



ST. MARY'S SCHOOL

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Mission: St. Mary's School is a Christ-centered learning community committed to
Faith Formation, Academic Excellence, and Christian Service. (2015)

CRISIS MANAGEMENT POLICY

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ST. MARY'S SCHOOL CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school administrators, school employees, students, Education Committee members, and community members to address a wide range of potential crisis situations in the school. The step-by-step procedures suggested by this Policy will provide guidance to school buildings in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school should develop tailored building-specific crisis management plans, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school will, to the extent possible, engage in ongoing emergency planning within the school and with emergency responders and other relevant community organizations. The school will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans.

The school's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that the building administrator can tailor a building-specific crisis management plan to meet specific situations and needs.

The school administration shall present tailored crisis management plans to the Education Committee for review and approval. The management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the Education Committee, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy.

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing building, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.
- b. Evacuation Procedures. Evacuations of classrooms and building shall be implemented at the discretion of the administrator or his or her designee. Each buildings crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.). The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These procedures are designed to enable building administrator to tailor response procedures when creating crisis management plans.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]

3. School Emergency Response Teams.

- a. Composition. The administrator will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the

extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. School will maintain a current list of school emergency response team members which will be updated annually. The administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school office.

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school's Crisis Management Policy. The school crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school's Crisis Management Policy and relevant tailored crisis management plans. The school's crisis management plan shall set forth how students and parents are made aware of the plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

Sample Building Crisis Response Team (BCRT) Fact Sheet

Building: St. Mary's School Principal: Jackie J Probst Telephone # 507-376-5236

Chain of Command

If the building principal is unavailable, the following staff will coordinate emergency efforts, contact and mobilize the BCRT team.

Alternate 1: Administrative Assistant Telephone number: 507-360-4639

Alternate 2: Superintendent Father Jim Callahan Telephone number: 605-860-8783

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Building's diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the administrator's office.
7. The school will have prearranged sites for emergency sheltering and transportation as needed.

8. The school will determine which staff will remain in the building to perform essential functions if safe to do so. The school will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

School buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

School will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school office, or at a secondary location for school, and updated annually.

School employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan. The school should consider an alternate notification

system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The school crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Public School superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The Principal has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The Principal will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the school is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures

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U. School Emergency Response Team

V. Emergency Phone Numbers

W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as office and janitorial closets.

B. Visitors

The school shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School Buildings).

The school shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

FIRE

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

- Notify building occupants by means of School Intercom System or go door to door.
- Contact Head Custodian at: 507-836-0826

If the fire or explosion was confirm:

- **RESCUE** anyone who is in imminent danger, if possible.
- **ACTIVATE** the fire alarm. If there is no alarm pull station nearby, contact the office and instruct them to sound the alarm. Report the location of the fire to the Principal.
- **CONFINE** the fire by closing the door to the area involved.
- **EVACUATE** students and staff to the designated areas.
 - These areas should be a safe distance away from emergency personnel (500 feet).
 - Be aware of the arrival of emergency responders. See map of evacuation routes and assembly areas located inside every classroom (or included in this manual on next page)
- Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See map, located inside every classroom (or included in this manual on next page)
 - Teachers take class roster. Teachers are responsible for ensuring that all of their students are evacuated. Do not allow students to stop for coats, books, or personal items.
 - Teachers take attendance after evacuation.
 - Teachers report missing students to building administrator immediately, via green/red card.

In case of inclement weather, the Principal may decide to evacuate to a pre-determined off-site shelter area.

- If trapped by fire, go to **Shelter-in-Place Procedures**.

Building administrator:

- Administrator notifies fire department (call **911**).
- Administrator or designee meets with emergency officials as soon as possible.
- After consulting with appropriate official, administrator may move students to primary relocation center at Library if weather is inclement or building is damaged.
- **Do not** reenter buildings until they are declared safe by fire or law enforcement personnel.

- Administrator notifies staff and students of termination of emergency, and they may return to building.
- Arrange for students dismissal.
- Complete any necessary follow-up communications:
 - * Staff
 - * Students
 - * Parents
 - * Media

*Fire drills should be held at varied times during the school day.
Practice both primary and alternate routes.*

Extra staffing is necessary for students with special medical or physical needs.

In case of a Gas Leak:

WARNING: Do not turn lights on or off. This will prevent explosion-causing sparks!

- Verify leak.
- Notify Head Custodian to locate minor leaks or shut off gas and electricity.
- Evacuate the building to alternative sites if the leak is deemed to be serious.
 - * Make announcement indicating course of action. Be sure to include individuals must not turn lights on or off, as well as any exits that must be avoided.
- Principal will call 911. Be sure to identify location of leak and command center.
 - * Dispatcher will notify fire department and Gas Company.
- Contact Superintendent of School at 507-376-6005.
- Work with fire department and Gas Company to determine appropriate course of action.
 - * Return to building.
 - * If the gas will be off for a long time for repairs, Superintendent or Principal will arrange for student dismissal.
- Complete any necessary follow-up communications
 - * Staff
 - * Students
 - * Parents
 - * Media

HAZARDOUS MATERIALS

WARNING: If substance spilled is flammable, extinguish all ignition sources. DO NOT turn lights on or off to prevent explosion causing sparks.

Incident occurs in school:

- Verify location and extent of release.
- Notify building administrator/office and Head Custodian.
- Call **911**. If the type and/or location of hazardous material is known, report that information to 911. Notify Worthington Public Utilities at 507-372-8680 or 507-372-8690.
- Evacuate to an upwind location or alternative site (if deemed necessary), taking class roster. Teachers take attendance after evacuation.
- Control flow of hazardous material and/or fumes. Seal off area of leak/spill. Close doors.

* Interior :

- *Evacuate* anyone who is in imminent danger.
- Remove contaminated clothing and flush exposed skin and eyes with water for 15 mins.
- Call School Nurse or 911 for emergency medical assistance if necessary.
- *Confine* the spill by stopping the source of the release (if possible). Try to stop the spill from migrating to other areas by damming liquids or closing doors.
- The Head Custodian should shut off the HVAC system to prevent migration of fumes. If the fumes are flammable, **do not** turn lights on or off to avoid sparking an explosion.
- Turn on exhaust ventilation (if possible) to evacuate contaminated air.
- *Clean up and disposal* DO NOT ATTEMPT TO CLEAN UP THE SPILL WITHOUT PROPER TRAINING AND EQUIPMENT.
- Absorb liquids with Spill-Sorb or floor dry and place waste into a leak-proof container.
- Contact the Health and Safety Department at 651-582-8748 for proper disposal methods.

<ul style="list-style-type: none">* Exterior – Close all doors and windows, and turn off HVAC unit.
<ul style="list-style-type: none">▪ Get students and staff back into the building (if there is a cloud, move cross-wind rather than directly with or against the wind).▪ Call 911 and/or notify the Principal.▪ Emergency officials will usually determine if we should evacuate or remain indoors.▪ If in-place sheltering is imposed make sure to close all windows and doors, turn off and cover window air-conditioners to keep the fumes out.▪ The Head Custodian should shut off the HVAC system.▪ If an outdoor explosion is possible, students should be moved to shelter areas.▪ Observe students and staff members for signs of adverse reactions or illness.

- Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- Shut off heating, cooling, ventilation in contaminated area to reduce the contamination.
- Notify parents/guardians if students are evacuated, according to policy and/or guidance.
- Resume normal operations when fire officials approve or arrange for students dismissal.

Incident occurs near school property:

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuating, teachers take class rosters and take attendance after evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Notify parents/guardians if students are evacuated, according to policy and/or guidance.
- Resume normal operations when fire officials approve.

Extra staffing is necessary for students with special medical and/or physical needs.

**SEVERE WEATHER
TORNADO/SEVERE THUNDERSTORM/FLOODING
DO NOT EVACUATE BUILDING IN THE EVENT OF SEVERE WEATHER**

Tornado/severe thunderstorm WATCH has been issued in an area near school:

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations. Administrator will stay alert for changing weather conditions and be prepared to take appropriate action if the watch becomes a warning. As indicated by community sirens –5 minutes steady tone. Tune to local radio station for information.
- Bring all persons inside building(s).
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.

- Review “drop and tuck” procedures with students.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school:

- Make an announcement indicating course of action. Ring bell intermittently to facilitate students moving to designated sheltered areas.
- Staff should proceed immediately with all students and staff to safe pre-designated shelter areas.
- Last person leaving should close classroom door.
- Teachers take class rosters and take attendance. Once students are assembled in a safe area, instruct them to respond to a specific command to assume a protective posture. Stay away from open areas.
- Ensure that students are in “tuck” positions.
- Head custodian will shut off fuel and electricity.
- Contact and notify Superintendent at 507-376-6005.
- Do not leave the shelter area (unless emergency conditions require it) until the “ALL CLEAR” is sounded within each building.

Tornadoes behave erratically. They can touch down, lift and touch down again. Also, more than one funnel may strike the same area.

- Listen to local radio (Emergency Alert System). After the storm has passed and the “ALL CLEAR” signal has been given, give first aid where appropriate, report any missing students to the Principal.
- Principal and Staff with Superintendent will determine the appropriate course of action:
 - * Issue all clear for students to return to classes.
 - * Move to alternative site.
 - * Arrange for student dismissal.
- Bus drivers will:
 - * Not depart if tornado **WARNING** is in effect.
 - * If a tornado is sighted in route to or from school, stop bus, escort students to nearby ditch or ravine and lie face down (avoid being under power lines or trees), or escort them to any available nearby structure to take shelter.
- Complete any necessary follow-up communication:
 - * Staff
 - * Students
 - * Parents
 - * Media

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

Flooding:

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If district officials and emergency responders advise evacuation, do so immediately.
- Teachers take class rosters.
- Teachers take attendance.
- Notify parents/guardians according to district policy.

Refer to Severe Weather Awareness Week postings at www.hsem.state.mn.us for further information on severe weather safety.

MEDICAL EMERGENCY

Life-threatening injury or illness, or death:

- Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call **911. Work as a team.**
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
 - Applying pressure on wound or elevating wound may help stop or slow bleeding.
 - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness:

- For all non-life-threatening illnesses and injuries, call the office/nurse.

Administrator:

- In case of traumatic medical emergency or death at school:
 - Notify Administration.
 - Notify victim's parents, guardians, or family.
 - Activate post-crisis procedures, if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention.

FIGHT/DISTURBANCE

- Ensure the safety of students and staff first.
- Notify building administrator/security/law enforcement. **Work as a team**, especially when separating participants.
- Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school's discipline policy.
- Administrator notifies parents/guardians of students involved in fight. Administrator and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

*For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.*

ASSAULT

An **Assault** is defined as an act with intent to cause fear in another person or immediate bodily harm or death, or intentionally inflicting or attempting to inflict harm upon another person.

- Ensure the safety of students and staff first.
- Notify building administrator in all cases. **Obtain assistance of other staff. Work as a team.**
 - In case of Serious Physical Assault:
 - * Use necessary physical constraints to stop the incident.
 - * Make note of individuals involved and present.
 - * Remove bystanders as quickly as possible.
 - **In case of Sexual Violence or Sexual Harassment:**
 - * Confirm act.
 - * If observed, take necessary steps to stop incident. Gather data from individuals involved in.
 - * If not observed, get any relevant information (who, what, where, when, etc.) from individuals involved in or who observed act.
 - * Secure building and groups.
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians of affected student and superintendent.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

INTRUDER

Intruder – an unauthorized person who enters school property:

Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

- Politely greet intruder and identify yourself.
 - Consider asking another staff person to accompany you before approaching intruder.
- Inform intruder that all visitors must register at the main office.
 - Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- Notify administrator or law enforcement.

If intruder refuses to leave:

- Notify administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
 - Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).
 - Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.

Note: To assist staff members who interact with a stranger at school, use the "I CAN" rule.

Intercept

Contact

Ask

Notify

WEAPONS

Staff or students who are aware of a weapon brought to school:

- Immediately notify building administrator, teacher or law enforcement.
Give the following information:
 - Name of person suspected of bringing the weapon.
 - Location of the weapon.
 - Whether the suspect has threatened anyone.
 - Any other details that may prevent the suspect from hurting someone or himself/herself.
- Teachers who suspect that a weapon is in the classroom: STAY CALM.
 - Do not call attention to the weapon.
 - Notify the administrator, or a neighboring teacher as soon as possible.
 - Teacher should not leave the classroom.

Building administrator:

- Call law enforcement to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
 - Consider the best time and place to approach the person, taking into account these factors if possible:
 - Need for assistance from law enforcement.
 - Type of weapon.
 - Safety of persons in the area.
 - State of mind of the suspected person.
 - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Follow district procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to policy.

SHOOTING

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to lockdown procedures.
- Notify building administrator/law enforcement.
- Call **911**.

If you hear gunshots:

- If possible, determine where shooting is taking place.
- Seek safe shelter.
 - If outside, stay as low to the ground as possible, and find any kind of cover.
 - If inside, go to lockdown procedures.
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

Building administrator/school resource officer/security/law enforcement:

- Building administrator may order lockdown procedures.
- Assess the situation as to:
 - The shooter's location.
 - Injuries.
 - Potential for additional shooting.
- Call **911** and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured *if it is safe to do so* until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Initiate post-crisis procedures.

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

HOSTAGE

Witness to a hostage situation:

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!

- Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- Call **911**. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage:

- Cooperate with hostage-taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

LOSS OF LIFE

Steps in Case of Staff/Student Death:

- Verification of death.
 - * Do not release name(s) until notification of family.
 - * Contact parents or emergency contact directly in case of student. In case of staff contact spouse or immediate family.
 - * Be in contact with other staff in the event of siblings.
 - * Contact 911 and School Officer Brett Wiltrout at 507-295-5400.
- Discuss situation with Principal and Superintendent to determine level of necessary intervention and what information should be released.
- Provide necessary support to students and staff.
 - * Designate additional space to provide grief counseling if necessary.
- Complete any necessary follow-up communications and prepare a written statement for:
 - * Staff.
 - * Secretary responding to telephone inquiries about the death.
 - * Students.
 - * Parents (a letter which includes a brief statement about the incident, a summary of the action taken by the school, and changes to watch for in their students [physical, emotional, academic]).
 - * Keep Media out of the building (parents can be very helpful in this respect).
 - * Have phone numbers ready for community assistance (students).
- Obtain information about funeral and share with staff and students.
- Encourage students to be involved in planning memorial service, or some special recognition, Examples include:
 - * Assembly
 - * A tree planting
 - * A yearbook dedication
 - * Scholarship fund
 - * A plaque
 - * Other recognition

BOMB THREAT

WARNING: Do not use walkie-talkie or cellular phones in or near the building because of risk of activating a device.

Critical information:

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

Procedures upon receiving a bomb threat:

Assess information (from call or note).

- Consider:
- A. Source of threat
 - B. School climate
 - C. # of threats received
 - D. Discipline issues
 - E. External events

By phone call

- Complete the *Checklist for Telephone Threats*.

By written note

- Preserve evidence.
- Place note in plastic bag, if available.
- Photograph words written on walls.
- Notify administrator or designee.
- Notify law enforcement.
- Administrator orders evacuation or other actions according to threat assessment and school policy.

Caution: Overreacting may encourage additional threats.

Scanning process considerations:

- Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed *anywhere* on school property – inside or outside.
- Any suspicious devices, packages, etc., should be pointed out to emergency responders. **Do not touch.**

- Once a device is located, evacuate the building and call 911 immediately. Secure area surrounding object.

Evacuation considerations:

- If a decision is made to evacuate, notify staff via intercom system or by messenger. **Do not use cell phones, radios or fire alarm system** because of risk of activating a device.
- While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster. Students should move at least **500 feet** away from the building.
- Return to building when Law Enforcement determine appropriate course of action, and an "ALL CLEAR" signal is received from the Principal.
- Arrange for students dismissal.

*Bomb squads generally will **not** search a building unless a suspicious package has been located.*

CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the *Checklist for Telephone Threats* procedures and refer to safety procedures in *Bomb Threat* and *Hazardous Materials* sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content.
 - Excessive postage, excessive weight
 - Misspellings of common words
 - Oily stains, discolorations, odor
 - No return address or showing a city or state in the postmark that does not match the return address
 - Package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat by no suspicious substance:

- Notify building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:

- Notify building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Administrator:

- Building administrator and emergency officials determine whether evacuation is necessary.
- Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- Implement post-crisis procedures as necessary.

Consider having gloves and zip-lock bags available at mail sorting areas.

UTILITY DIFFICULTY

A Utility Difficulty would be considered Power Failure, Heat Failure, or Water Main Break.

Steps in Case of Utility Difficulty:

- Contact Principal, Head Custodian and Superintendent (if necessary).
- If necessary contact Worthington Public Utilities at 507-372-8680 or 507-372-8690 after hours.
- Make any necessary announcements.
- Work with individuals involved to determine appropriate course of action.
 - * Remain in building.
 - * Evacuate to alternative site.
 - * Arrange for student dismissal.
 - * Late start.
 - * Cancellation of school.
- Complete any necessary follow-up communications.
 - * Staff
 - * Students
 - * Parents
 - * Media

CHECKLIST FOR TELEPHONE THREATS

If you receive a telephone threat (bomb/chemical/other):

- **Remain calm**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: _____

If voice is familiar, who did it sound like? _____

Caller ID information:

male	female	adult	juvenile	age
------	--------	-------	----------	-----

Call

local	long distance	internal	cell phone
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origin:

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

Background sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other			

Threat language: Check all that apply.

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
---------------------------	------	-------	------------	------------	-----------------------------

Did caller indicate knowledge of the building? Give specifics:

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

DEMONSTRATION

If demonstrators are near but not on school property:

- Administrator notifies staff and superintendent.
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Administrator notifies staff and superintendent.
- Administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
- *If demonstrators leave*, continue to monitor the situation.
- *If demonstrators do not leave*, notify law enforcement. Administrator may initiate “lockdown with warning.” **(See Lockdown Procedures)**

SUICIDE

Suicide threat:

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify the administrator immediately.
- Stay with the student until help staff arrives.
- Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

Suicide attempt in school:

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

Administrator:

- Call parent(s) or guardian(s) if the suicidal person is a student.
- Call family or emergency contact if suicidal person is a staff member.
- Notify superintendent.
- Implement post-crisis procedures.

DO	DON'T
-Emphasize that something was seriously wrong and unfortunately that person did not see alternatives for making things better. -Talk about decision making. -Focus on moving ahead and thinking about the future. -Be aware that the grief responses may be different from those in a normal death.	-Issue an open invitation to the funeral. -Glorify the death of the student. -Hold the funeral or memorial service on school premises. -Fly the flag at half-staff. -place a memorial page in the yearbook. -Hide the truth.

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) **Lockdown with warning** – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) **Lockdown with intruder** – The threat/intruder is inside the building.

Lockdown with warning procedures:

- Administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Pull shades. Keep students away from windows.
- Control all movement, but continue classes. Disable bells. Move on announcement only.
- Administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly):

- Administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.
- Move people away from windows and doors. Turn off lights.
- DO NOT respond to anyone at the door until “all clear” is announced.
- Keep out of sight.
- Administrator will announce “all clear.”

Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency:

- Identify safe areas in each school building.
- Administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

EVACUATION/RELOCATION

Evacuation:

- Administrator initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
 - Bombs: Administrator notifies staff of evacuation route dictated by known or suspected location of device.
 - Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
 - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- Teachers take class rosters.
- Do not lock classroom doors when leaving.
- When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

Relocation:

- Administrator determines whether students and staff should be evacuated to a relocation center.
- Administrator designee notifies relocation center.
- If necessary, administrator coordinates transportation to relocation center.
- Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- Use student release forms for students who are picked up from a relocation center.

Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: Johnson Eye Clinic Secondary Relocation Center: Public Library
Address: 702 10th St. Worthington, MN Address: 407 12th St. #2 Worthington, MN
Phone: 507-376-5535 Phone: 507-295-5340

PANDEMIC PREPAREDNESS

The Governor, Mayor, or County Commissioner will make the determination of a public health risk.

The Incident Commander for the School District will be the Superintendent and the Principal, who can be reach at 507-376-6005 (Rectory) or 507-376-5236 (School).

The Nobles County Emergency Management Director can be reached at 507-295-5212.

In the event of a public health risk, health alert notifications will be forwarded to the Superintendent, Principal, and School Nurse. This contact information is updated yearly on a form given to the school by Nobles Rock Public Health. Call 507-372-8256 with any questions.

Contact information relating to pandemic procedures:

- Minnesota Department of Education
Ruth Ellen Luehr
Health/Student Services Specialist, Safe and Health Learners
1500 West Hwy 36
Roseville MN 55113
Voicemail: 651-582-8404
FAX: 651-582-8499
Ruthellen.luehr@state.mn.us
- Minnesota Department of Health
PO Box 64975
St. Paul MN 55164
651-202-5000
www.health.state.mn.us
- United States Government
Department of Health and Human Services
200 Independence Avenue SW
Washington DC 20201
202-619-0257
Toll Free: 1-877-696-6775
www.pandemicflu.gov/

Administrator and Superintendent of St. Mary's School will provide Nobles/Rock Public Health with a list of essential employees. This group of essential employees will include administrator, technology support, food service and maintenance. The Superintendent or Principal will be responsible for providing this list of essential employees to Nobles/Rock Public Health.

The School Administration will have hand sanitizer and Kleenex made available for students in an attempt to limit the spread of contagious diseases.

COMMUNITY EMERGENCY

Community emergencies may be the result of an incident that may impact parents or guardian's ability to effectively communicate special circumstances with the school and or their children. Such circumstances could impact the child's household during or after school hours. Local Business Emergency Events may include explosions, fire, bomb threats and other Community Crisis.

Administration and Staff response procedure:

- Respond and communicate with Superintendent.
- Administrator will communicate and continue updating all staff by email or written memo. Staff should not inform students of any community emergency until informed to do so. Principal will put together a statement that should be followed by all staff.
- Consider the option of making a public announcement indicating course of action.
- Staff should begin to observe all students for changes in attitudes and mood. Write down the names of students that are demonstrating discomfort, attitude changes or are displaying discomfort or stress do to the community emergency.
- Principal will assemble the Education Committee if needed.
Responsibilities include:
 - * Identifying the needs of all students and staff
 - * Develop plans to insure the safety of all students
 - * Identify the need to work with local businesses and or community associations to insure the safety of all kids before and after school
 - * Consider developing a radio broadcast in other languages.
- Listen to local radio and television to remain abreast of ongoing developments.
- Identify the spokesperson for the district and building (Superintendent, Principal).
- If necessary, move students to pre-designated shelter areas in the school.
- All clear will be broadcast by radio and television **ONLY**.

- Complete any necessary follow-up communications.
 - * Staff
 - * Students
 - * Parents
 - * Media

MEDIA PROCEDURES

All staff must refer media contacts to administrator. The school, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Spokesperson:	_____ Father Jim Callahan _____ <small>Name</small>	_____ 507-376-6005 _____ <small>Contact number(s)</small>
Alternate spokesperson:	_____ Ms. Jackie J. Probst _____ <small>Name</small>	_____ 507-360-2934 _____ <small>Contact number(s)</small>

Media checklist:

- Administrator relays all factual information to superintendent and public information person.
- Establish a media information center away from the affected area. Consider:
 - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings for staff, students, and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.
Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student’s development level. **CISD should only be conducted by trained professionals.**
 - Counseling – Provide grief counseling.
- Provide on-going support as necessary for staff, students and families.
 - Monitor and support staff.
 - Provide ongoing opportunities for children to talk about their fears and concerns.
They may have more questions as time passes.
 - Identify and monitor at-risk students.
 - Provide individual crisis or grief counseling, if necessary.
 - Conduct outreach to homes.
 - Provide follow-up referral for assessment and treatment, if necessary.

The school should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

SCHOOL EMERGENCY RESPONSE TEAM

Build the school’s emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

See next page for descriptions of emergency response team functions.

Function	Staff Assigned	Backup Staff
Incident Commander (person in charge)	Principal	Administrative Assistant
Safety	Custodian	Cook
Public Information	Principal	Administrative Assistant
Liaison	Principal	Administrative Assistant
Operations Chief	Principal	Superintendent
Medical	School Nurse	Administrative Assistant
(attach list of qualified first-aid/CPR responders in building)		
Site Security/ Facility Check	Principal	Custodian
Student Release Coordinator	Principal	Administrative Assistant
Logistics Chiefs		
Communications	Principal	Superintendent
Transportation	Principal	Administrative Assistant
Planning Chief	Principal	Administrative Assistant
Financial/ Recordkeeping	Principal	Administrative Assistant
<i>These functions mirror the National Incident Management System (NIMS) used by emergency responders.</i>		

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Public Information	May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.
Liaison	Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.
Site Security/Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities relocation sites), services, and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.
Planning Chief	Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.
Financial/Recordkeeping	Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

EMERGENCY PHONE NUMBERS

Fire/Ambulance/Police

Emergency-911

Dispatch Center: Worthington Police Department 507-295-5400
(for local police, fire and emergency medical services)

Public Utilities

Electricity: Company Worthington Public Utilities –Electric Utility
Contact person Demuth, Patrick (Electric Superintendent)
24-hour emergency number(s) 507-372-8690

Gas: Company Constellation – New Energy-Gas Division, LLC
Contact person _____
24-hour emergency number(s) 1-888-635-0827

Water: Company Worthington Water Department
Contact person Roos, Eric (Water Superintendent)
24-hour emergency number(s) 507-372-8680

Emergency Management Agencies

Local emergency management director:

Name Nobles County Emergency Management
Telephone 507-295-5212

County emergency management director:

Name Nobles County Emergency Management
Telephone 507-295-5212

Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty Officer
24-hour numbers Statewide (800) 422-0798 Metro area (651) 649-5451

Poison Control Center 1-800-764-7661

Crime Victim Services Worthington Police 911 or 507-372-2136

Post-Crisis Intervention/Mental Health Hotline Southwestern Mental 507-376-4141

[Note: These procedures are provided as a sample and a starting place for your schools to begin planning for a situation like a pandemic. A pandemic policy is not legally required.]

HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU

- The school may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.
- Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.
- If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.
- If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See ***Emergency Phone Numbers*** and ***Media Procedures***.
- In the absence of a school closure order from a state agency, the administrator, in consultation with the superintendent, will determine when to close school due to significant risk of spreading the illness. See ***Early School Closure Procedures, Part III.F.***, especially if school is closed before the end of a school day.
- If an extended school closure is ordered, the school may make online learning or other at home learning options available to the extent feasible.
- Any closed school buildings should be disinfected according to guidance from health officials before reopening.

DATA GATHERING WORKSHEET (Page 1)
--

This form is to be completed by the Principal after the crisis is under control.

School: _____ Completed by: _____

Is this an updated worksheet? ___ Yes ___ No Date: _____ Time: _____

Explain briefly what happened: _____

When did this happen? Date: _____ Time: _____

Where did this occur? _____

What was the cause: _____

Please provide of a list of the people who were affected: _____

What are the concerns related to this crisis: _____

What is the School currently doing about this situation: _____

DATA GATHERING WORKSHEET (Page 2)
--

Based on the information given on Page 1, assess the following:

1. Describe the scope of the problem (property damage, injuries, loss of life, etc.):

2. What are the potential effects on key audiences (consider students, staff, families, community, others)?

3. Key sources for additional information:

4. Anticipated date/time of next assessment:

5. Identify key points of message:

a) _____

b) _____

c) _____

MEDIA CONTACT RECORD

- Make copies of this form and use a separate form for each contact.

Date: _____ Time: _____

Incident: _____

News	Source	(print/broadcast)
------	--------	-------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

Contact(s) _____

Phone	#	Phone	#
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Information Requested/Provided: _____

Comments: _____

Signature: _____ Date: _____

ST. MARY'S SCHOOL BUILDING FACT
--

Principal: St. Mary's School

Address: 1206 8th Ave Worthington MN 56187 Phone #: 507-376-5236

Date of Construction: 1950 Building Capacity: _____

Current Student Population: 70 Teachers (#): 9 Support Staff (#) 5

School Start Time: 7:55 AM Dismissal Time: 2:55 PM

% of Students Bused _____ % of Car Riders _____ % of Walkers _____

Narrative Description of School: _____

Description of programming: _____

SMS is Preschool-6 grade school with approximately 104 students.

Description of After School Program: _____

Our CAP program is from 3:00 to 5:00, Monday through Friday after school. It is located in the KC room, third door on the left in the lower level of the school.

Description of Extra-Curricular Programs (if available): none

BOMB THREAT REPORT FORM

This form is to be completed as soon as possible after receiving a bomb threat and delivered to the Principal, who will deliver to authorities.

School: _____ Date: _____ Time: _____

Call received by: _____ Position: _____

When is bomb going to explode? _____

Where is it? _____

What does it look like? _____

What will cause it to explode? _____

Who are you? _____

Why are you doing this? _____

How can you be contacted? _____

Exact wording of the threat: _____

Describe the Caller's Voice (check all that apply):

Man	Accent	Calm	Soft	Stutter	Well Spoken
Woman	Angry	Normal	Lisp	Incoherent	Foul
Child	Speech Impediment	Excited	Loud	Raspy	Taped
Age	Intoxicated	Crying	Nasal	Slurred	
Other:					

Background Noise:

None/Clear	Adult Voices	Office Machinery	Street Noise/Traffic
Long Distance	Children's Voices	Factory Machinery	Television/Radio/Music
Other:			

CRISIS EVALUATION FORM

To be completed by the Principal and/or Crisis Team

1. Was the basic Crisis Communication Plan effective in helping manage the flow of information during the crisis?

2. What information/resources did the CMT need that was not readily available?

3. How can that be corrected?

4. What did not work as well as it should have?

5. What should be done differently in the future?

6. What worked well?

7. What action has been taken to correct any problems that surfaced during this crisis?

8. Damage control: Did the District suffer damage to any relationships. Was there damage to the District's reputation? If so, what should be done to correct these problems?
