Crisis Management Plan
Crisis Management Plan Development Team

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A special thanks for helping put the Crisis Management Plan together.
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   Marla Somnis
   Karen Dykstra
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   District 518 School Board
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INTRODUCTION

The intent of this Crisis Management Plan is to provide guidelines, structure, and a process for dealing with a range of crisis situations which may interrupt the normal operation of school at our building sites and/or in our community. This plan provides a process to deal with any situation that has the potential to result in physical injury to one or more students, staff, or community members. The manual provides information about what the Worthington Public School personnel will do to prevent and manage crises and to minimize their impact on our school community.

Crisis situations may develop despite preventative measures: This Crisis Management Plan contains a systematic approach to managing and responding to a crisis and is to be the blueprint to be utilized by teachers, administrators, support staff, and community members to protect and care for students.

This Crisis Management Plan provides for crisis communication strategies which include the following:

1. To communicate effectively before, during, and after a crisis with key audiences—students, staff, community, and the news media, and to restore the district and buildings to normal educational process.

2. Maintain and enhance public confidence.

3. To ensure that Worthington Public Schools is prepared to respond effectively to incidents that have the potential to draw major news media attention or adverse outcomes.

4. To provide a framework for decision-making and guidelines for action related to communication.

5. Identify communication responsibilities during a crisis.

6. Maintain good media relations.

7. Make certain that the action of the District is communicated.
Know Your Role

To get maximum benefit from this manual, you must read and become familiar with its contents. In case of an emergency or crisis, you will need to act quickly.

- Building administrators should maintain an up-to-date copy of this manual. They should provide in-service for staff as necessary. They should also provide opportunity for review of the manual’s contents and procedures.

- All staff members, including teachers, paraprofessionals, office staff, and other support staff, should be aware of the manual, its contents, and location.

- District-wide administration should maintain an up-to-date copy of this manual. They should maintain documentation specific to individual buildings in the district. They should also supply local law enforcement, fire and emergency management departments with a copy of an up-to-date manual.

- Board of Education should be familiar with this manual and its contents. They should provide opportunities for review. They should adopt a Board policy that is consistent with desired outcomes of the school district and the community.
Types of Crisis

Crisis situations come in all shapes and sizes. The following is a list of examples of the types of crisis that might occur in an educational environment. This is no way intended to be a complete list.

Facilities/Operation
- School bus accident/student lost—wrong bus stop
- Food poisoning
- Fire, flood, major vandalism, severe weather, etc.
- Power outages
- Gas leaks

Security
- Kidnapping/child stealing
- Violence (guns, threats, sexual assault)
- Drugs
- Bomb threats

Quality and appropriateness of education procedure and curriculum
- Questionable practices, curriculum, resources
- Employee or student developing AIDS, student contracting AIDS from employee or fellow student, or any other health-related possibilities
- Accidents involving students or community members using district facilities
- Controversial social issue in curriculum
- Abuse (sexual, physical, emotional) of a student by staff

Litigation
- Employee/student suits or charges (sexual harassment, racial discrimination, age bias, etc.) which could become explosive public issues

Administrative/Business
- Employee strike or other labor relations issues
- Major layoffs
- Top management changes
- Personnel problems reflecting schools, such as DWI, chemical dependency, or criminal activities

Other
- Death of a student or staff member
- Local Business Emergency Events (Includes: Explosions, Fire, Bomb Threats, Community Crisis)
- Physical/sexual harassment
- Publicity-hungry parents/students who try to get reaction by going to the media
- School Cancellations/Late Starts/Early Dismissals

*Routine school closures are not considered a crisis.*
Plan Review

To get the maximum benefit from this plan, you must read and become familiar with it. In case of an emergency or crisis, you will need to act quickly. In addition, here are a few other steps that should be taken.

- All principals, assistant principals, other key building administrators should maintain an up-to-date copy of this plan. Also, each Board of Education member should have a copy as well as the police and fire departments.

- Make sure all clerical assistants and secretaries are aware of the plan, its contents and location.

- Plan to provide annual in-service and review of crisis procedures to appropriate staff.

- Adopt a Board policy that states the Board’s desired outcomes and guides staff actions (sample policies are included)
Before the Crisis
(District & Building Level)

1. Determine who is responsible for making initial calls to inform key staff when a crisis strikes. Do not forget to identify backups.

2. The Principal or his designee is the spokesperson at the building level with support of the Superintendent of Schools (if requested). The Superintendent of Schools is the spokesperson for the District.

3. Annually review this plan and update lists of emergency telephone numbers (news media, Board of Education, Crisis Response Team members, building principals, local political leaders, etc.)

4. Prepare a general fact sheet for your building. The District should do the same. This will save time and insure that basic facts about the school or the District are accurate, i.e., number of students, number of teachers and support staff, address of building, types of programs, etc.

5. Establish a hot-line for information and rumor control (optional).

6. Identify a location for a Crisis Communications Center—it should have multiple phone lines, computer or lap top, printer, fax and copy machine if possible. A cellular phone and two-way radio may be helpful.

7. Plan for back-up communication equipment in case the public address system or telephones fail.

8. Establish protocol of facility for reunification of students and parents
Crisis Notification
(Building Level)

1. Any Worthington Public School staff person who becomes aware of a crisis or potential crisis should first:

   1) Inform his/her building supervisor
   2) And/or inform building administrator. If the Principal cannot be found, then contact the Assistant Principal or administrative support staff.

2. The supervisor or administrator should contact the Superintendent of Schools:

   John Landgaard

   372-2172 - Office
   372-1100 - Office
   360-0345 - Cell Phone

Note: When the crisis or potential crisis situation has been identified, the Worthington Public Schools Administrative Services office will be available to assist in any way possible.
Implementation

Data Gathering

- The Crisis Response Team should meet immediately to discuss the crisis and all implications. Include key individuals involved in crisis if possible.

- Assess crisis using the Data Gathering Worksheet (see next page)

  The building principal will use the following Data Gathering Worksheet to gather information (see next page). Members of the Crisis Response Team will receive a copy of the completed form to aid in decision making. This worksheet does not replace the incident and accident reports.

- Appoint a spokesperson. At the building level, the Principal is the spokesperson with support of the Superintendent of Schools.
Communicating during a crisis is like trying to board a moving train—it is very difficult to catch up. Rumors, that are known to travel faster than the speed of light under normal circumstances, somehow seem to travel even faster during a crisis. That is why establishing a network of internal individuals that can help give updates and provide that personal touch in communicating with groups within the organization and external to the organization is so important.

The following is a list of key audiences—people we need to keep informed, along with the name of the point person who will make the contact. Some audiences may not apply to every crisis. Items marked with a (*) pertain to district-wide crisis only. The method or vehicle for reaching each of these key groups may change depending on the circumstance.

<table>
<thead>
<tr>
<th>Key Audience</th>
<th>Point Person</th>
<th>Phone</th>
<th>Vehicle</th>
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<tr>
<td>School Board</td>
<td>Joel Lorenz</td>
<td>372-2204</td>
<td>- Phone call</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hand delivered or faxed memo</td>
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<tr>
<td>Cabinet:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Admin. Team</td>
<td>John Landgaard</td>
<td>507-372-2172</td>
<td>- Superintendent</td>
</tr>
<tr>
<td>*Staff</td>
<td>John Landgaard</td>
<td>507-372-2172</td>
<td>- Supervisors</td>
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<td>- E-mail message</td>
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<td>- Letter to all</td>
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<td></td>
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<td>- Rumor Phone Line</td>
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<td>- Informal meeting</td>
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<td>Students</td>
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<td>ALC………………376-3107</td>
<td>- Memo read aloud</td>
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<td>WMS…………….376-4174</td>
<td>- Assembly</td>
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<td>WHS…………….376-6121</td>
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<td>- One-to-one</td>
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<td>Families</td>
<td>Principals &amp; Superintendent</td>
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<td>(of above students)</td>
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<td>- Phone Calls</td>
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<td>Users of Facilities</td>
<td>Brian Bryngelson</td>
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<td>Phone Calls</td>
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<td>Union Leadership</td>
<td>John Landgaard</td>
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<td>- Letters home</td>
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<td>(of above students)</td>
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<td>- Phone Calls</td>
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<td>Parent Groups (PTO)</td>
<td>Building Principals &amp; Superintendent</td>
<td>507-372-2172</td>
<td>- Parent meeting –</td>
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<td>- Phone Calls</td>
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<td>- Counseling Sessions</td>
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<td>- Memos/Fax</td>
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<tr>
<td>Local Legislators Calls</td>
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<td>507-372-2172</td>
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<td></td>
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<td>- Memo/Fax</td>
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<td>- Email</td>
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<td>News Media</td>
<td>John Landgaard</td>
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<td>- Memo/Fax</td>
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<td>- Email</td>
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<td>DCFL Calls</td>
<td>John Landgaard</td>
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<td>- Phone Call</td>
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<td>- Memo/Fax</td>
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<tr>
<td></td>
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<td></td>
<td>- Letter</td>
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<tr>
<td>Vendors/Suppliers</td>
<td>Dave Skog</td>
<td>507-372-1101</td>
<td>- Phone Call</td>
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## EMERGENCY RESOURCES

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<th>Service</th>
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<tr>
<td>Worthington Police</td>
<td>911 or 372-2136</td>
<td>1530 Airport Road</td>
<td>Police Assistance</td>
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<td></td>
<td>Worthington, MN 56187</td>
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<tr>
<td>Nobles County Sheriff</td>
<td>911 or 372-2136</td>
<td>1530 Airport Road</td>
<td>Assistance &amp; Protection</td>
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<td>Worthington, MN 56187</td>
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<tr>
<td>Nobles County Family Service</td>
<td>507-295-5245</td>
<td>315 10th Street</td>
<td>Child Protection Social</td>
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<td>Agency</td>
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<td>Workers</td>
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<td>Nobles County Emergency</td>
<td>507-295-5212 507-360-3351</td>
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<td>Emergency Mgmt Director</td>
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<td>Management</td>
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<td>Worthington MN 56187</td>
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<td>Worthington Regional Hospital</td>
<td>911 or 372-2941</td>
<td>1018 6th Avenue</td>
<td>Emergency Medical Care</td>
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<td>Worthington, MN 56187</td>
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<td>Worthington Specialty Clinics</td>
<td>507-372-2921</td>
<td>508 10th Street</td>
<td>Medical Clinic</td>
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<td>Sanford Clinic</td>
<td>507-372-3800</td>
<td>1680 Diagonal Road</td>
<td>Medical Clinic</td>
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<td>Worthington, MN 56187</td>
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<td>Worthington Fire Dept.</td>
<td>507-376-5757 507-376-9735 911</td>
<td>1215 3rd Avenue</td>
<td>Fire/Explosion</td>
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<td>Or 911</td>
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<td>Poison Control</td>
<td>1-800-764-7661</td>
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<td>Southwestern Mental</td>
<td>507-376-4141</td>
<td>1024 7th Avenue</td>
<td>Crisis Assistance/</td>
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<td>Worthington, MN 56187</td>
<td>Psychological Services</td>
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<tr>
<td>Aquila Gas Company</td>
<td>1-800-303-0357</td>
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<tr>
<td>Worthington Public Utilities</td>
<td>507-372-8680 507-372-8690PM</td>
<td>318 9th Street</td>
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## WORTHINGTON MINISTERIAL ASSOCIATION

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<thead>
<tr>
<th>Church Name</th>
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<tr>
<td>American Lutheran Church</td>
<td>507-376-5264</td>
<td>915 Winifred Street, Worthington, MN</td>
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<tr>
<td>American Reformed Church</td>
<td>507-376-6517</td>
<td>1720 N. Burlington, Worthington, MN</td>
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<tr>
<td>Assemblies of God Church</td>
<td>507-376-5770</td>
<td>1730 Diagonal Road, Worthington, MN</td>
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<tr>
<td>Calvary Baptist Church</td>
<td>507-376-4456</td>
<td>1401 4th Avenue, Worthington, MN</td>
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<tr>
<td>Christian Reformed Church</td>
<td>507-376-4092</td>
<td>1010 1st Avenue SW, Worthington, MN</td>
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<tr>
<td>Church of Christ</td>
<td>507-376-3418</td>
<td>1501 N. Douglas, Worthington, MN</td>
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<tr>
<td>Emanuel United Methodist Church</td>
<td>507-376-5212</td>
<td>1400 4th Avenue, Worthington, MN</td>
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<tr>
<td>First Baptist Church</td>
<td>507-376-9735</td>
<td>1000 Linda Lane, Worthington, MN</td>
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<td>First Covenant Church</td>
<td>507-376-5109</td>
<td>1645 S. Shore Drive, Worthington, MN</td>
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<td>First Lutheran Church</td>
<td>507-376-6148</td>
<td>1200 4th Avenue, Worthington, MN</td>
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<td>First United Methodist Church</td>
<td>507-372-2939</td>
<td>408 11th Street, Worthington, MN</td>
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<td>Full Gospel Church</td>
<td>507-372-2691</td>
<td>621 Clary Street, Worthington, MN</td>
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<td>Grace Community Church</td>
<td>507-372-7920</td>
<td>1930 Knollwood Dr., Worthington, MN</td>
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<td>507-842-5634</td>
<td>RR #3, Worthington, MN</td>
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<td>Indian Lake Baptist Church</td>
<td>507-376-5401</td>
<td>RR #3, Worthington, MN</td>
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<td>Jehovah’s Witness</td>
<td>507-372-2605</td>
<td>622 Clary Street, Worthington, MN</td>
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<td>St. Mary’s Catholic Church</td>
<td>507-376-6005</td>
<td>1215 7th Avenue, Worthington, MN</td>
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<td>St. Matthew’s Lutheran Church</td>
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<td>1505 Dover Street, Worthington, MN</td>
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<td>United Pentecostal Church</td>
<td>507-376-6228</td>
<td>1012 Dover Street, Worthington, MN</td>
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<tr>
<td>Westminster Presbyterian Church</td>
<td>507-376-3138</td>
<td>230 Clary Street, Worthington, MN</td>
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</table>
Dealing with the Media...

- As unlikely as it may seem, crisis situations can be an opportunity to build relations with the media if your approach is to work cooperatively.

- Schools are not required to allow media access to a building during an emergency or at any other time. It is, however, in the best interest of the school and the District to provide that access and use this opportunity as a vehicle to communicate key messages.

- News media representatives should be treated in the same manner as any other visitor to your building and, as such, should be directed to the office for assistance upon arrival.

- You have an opportunity to allay fears, dismantle rumors, and confirm the school or District as the best source of information about the crisis situation if you are forthcoming with information. If news representatives believe that you are concealing or holding back information, they will seek out other, possibly less informed, sources.

- Even in a crisis, there are issues of data privacy for both staff and students to keep in mind. The Data Practices Act governs access to information retained by the District on both employees and students. All staff are prohibited by law from releasing any nonpublic or private data, whether oral or written.

- Reporters who want to interview or photograph students should contact the school a day in advance so that release forms can be sent home with the student(s). (A sample release form is attached.)
Initial Communication with the Media

You may still be gathering information when the first call from the media comes in or they just show up at your building. So your first response communication may not have all the details, but it should at least include the following:

- Confirmation of the incident or situation.
- Confirmation that there is a rumor of a crisis incident but that it is under investigation or has not yet been substantiated
- An estimate of the time when a further statement will be released
- Name of the person who will serve as spokesperson

Drafting the Key Messages & Preparing Materials for Key Audiences

As you begin to prepare materials for the media and other key audiences, keep these bulleted points in mind:

- Identify the objectives of the communication effort. What is the major focus of the message according to the objectives of this plan.
  - Protect privacy of staff and students
  - Preserve District’s reputation
  - Secure community support

- Emphasize what the District is doing about the situation, i.e., providing counseling for students, increase security, communicating with parents and community, etc.
- Stress concern for student and staff safety.
- Succinctly describe what happened and describe the current status.
- Include only verifiable facts in all materials.
- Always tell the truth.
- Secure approvals of all written materials.
- Develop timetables for distributing materials and start the distribution process.
- Prepare information for the key audiences in order of importance as determined by the Crisis Team.
- Create/review/edit prepared statements. Remember to date all versions.

(See sample materials in Appendix.)
Working with the Media

- Stick to the facts, don’t speculate, offer opinion or respond to hypothetical questions. Be frank. If you are still gathering information, say so. News people want to know who, what, when, where, and why.

- Verify all facts before releasing them. Be truthful.

- As soon as possible, give the District’s community relations coordinator a clear and concise statement of the basic facts so that he/she can prepare the District’s official statement.

- Work with the media, not against them. They will respect your information if you work to keep them informed.

- Refer any questions involving the details of a police investigation to the police department.

- Abide by state guidelines for release of information *(see Directory Information)*

- Treat all media the same. If you give a broadcast media information, print media should also receive the same information.

- Photographers are permitted on school grounds only if they are accompanied by a reporter or news representative. Encourage wide angle, generic shots to avoid photographs where students are identified.

- If reporters and cameras arrive at school while students are in class, guide reporter’s activities so that they will not disrupt the educational process. Reporters can be permitted on campus, but they should not be permitted to enter classrooms during an emergency situation.

- Students have the right to choose whether or not they want to be photographed. Where possible, review records for parent release or hold on to information.

- Call reporters to clarify or correct facts if they change.

- Keep a record of all contacts with the media *(see appendix)*.

- If you don’t know an answer, don’t bluff your way through. Tell the reporter you will get back to him/her with the answer when you have it.

- After the emergency is over, contact the media regarding the resumption of normal operations. If appropriate, send thank you notes to reporters who covered the incident with care.
Develop a Media Policy

Worthington Public Schools Communications Program

The Board of Education is committed to establishing and supporting open communication between the school district and the public. Local news media sources play a major role in the flow of information on an ongoing basis and during times of crisis. The School Board affirms the following objectives as part of its communication program:

1. Cooperate with media requests as long as those requests do not conflict with the privacy of students and their rights to a learning environment free of disruption.
2. Keep internal and external constituents regularly and accurately informed, through appropriate and varied means of communication about policies, programs, problems, and planning within the District.
3. Maintain an effective working relationship with local news and metro news media by providing timely and accurate information about District Programs and activities and by cooperating with news media representatives in every reasonable way.
4. Develop and maintain an organizational environment in which all District employees share the responsibility for effective communication about District, building, classroom, and student programs and activities to parents and members of the community.
5. Conduct all communication activities in a manner that fosters public awareness and support for the District.
6. Maintain a written communication plan, updated and revised regularly, that reflects the District’s commitment to keeping the public informed.
7. Adhere to rules that govern information retained by the District on both employees and students under the Minnesota Government Data Practices Act.
8. Communicate honestly.

Guidelines

To facilitate the media’s information needs and ensure that instructional programs are not disrupted, we ask that news staff continue to follow these guidelines:

1. Reporters should call ahead to the Principal’s office to arrange a visit.
2. Even in the event of an emergency or an incident at a school, we ask that in your efforts to gather information regarding fast-breaking events, you call the Superintendent of Schools at 372-2107.
3. Reporters who want to interview or photograph students should contact the school a day in advance so that release forms can be sent home with student(s).
4. Reporters will be given access to students and school activities only at the discretion of the Principal, and then only upon parental consent.
5. Reporters, like all visitors, are expected to sign in at the school office and obtain permission from the Principal. Neither reporters nor any other member of the public have access to school premises, inside or outside, without permission.
6. Reporters are not allowed in classrooms where students are being tested.
7. Prior parental consent is needed for interviews with students under 18 years of age.
8. Wide shots of students are permitted, but no personally identifiable photographs are allowed without a photo/video tape release form signed by a parent or guardian.
Tips for Talking to the Media—the Interview

- When the phone rings and it’s the media, ask questions and take notes:
  - Who’s calling?
  - What publication or station?
  - Why are you calling?
  - What’s the story about that they are working on?
  - Who else is being interviewed?
  - What information is needed?
  - What’s your deadline?

- Prepare thoughtfully and as thoroughly as possible and anticipate questions. Develop a list of likely questions and answers for the spokesperson. Be sure to review questions you don’t want to be asked and prepare to answer them.

- Practice and be precise.

- Stress positive actions taken by school/District.

- Do not make statements about responsibility until all facts are known.

- Always tie your answers back to the key messages. It may seem strange at first to do this, but always return to your key message no matter how far off track the interviewer’s question takes you.

- If you don’t have an answer, just say so. Then, track down the information and call the reporter back before the deadline if possible.

- Know what is being done to help staff and students cope with the situation.

- Remember, everything you say IS ON THE RECORD!

- Answer each question and then be silent. Stick with the District’s official statement.

- Don’t embellish and don’t respond to media pressure to chat about it.

- Always be careful of what you say in the presence of reporters, even when the interview is over. The microphone may still be on.

- Remember, conflict is news, and reporters often frame their questions to bring out the conflict or emotion in a story. Guard students against such intrusions if grief is involved in the response.

- Don’t let a reporter’s friendly, sympathetic manner disarm you into giving additional information.

- All reporters have deadlines, but no deadline is so important that it is worth making an inaccurate statement. Ask the reporter what his/her deadline is and then try to obtain the information in that time frame.

- Avoid “no comment” responses. If you don’t, reporters may state that you were unwilling to answer questions, or worse, they may draw their own conclusions. Instead, say, “I cannot give you that information right now, but I will call you as soon as I can release it.”
Your Rights…

- You can help determine the time and location of an interview.
- You can determine in advance the time allotted.
- You can ask in advance for topics to be covered, but not specific questions.
- You can set your own pace for answering questions—give yourself time to answer.
- You can challenge questionable facts and assumptions.
- You can question dubious sources of information.
- You can use everyday language, anecdotes, and illustrations.
- You can personalize your answers or frame them from the public’s viewpoint.
- You should not ask to review the article or see the tape before it is printed or aired.
<table>
<thead>
<tr>
<th></th>
<th>News Media Directory</th>
</tr>
</thead>
</table>
| 1. KWOA | 28779 Co. Hwy 35  
Worthington, MN 56187 | Phone #  | Fax # |
|   | 507-376-6165 | 507-376-5071 |
| 2. Daily Globe | 300 11th St.  
PO. Box 639  
Worthington, MN 56187 | 507-376-9711 | 507-376-5202 |
| 3. KSFY | 300 N. Dakota Ave.  
Suite 100  
Sioux Falls, SD 57104 | 605-336-1300 | 605-336-7936 |
| 4. KELO | 501 S. Phillips Ave.  
Sioux Falls SD 57104 | 605-336-1100 | 605-336-0202 |
| 5. WCCO | 90 S. 11th St.  
Minneapolis, MN 55403 | 1-800-444-9226 | 612-330-2767 |
| 6. KDLT | 3600 Westport Ave  
Sioux Falls, SD 57106 | 605-361-5555 | 605-361-3982 |
Monitoring Media Reaction

Maintaining a gauge on media coverage throughout the crisis is essential to successful implementation of the crisis communication plan.

Regularly review all coverage and share the same with members of the Crisis Management Team. This would include circulating all print (newspaper) clips, audio tapes, and TV news clips. Review coverage for accuracy and correct errors in facts only—not in the treatment of the story. Take time to discuss any information that may have been misinterpreted with reporters. The following sources will be helpful in acquiring a record of coverage on an ongoing basis:

- PR News Wire  
  TV news clips  
  000-0000
- Sound Clips  
  TV & radio clips  
  000-0000
- Minnesota Clipping Service  
  Print (newspaper clips)  
  000-0000

(a regional service of Burrell’s)

Give point people the responsibility of reporting comments and feedback from the groups they are assigned to. Make certain employee concerns and questions are being answered. Work with personnel to assess employee communication.

Assessment and Follow Up

With the crisis behind you, it’s time to evaluate the impact of the Crisis Communications Plan and assess whether the District suffered damage to its reputation, or if relationships with any of the District’s many audiences are harmed. It is also time to just learn from the process and make necessary changes in the plan as warranted.

- Have the Crisis Team fill out the Crisis Evaluation Report (see next page)
- Interview others to determine what might have been done more efficiently or effectively.
- Revise or update this Crisis Communications Plan.
News Release

For Immediate Release

WORTHINGTON MIDDLE SCHOOL CALLS FOR PARENT HELP TO GET BACK TO NORMAL ROUTINE

Worthington, MN (June 5, 1998)—On Tuesday, June 2, a rumor was widely circulated at Worthington Middle School regarding weapons which were allegedly going to be brought to school on the last day of classes by a group of students. By Wednesday afternoon, the rumor had grown to enormous proportions. Many students were upset and many parents called to express concern.

Even though there was no incident, Worthington Middle School staff treated this situation with a high degree of seriousness. Here are some of the steps that were taken:

- We conducted a thorough investigation and no weapons were found.
- Staff interviewed and documented each student concern.
- Staff followed up on every concern reported.
- Appropriate disciplinary action was taken in cases where it was warranted.
- Internal security was increased by keeping physical education classes indoors today and by increasing staff hall monitors.
- In addition, we communicated with students on the issue during their first period classes today and sent letters home to parents. We also had extra counseling staff available for students with concerns.

To address fears of parents and students, we asked for the support of the Worthington Police Department. So, in addition to our regular police liaison officer, there were several other uniformed officers on campus.
Emergency Preparedness

A. Hazard Assessment

The following potential hazards have been identified at this facility.

**Asbestos**
This building was/ was not built with materials that contain asbestos. Refer to the AHERA Management Plan in the custodial office for information regarding locations.

**Chemicals**
Schools do not typically store large quantities of hazardous substances. However, science laboratories, art rooms, shop areas, and workrooms often have small amounts of products that could be spilled or create an additional hazard if there is a fire. MSDS are located in office of each school.

**Fuel Oil Tanks**
As a back-up source of fuel for the boilers, this school has #____-____________________________ gallon underground storage tanks (USTs). See Appendix _____ for a site map showing the location.

**Underground Pipeline**
Aquila operates an underground pipeline that runs through our school district. It carries a variety of fuels, including jet fuel, which is extremely flammable. The pipeline is monitored 24-hours a day for leaks. The pipeline does/ does not run under/near this site. The school would be notified if a leak occurred nearby. To report a leak, call: 1-800-303-0357

B. Fire Protection and Emergency Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Alarms</td>
<td></td>
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<tr>
<td>Automatic Sprinkler System</td>
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<tr>
<td>Flammable Storage Cabinets</td>
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<tr>
<td>Emergency Lighting</td>
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<tr>
<td>Fire Extinguishers</td>
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<tr>
<td>Fire Blankets</td>
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<tr>
<td>Water Spigot</td>
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<td>Water Hoses</td>
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<tr>
<td>Eyewashes</td>
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<tr>
<td>Emergency Showers</td>
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<tr>
<td>Spill Absorbent</td>
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<tr>
<td>Fume Hoods</td>
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<tr>
<td>Acid/Base Neutralizers</td>
<td></td>
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<tr>
<td>Mercury Spill Kits</td>
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</tbody>
</table>
C. Training and Drills

Under the direction of the Principal, building staff will be trained on emergency procedures at the start of each school year or when hired. Training shall include:

1. How to activate the alarm system or request emergency assistance.
2. Proper responses to building alarms and code signals.
3. Location of evacuation routes, shelter areas and command center.
4. Individual assignments and special responsibilities.
5. Location of emergency phone numbers and equipment.

Substitute teachers must be prepared to act quickly in crisis situations. Because they may not be familiar with the building, all substitute teachers should be partnered with a neighboring teacher. An emergency preparedness information sheet has been prepared for substitute teachers to give them an overview of their responsibilities in a crisis. This sheet should be included in each substitute’s folder.

Fire Drill Guidelines

In accordance with state law, Building Administration will conduct five fire drills each year, and other drills as necessary, to insure that all employees and students can respond quickly and efficiently. All fire drills will be documented on the form provided by the State Fire Marshall (available from the Health and Safety Department).

- Everyone must evacuate the building upon activation of the alarm (unless they are designated to wait in an area of refuge for rescue assistance).
- Staff will also practice evacuating the building using alternative exits.
- Because of cold weather, it may not be feasible to run drills during the winter months. Therefore, most drills will be held in the fall and in the spring.
- Two drills should be conducted during the first two or three weeks of school.
- Drills should be held at various times of the day and include practice using alternate evacuation routes, accounting for missing/disabled students, etc.
- Teachers are responsible for insuring that all of their students are evacuated.
- Emphasis should be put on executing the drill in a quiet and orderly manner.
- Each class shall proceed to a designated area outside.
- Evacuation points shall be a safe distance from the building (100 feet).
- Groups should be kept separate for attendance purposes.
- During passing time/lunch, students should report to homeroom teacher location.

Lock Down Drills:

In accordance with state law, Building Administration will conduct five lock down drills each year to insure that all employees and students can respond quickly and efficiently.

Severe Weather

It is recommended that each school conduct severe weather drills to prepare for severe weather. At a minimum, all schools will participate in the statewide drill during Severe Weather Awareness Week each April.
**Bomb Threat Drills**

It is recommended that one bomb threat drill be conducted each year. Staff should be trained to quickly survey their area for suspicious items prior to evacuating. Designated evacuation areas should be a minimum of 500 feet from the building and noted on the site plan. The drill should be conducted early in the fall.

**D. Staff Responsibilities**

All staff personnel must release only verifiable information deemed appropriate for release by building and district administration. All information concerning media release should be passed on to the Superintendent.

**DUTIES OF THE PRINCIPAL**

Assume overall leadership for implementation of the Emergency Plan using the Inter Communication System (ICS).
- Initiate and monitor emergency drills and training.
- Assign emergency responsibilities to staff.
- Make provisions to assist disabled students during emergencies.
- Post evacuation routes and shelter locations in each room.
- Cooperate with local emergency agencies.

**DUTIES OF TEACHERS**

1. Review the school Emergency Plan.
2. Train students on emergency procedures, evacuation routes, and shelter areas.
3. Make provisions to assist disabled students during emergencies.
4. Keep class list available at all times during an emergency.
5. Ensure that all of their students evacuate to a safe area if the alarm is activated.
6. After evacuation, take roll and report any missing/injured students to the Principal.
7. Maintain good housekeeping practices to reduce hazards.

**DUTIES OF HEALTH SERVICES SPECIALISTS**

1. Review the school Emergency Plan.
2. Administer first aid as necessary.
3. Evacuate students in the nurse’s office to nearest exit or shelter area.
4. Bring emergency medications, emergency cards/student directory, and first aid kit if evacuating the building.

**DUTIES OF CUSTODIANS**

1. Review the school Emergency Plan.
2. Identify shutoff valve locations and switches for gas, water, and electricity.
3. Daily, make sure all exits are operable and clear.
4. Seal off and post areas where hazardous conditions exist.
5. Shut off gas and electricity if the emergency warrants.
6. Examine buildings and grounds for damage and report to the Principal.
7. Assist Principal in securing the building until it is safe to re-enter.
DUTIES OF SECRETARIES
1. Review the school Emergency Plan.
2. Call for emergency assistance as directed by the Principal.
3. Secure vital school records before leaving the school.

DUTIES OF UNASSIGNED STAFF
1. Review the school Emergency Plan.
2. Evacuate with everyone else if necessary and assist as needed.

E. Evacuation/Release of Students
1. **Sheltering**

   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 depending on the emergency. The building administration or designee will announce the need for and areas for sheltering over the public address system.

2. **Lock Down**

   Lock down procedures will be used in situations that may result in harm to people. Situations such as hostile intruder or civil disturbance are listed under the “Hostile Intruder/Hostage/Threatening Weapon” section of the Crisis Management Plan & Flip Chart.

3. **Classroom and Building Evacuation**

   Students will evacuate the classroom and/or building at the direction of the teacher and other staff. Evacuation will take place when a situation warrants evacuation. The evacuation route (as well as an alternative route) will be posted in each classroom.

4. **Evacuation of School Grounds**

   In the event the school cannot be re-occupied following an evacuation or the site is unsafe, the Principal may decide to move the students to an alternate location. If necessary, all students will be evacuated to an alternate site. Before leaving the school, the Principal will post a notice on the front door with directions to the alternate site or have someone remain to notify parents.

   **High School-Memorial Auditorium, 714 13th Street**
   **Middle School- Minnesota West, 1450 Collegeway**
   **ECSE, K-4th- Ridgewood, 1381 Knollwood**
   **Grades 4 and 5- First Covenant Church, 1645 S. Shore Drive**
   **ALC West Minister Presbyterian 230 Clary St.**

5. **Evacuation of Students with Disabilities**

   Each student with a disability will have an individual evacuation plan prepared. The plan will be documented by the teacher on form SS26 – “Emergency Evacuation for Students Who Are Handicapped”. Each plan will identify specific concerns and staff responsibilities for evacuating the student and any necessary medical equipment.
6. **Release of Students to Parents**

   During an emergency, students will be released under the following conditions:

   1. Only the Principal or designee can initiate the student release process.
   2. No student will be allowed to leave without approval.
   3. Students will only be released to a parent or an adult listed on their emergency card.
   4. Students will not be released if emergency authorities declare the routes unsafe.
   5. Students will be provided shelter and supervision as long as necessary.
   6. Teachers will remain with their classes until all students have been safely released.
   7. All staff will remain on site until released by the Principal.

7. **School Cancellation/Late Start/Early Dismissal**

   The Superintendent must approve any change in school hours. If severe weather makes driving hazardous and such conditions are known by 6:00 AM, a “no school” or “late start” announcement will be made over local radio and TV stations. If an emergency occurs or weather conditions worsen during the day, the Superintendent may decide to dismiss students early.
Building Crisis Response Team (BCRT)

Function
The Building Crisis Response Team (BCRT) will be formed at the start of each school year under the direction of the building Principal. The purpose of the team will be to plan organized steps in order to meet building needs in the event of a crisis situation and develop an Interior Communication System (ICS) to alert all staff.

Team Membership
Although the BCRT is composed of a permanent core group, other staff members may be added as situations dictate. The composition of the BCRT may vary depending on building needs and personnel available.

Elementary Building Team Membership
The Principal is the BCRT leader. In the absence or incapacitation of the Principal, team leadership will be pre-determined and consist of an Assistant Principal and another designated team member.

Secondary Building Team Membership
The Principal is the BCRT leader. In the absence or incapacitation of the Principal, team leadership will be pre-determined and will consist of an Assistant Principal and another designated team member.

Mobilization
At the time of a crisis, the team leader (Principal) mobilizes the BCRT. Information is gathered, and the severity and the priorities within the crisis are assessed, and an initial action plan is formed. The team leader assigns tasks to various team members.

Additional Plan tasks can include (but are not limited to):
- Additional data gathering.
- Specific tasks that need to be completed.
- Determining a timeline for various action steps.
- Notification of parents, staff, students.
- Determination of additional team resources such as community resources, police, medical, District Emergency Management Team.
- Assignment of one person to act as the team spokesperson to the news media and the public.
- Assignment of a task coordinator to function as a facilitator of the action plan.

Training
Appointment of membership of the BCRT should take into consideration persons who currently possess skills appropriate to handling accidents, disasters, and community crisis, crisis counseling, grief process, suicide, threat of violence, child abuse, group dynamics and counseling, follow-up support procedures. Additional training may be provided as deemed necessary.

Notification
At the beginning of each school year, the Administrative Services Office will send building principals the Building Crisis Response Team (BCRT) Fact Sheet to report BCRT members. This form should be completed by the Principal and filed with the Administrative Services Office. An additional copy should be kept in the front of this manual for reference in case the Principal is unavailable.
Sample Building Crisis Response Team (BCRT) Fact Sheet

Building: Worthington High School  Principal: Paul Karelis  Plan Year 08-09

CHAIN OF COMMAND
If the building principal is unavailable, the following staff will coordinate emergency efforts, contact the director and or mobilize the BCRT team.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone/RM#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate 1. Keith Fleming</td>
<td>Assistant Principal</td>
<td>507 – 727-1139</td>
</tr>
<tr>
<td>Alternate 2. John Landgaard</td>
<td>Superintendent</td>
<td>507 – 372-1139</td>
</tr>
</tbody>
</table>

BCRT MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone/Room #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paul Karelis</td>
<td>HS Principal</td>
<td>Ext. 3001</td>
</tr>
<tr>
<td>2. Keith Fleming</td>
<td>Assistant Principal</td>
<td>Ext. 3005</td>
</tr>
<tr>
<td>3. Brian Bryngelson</td>
<td>Head Building Maintenance</td>
<td>Ext. 3105 (Cell 507-360-4732)</td>
</tr>
<tr>
<td>4. Barb Freimuth</td>
<td>Building Maintenance</td>
<td>Ext. 3105 (Cell 507-360-6826)</td>
</tr>
<tr>
<td>5. Jan Larson</td>
<td>High School Counselor</td>
<td>Ext. 3020</td>
</tr>
<tr>
<td>6. Dan Schnelle</td>
<td>High School Counselor</td>
<td>Ext. 3022</td>
</tr>
<tr>
<td>7. Pat Bailey</td>
<td>Teacher World Lang.</td>
<td>Ext. 3110</td>
</tr>
<tr>
<td>8.</td>
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<td>9.</td>
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<td>11.</td>
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Emergency Command Center
The principal will coordinate all emergency activities from the main office unless evacuation is required. If the building is evacuated, the command center will be located outside: Administrative offices.

EVACUATION SITE
If the school grounds must be evacuated or the building is evacuated during inclement weather, the staff and students will be removed to: Memorial Auditorium. Phone # 507-360-5800.

EMERGENCY TELEPHONE #’S

<table>
<thead>
<tr>
<th></th>
<th>Phone #</th>
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</thead>
<tbody>
<tr>
<td>FIRE DEPARTMENT</td>
<td>911</td>
</tr>
<tr>
<td>AMBULANCE</td>
<td>911</td>
</tr>
<tr>
<td>HOSPITAL</td>
<td>372-2941</td>
</tr>
<tr>
<td>POISON CONTROL</td>
<td>1-800-764-7661</td>
</tr>
<tr>
<td>GAS COMPANY</td>
<td>1-800-303-0357</td>
</tr>
<tr>
<td>PUBLIC UTILITIES</td>
<td>372-8690</td>
</tr>
</tbody>
</table>

DISTRICT TELEPHONE #’S

<table>
<thead>
<tr>
<th></th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPERINTENDENT</td>
<td>372-2172</td>
</tr>
<tr>
<td>DIRECTOR OF BUILDING &amp; GROUNDS</td>
<td>360-9082</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>372-2517</td>
</tr>
</tbody>
</table>
District Crisis Response Team (DCRT)

Function

The purpose of the DCRT will be to assist in the planning and implementation of organized action steps to meet building and district needs in the event of a crisis situation using the ICS system.

Membership

The DCRT will be formed at the beginning of the school year by the Superintendent of Schools, who will serve as Team Leader. Building principals will be notified of team membership and provided with school assignments and phone numbers as well as home phone numbers.

Mobilization

Mobilization of the DCRT will be initiated upon request of the building Principal in consultation with the BCRT. In the event the building Principal feels assistance and/or additional staff is necessary to handle a crisis, the following procedures will be used:

Procedures for Mobilizing District Crisis Resource Team (DCRT)

Building Principal (or designee)

Step 1 Notify Superintendent of Schools.
Step 2 Inform Superintendent of Schools that a crisis has occurred and describe the situation.
Step 3 Indicate additional personnel and/or resources needed.
Step 4 Post crisis follow-up includes written report from Principal to Superintendent of Schools.

Superintendent of Schools (or designee)

Step 1 Contact necessary members of DCRT
Step 2 Inform the DCRT members of the needs expressed by the Principal.
Step 3 After receiving request for assistance, inform building Principal as to the approximate time of arrival of the DCRT and ask for special instructions.
Step 4 Continue to be available to the building for the duration of the crisis.

DCRT Members

Step 1 Confirm with DCRT leader that request for assistance has been received.
Step 2 Inform building Principal that request for assistance has been received.
Step 3 Leave immediately for crisis location.
Step 4 Upon arrival at crisis location, work under the direction of the building Principal.
A. Principal’s Response Procedures:

Steps in Case of Serious Physical Assault:

2. Evaluate Information.
3. Call School Resource Officer at 360-7045 or Dispatcher at 372-2136 to acquire necessary support.
4. Contact parents.
5. Contact Superintendent of Schools at 372-2172.
   * Superintendent will notify members of DCRT if deemed necessary.
6. Work with individuals involved, DCRT and BCRT to determine appropriate course of action.
7. Complete any necessary follow-up communications.

   A. Students
   B. Staff
   C. Parents
   D. Media
   E. BCRT, DCRT
B. Staff Response Procedures:

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 bodily harm upon another person.

**Steps in Case of Serious Physical Assault:**

1. Use necessary physical constraints to stop the incident.
2. Obtain assistance of other staff.
3. Notify the Principal, Assistant Principal, or designee.
4. Make note of individuals involved and present.
5. Remove bystanders as quickly as possible.
6. Take statements from witnesses and participants.

**Steps in Case of Sexual Violence:**

1. If observed, take necessary steps to stop incident.
2. If not observed, get any relevant information (who, what, where, when, etc.)
3. Notify the Principal, Assistant Principal, or designee.
4. Secure building and grounds.

**Steps in Case of Terroristic Threats:**

1. If observed, take necessary steps to stop incident.
2. If not observed, get any relevant information (who, what, where, when, etc.)
3. Notify the Principal, Assistant Principal, or designee.
4. Secure building and grounds.
Bomb Threat

Warning: Do not use walkie-talkie or cellular phones in or near the building.

A. Principal’s Response Procedures:

Steps in Case of a Bomb Threat:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Assess information (from call or note).</td>
</tr>
<tr>
<td></td>
<td>Consider:</td>
</tr>
<tr>
<td></td>
<td>A. Source of threat</td>
</tr>
<tr>
<td></td>
<td>B. School climate</td>
</tr>
<tr>
<td></td>
<td>C. # of threats received</td>
</tr>
<tr>
<td></td>
<td>D. Discipline issues</td>
</tr>
<tr>
<td></td>
<td>E. External events</td>
</tr>
<tr>
<td>2.</td>
<td>Alert staff to check their area for any suspicious objects if deemed necessary.</td>
</tr>
<tr>
<td>3.</td>
<td>Determine if an evacuation of the building should occur.</td>
</tr>
</tbody>
</table>

Note: If a suspicious object is found, evacuate the building and call 911 immediately. Secure area surrounding object.

4. If determination is to evacuate the building:

A. Call 911. Be sure to identify command center.  
B. Contact Superintendent of Schools at 372-2172.  
* Superintendent will notify members of DCRT.  
C. Go into building evacuation procedures:
   1. Check exits and perimeter of building if determined necessary.
   2. Make announcement.
   3. Pull fire alarm.
   4. Move to alternative site - teachers stay with students.
   5. Secure building - lock doors.
   6. Set-up command post.

5. Work with Law Enforcement and DCRT to determine appropriate course of action.
   A. Return to building
   B. Arrange for student dismissal

6. Complete any necessary follow-up communications:
   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of a Bomb Threat:

DO NOT USE WALKIE-TALKIE OR CELLULAR PHONES IN OR NEAR THE BUILDING! THEY MAY TRIGGER THE BOMB.

IF SUSPICIOUS ITEM IS LOCATED…

1. DON´T TOUCH IT!

2. Have someone notify the Principal immediately

3. Keep students away.

4. Don’t leave the device unattended until authorities arrive.

IF A BOMB THREAT IS RECEIVED…

1. ALL BOMB THREATS SHOULD BE TAKEN SERIOUSLY.

2. LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating the nature of the call.

3. Try to find out where the bomb is, when it will explode, who is responsible, and why.

4. REMAIN CALM and write down the message as exactly as possible. Make mental notes of the person calling, and as soon as possible fill out the “Bomb Threat Checklist”. (see appendix).

5. Initiate call trace procedure if available.

6. Notify the Principal and report to the main office.

7. The Principal will assess the situation and may decide to evacuate the building using an announcement or the fire alarm.

8. After hearing the announcement, all staff should check their areas for unfamiliar objects.

9. If students are evacuated, they should move at least 500 feet away from the building.

10. Do not return to the building until an “ALL CLEAR” signal is received from the Principal.
A. Principal’s Response Procedures

Steps in Case of a Civil Disturbance or Demonstration:

1. Confirm Civil Disturbance.

2. Evaluate and assess situation.
   
   A. Ask students to return to classes.
   
   B. Begin contacting parents.

3. Contact School Resource Officer at 360-7045 or Law Enforcement at 372-2136 if deemed necessary.

4. Initiate lockdown if deemed necessary.

5. Contact Superintendent of Schools at 372-2172.
   
   * Superintendent will notify members of the DCRT if deemed necessary.

6. Work with Law Enforcement, DCRT, and BCRT to determine appropriate course of action.

7. Complete any necessary follow-up communications.
   
   A. BCRT, DCRT
   
   B. Staff
   
   C. Students
   
   D. Parents
   
   E. Media
B. Staff Response Procedures:

<table>
<thead>
<tr>
<th>Steps in Case of a Civil Disturbance or Demonstration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If students become unruly or disruptive, request help from nearby staff.</td>
</tr>
<tr>
<td>Contact the Principal for additional assistance.</td>
</tr>
<tr>
<td>Attempt to direct students back to their normal school routines. If they will not cooperate, attempt to isolate the disruptive student(s) from the rest of the student body.</td>
</tr>
<tr>
<td>If the behavior could lead to injury or the situation is out of control, the Principal will contact police and may initiate “lockdown” procedures.</td>
</tr>
<tr>
<td>If lockdown is implemented, teachers should close and lock classroom doors.</td>
</tr>
<tr>
<td>Wait for further instructions.</td>
</tr>
</tbody>
</table>
## A. Principal’s Response Procedures:

<table>
<thead>
<tr>
<th>Steps in Case of Fire or Explosion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If alarm system does not sound, pull fire alarm</td>
</tr>
<tr>
<td>* Make a public address announcement if alarm system still does not sound.</td>
</tr>
<tr>
<td>* Must also call 911 - indicate location of fire and command post.</td>
</tr>
<tr>
<td>2. Contact Head Custodian at 360-4732.</td>
</tr>
<tr>
<td>3. Evacuate Building.</td>
</tr>
<tr>
<td>* Move to alternate site if deemed necessary (Memorial Auditorium)</td>
</tr>
<tr>
<td>4. Contact Superintendent of Schools at 372-2172.</td>
</tr>
<tr>
<td>* Superintendent will notify members of DCRT if deemed necessary.</td>
</tr>
<tr>
<td>5. Work with fire department and DCRT to determine appropriate course of action.</td>
</tr>
<tr>
<td>A. Return to building.</td>
</tr>
<tr>
<td>B. Arrange for student dismissal.</td>
</tr>
<tr>
<td>6. Complete any necessary follow-up communications.</td>
</tr>
<tr>
<td>A. BCRT, DCRT</td>
</tr>
<tr>
<td>B. Staff</td>
</tr>
<tr>
<td>C. Students</td>
</tr>
<tr>
<td>D. Parents</td>
</tr>
<tr>
<td>E. Media</td>
</tr>
</tbody>
</table>
B. Staff Response Procedures:

Steps in Case of Fire or Explosion:

Remember the acronym **R.A.C.E**

1. **Notify** Principal or Designee.
2. **RESCUE** anyone who is in imminent danger if possible
3. **ACTIVATE** the fire alarm. If there is no alarm pull station nearby, contact the main office and instruct them to sound the alarm. Report the location of the fire to the Principal, who will then inform the fire department.
4. **CONFINE** the fire by closing the door to the area involved.
5. **EVACUATE** the building following the fire exit routes posted in each classroom.
   - Everyone must evacuate, unless they are in area of rescue assistance (mobility impaired).
   - DO NOT USE ELEVATORS!
   - Teachers are responsible for ensuring that all of their students are evacuated.
   - Do not allow students to stop for coats, books, or personal items.
   - The first person(s) in line should hold the doors open for their group. They will release the doors to the first 2 students in the next group and rejoin their class.
   - Each class shall proceed to a designated area outside, at least 100 feet from the building.
6. **ONCE OUTSIDE**, teachers will take attendance and report any missing, injured or trapped students to the Principal at the command center using the *Emergency Status Report Form*.

7. Students shall remain in their designated areas until they are recalled or dismissed.

8. Do not re-enter the building until the Principal or fire department gives authorization.

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

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

A. Principal’s Response Procedures:

<table>
<thead>
<tr>
<th>Steps in Case of a Gas Leak:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verify leak.</td>
</tr>
<tr>
<td>2. Contact Head Custodian at 360-4732.</td>
</tr>
<tr>
<td>3. Evacuate the building to alternative site. (Memorial Auditorium)</td>
</tr>
<tr>
<td>* 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.</td>
</tr>
<tr>
<td>4. Call 911. Be sure to identify location of leak and command center.</td>
</tr>
<tr>
<td>* Dispatcher will notify fire department and gas company.</td>
</tr>
<tr>
<td>5. Contact Superintendent of Schools at 372-2172.</td>
</tr>
<tr>
<td>* Superintendent will notify members of DCRT if deemed necessary.</td>
</tr>
<tr>
<td>6. Work with fire department and gas company to determine appropriate course of action.</td>
</tr>
<tr>
<td>A. Return to building</td>
</tr>
<tr>
<td>B. Arrange for student dismissal</td>
</tr>
<tr>
<td>7. Complete any necessary follow-up communications</td>
</tr>
<tr>
<td>A. BCRT, DCRT</td>
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<tr>
<td>B. Staff</td>
</tr>
<tr>
<td>C. Students</td>
</tr>
<tr>
<td>D. Parents</td>
</tr>
<tr>
<td>E. Media</td>
</tr>
</tbody>
</table>
B. Staff Response Procedures:

**Steps in Case of a Gas Leak:**

**GAS ODOR INDOORS**

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

1. Contact the Principal, Assistant Principal or designee.
2. The Principal will call 911 and evacuate the building if the leak is deemed to be serious.
3. Notify the Head Custodian to locate minor leaks or shut off gas and electricity.
4. Lights should not be turned on or off before leaving.
5. If time permits, windows should be opened to ventilate the area.
6. The Principal or emergency personnel will decide when it is safe to re-enter the building.

**GAS ODOR OUTDOORS**

1. Contact the Principal, Assistant Principal, or designee.
2. The Principal will have the custodians turn off HVAC systems to prevent the intake of fumes.
3. Windows should be closed to keep fumes out.
4. The Principal or emergency officials will decide if the building should be evacuated.
5. If the gas will be off for a long time for repairs, the Superintendent may decide to dismiss the students and arrangements will be made for transportation.
Warning: If substance spilled is flammable, extinguish all ignition sources. **Do Not** turn lights on or off to prevent explosion causing sparks.

A. Principal’s Response Procedures:

Steps in Case of Hazardous Materials Release in the Building:

1. Verify location and extent of release.

2. Notify Head Custodian at 360-4732. Control flow of hazardous material and/or fumes.
   
   A. Interior - Isolate affected area and turn off HVAC unit.
   B. Exterior - Close all doors and windows, and turn off HVAC unit.

3. Make announcement indicating what staff and students need to do to stay clear of contaminated area.

   * Evacuate building to alternative site if deemed necessary. (Memorial Auditorium)


5. Notify Superintendent of schools at 372-2172.

   * Superintendent will notify members of DCRT if deemed necessary.

6. Work with Emergency Response Team to take appropriate course of action.

   A. Stay in/return to building.
   B. Arrange for student dismissal.

7. Complete any necessary follow-up communications.

   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
Warning: If substance spilled is flammable, extinguish all ignition sources.
Do Not turn lights on or off to prevent explosion-causing sparks.

B. Staff Response Procedures:

Steps in Case of Hazardous Materials in the Building:

**INTERIOR CHEMICAL SPILL:**
1. **EVACUATE** anyone who is in imminent danger (if possible, without endangering yourself).
   - Remove contaminated clothing and flush exposed skin and eyes with water for 15 minutes.
   - Call the Nurse’s Office or 911 for emergency medical assistance if necessary.
2. **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.
   - Turn on exhaust ventilation (if possible) to evacuate contaminated air.
   - If the fumes are flammable, **do not** turn lights on or off to avoid sparking an explosion.
3. **CLEAN UP AND DISPOSAL**
   - **MOST HAZARDOUS MATERIAL SPILLS CREATE HAZARDOUS WASTE!**
   - 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.

**EXTERIOR CHEMICAL SPILL:**
1. Get students back into the building. (If there is a cloud, move cross-wind rather than directly with or against the wind.
2. Call 911 and/or notify the Principal.
3. Emergency officials will usually determine if we should evacuate or remain indoors.
4. If in-place sheltering is imposed:
   - Close all windows and doors and turn off room air-conditioners to keep the fumes out.
   - The Head Custodian will turn off the HVAC systems.
   - 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.
Hostile Intruder/Hostage/Threatening Weapons

A. Principal’s Response Procedures:

Steps in Case of a Hostile Intruder/Hostage/Threatening Weapons:

1. Make announcement for staff to go into immediate lock down.

2. Call 911.
   * Be sure to identify your building.
   * Be sure to identify your command center.

3. Call Superintendent of Schools at 372-2172.
   * Superintendent will notify members of the DCRT.

4. Work with Law Enforcement to determine appropriate course of action.

5. Complete any necessary follow-up communications.
   
   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of a Hostile Intruder/Hostage/Threatening Weapons:

1. Staff should routinely stop strangers without a visitor’s badge and direct them to the office.
2. If the person is uncooperative, notify the building administration immediately.
3. If the intruder is carrying a weapon, DO NOT APPROACH!! CALL 911.
4. Notify the Principal and initiate “lockdown” procedures:
   - Teachers should close and lock classroom doors (if door has capability).
   - Students who are away from their classroom should remain where they are.
   - Students located in the halls shall be moved to a nearby classroom.
   - Students should be instructed to sit on the floor, away from windows and doors.

5. Staff should keep students in their classrooms until further notice.
A. Principal’s Response Procedures:

Steps in Case of a Medical Emergency:

1. Verify location and extent of injury/illness.

2. Contact necessary medical personnel.
   - A. Call 911.
   - B. Call School Nurse at 360-9083.
   - C. Call Poison Control at 1-800-764-7661.

3. Contact Parents of injured/ill student.

   * Superintendent will notify members of DCRT if deemed necessary.

5. Work with parents and medical personnel.

6. Complete any necessary follow-up communications.
   - A. BCRT, DCRT
   - B. Staff
   - C. Students
   - D. Parents
   - E. Media
B. Staff Response Procedures:

**Steps in Case of a Medical Emergency:**

1. For minor injuries, contact School District Nurse.

2. Check the scene to determine if it is safe to get involved and remove students from the area.

3. Check the victim. Unconscious? No pulse? Not breathing? Severe bleeding?

4. For serious injuries, call 911 or Poison Control at 1-800-764-7661.

5. Care for and remain with the injured person unless there is immediate danger.

6. Do not move a seriously injured person unless there is immediate danger.

7. Refer to the First Aid Guidelines in the Health Office for first aid information.

8. If possible, keep a barrier between yourself and all body fluids to prevent transmission of infectious agents (disposable gloves should be available in each classroom).

9. Parents should be notified as soon as possible.

10. Incident forms must be completed for student injuries.

11. Injured employees must fill out a Supervisor’s First Report of Injury as soon as possible.

12. If an employee is exposed to blood or other potentially infectious body fluids, an Exposure Incident Report will also need to be filled out.
A. Principal’s Response Procedures:

**Steps in Case of a Missing Child:**

1. Verify student absence.
   
   * Organize search of building, include available members of BCRT.

2. Call missing student’s parents.

3. Interview individuals who may have information regarding student.

4. Call School Resource Officer at 360-7045, or dispatcher at 372-2136.

5. Call Superintendent of Schools at 372-2172.
   
   * Superintendent will notify members of DCRT if deemed necessary.

6. Work with individuals involved to take appropriate course of action.

7. Complete any necessary follow-up communications.

   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of a Missing Child:

1. Question other students regarding location.

2. Contact the Principal, Assistant Principal, or designee.

3. If necessary, call 911.

4. Wait for further instructions.
A. Principal’s Response Procedures:

Steps in Case of a National Emergency:

1. Respond to District Office directive.

2. Make an announcement indicating course of action.

3. Move students and staff to shelter areas if deemed necessary.

4. Listen to local radio and television (Emergency Alert System).

5. Complete any necessary follow-up communications.

   A. BCRT, DCRT  
   B. Staff  
   C. Students  
   D. Parents  
   E. Media
B. Staff Response Procedures:

Steps in Case of a National Emergency:

1. Warning of an impending national emergency will be received via:
   a. Community outdoor warning sirens (5 minute wavering tone) attack warning signal. (A steady tone is an alert signal used for local emergencies.
   b. Radio and television (Emergency Alert System).
   c. Announcement over public address system
   d. Listen to Weather/All-Hazard Alert Radio

2. Tune to local radio or television station Emergency Alert System (EAS) for instructions and emergency information.

3. If necessary, move students to pre-designated shelter areas in the school.

4. All clear will be broadcast by radio and television ONLY.
A. Principal’s Response Procedures:

**Steps in Case of Severe Weather:**

1. Make an announcement indicating course of action. Ring bells intermittently to facilitate students moving to designated sheltered areas.

2. Contact Head Custodian at 360-4732.

3. Contact Superintendent of Schools at 372-2172.
   
   * Superintendent will notify members of DCRT if deemed necessary.

4. Listen to local television and radio (Emergency Alert System).

5. Work with Superintendent to determine appropriate course of action.
   
   a. Issue all clear for students to return to classes.
   b. Move to alternative site.
   c. Arrange for student dismissal.

6. Complete any necessary follow-up communications.
   
   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of Severe Weather:

DO NOT EVACUATE BUILDING IN THE EVENT OF SEVERE WEATHER

Severe Thunderstorm/Tornado Watch -- Conditions are such that a severe thunderstorm/tornado could occur.

Building and district administrators will stay alert for changing weather conditions and be prepared to take appropriate action if the watch becomes a warning.

Severe Thunderstorm/Tornado Warning -- A severe thunderstorm or tornado has been confirmed.

As indicated by community sirens -- 5 minute steady tone. Tune to local radio station for information.

1. Staff should proceed immediately with all students to pre-designated shelter areas.
2. Last person leaving the room should close the door.
3. Once students are assembled in a safe area, instruct them to respond to a specific command to assume a protective posture (crouched down on elbows and knees with hands over back of head) facing an interior wall (if possible) when danger is imminent. Stay away from open areas.
4. Teachers stay with students.
5. Custodial staff will shut off fuel and electricity.
6. Nurse will go to an area designated in the building emergency plan.
7. 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.
8. After the storm has passed and the “ALL CLEAR” signal has been given, give first aid where appropriate or request assistance from the Command Center.
9. Report any missing students to the Principal.
10. Bus drivers will:
   a. Not depart if tornado WARNING is in effect.
   b. 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.

Shelter Areas Are:
- Interior Hallways
- Enclosed conference rooms
- Stairwells away from glass or glass walls
- Lowest level of the building
Sexual Violence/Sexual Harassment

Sexual Violence is a physical act of aggression that includes a sexual act or sexual purpose of an act.

Sexual Harassment is discriminatory comments or acts relating to gender.

A. Principal’s Response Procedures:

Steps in Case of Sexual Violence/Sexual Harassment:

1. Confirm act.

2. Call School Resource Officer at 360-7045, or dispatcher at 372-2136.

3. Gather data from individuals involved in or who observed act.

4. Contact Parents of affected student.

5. Contact Superintendent of Schools at 372-2172.

   * Superintendent will notify members of DCRT if deemed necessary.


   * A written report must be forwarded with 24 hours.
   * Human Rights Officer will initiate an investigation to be conducted by School District officials or a third party designated by the School District.

7. Work with individuals involved to take appropriate course of action.

8. Complete any necessary follow-up communications.

   A. BCRT, DCRT
   B. Students
   C. Staff
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of Sexual Violence/Sexual Harassment:

1. Use necessary physical constraints to stop the incident if necessary.
2. Obtain additional staff assistance.
3. Notify the Principal, Assistant Principal, or designee.
4. Make a note of individuals involved and present.
5. Help remove bystanders as quickly as possible.
6. Document any information shared by witnesses and participants.
### Staff/Student Death

A. Principal’s Response Procedures:

<table>
<thead>
<tr>
<th>Steps in Case of Staff/Student Death:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verification of death.</td>
</tr>
<tr>
<td>* Contact parents or emergency contacts.</td>
</tr>
<tr>
<td>* Be in contact with other building principals in the event of siblings.</td>
</tr>
<tr>
<td>* Contact School Resource Officer at 360-7045 or dispatcher at 372-2136.</td>
</tr>
<tr>
<td>2. Discuss situation with BCRT to determine level of necessary intervention and what information should be released.</td>
</tr>
<tr>
<td>3. Notify Superintendent of Schools-372-2172. (Media Spokes Person)</td>
</tr>
<tr>
<td>* Superintendent will notify members of DCRT.</td>
</tr>
<tr>
<td>4. Provide necessary support to students and staff.</td>
</tr>
<tr>
<td>* Designate additional space to provide grief counseling if necessary.</td>
</tr>
<tr>
<td>* Utilize BCRT and/or DCRT as resources.</td>
</tr>
<tr>
<td>* Initiate grief counseling - resource list (see appendix).</td>
</tr>
<tr>
<td>5. Complete any necessary follow-up communications.</td>
</tr>
<tr>
<td>A. BCRT, DCRT</td>
</tr>
<tr>
<td>B. Staff</td>
</tr>
<tr>
<td>C. Students</td>
</tr>
<tr>
<td>D. Parents</td>
</tr>
<tr>
<td>E. Media</td>
</tr>
</tbody>
</table>
Procedural Guidelines for Loss of Life

Steps in Case of Loss of Life:

Administrators will take the following steps in case of loss of life:

1. Do not release name(s) until notification of family.
2. Contact family directly.
3. Obtain information about funeral—share with staff and students.
4. Prepare a written statement for…
   - Media (a press release) (Should come from District Spokes Person)
   - Students in class
   - Secretaries responding to telephone inquiries about the death
   - 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)
5. Keep the media out of the building—parents can be very helpful in this respect
6. Have phone numbers ready for community assistance (for students)
7. Encourage students to be involved in planning memorial service, or some special recognition (if not a suicide). Examples include:
   - Assembly
   - A tree planting
   - A yearbook dedication
   - Scholarship fund
   - A Plaque
   - Other recognition
B. Staff Response Procedures:

Steps in Case of Staff/Student Death:

1. Notify the Principal of all confirmed or reported student deaths.

2. Do not make any announcements until the facts can be verified.

In Case of Suicide:

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Emphasize that something was seriously wrong and unfortunately that person did not see alternatives for making things better.</td>
<td>- Issue an open invitation to the funeral.</td>
</tr>
<tr>
<td>- Talk about decision making.</td>
<td>- Glorify the death of the student.</td>
</tr>
<tr>
<td>- Focus on moving ahead and thinking about the future.</td>
<td>- Hold the funeral or memorial service on school premises.</td>
</tr>
<tr>
<td>- Be aware that the grief responses may be different from those in a normal death.</td>
<td>- Fly the flag at half-staff.</td>
</tr>
<tr>
<td>- Be aware that the grief responses may be different from those in a normal death.</td>
<td>- Place a memorial page in the yearbook.</td>
</tr>
<tr>
<td></td>
<td>- Hide the truth.</td>
</tr>
</tbody>
</table>
A Utility Difficulty would be considered Power Failure, Heat Failure, or Water Main Break.

A. Principal’s Response Procedures:

Steps in Case of Utility Difficulty:

1. Contact Head Custodian at 360-4732.

2. Contact Worthington Public Utilities at 372-8680 (372-8690 after hours).

3. Contact Superintendent of Schools at 372-2172.
   * Superintendent will contact members of DCRT if deemed necessary.

4. Make any necessary announcements.

5. Work with individuals involved to determine appropriate course of action.
   A. Remain in building
   B. Evacuate to alternative site
   C. Arrange for student dismissal
   D. Late Start
   E. Cancellation of school

6. Complete any necessary follow-up communications.
   A. BCRT, DCRT
   B. Staff
   C. Students
   D. Parents
   E. Media
B. Staff Response Procedures:

Steps in Case of Utility Difficulty:

1. Contact the Principal, Assistant Principal, or designee.
2. Teachers and students should stay in their room until they receive additional instructions.
3. Instruct students to remain calm and stay in their seats.
4. Position yourself near the classroom door.
5. Provide students with additional instructions as they become available.
6. If after hours, call Worthington Public Utilities at 372-8690.
Pandemic Preparedness

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

2. The Incident Commander for the School District will be the Superintendent who can be reached at 372-2172.

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

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

5. Contact information relating to pandemic procedures:
   
   A. Minnesota Department of Education  
      Ruth Ellen Leuhr  
      Health/Student Services Specialist, Safe and Healthy Learners  
      1500 West Hwy 36  
      Roseville MN 55113  
      Voicemail: 651.582.8404  
      FAX: 651.582.8499  
      ruthellen.luehr@state.mn.us

   B. Minnesota Department of Health  
      PO Box 64975  
      St. Paul MN 55164  
      651.202.5000  
      www.health.state.mn.us

   C. 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/

6. Due to Prairie Elementary School being a Nurse’s Dispensing site, the school district will provide Nobles/Rock Public Health with a list of essential employees. This group of essential employees will include administration, technology support, food service, and maintenance. The Superintendent will be responsible for providing this list of essential employees to Nobles/Rock Public Health.

7. The school district will have hand sanitizer and Kleenex made available for students in an attempt to limit the spread of contagious diseases.
A. Principal’s Response Procedures:

### Steps in Case of Asbestos Fiber Release:

1. Contact Head Custodian at **507-360-4732**.

2. Contact Building Principal

3. Verify asbestos content.
   
   * Refer to AHERA Plan located in maintenance office.

4. Isolate the area to prevent spread of contamination.
   
   A. Close door.
   
   B. Shut off HVAC unit.
   
   C. Post “Danger” signs or barrier tape at entrance areas.
   
   D. Contact Health and Safety Department if necessary at 651-582-8748.

5. Contact agency to remove hazardous material if necessary.

6. Contact Superintendent of Schools at 372-2172.
   
   * Superintendent will notify members of DCRT if deemed necessary.

7. Complete any necessary follow-up communications.
   
   A. BCRT, DCRT
   
   B. Students
   
   C. Staff
   
   D. Parents
   
   E. Media
B. Staff Response Procedures:

Asbestos Management Plans are located in the custodial office. Contact the head custodian if you are unsure whether the material contains asbestos (common examples include boiler and pipe insulation). Breathing asbestos dust can be hazardous. If asbestos-containing building materials are damaged or disturbed, the following actions must be taken to prevent further contamination and exposure.

Steps in Case of Asbestos Fiber Release:

Evacuate occupants from the room or immediate area.

Close the door.

Do not attempt to clean up the debris.

Notify the Principal, Assistant Principal, or designee.

Notify the head custodian to shut off the HVAC unit supplying the room ASAP.
Community Emergency

Community emergencies may be the result of an incident that may impact parent or guardians’ 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 (Includes: Explosions, Fire, Bomb Threats and other Community Crisis)

A. Principal’s Response Procedures:

<table>
<thead>
<tr>
<th>Steps in Case of a Community Emergency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respond to District Office directive.</td>
</tr>
<tr>
<td>2. Communicate and continue updating all staff by email or written memo.</td>
</tr>
<tr>
<td>3. Consider the option of making a public announcement indicating course of action.</td>
</tr>
<tr>
<td>4. Assemble the District Crisis Response Team (DCRT) if needed. Responsibilities include:</td>
</tr>
<tr>
<td>1. Identifying the needs of all students and staff</td>
</tr>
<tr>
<td>2. Bring together each Building Crisis Response Team (BCRT)</td>
</tr>
<tr>
<td>3. Inform the building leaders of the community emergency</td>
</tr>
<tr>
<td>4. Develop plans to insure the safety of all students (K-12)</td>
</tr>
<tr>
<td>5. Identify the need to work with local businesses and or community associations to insure the safety of all kids before and after school.</td>
</tr>
<tr>
<td>6. Consider developing a radio broadcast in other languages.</td>
</tr>
<tr>
<td>5. Listen to local radio and television to remain abreast of ongoing developments.</td>
</tr>
<tr>
<td>6. Identify the spokes person for the district and building.</td>
</tr>
<tr>
<td>District Media:  John Landgaard</td>
</tr>
<tr>
<td>Building Media:  Head Principals</td>
</tr>
<tr>
<td>7. Complete any necessary follow-up communications.</td>
</tr>
<tr>
<td>A. BCRT, DCRT</td>
</tr>
<tr>
<td>B. Staff</td>
</tr>
<tr>
<td>C. Students</td>
</tr>
<tr>
<td>D. Parents</td>
</tr>
<tr>
<td>E. Media</td>
</tr>
</tbody>
</table>
B. Staff Response Procedures:

Steps in Case of a Community Emergency:

1. Staff will be notified of an impending community emergency by email and written memo from administration:
   a. Staff should not inform students of any community emergency until informed to do so. The Superintendent or building principal will put together a statement that should be followed by all staff.
   b. Staff should begin to observe all students for changes in attitudes and mood.
   c. Write down the names of students that are demonstrating discomfort, attitude changes or are displaying discomfort or stress due to the community emergency.
   d. At the end of each class period the staff members should relay the names on to the BCRT or to the counseling office for further observation. This can be done by email or a handwritten message.
   e. Each BCRT and staff should continue to listen to radio and television broadcasts for further development in the community emergency.
   f. Announcement over public address system

2. Tune to local radio or television station Emergency Alert System (EAS) for instructions and emergency information. Listen to Weather/All-Hazard radio.

3. If necessary, move students to pre-designated shelter areas in the school (Memorial Auditorium)

4. All clear will be broadcast by radio and television ONLY.
Appendix A

DATA GATHERING WORKSHEET

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 District currently doing about this situation: _________________________________

________________________________________________________________________________

________________________________________________________________________________
Based on the above information, assess the following:

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

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. What are the potential affects 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.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
</table>

Incident

NEWS SOURCE (PRINT/BROADCAST)

CONTACT

PHONE NUMBER

INFORMATION REQUESTED/PROVIDED:

COMMENTS:
Appendix C

**Sample Building Fact Sheet**

Name of School _____________________________  Principal_________________

Street Address: ___________________________________  Telephone # __________________

Name of School District ___________________________________________________________________

Date of Construction ____________________ Building Capacity _______ Current Capacity _________

Current Student Population_________    # of Teachers _________     # of Support Staff ____________

School Start Time ____________AM  % of Students Bused _________________________

Dismissal Time ______________PM  % of Walkers__________________________

Narrative Description of School:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Description of programming (Regular Education)

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Description of other programs (ESL, Special Education, etc.):

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Description of after school programs:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

Descriptions of extra-curricular programs:

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Building Crisis Response Team (BCRT) Fact Sheet

Building: ___________________________ Principal: ________________ Plan Year ______

CHAIN OF COMMAND

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone/RM#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate 2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BCRT MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone/Room #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
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</tr>
</tbody>
</table>
## Bomb Threat Checklist

### Questions to ask of caller (these help to keep the caller on line for tracing):

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When is the bomb going to explode?</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>Exactly where is the bomb located?</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>What is the size of the bomb?</td>
<td>9.</td>
</tr>
<tr>
<td>4.</td>
<td>What does it look like?</td>
<td>10.</td>
</tr>
<tr>
<td>5.</td>
<td>What kind of bomb is it?</td>
<td>11.</td>
</tr>
<tr>
<td>6.</td>
<td>What will cause it to explode?</td>
<td>12.</td>
</tr>
</tbody>
</table>

Say the following: “The building is occupied and detonation of a bomb could result in death or serious injury to many children and adults.”

**Exact Wording of the Threat** (If it is a written threat, save all materials, including envelope or containers. Avoid further handling of the written threat.)

<table>
<thead>
<tr>
<th>Sex of the caller:</th>
<th>M</th>
<th>F</th>
<th>Age</th>
</tr>
</thead>
</table>

Length of call ___________ Exact time (hour, minute, second) ___________ Date ___________

Record the next 2 calls to come in (phone number and exact time) Phone ___________ Time ___________

Phone ___________ Time ___________

**Caller’s Voice:**
- Calm
- Angry
- Excited
- Slow
- Rapid
- Soft
- Loud
- Laughter
- Crying
- Normal
- Distinct
- Slurred
- Nasal
- Stutter
- Lisp
- Raspy
- Deep
- Ragged
- Accent
- Disguised
- Familiar
- Cracking
- Deep breathing

If voice is familiar, who did it sound like?

**Background Sounds:**
- Street noises
- Factory machinery
- Animal noises
- Voices
- PA system
- Music
- House noises
- Motor
- Office
- Office machinery
- Clear
- Static
- Local
- Long distance
- Booth
- Other

**Threat Language:**
- Well spoken (educated)
- Foul
- Irrational
- Incoherent
- Taped
- Message read by threat maker
Appendix F

Worthington Public Schools

Independent School District #518

BOMB THREAT REPORT FORM

This form is to be completed as soon as possible after receiving a bomb threat and delivered to the Principal.

School: ___________________________ Date: _________________ Time: _______________

Call received by: ___________________________ At phone extension: ____________________

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:

<table>
<thead>
<tr>
<th>Man</th>
<th>Accent</th>
<th>Calm</th>
<th>Soft</th>
<th>Stutter</th>
<th>Well Spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>Angry</td>
<td>Normal</td>
<td>Lisp</td>
<td>Incoherent</td>
<td>Foul</td>
</tr>
<tr>
<td>Child</td>
<td>Speech Impediment</td>
<td>Excited</td>
<td>Loud</td>
<td>Raspy</td>
<td>Taped</td>
</tr>
<tr>
<td>Age</td>
<td>Intoxicated</td>
<td>Crying</td>
<td>Nasal</td>
<td>Slurred</td>
<td></td>
</tr>
</tbody>
</table>

Other: __________________________________________________________________________

Background Noise:

<table>
<thead>
<tr>
<th>None/Clear</th>
<th>Adult Voices</th>
<th>Office Machinery</th>
<th>Street Noise/Traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Distance</td>
<td>Children’s Voices</td>
<td>Factory Machinery</td>
<td>Television/Radio/Music</td>
</tr>
</tbody>
</table>

Other: __________________________________________________________________________

Appendix G
### CPR Certified Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>First Aid Trained?</th>
<th>CPR Trained?</th>
<th>Phone or Room#</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Directions to Medical Facilities

**Nearest Hospital:**

- Address: __________________________________________
- Phone: ________________________________
- Directions: ______________________________________

**Nearest Clinic:**

- Address: __________________________________________
- Phone: ________________________________
- Directions: ______________________________________
Appendix H

*Crisis Evaluation Form*

To be completed by the 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?