCEDURES:

Evacuate the building to at least 500 feet or to primary or secondary areas as listed below.

PRIMARY RELOCATION CENTER

Butterfield Fire Hall: 310 Hubbard Avenue, Butterfield (507)956-2501

**District office has a key.*

ALTERNATE RELOCATION CENTERS

Elementary and Secondary School load in buses west side of school

St. James High School 1001 10th Avenue North, St. James (507)375-3381

Circumstances may dictate alternate holding areas in buses or at other locations.

Weather

Potential Universal Procedures: SHELTER

SEVERE THUNDERSTORM OR TORNADO WATCH

occurs when weather conditions **are favorable** for the formation of severe thunderstorms or tornado.

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations
- Building Administrator or designee issue an 'all call'
- All persons should come inside the buildings
- All windows should be closed
- Review tornado drill procedures and location of safe areas
- Continue with normal schedules activities. Each building office will continue to monitor local radio stations for weather announcements

SEVERE THUNDERSTORM OR TORNADO WARNING

occurs when severe thunderstorms or tornado **have been sighted** or indicated on radar. A five-minute steady blast on the civil defense siren would indicate severe weather and provide the warning to take cover.

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio
- Building administrator or designee will announce tornado alert by intercom.
NOTE: Under no circumstances should the alarm be sounded because students and staff should not be allowed to go outside. The announcement should say that a tornado has been spotted and all persons should proceed immediately to the SEVERE WEATHER SHELTER areas
- Students/staff should not congregate in rooms with large, high ceilings, such as an auditorium or gymnasium
- Designated evacuation areas for each room should be posted so safety manuals do not have to be consulted in the event of a tornado emergency
- Teachers must be the last person to leave rooms that are to be evacuated
- If possible, persons should sit on floor with head between knees and cover face and eyes with hands
- If tornado warning occurs at dismissal time, hold students until danger has passed. The buses will not run while students are in shelter

(Appendix-Attach a building diagram showing safe areas. Post a map in each classroom showing routes to safe areas.)

FLOODING:

- Monitor weather radio stations for updated conditions
- Building administrator or designee will do an 'all call.'
- Review evacuation procedure with staff
- Check relocation centers for current safety status
- Check transportation resources
- Evacuate immediately: if advised by emergency responders or district officials
- Teachers should take rosters and take attendance
- Parents/guardians should be notified according to district policy

BLIZZARDS AND WINTER STORMS:

Awareness:

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

Action:

- The superintendent will notify the transportation director to prepare for optional service or for the cancellation of service
- The superintendent will notify the principals/program supervisors of the decision relative to transportation

At time of dismissal, school staff should advise students to:

- Dress properly for the weather
- Go directly home
- Be aware of low visibility and the difficulty to see or be seen

- School personnel should be aware if individuals must be sent to a residence other than their own home; see emergency contact information
- Should a winter storm be too severe to release students, the school staff should be prepared to supervise until released. Should it be necessary, the school kitchens will be opened to provide food for students and staff.

School Closing:

- Determined by the Superintendent of Schools; in absence of the superintendent, the decision will be made by his/her designee
- When schools are not in session or upon an emergency closing, notice will be given to the local radio and TV

Appendix

CRISIS COMMUNICATION PLAN

Communicating during a crisis is a challenge for a number of reasons: all the details may not be known, emotions are high, and student and staff safety is a primary concern.

Despite this, effective communication during a crisis is necessary because it can:

- Keep children and staff safer
- Guide people away from danger
- Reduce worry
- Reconfirm the public's trust in the Butterfield-Odin School District.

INDIVIDUAL RESPONSIBILITIES

TEACHERS AND STAFF

The school administrator is the initial spokesperson. Direct all inquiries to the school administrator. Do not volunteer any information!

SCHOOL ADMINISTRATOR

The building principal will respond quickly to the initial questions from parents, neighbors, the community or the news media. Should the principal not be available, a pre-determined alternate will immediately assume this role. This section will provide information and guidance to help in this critical role.

THE GOAL

The overall goal is to communicate care and confidence to a number of audiences, which is a challenge when confusion reigns, emotions are high and information is scattered. However, the goal remains and those in responsible roles must communicate effectively to the people who care: parents, staff, neighbors, district communities, businesses, other agencies and the news media.

The key term is "communicate effectively." During a crisis, as in other situations, "effectively" means:

- Reaching the public quickly
- Providing accurate, honest and concise messages
- Addressing audience concerns

Response time is a major factor in crisis communications. Slow response can be interpreted as stonewalling, evasion and fear. The longer it takes to provide accurate information, the more the public and media will speculate. Speculations tend to grow with time and become increasingly difficult to dispel. Conversely, a timely response can help dissipate emotion, confusion, worry and doubt. Quick response also helps communicate an impression of calm, caring and control, qualities critical to the immediate situation, and to the long-term reputation of .

THE STRATEGY:

The School District's strategy is to use designated spokespersons and clear, honest messages to communicate with key audiences. It's about teamwork. Administrators work together with the school's Crisis Response Team to address crises as they arise. The team also provides information needed for communications. Depending on the type of crisis, the principal will work with other individuals to communicate on an ongoing basis.

General Practices

When an administrator is in a face-to-face situation with a concerned parent, neighbor or reporter, they should:

- Move to a safe place before taking time to respond
- Provide any key messages only if they are accurate
- If accurate information is not known:
 - Ask the caller for their phone number and let them know that they will be contacted very shortly with information
 - Immediately work to learn more about the situation
 - Separate the known from the unknown and note this information down in bullet fashion.
 - The school building's Crisis Response Team can help separate fact from speculation. The administrator should communicate ONLY that information about which they are very confident, and they should provide this information, plus key messages, to the caller
- Contact the Coordinator of Communications/Community Relations, who will help manage messages and vehicles for ongoing communication

Key Messages

The impression that should be left with any audience is one of caring, safety and control; therefore, these key messages are:

1. Our primary concern is the health and safety of our students and staff.
2. At this time, I can report that (*everyone is safe; there are three hostages; five children have been injured; there has been one death; police are now investigating; firefighters are on hand, etc.*). The on-site Crisis Response Team should provide this information to the administrator.
3. We are working with (*agency/utility*) to resolve this situation.

These are the only messages Notice there are only three. This is because most people, including reporters, have a hard time remembering more than three. Keep to them, and they will serve you well. In times of crisis, it is often amazing to observe that a questioner may have to be given a simple message several times before it is heard and understood.

The objective is to be quoted. Though the spokesperson may feel like a broken record, the message will be remembered much better.

Key Words about the News Media The media are in the business of gathering news and quickly packaging it for broadcast. They are professionals with unyielding deadlines who operate under increasing market pressure. Ultimately, they are in the business to make advertising dollars. Within this highly competitive environment, they can sometimes use their cameras, microphones and tape recorders to intimidate. They can try to use abrasive manners to unnerve, or friendly attitudes to urge confidential information. Please remember, regardless of their demeanor, reporters are neither friend nor foe.

Their deadlines will not pressure school officials to provide information until we are sure its accuracy can be confirmed.

The superintendent will help handle media calls and interviews on or off site. Depending on the type and duration of the crisis, the Assistant to the Superintendent will direct media away from the building, either to a designated spot at a safe, but visible distance from the building, or to a media center at a remote location. The Communications Coordinator will also work with local agencies and services to facilitate communications.

Reporters are a conduit to the real audience, which includes parents and students, teachers, other districts and the community. Spokespersons should use only the language and attitude they want audiences to hear and see.

The media provides an excellent and immediate channel to important audiences. Television and radio news can direct motorists away from school, calm worried parents, point citizens to a hotline phone number and solicit information from the public. The School District can and will use them to the benefit of children, families and the community at large.

About Media Interviews The media interview is not a conversation. It is a very stylized form of communication in which school personnel and the reporter have very distinct roles. The reporter's job is to get informed; the school spokesperson's role is to provide key messages to important audiences. Reporters know this and they will be aggressive about getting tough questions answered. One must be just as determined to focus on key messages. That's why it pays to prepare for media interviews. Preparations are abbreviated during crisis situations:

1. Understand as much as possible about the current situation
2. Note key messages in bullet form
3. Let the reporter know they can have only five to ten minutes of your time
4. Take the initiative and deliver your key messages before any questions are asked
5. Respond to each question directly, honestly and briefly
6. Follow each and every response with at least one of the key messages

Here are some additional DO'S and DON'TS

- Never repeat the reporter's question
- If you are unsure about what is being asked, have the reporter repeat or clarify the question
- Answer questions using common, conversational language, and at a calm pace
- Adjust your body and attitude to the situation at hand. School officials should look serious and saddened, if the situation is tragic
- There is no magic moment at which an interview starts or stops
- Video cameras are often taping long before they are pointed at anyone
- Recording devices are often kept running long after the formal question and answer period seems to have ended
- A reporter may be recording an interview in his/her head, even when there isn't a notebook in his/her hand
- Today's lenses and microphones can pick up pictures and sounds from half a block away

- There is no such thing as 'off the record.' Even a friendly chat or confidential whisper can show up in the news
- Reporters should not be immediately granted access to students during crisis (The Communications Coordinator will help arrange reporter/student interviews at some time during this situation.)
- Reporters can conduct interviews, take pictures, and shoot video from public streets and sidewalks unless otherwise directed by police officers or firefighters

Newspaper stories are a very important way to provide detailed information during an ongoing crisis or after a crisis is over. The message people read in their local and metro newspapers can help re-establish calm and confidence for the long-term.

DIRECT COMMUNICATIONS

The news media is one way to reach our key audiences, but other methods will be used as well, such as face-to-face meetings, letters home, newsletters, telephone hotlines, etc. The specific avenues used will depend on the audience, urgency and the type and length of the crisis.

The School Principal, Superintendent and Communications Coordinator will work together with other staff and administration to determine ongoing communications.

MEETINGS

It may become important to hold a public meeting to deliver important messages and to answer questions face-to-face. These meetings may be called for parents and students only, or held for the benefit of neighbors and other concerned citizens. The meetings may be open or closed to the press. The Communications Coordinator will help arrange these meetings on or off school grounds, and will also help to communicate notice of the meeting to the target audience.

LETTERS HOME

A letter sent directly to the home can be a powerful form of communication. Any letter should be considered a public document that can find its way to the local press. The Communications Coordinator will help develop the letter and work with administration to have it delivered promptly.

TELEPHONE

Next to television, the telephone is one of the most powerful communications tools available. The telephone is the channel most parents will use to get information about the safety of the students.

Therefore, in times of crisis, two things can be expected immediately:

1. The secretary will have to field calls
2. The phone lines will quickly clog

The school secretary becomes the district's first responder in a difficult situation. Here is what should be said:

- I am not aware of any difficulty
- Our principal is the only person with information
- I'll ask him/her to call you
- Your child's safety is our top concern

As more calls come in, busy signals become the problem because they may prompt the now frantic parent to drive to the school to secure their child's safety, which results in a lot of anxious parents crowding roads to a school.

However, the telephone also provides solutions:

- A telephone tree can dissipate worry with a series of calls
- A hotline can quickly shift parents to a helpful message
- A quick call to the local media can provide information to a wide audience of parents, neighbors and the community at large

E-MAIL/WEBSITE

This can be a powerful tool for quickly reaching all district staff with information. The District's web page will be used as a bulletin board for updates that can be shared with students, parents and the community.

STAFF/STUDENT DEATH

Guidelines for death or serious illness outside the building:

Staff Actions:

- Notify Principal

Principal/CrisisTeam:

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify staff prior to school by using existing communication methods prior to notification of students.
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedures for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance.
- Contact the family or visit the home to offer help, condolence and support.
- Allow students to meet in guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance.
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school.
- Offer assistance to parents of impacted students.
- If deemed necessary by building principal, at the end of the day a faculty meeting maybe called to disseminate additional information.

Suggestions for conversations with students:

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- What did others say or do that made you feel better?
- Ask how you think our classmate might be feeling.
- What could you say that might help him/her know you care? Guide student responses toward helpful comments and away from less helpful comments.

- Ask what would you want someone to say to you if you experienced the death of someone close?
- What could we do that may help them feel better? (make a card, poster, write notes)
- We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns: (First Words)

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, "Hello," "welcome back," "I'm glad to see you," or something similar.
- The brave might even say: "I'm so sorry to hear about your ____'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your ____ die."
- Other options include: write a brief note or card, make a phone call, etc.
- If your classmate cries, this is okay; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work.

Guidelines for Student/Staff Sudden Death

While the following scenarios are appropriate steps to follow, each crisis team should be allowed the discretion to address the situation in the way they deem most effective. Because the circumstances of situations such as death and other tragedies can be so varied, the approach with which the situation is addressed should have the flexibility to meet the unique needs that may arise. In all situations, a liaison between family and school should be chosen as a single point of contact and no information should be shared regarding the circumstances of the situations without the family's consent. This step is crucial not only to offer support to the family and ensure accurate and appropriate information is being shared, but also as an effort to communicate their wishes to the school community in an effort to give them the time and space needed to handle the situation without an overwhelming response from the school. All communication should be conducted with the utmost sensitivity and respect for their emotional state.

Day of a Sudden Death

- Upon notification of the sudden death of a student or staff member, the Principal will notify the Central Office.
- The Principal will initiate a "call tree" to all faculty and support staff, informing them of the sudden death and requesting their arrival at school 30 minutes earlier to attend a special faculty meeting.
- Telephone conferences with the district's crisis team will be held to plan tentative

activities for the next day (the day after the sudden death).

First Day after a Sudden Death

- The school Principal meets with the crisis team 30 minutes before meeting with faculty to plan the aftermath of the sudden death.
- The Principal reviews the available facts of the case with all faculty and support staff to dispel rumors, to discuss the plan of the day, and to allow for faculty and support staff to express feelings. Faculty/Staff are encouraged to lend support to one another.
- A member of the district crisis team describes some of the feelings the students may be experiencing following the death of a classmate: disbelief, anger, denial, sadness, and loss. Suggestions are reviewed on ways to handle expressions of grief in their classes.
- A crisis center will be established in the school building. Additional Student Services staff from other agencies may be called in to assist with the crisis. A member of the crisis team will make phone calls to parents of students who are particularly upset or may be at risk. The crisis center may be kept open after school hours and into the evening to assist students, parents, and staff.
- Peer helpers may be assembled to work through their feelings, and the crisis team will offer them some guidelines for helping troubled students.
- Communication from the Principal/Counselor/Social Worker may be sent to notify parents of the sudden death, providing them with information regarding the stages of grief and listing resources available on the subject of death.
- School staffs are assembled at the end of the school day. The Principal or his/her designee conducts the meeting and does the following:
 - Allows for expression of feelings and mutual support.
 - Reviews the events of the day.
 - Reviews the characteristics of high-risk students (those who seem especially upset or depressed or show other signs of not coping well) and compiles a list of staff observations of distressed students' reactions during the day.
 - Announces the funeral arrangements. Staff may be encouraged to attend if they feel a special need or to provide support to students and their families.
 -

Statement to Students

Formulate a statement that teachers can read to their class giving the facts about the death that the family has agreed should be shared with fellow classmates and validating that regardless of whether you knew the deceased or not, the impact of a death within our school community affects everyone in a very personal way. Provide information about how guidance and support can be sought throughout the day. Ask that everyone be respectful of the impact that the individual's death may have on those in our building today and in the days to come.

Talking Points:

- Use a calm and caring demeanor.
- Encourage students to support one another.

- Routine is important. Students often find a sense of comfort in a familiar routine.
- Provide time for students to express or share feelings. Remember, listening is helping.
- Be alert for students who may need additional support and allow them to see a counselor. When this occurs, please notify the counseling office of students we should expect to see.
- People react to death/loss in different ways. There is no 'right' way.
- It's ok for students to see that adults are hurting.
- Don't say you know how they feel.
- Don't tell them how they should feel or react.
- Don't try to find something positive about death.
- Don't offer your ideas/opinions about the cause of death.
- Do not observe a moment of silence.
- Counselors can work with students individually, but can also be available if you need assistance in your classroom.

Days following a Sudden Death

Crisis team members continue crisis intervention, answer phone calls of anxious parents, and meet with concerned staff as necessary.

VANDALISM/BREAK-IN REPORT

School _____ Date of Report _____

Time/Date Problem Discovered _____ Discovered By _____

Time/Date Reported to Authorities _____ Reported By _____
(Use 911 only if emergency still exists)

Time/Date Reported to Supervisor _____

Provide as much description as possible:

Type of Vandalism

Visible Damage

Items Known to be Missing

Comments

CC: Building Principal, Head Custodian

SHELTER LOCATIONS

High School Students & Staff □ Boys Locker Room (fill up shower first, then dressing area)

Cafeteria □ Staff will assist students to designated location (see below)

Daycare □ Girls Locker Room/Shower Room #121 (fill up shower area first)

Small Gym □ Girls Locker Room/Shower Room #121

6th Grade □ ELL Room #124

ELL Room □ ELL Room #124

SPED □ ELL Room #124

PreK □ Staff Workroom/Lounge #122

5th Grade □ ELL Room #124

4th Grade □ Girls Locker Room/Shower Room #121

3rd Grade □ Staff Workroom/Lounge #122

2nd Grade □ ELL Room #124

1st Grade □ Girls Locker Room/Shower Room #121

Kindergarten □ Staff Workroom/Lounge #122

Sherri G. □ Room #100-Girls Locker Room/Shower Room #121

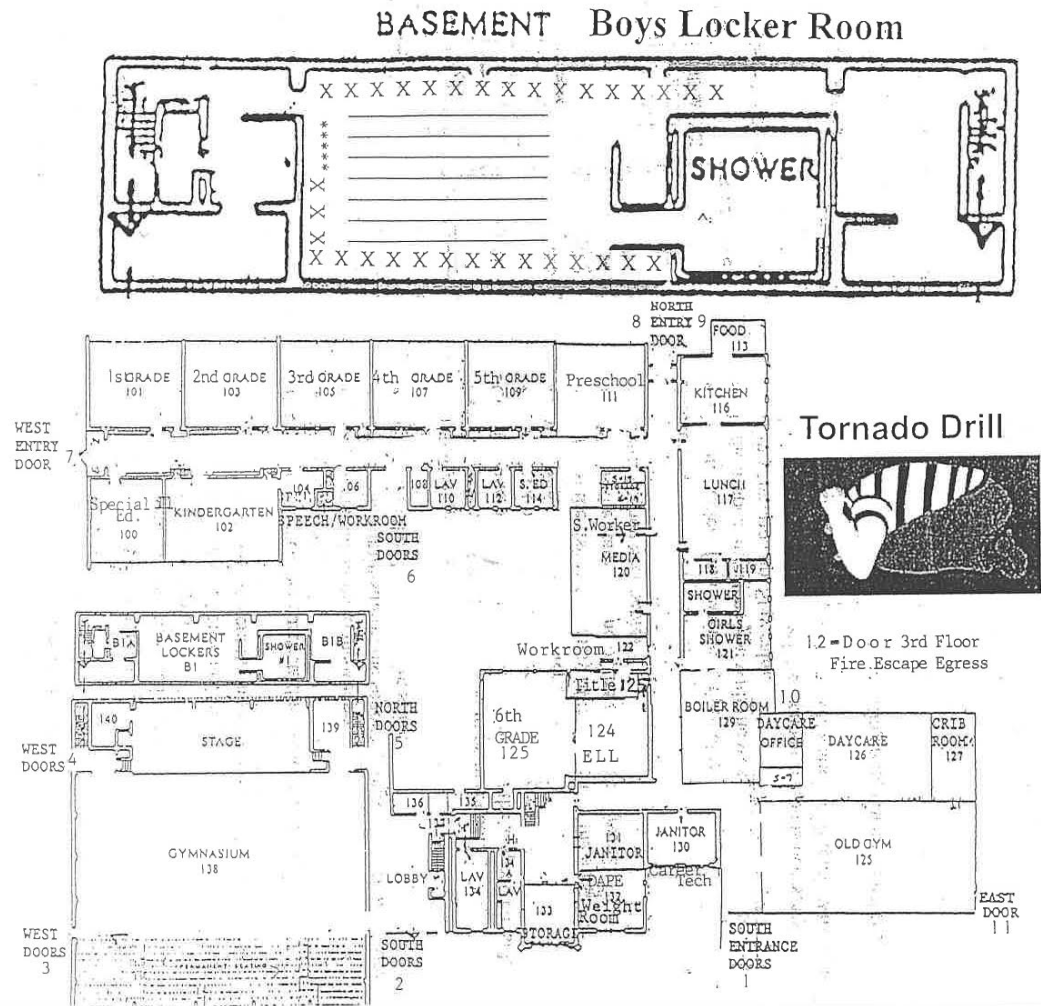
Speech □ ELL Room #124

Title □ ELL Room #124

Media Center □ ELL Room #124

Staff will lead students to the designated area. Students and staff should immediately kneel with their heads down, using hands to protect the back of their head. Face the inside walls and avoid outside walls and areas by windows whenever possible.

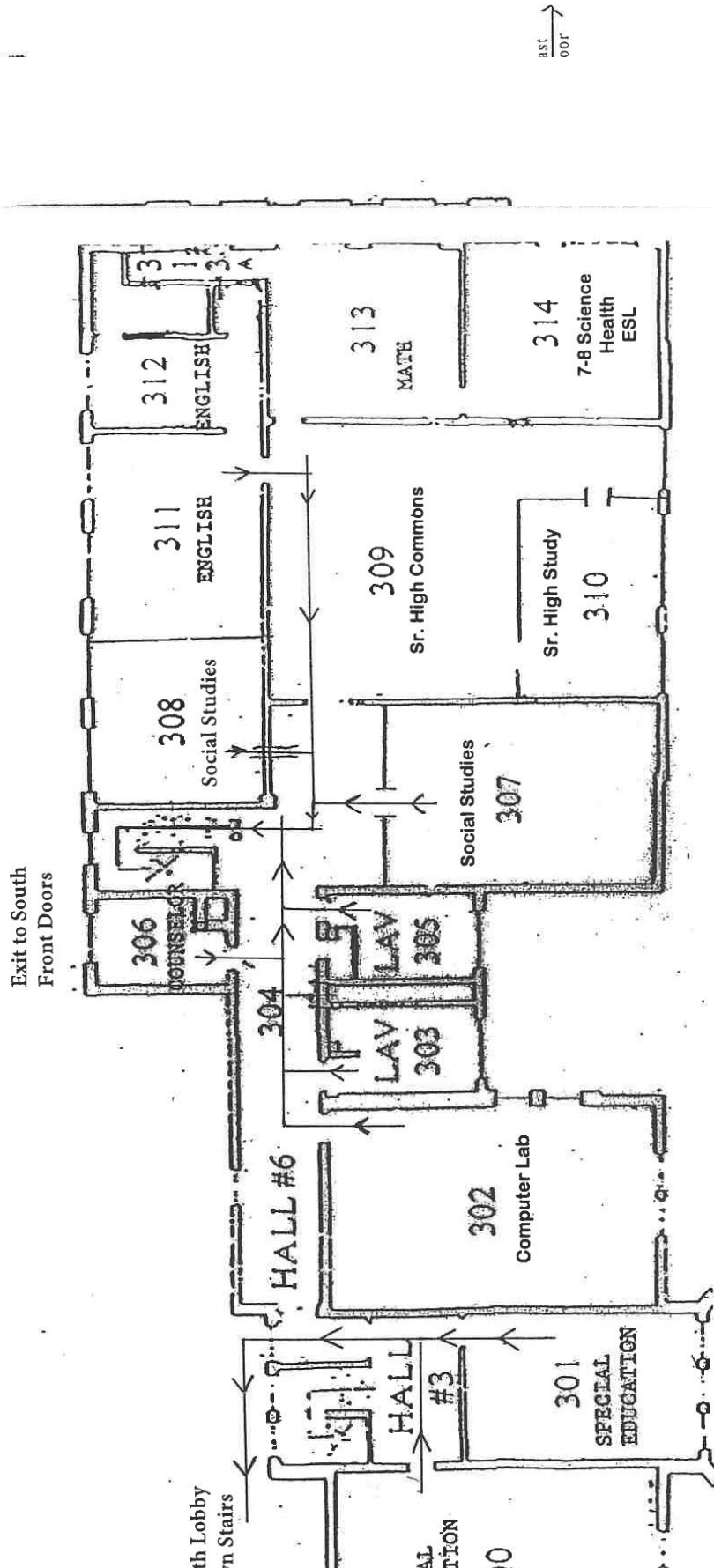
SHELTER MAP



EVACUATION MAPS

Fire
Emergency Exit Plan

WATERFIELD
3RD FLOOR



3rd Floor Main Building:
Health and Health Exit using Fire Escape
other 3rd Floor classes Exit using Main Stairway and Exit the Building through the South Entrance Doors
Special Education Rooms Exit Down the Stairs and Exit the Building through the South Lobby doors