

806P CRISIS MANAGEMENT POLICY

[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. The policies must be developed in consultation with school administrators, teachers, employees, students, parents/guardians, community members, community emergency response agencies, including law enforcement and fire officials, county attorney offices, social service agencies, and any other appropriate individuals or organizations (such as Safe and Drug Free School coordinators and bus contractors). Id. Effective for the 2006-07 school year and later, the policy must include at least five school lock-down drills, five school fire drills consistent with Minn. Stat. § 299F.30, and one school tornado drill. This Model Crisis Management Policy is the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school administrators, school employees, students, board members, and community members to address a wide range of potential crisis situations in New Discoveries Montessori Academy. The step-by-step procedures suggested by this Policy will provide guidance to the school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. The school should develop a tailored building-specific crisis management plan for the building.

New Discoveries Montessori Academy will, to the extent possible, engage in ongoing emergency planning within NDMA and with first responders and other relevant community organizations. New Discoveries Montessori Academy will ensure that relevant first 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

New Discoveries Montessori Academy'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 the board appointed administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing the 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 response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. The building will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Note: More specific information on planning for children with special needs can be found in the United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities," at page 6.30. A website link is provided in the resource section of this Policy.]

- 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 board appointed administrator or his or her designee. The board appointed 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.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]

- b. Evacuation Procedures. Evacuations of classrooms and the building shall be implemented at the discretion of the board appointed administrator or his or her designee. The 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 board appointed 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.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. 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 board appointed administrator or his or her designee will announce the need for sheltering over the public address system or other designated system.

[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]

[Note: The attached Emergency Planning and Procedures Guide for Schools 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 the board appointed administrator to tailor response procedures when creating a building-specific crisis management plan.

[Note: The attached Emergency Planning and Procedures Guide for Schools includes crisis-specific procedures.]

3. School Emergency Response Teams

- a. Composition. The board appointed 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's 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 board appointed administrator. New Discoveries Montessori Academy will maintain a current list of school emergency response team members which will be updated annually. The board appointed 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 attached Emergency Planning and Procedures Guide for Schools has a sample School Emergency Response Team list.]

- b. Leaders. The board appointed 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. New Discoveries Montessori Academy 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 New Discoveries Montessori Academy's Crisis Management Policy and crisis management plan. The 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 New Discoveries Montessori Academy's Crisis Management Policy and crisis management plan. The crisis management plan shall set forth how students and parents are made aware of the school 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.

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.
2. The building's facility 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.

[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the board appointed administrator office.
7. New Discoveries Montessori Academy will have prearranged sites for emergency sheltering and transportation as needed.
8. New Discoveries Montessori Academy will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). New Discoveries Montessori Academy also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample fire procedure form.]

C. Facility Diagrams and Site Plans

All 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 regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the administrative office and in other appropriate areas and will be easily accessible and on file in school office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel. For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school authorizer, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

D. Emergency Telephone Numbers

New Discoveries Montessori Academy 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 single building school districts, and updated annually.

New Discoveries Montessori Academy 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.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample Emergency Phone Numbers list.]

E. Warning Systems

New Discoveries Montessori Academy 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 for all school buildings.

It shall be the responsibility of the board appointed administrator to inform students and employees of the warning system and the means by which the

system is used to identify a specific crisis or emergency situation. Each school's building-specific 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 board appointed administrator will make decisions about closing school 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 school web site), and will discuss the factors to be considered in closing and reopening a school or building.

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 board appointed administrator 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 board appointed administrator 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 district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[Note: The attached Emergency Planning and Procedures Guide for Schools has a sample Media Procedures form.]

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the board appointed administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. board appointed administrator will meet with relevant persons, including school psychologists and counselors, 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. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

- A. Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.
- B. Universal Response Procedures for All Types of Emergency Response
 1. Evacuation/relocation
 2. Lock-down procedures
 3. Reverse evacuation
 4. Severe weather shelter
 5. Shelter-in-place procedures
 6. Student reunification/release
- C. Emergency Specific Response Procedures
 1. Assault
 2. Bomb threat
 3. Demonstration
 4. Fight/disturbance
 5. Fire
 6. Hazardous materials
 7. Hostage
 8. Intruder
 9. Media procedures
 10. Medical emergency
 11. Severe weather: tornado/severe thunderstorm/flooding
 12. Sexual assault
 13. Shooting
 14. Suicidal threat or attempt
 15. Suspicious package or mail: chemical/biological threat
 16. Terrorism
 17. Threat
 18. Threat incident report form
 19. Weapons

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

New Discoveries Montessori Academy shall implement procedures mandating visitor sign in and visitors in school buildings. See NDMA Policy 903P (Visitors to School District Buildings and Sites).

New Discoveries Montessori Academy 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.

C. Student Victims of Criminal Offenses at or on School Property

New Discoveries Montessori Academy shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school.

[Note: The No Child Left Behind Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: NDMA Policy 407P (Employee Right to Know – Exposure to Hazardous Substances)
NDMA Policy 413P (Harassment and Violence)
NDMA Policy 501P (School Weapons Policy)
NDMA Policy 506P (Student Discipline)
NDMA Policy 532P (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
NDMA Policy 903P (Visitors to School District Buildings and Sites)

Evacuation/Relocation

Critical Information

Evacuation procedures are used when conditions are safer outside the building than inside the building.

Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Administrators notify staff of evacuation route dictated by known or suspected location of a device
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly

When implementing Evacuation procedures:

Administration

- Determine evacuation routes based on location and type of emergency
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Monitor the situation and provide updates and additional instructions as needed
- Announce “all clear” signal once it is safe to re-enter the building

Staff

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to assembly area

When outside the building:

- Check for injuries
- Account for all students
- Immediately report any missing, extra or injured students to administration
- Continue to contain and maintain students
- Wait for additional instructions

When implementing Evacuation and Relocation procedures:

Administration

- Determine whether students and staff should be evacuated to a relocation center
- Alert school emergency response team of emergency type and evacuation
- Notify relocation center
- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
- Specify any changes in evacuation routes based on location and type of emergency
- Implement reunification procedures at the relocation/reunification site

- Document the reunification of all students released

Staff

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Remain with class en route to the relocation center
- Take attendance upon arriving at the center
- Immediately report any missing, extra or injured students to administration
- Continue to contain and maintain students
- Wait for additional instructions

When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).

An agreement should be made with owners of non-district buildings that may be used for relocation/reunification sites that details usage and availability. A sample agreement follows this section.

Lockdown

Critical Information

Lockdown procedures are used to protect building occupants from potential dangers in the building (e.g. threats, intruders) or external threats that may enter the building.

Lockdown with Warning occurs when there is a threat outside the building or there are non-threatening circumstances that people need to be kept away from (e.g. medical emergency or disturbance).

Lockdown with Intruder occurs when there is a threat or intruder inside the building

When implementing Lockdown with Warning procedures:

Administration

- Announce “lockdown with warning”
- Repeat announcement several times
- Be direct. DO NOT USE CODES
- Bring people inside
- Lock exterior doors
- Control all movement
- Direct any movement by announcement only
- Announce “all clear” signal when the threat has ceased

Staff

- Lock all exterior doors
- Cover exterior windows*
- Keep students away from windows
- Continue classes. Move on announcement only
- Wait for further instructions

* *Check with local law enforcement agencies regarding the covering of windows and doors.*

When implementing Lockdown with Intruder procedures: (these actions happen rapidly)

Building Administration

- Announce “lockdown with intruder”
- Repeat announcement several times.
- Be direct. DO NOT USE CODES
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space
- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce “all clear” signal when threat has ceased as authorized by law enforcement

Staff

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom

- Assist those with special needs accommodations
- Close and lock all windows and doors
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

Reverse Evacuation

Critical Information

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. Reverse evacuation procedures are often implemented in combination with other procedures (e.g. lockdown, shelter-in-place) in order to ensure the safety of students and staff who are outside the building.

When implementing Reverse Evacuation procedures:

Administration

- Make an announcement or sound alarm for reverse evacuation
- Direct staff to physically notify any classes that may be too far away from the building to hear the announcement or alarm
- Monitor the situation
- Provide staff with any updates or additional instructions
- Announce “all clear” signal when the emergency has ceased

Staff

- Move all students and staff inside as quickly as possible
- Assist those needing additional assistance
- Report to classroom
- Take attendance
- Report any missing, extra or injured students to building administration
- Wait for further instructions

Shelter–In–Place

Critical Information

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

When sheltering-in-place:

Administration

- Announce students and staff must to go to shelter areas
- Close all exterior doors and windows, if appropriate
- Turn off ventilation system (HVAC), if appropriate
- Monitor the situation
- Provide updates and instructions as available
- Announce “all clear” when the emergency has ceased

Staff

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take emergency go-kit and class roster
- Take attendance and report any missing or extra students to administration or incident commander
- Do not allow anyone to leave the classroom or shelter

□ If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection

If sheltering-in-place because of an external gas or chemical release

- Close and tape all windows and doors
- Seal the gap between the floor and the bottom of the door

If sheltering-in-place because all evacuation routes are blocked

- Seal door
- Open or close windows as appropriate
- Limit movement and talking
- Communicate your situation to administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

Student Reunification/Release

Critical Information

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures. The procedures should be included in the student handbook distributed at the beginning of the school year.

When implementing Student Reunification/Release procedures:

Administration

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or others authorized in student's emergency information)
- Notify district administration and public information officer
- Coordinate messages to parents with public information officer
- Notify emergency responders for assistance with traffic control, crowd control and medical needs as needed
- Activate staff assigned to set up the location for reunification.
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies
- Request transportation for students and staff including special needs transportation
- Provide for behavioral health services at the reunification site for students and parents
- Ensure documentation of release of students

Planning for Student Reunification

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Reunifying students and parents at an off-site location is a complex process. Successful reunification requires significant pre-planning, coordination and organization.

Planning for reunification

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including; office staff, student support services, administration and transportation are ideal choices to support the process. Members of the school emergency response team, technology personnel and facility management staff may also play important roles in planning and leading the reunification. Ideally all staff should be trained on reunification procedures. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

Pre-selecting a reunification site

Several factors should be considered when selecting a reunification site. First evaluate the selected building's potential capacity to accommodate the student body, staff and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility and building access control.

If the reunification site is not another district-owned building, a written agreement must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. It is ideal to designate one reunification site for the entire district with at least one additional site for backup.

Two reunification sites may be necessary if a single site will not accommodate the entire student body. When planning for two reunification sites, administrators should pre-designate division of the

student body and communicate plans to staff, students and parents to minimize confusion.

Planning transportation and site set up

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator. Transportation for students with special needs must also be pre-arranged.

Transportation and arrival at a reunification site must be well-organized. Administrators should pre-determine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

Sample School-Parent/Guardian Letter

[Date]

Dear Parents/Guardians:

Should an emergency situation arise in our community and/or our school while school is in session, we want you to be aware the school has made preparations to respond effectively and appropriately to such situations. New Discoveries Montessori Academy has a detailed, all-hazards emergency plan that has been formulated to provide direction to its staff and students during such an incident.

In the event of an emergency, we ask for your cooperation in the following procedures:

1. **Please do not telephone the school.** Telephone lines must be kept available for emergency communication.
2. **Please do not come to the school** unless requested to pick up your child.
3. ***In the event of an emergency that requires us to evacuate and relocate***, students may be picked up at a designated reunification location by an identified, responsible adult who has been identified on the student's emergency card. Emergency cards must be filled out by parents/guardians at the beginning of every school year and kept updated as needed.

When authorizing another person to pick up your child, please consider the following requirements:

- He/she is at least 18 years of age.
- He/she is usually available during the day.
- He/she could walk to school if necessary.
- He/she is known to your child.
- He/she is both aware of and able to assume this responsibility.

3. **You can expect the school district** to respond in the following manner:

- a. For weather-related incidents, turn your radio to _____ for weather updates and emergency announcements.
- b. Information regarding day-to-day school operations will be available on our district web site and updates will be made as appropriate.
- c. Information will also be made available via Email notification system

4. **Please impress upon your children** the need for them to follow the directions of any school personnel in times of an emergency.

We sincerely appreciate your cooperation in helping us respond to an emergency situation and providing a safe and healthy learning environment for your child. If you have any questions or require additional information, please feel free to contact me.

Sincerely,

Executive Director

New Discoveries Montessori Academy

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between Schools, District # , Address , of County, Minnesota (“School District”) and , Address of County, Minnesota (“Shelter Provider”).

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School District should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School District desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School District desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School District to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School District shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School District’s conduct of shelter activities.
2. The School District shall exercise reasonable care in the use of Shelter Provider’s facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School District with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

By: _____
Authorized representative/position

Date: _____

By: _____
Authorized representative/position

Date: _____

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents if possible
- Designate holding area for students and staff—near restrooms if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow
- Pre-assign staff for reunification duties and locations

Reunification process

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook. Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

Reunification materials and supplies

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

Administrative Go-Kits

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit. Consider including these items:

- Vests or hats for reunification staff
- Communication devices—for the registration area, student and parent holding sites, counselors, nurses and student services staff
- Signs—pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with areas designated

Roles for community emergency responders

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part of reunification planning. While schools manage certain aspects of the reunification process, other roles including; traffic control, crowd control or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.

Assault

Critical Information

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an assault occurs:

Staff

- Notify administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses

Building Administration

- Call 911 and notify law enforcement
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify district administration
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Minnesota Statute 121A.582 Subdivision 1. Student Discipline; Reasonable force standard. (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Bomb Threat

Critical Information

ALL bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to evacuate rests with the school, not emergency responders, UNLESS a device is located.

Upon receiving a bomb threat:

Staff

- Notify building administration
- Preserve evidence for law enforcement
 - If written threat, place note in paper envelope to preserve fingerprints
 - If the threat is written on a wall, photograph
 - If phoned threat, document all relevant information (see Threat Incident Report Form)
- Complete Threat Incident Report Form

Administration

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Assessment Procedures
- Consult with emergency responders, as time permits
- Determine credibility of threat
- Document all actions taken by staff

If the bomb threat is determined to be credible:

Administration

- Initiate appropriate Lockdown procedures
 - Provide additional instructions as necessary
- Direct staff to implement scanning process for suspicious items
 - Bombs may be placed anywhere on school property — inside or outside
- Document all actions taken and findings by staff
- Determine if evacuation procedures should be initiated

Staff

- Implement appropriate Lockdown procedures
- Scan classroom or assigned areas for suspicious items
- **Do not touch** any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to emergency responders
- Notify building administration of findings

If Evacuation Procedures are initiated:

Administration

- Notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones,

radios or fire alarm system because of risk of activating a device

- Ensure evacuation routes and area(s) are clear of suspicious items

Staff

- Implement Evacuation procedures
- Take emergency go-kit and class roster

When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.

Demonstration

Critical Information

Demonstrations on school property could be deemed trespassing. Minnesota State Statute 609.605 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

If demonstration is near, but not on school property:

Staff

- Notify building administration

Administration

- Notify and consult with law enforcement in developing a plan of action
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)
- Consider lockdown with warning procedures (see Lockdown procedures)

If demonstration is on school property:

Staff

- Notify building administration

Administration

- Notify and consult with law enforcement
 - Identify who asks the demonstrators to leave
 - Develop an action plan
- Notify building staff
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Consider lockdown with warning procedures (see Lockdown procedures)
- Ensure safe entry into and exit from the building
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Web site posting, email)

Fight/Disturbance

Critical Information

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

When a fight or disturbance occurs:

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
 - One staff member seek administration assistance
 - One staff member address the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout “Stop!” and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don’t let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

Administration

- Address the event according to school discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify law enforcement as indicated by school policy
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Hazardous Materials

Critical Information

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY.

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a hazardous material incident inside a school building:

Staff

- Notify building administration
- Report location and type (if known) of the hazardous material
- Move students away from the immediate danger zone
- If safe, close doors to the affected area
- If implementing Evacuation procedures
 - Take emergency go-kits and class roster
 - Take attendance and report missing, extra or injured students to building administration
- Render first aid as needed

Administration

- Call 911 and notify emergency responders
- Report location of leak or spill and type of material (if known)
- Report any students or staff missing or injured
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system (HVAC))
- Move staff and students away from the immediate danger zone
- Keep staff and students from entering or congregating in danger zone
- Document all actions taken
- Report incident to Minnesota Duty Officer (800-422-0798 or 651-649-5451)

In the event of a hazardous material incident outside a school building:

Staff

- Notify building administration
- Report location and type (if known) of hazardous material
- Move students away from the immediate vicinity of the danger
- If outside, implement Reverse Evacuation procedures

Building Administration

- Monitor situation
- Consult with emergency responders
- Identify the need for evacuation
- Develop an action plan with emergency responders
- Consider implementing Shelter-in-Place procedures
- If there is an airborne release, shutdown ventilation system (HVAC)
- Notify parents or legal guardians of student reunification and release procedures
- Document all actions taken

Hostage

Critical Information

If the hostage-taker is unaware of your presence, ***Do Not Attract Attention!***

In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible
- STAY CALM, try not to panic; calm students if they are present
- Be respectful to the hostage-taker
- Ask permission to speak; do not argue or make suggestions

If you witness a hostage situation:

Staff

- Notify building administration immediately
- Keep all students in their classrooms until further notice
- Wait for further instructions

Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- If known, provide a description of the following:
 - Identity and description of the individual
 - Description and location of the incident
 - Number of hostages
 - Number of injuries
- Seal off area near hostage scene
- Students should be moved from exposed areas or classrooms to safer areas of the building
- As soon as possible, and only if it can be accomplished safely, assign a staff member to stand outside warning visitors of the danger, until law enforcement arrives
- When law enforcement arrives, they will take control of the situation
 - Continue to coordinate with law enforcement for the safety and welfare of students and staff
- Document all actions taken

In planning, work with local law enforcement to identify their response methods and capabilities. At the beginning of each school year, provide them with updated building diagrams.

Intruder

Critical Information

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

When interacting with a stranger at school, use the “I CAN” rule.

Intercept Contact Ask Notify

In the event an unauthorized person enters school property (intruder):

Staff

- Politely greet the subject and identify yourself
- Consider asking another staff person to accompany you before approaching the subject
- Inform the subject that all visitors must register at the reception area
 - Ask the subject the purpose of his or her visit
 - If possible, attempt to identify the individual and vehicle
 - Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
 - Attempt to maintain visual contact with the intruder until assistance arrives
 - If possible keep students away from the intruder
 - Take note of the subject name, clothing and other descriptors
 - Observe the actions of the intruder (e.g. where he or she is located in the school building, whether he or she is carrying a weapon or package)
- Back away from the subject if he or she indicates a potential for violence
- Allow an avenue of escape for both the intruder and yourself

Administration

- Respond to call for assistance from staff
- Advise the subject they are trespassing and need to leave the school or law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
 - Consider initiating Lockdown with Intruder procedures
 - Call 911 and notify law enforcement
 - Advise law enforcement of the intruder’s location and provide a full description
 - Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance
 - Provide all staff with a full description of the intruder
- Document all actions taken by staff

[Minnesota State statute 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.

Media Procedures

Critical Information

All media inquiries must be referred to the district information officer. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

When communicating with the media during an emergency:

Administration

- Designate a district public information officer (PIO) to coordinate all media communications for the school and school district.
- Designate a district spokesperson. If spokesperson is unavailable an alternate assumes responsibilities.
- In partnership with all involved agencies, establish a joint information center (JIC) away from the affected area. The JIC establishes one point of contact for the media and ensures the release of coordinated messages

Public Information Officer

- Prepare and coach district spokesperson
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media know when to expect the next update
- DO NOT say "No comment." It is okay to say "I don't know"
- Monitor media reports to ensure message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media

Administration

- Notify all staff of emergency event
- Direct all media contacts to district PIO
- Relay all factual information to district PIO
- If directed by district administration, designate a site spokesperson
- Update staff throughout the emergency, review details of the emergency and dispel rumors
- Inform PIO of any media presence at the building. Request on-site assistance with media if necessary

Staff

- Direct all media contacts to district PIO

District Communication Contacts

List the district spokesperson and public information officer along with their alternates in case the primary contact is unavailable during a crisis. Consider pre-designating building or site spokespersons.

Medical Emergency

Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

In the event a non-responsive or life-threatening injury or illness:

Staff

- Send for immediate help (notify health office staff or school nurse) and Call 911
- Describe injuries, number of victims and give exact location
- Notify building administration
- DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check victim for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the victim(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

Administration

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team
- Ensure someone (e.g. staff, student) meets and directs first responders
 - Provide any additional information about the status of the victim(s)
 - Provide information from the victim(s) medical emergency profile
- If needed, assign a staff member to accompany victim(s) to the hospital
- Notify district administration
- Notify victim(s) parents, legal guardians or emergency contact
- Activate Recovery procedures as appropriate
 - Conduct a debriefing
- Document all actions taken by staff

For medical emergencies related to life-threatening allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible to school personnel
- Bus drivers and kitchen staff should be informed of students with known life-threatening allergies
- Encourage all employees with special health considerations to alert administration

Severe Weather

Tornado/Severe Thunderstorm/Flooding

Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas.

Watches: Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

Warnings: Indicate a hazard is imminent or the probability of occurrence is extremely high.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio
- Activate appropriate members of the school emergency response team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing windows
- Review severe weather sheltering procedures and location of shelter areas

Staff

- Review "Drop and Tuck" procedures with students

If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

Administration

- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate Severe Weather Shelter Area procedures
- Notify parents and legal guardians according to district policy

Staff

- Initiate Severe Weather Shelter Area procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure students are in "tuck" positions
- Take attendance and report any missing, extra or injured students to building administration
- Remain in shelter area until an "all clear" signal is issued
- In the event of building damage, evacuate students to safer areas
- If evacuation does occur, do not re-enter the building until an "all clear" signal is issued

If flooding occurs near or at a school:

Administration

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials and transportation coordinator
- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
 - Notify parents or guardians of evacuation and relocation

Staff

- Initiate Evacuation procedures as directed
- Take emergency go-kit and class roster
- Take attendance and report any missing, extra or injured students to building administration

Sexual Assault

Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend requests intervention
- Rumors or myths of an alleged incident are widespread and damaging

In the event of a sexual assault or notification of a sexual assault:

Staff

- Notify administration immediately
- Complete all required reports
- Maintain confidentiality during the investigation
 - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
- *Do not leave the victim alone*
- Ensure the short-term physical safety of the victim
- Notify the school nurse or student services to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

Administration

- Maintain confidentiality during the investigation
 - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so
- If assault occurred on campus
 - Notify appropriate law enforcement
 - Notify local rape crisis center
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors
- Document all actions taken by staff and complete incident reports
- Store all records related to sexual assault incidents and services provided in an confidential administrative file

A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

Shooting

Critical Information School policies should address who has the authority to initiate lockdown procedures in all schools and buildings.

If a person displays a firearm, begins shooting or shots are heard:

Staff

- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify building administration
- Provide location of the shooting, if known
- Take attendance and notify the administrator of missing students or staff as soon as the threat is removed

Administration

- Initiate Lockdown with Intruder procedures
- Call 911 and notify emergency responders
- Provide the following information, if known:
 - Location of shooter(s)
 - Description, identity and number of shooters
 - Description of weapon(s)
 - Number of shots fired
 - Is shooting continuing?
 - Number of injuries
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures

Work with local law enforcement to identify their response methods and capabilities. Provide law enforcement updated building diagrams at the beginning of each school year.

Suicidal Threat or Attempt

Critical Information

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
 - Assure the student of your concern
 - Assure the student you will find help to keep him or her safe
 - Stay calm and don't visibly react to the student's threats or comments
 - Do not let the student convince you the crisis is over
 - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Administration

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached
- Determine a course of action with social worker or other mental health professional
- Contact student's parent or guardian and make appropriate recommendations
- Do not allow the student to leave school without a parent or guardian
- Document all actions
- Follow-up and monitor to ensure student safety
- Implement Recovery procedures

School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community.

Suspicious Package or Mail Chemical/Biological Threat

Critical Information

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

If you receive a suspicious package or letter by mail or delivery service:

Staff

- DO NOT OPEN package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Administration

- CALL 911 and notify law enforcement
- Document all actions taken by staff

If a letter/package contains a written threat but no suspicious substance:

Staff

- Notify administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Administration

- Call 911
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- *Document all actions taken by staff*

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

Staff

- Notify administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement
- Complete Threat Incident Report Form

Administration

- Call 911

- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
 - Need for decontamination of the area and the people exposed to the substance
 - Need for evacuation or shelter-in-place
- Notify parents or legal guardians according to district policies

When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

Terrorism

Critical Information

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (Federal Bureau of Investigation).

Most terrorism events are at a national or international level. Initially, domestic or local events will be perceived as a criminal act and not immediately recognized as terrorism.

In the event of an attack within the United States:

Administration

- Monitor the situation
- Consult with local law enforcement and emergency management agencies
- Develop and implement an action plan
- Implement behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken
 - Availability of counselors
 - If implementing Lockdown procedures, instruct parents not to come to the school
 - If implementing Student-Release procedures, notify parents of reunification plan
- Re-evaluate action plan as new information develops
- Notify all staff
- Allow teachers to suspend regular learning programming
- Provide opportunities for students to meet with student services staff

Staff

- Inform students of the incident in an age appropriate manner
- Stay calm and address student concerns
 - Limit access to media outlet (e.g. television, radio, internet)
 - Answer student questions honestly
 - Do not allow students to speculate or exaggerate graphic details
- Decide whether or to temporarily suspend regular learning programming adjusting lesson plans to include discussion and activities about the event
- Monitor student behaviors and reactions and make referrals to appropriate student services staff

It is important to restore the learning environment as soon as possible, maintaining structure and stability throughout the school day. Try to engage in classroom activities that do not focus solely on the attacks. Children are comforted by normal routines and "back-to-normal" activities will help and reassure them.

Threat

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify administration

Administration

- Initiate Lockdown with Intruder procedures
- CALL 911
- Document the incident

If threat is identified but there is no immediate risk:

Staff

- Complete a Threat Incident Report Form
- Notify building administration and student services staff
- Maintain confidentiality

Building Administration

- Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment guidance to determine threat credibility
- Notify law enforcement, if appropriate
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

Threat Incident Report Form

All Threats

Date:

Time:

Location:

Recorded by:

Means of threat: Phone Written Face-To-Face Suspicious Package

Students involved:

Staff involved:

Phone Threat

Phone number shown on the caller ID:

Exact words of the threat:

Critical questions for caller:

Where is the bomb, chemical or other hazard?

What does it look like?

What kind of bomb or hazard is it?

When is it going to explode or be activated?

What will cause it to explode or be activated?

Did you place the bomb or hazard? Yes No

Who did?

Why did you place the bomb or hazard?

What is your name?

Where are you calling from?

What is your address?

Caller's voice (*circle all that apply*)

| | | | | | | |
|----------|-----------|---------|--------|---------|------------|--------|
| Calm | Stressed | Deep | Crying | Squeaky | Incoherent | Normal |
| Stutter | Disguised | Nasal | Loud | Raspy | Broken | Young |
| Giggling | Slow | Lisp | Soft | Slurred | Rapid | Middle |
| Laughter | Distinct | Sincere | Angry | Drunken | Excited | Old |

Accent:

Is the voice familiar? Yes No

Who does it sound like?

Background noises (*circle all that apply*)

| | | | | |
|--------|--------------|---------------|----------|------------------|
| Voices | Airplanes | Street Noises | Vehicles | Music |
| Clear | Static | Animals | Trains | Factory Machines |
| Horns | House Noises | Party | Quiet | |
| Motor | Phone Booth | PA System | Bells | Other |

Written Threat

Describe:

Where found?

Unusual markings:

Documentation and reporting trail:

Face-To-Face Threat

Who made the threat?

Exact words:

To whom was the threat directed?

Documentation and reporting trail:

Suspicious Package

Describe:

Where found?

Unusual markings:

Documentation and reporting trail:

Weapons

Critical Information Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

If you are aware of a weapon on school property:

Staff

- Notify administration immediately and provide the following information:
 - Location, identity and description of the individual
 - Description and location of weapon(s)
 - Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

Administration

- Call 911 to report that a weapon is in school
 - Provide location, identity and description of the individual
 - Provide description and location of weapons
- Develop an action plan for response
 - If the weapon is located on an individual, isolate the individual
 - If the weapon is in a locker or in a backpack, prevent access to that area
- Determine whether to initiate Lockdown, Evacuation or other procedures
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
 - Need for assistance from law enforcement
 - Best time and location to approach individual
 - Description, location and accessibility of weapon(s)
 - Safety of persons in the area
 - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
 - DO NOT try to disarm him or her
 - Avoid sudden moves or gestures
 - Use a calm, clear voice
 - Instruct the individual to place the weapon down
 - Use the individual's name while talking to them
 - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to school policy

Staff members should be familiar with definitions of weapons within their school's policies.

