
Crisis Management Plan

District 518

Developed - August 2007

Updated July 2019



Worthington Public Schools Independent School

District #518 1117 Marine Avenue

Worthington, MN 56187

TABLE OF CONTENTS

TABLE OF CONTENTS

Disclaimer.....	3
Introduction.....	4
Know Your Role.....	4
Types of Hazards and Crisis.....	4

Crisis Situation Protocol

Assault/Threat/Violence.....	6
Bomb Threat.....	6
Civil Disturbance.....	7
Fire/Explosion.....	8
Gas Leak.....	8
Hazardous Materials Release.....	9
Hostile Intruder / Hostage / Threatening Weapon.....	10
Medical Emergencies.....	10
Missing Student.....	11
National Emergency.....	11
Severe Weather.....	12
Sexual Violence / Sexual Harassment.....	13
Student / Staff Death.....	13
Procedural Guidelines for Loss of Life.....	13
Utility Difficulty.....	14
Pandemic Preparedness.....	14
Asbestos Fiber Release.....	15
Community Emergency.....	15

APPENDICES

A. Building Information Form.....	17
B. Data Gathering Worksheet.....	18
C. Media Contact Record.....	20
D. Media Release / Permission to Interview Student Form.....	21
F. Bomb Threat Report Form and Checklist.....	22
G. Emergency Response Procedures.....	24
I. Crisis Evaluation Form.....	25

DISCLAIMER

This document has been edited from its original form for public viewing to comply with data privacy laws and district policies. A full version of this document is provided to staff at Independent School District 518.

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 positive media relations.
7. Make certain that the action of the District is communication

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 an 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 departments and Emergency Management 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 all Hazards and 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 in 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.
 - 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
 - If you come into contact with blood or body fluids, always treat them as potentially infectious. Notify your building administration or school nurse and follow the district blood borne pathogen protocol. Exposure should be reported immediately, for the safety of all individuals involved.
 - The school nurse in each building will keep a current list of staff that is CPR certified.
 - 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 attempt to get a reaction by going to the media
 - School cancellation / Late start / Early Dismissal

Routine school closures are not considered a crisis.

SITUATIONAL PROTOCOL

Assault/Threats/Violence

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. Incidents may include, but are not limited to, physical, or sexual assault or terroristic threats.

A. Principal's Response Procedures:

- Confirm act/Data gathering
- Evaluate Information
- Call Resource Officer or Dispatch to acquire necessary support. (See BCRT FACT Sheet)
- Contact parents.
- Contact Superintendent
 - Superintendent will notify members of DCRT if deemed necessary.
- Work with individuals involved, BCRT, and DCRT to determine appropriate course of action.
- Complete any necessary follow up communications.
 - Students
 - Staff
 - Parents
 - Media
 - BCRT and/or DCRT

B. Staff Response Procedures:

- If observed, take necessary steps to stop incident. In a physical assault use necessary physical constraints to stop the incident.
- Obtain assistance of other staff.
- If not observed, get any relevant information (who, what, where, when, etc.)
- Notify the Principal, Assistant Principal, or designee.
- Make note of individuals involved and present.
- Remove bystanders as quickly as possible.
- Document facts of incident.

Bomb Threat

(Appendix F for form)

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

A. Principal's Response Procedures:

1. Assess information (from call or note).
 - Consider
 - Source of threat
 - School Climate
 - # of threats received
 - Discipline issues
 - External events
2. Alert staff to check their area for any suspicious
3. Determine if an evacuation of the building should occur.

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. Supt. will notify DCRT.
 - C. Go into building evacuation procedures.
 - a. Check exits and perimeter of building if determined necessary.
 - b. Make announcement / Pull fire alarm.
 - c. Move to Rally Point. Teachers stay with students.
 - d. Secure building. Lock doors.
 - e. Set up a command post.
5. Work with law enforcement, BCRT, and DCRT to determine appropriate course of action.
 - A. Return to building
 - B. Arrange for student dismissal from Gathering Place and using the Parent Pick Up location.
6. Complete any necessary follow up communications:
 - A. BCRT, DCRT
 - B. Staff

- C. Students
- D. Parents
- E. Media

B. Staff Response Procedures:

IF A 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. As soon as possible fill out the "Bomb Threat Checklist". (see appendix F
5. Notify the principal and report to the main office.
6. The principal will assess the situation and may decide to evacuate the building using an announcement or the fire alarm.
7. After hearing the announcement, all staff should check their areas for unfamiliar objects.
8. If students are evacuated, they should move at least **500 feet** away from the building.
9. Do not return to the building until an "ALL CLEAR" signal is received from the principal.

Civil Disturbance

A. Principal's Response Procedures:

1. Confirm Civil Disturbance
2. Evaluate and assess the situation
 - a. Ask students to return to classes.
 - b. Begin contacting parents.
3. Contact School Resource Officer or Law Enforcement deemed necessary.
4. Initiate Lockdown or Working Lockdown if deemed necessary.
5. Contact Superintendent. Supt. will notify members of the DCRT if deemed necessary.
6. Work with law enforcement, BCRT, and DCRT 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:

- If students become unruly or disruptive, request help from nearby staff.
- Contact the principal for additional assistance.
- 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.
- If the behavior could lead to injury or the situation is out of control, the principal will contact police and may initiate "lockdown" procedures.
- If lockdown or working lockdown is implemented, teachers should follow procedures as trained.
- Wait for further instructions.

Fire/Explosion

A. Principal's Response Procedures:

1. If alarm does not sound, pull fire alarm.
 - **Make a public address announcement if alarm still does not sound.
 - **Must also call 911. Make sure to indicate the location of fire and command post.
2. Contact Head Custodian (See FACT SHEET at beginning of this plan).
3. Evacuate the building.
4. Move to an alternate site if deemed necessary. See FACT SHEET at beginning of this plan).
5. Contact superintendent. Superintendent will notify members of the DCRT if deemed necessary.
6. Work with fire department and DCRT to determine appropriate course of action.
 - **Return to building
 - **Arrange for student dismissal.
7. Complete any necessary follow up communications
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parents
 - e. Media

B. Staff Response Procedures:

1. Notify Principal or Designee.
2. Remember the acronym **R.A.C.E.**

R ESCUE	anyone who is in imminent danger if possible
A CTIVATE	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.
C ONFINE	the fire by closing the door to the area involved.
E VACUATE	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.

ONCE OUTSIDE

1. Teachers will take attendance and report any missing, injured or trapped students to the principal at the command center.
2. Students shall remain in their designated areas until they are recalled or dismissed.
3. Do not re-enter the building until the principal or fire department gives authorization.
4. In case of inclement weather, the principal may decide to evacuate to the Rally Point or Gathering Place.

Gas Leak

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

A. Principal's Response Procedures:

1. Verify the leak.
2. Contact Head Custodian.
3. Evacuate the building to Rally Point. Make an 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.

4. Call 911. Be sure to identify location of leak and command center. Dispatcher will notify the fire department and gas company.
5. Contact the Superintendent. Superintendent will notify the DCRT if deemed necessary.
6. Work with the fire department and gas company to determine appropriate course of action.
 - o Return to the building.
 - o Arrange for student dismissal.
7. Complete necessary follow up communications:
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parents
 - e. Media

B. Staff Response Procedures:

GAS ODOR INDOORS:

1. Contact the 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 or designee.
2. The principal will have the custodians turn off the 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 students and make arrangements for transportation.

Hazardous Materials Release

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:

1. Verify location and extent of release.
2. Notify Head Custodian. 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.
 - a. Evacuate building to Rally Point if deemed necessary.
4. Notify Worthington Public Utilities.
5. Notify Superintendent. Superintendent will notify the DCRT if deemed necessary.
6. Work with the Crisis Response Team to take appropriate course of action.
 - o Stay in / Return to the building.
 - o Arrange for student dismissal.
7. Complete necessary follow up communications:
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parents
 - e. Media

B. Staff Response Procedures:

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 evacuation is necessary or to remain indoors.
4. If in-place sheltering is imposed:
 - Close all windows and doors and turn off room air-conditioners to keep 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:

1. Make announcement for staff stating the location and type of danger present. (Follow Emergency Response Plan in Appendix G).
2. Call 911. Identify your building and command center.
3. Call the Superintendent.
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:

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. Make an all call on the phone intercom system.
5. (Follow Emergency Response Plan in Appendix G).

Medical Emergency

A. Principal's Response Procedures:

1. Verify location and extent of injury / illness.
2. Contact necessary medical personnel.
 - a. Call 911.
 - b. Call school nurse.
 - c. Call Poison Control.
3. Contact parents of the injured or ill.
4. Notify Superintendent. Superintendent will notify members of the DCRT if deemed necessary.
5. Work with parents and medical personnel.
6. Complete any necessary follow up communication.
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parents
 - e. Media

B. Staff Response Procedures:

1. For minor injuries, contact the school 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 1-800-222-1222.
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 of the injured and ill should be notified as soon as possible.
10. Incident forms must be completed for injuries as soon as possible.
11. If an employee is exposed to blood or other potentially infectious body fluids, an Exposure Incident Report will also need to be filled out.

Missing Student

A. Principal's Response Procedures:

1. Verify student absence.
 - a. 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 or dispatcher.
5. Call Superintendent. 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:

1. Question other students regarding location.
2. Contact principal or designee.
3. If necessary, call 911.
4. Wait for further instructions.

National Emergency

A. Principal's Response Procedures:

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:

1. Warning of an impending national emergency will be received via:
 - a. Community outdoor warning sirens (5 minute wavering tone)
 - 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 Rally Point or predesignated shelter areas.
4. All clear will be broadcast by radio and television ONLY.

Severe Weather

A. Principal's Response Procedures:

1. Make an announcement indicating course of action. Continue announcement intermittently to facilitate students moving to designated sheltered areas.
2. Contact Head Custodian.
3. Contact Superintendent.
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 Rally Point or 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:

DO NOT EVACUATE BUILDING IN THE EVENT OF SEVERE WEATHER

1. 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.

2. Severe Thunderstorm/Tornado Warning: A severe thunderstorm/tornado has been confirmed.

- As indicated by community sirens (5 minute steady tone). Tune to local radio station for information. Administration should be listening to Weather/All Hazard radios.
 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. School nurses will go to an area designated by the Building Crisis Response Team to assist in emergency medical needs.
 7. Do not leave the shelter area (unless emergency conditions require it) until the "ALL CLEAR" is sounded. 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 a tornado WARNING is in effect.
 - b. If a tornado is sighted en route to or from school:
 - i. Stop bus, escort students to a 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 Include:

- Interior Hallways
- Stairwells away from glass or glass walls
- Enclosed conference rooms
- 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:

1. Confirm act.
2. Call School Resource Officer or dispatcher.
3. Gather data from individuals involved in or who observed act.
4. Contact parents of injured or ill.
5. Contact Superintendent. Superintendent will notify members of the DCRT if deemed necessary.
6. Notify District Human Resources representative (in the Superintendent's office).
 - A written report must be forwarded within 24 hours.
 - Human Resources representative 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:

1. Use necessary physical constraints to stop the incident if necessary.
2. Obtain additional staff assistance.
3. Notify the principal or designee.
4. Help remove bystanders as quickly as possible.
5. Document any individuals present, as well as any information shared by witnesses and participants.

Student / Staff Death

A. Principal's Response Procedures:

1. Verification of death.
 - Contact parents or emergency contacts.
 - Be in contact with other building principals in the event of siblings.
 - Contact School Resource Officer or dispatcher.
2. Discuss the situation with BCRT to determine the level of necessary intervention and what information should be released.
3. Notify Superintendent. Superintendent will notify members of the DCRT.
4. Provide necessary support to students and staff.
 - Designate additional space to provide grief counseling if necessary.
 - Utilize the BCRT and DCRT as resources.
 - Initiate grief counseling. See the school counselor for a resource list.
5. Complete necessary follow up communications.
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parents
 - e. Media

B. Staff Response Procedures:

If a crisis should result in a death, keep the following things in mind as you move through the crisis. Administration will take care of the following steps when there has been a loss of life:

- Do not release name(s) until notification of family.
- Contact family directly.
- Obtain information about the funeral and share with staff and students.
- Prepare a written statement for:
 - Media (a press release) This will come from the Communication Coordinator.
 - 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 student(s) (i.e. physical, emotional,

academic)

- Keep the media out of the building. Parents can be very helpful in this respect.
- Have phone numbers ready for community assistance (for students)

1. Notify principal of all confirmed or reported student deaths.
2. Do not make any announcements until the facts can be verified.

Utility Difficulty

(i.e. power failure, heat failure, water main break)

A. Principal's Response Procedures:

1. Contact Head Custodian.
2. Contact Worthington Public Utilities.
3. Contact Superintendent. Superintendent will contact members of the DCRT if deemed necessary.
4. Make any necessary announcements.
5. Work with individuals involved to determine appropriate course of action.
 - a. Remain in the building
 - b. Evacuate to Rally Point.
 - 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:

1. Contact the principal or designee.
2. Teacher 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

Pandemic Preparedness

A. Principal's Response Procedures:

1. The governor, Mayor, or County Commissioners will make the determination of a public health risk.
2. The Incident Commander for the school district will be the Superintendent.
3. Be in contact with the Nobles County Emergency Management Director at 507-295-5212.
4. In the event of a public health crisis, health alert notifications will be forwarded to the Superintendent, Director of Management Services, Director of Special Programs, and the school nurses. This contact information is updated annually and provided in written form 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
1500 Hwy 36 West, Roseville, MN 55113
Phone: 651-582-8200
 - b. Minnesota Department of Health
PO Box 64975, St. Paul, MN 55164
Phone: 651-201-5700
www.health.state.mn.us
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 available for students in an attempt to limit the spread of contagious diseases.

Asbestos Fiber Release

A. Principal's Response Procedures:

1. Contact Head Custodian
2. Contact principal.
3. Verify asbestos content. Refer to AHERA Plan located in the maintenance office.
4. Isolate the area to prevent the spread of contamination.
 - Close the door.
 - Shut off the HVAC unit.
 - Post "Danger" signs or barrier tape at entrance areas.
 - Contact Health and Safety Department if necessary at 651-201-4620.
5. Contact agency to remove hazardous material if necessary.
6. Contact Superintendent. Superintendent will notify members of DCRT if deemed necessary.
7. Complete any necessary follow up communications
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - 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 (i.e. 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:

- Evacuate occupants from the room or immediate area.
- Close the door.
- Do not attempt to clean up the debris.
- Notify the principal or designee.
- Notify the head custodian to shut off the HVAC unit supplying the room ASAP.

Community Emergency

A. Principal's Response Procedures:

Community emergencies (i.e. explosion, fire, bomb threat) may be the result of an incident that may impact the 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.

1. Respond to District Office directive.
2. Communicate and continue updating all staff by email or written memo.
3. Consider the option of making a public announcement indicating course of action.
4. Assemble the District Crisis Response Team (DCRT) if needed.

Responsibilities Include:

- a. Identifying the needs of all students and staff
 - b. Bring together each Building Crisis Response Team (BCRT)
 - c. Inform the building leaders of the community emergency.
 - d. Develop plans to insure the safety of all students (K-12).
 - e. Identify the need to work with local businesses and/or community associations to insure the safety of all children before and after school.
 - f. Consider developing a radio broadcast in other languages.
5. Listen to local radio and television to remain abreast of ongoing developments.
 6. Communicate with within the school and in the community through the Communication Coordinator.
 7. Complete any necessary follow up communications.
 - a. BCRT, DCRT
 - b. Staff
 - c. Students
 - d. Parent
 - e. Media

B. Staff Response Procedures:

1. Staff will be notified of an impending community emergency by email and written memo from administration.
 - Staff should not inform students of any community emergency until informed to do so. The Superintendent or building principal will draft a statement that should be followed by all staff.

- Staff should begin to observe all students for changes in attitudes and mood.
 - Write down the names of students that are demonstrating discomfort, attitude changes, or are displaying discomfort or stress due to the community emergency.
 - At the end of each class period, the staff members should relay the names to the BCRT, or to the counseling office, for further observation. This can be done by email or a hand-written message.
 - Each BCRT and staff should continue to listen to radio and television broadcasts for further development in the community emergency.
 - Announcements over public address system.
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.

BUILDING INFORMATION

Name of School: _____ Principal: _____

Address: _____ Phone Number: _____

Date of construction: _____

Building Capacity: _____ Current Capacity: _____

Current Student Enrollment: _____ # of Teachers: _____ # of Support Staff: _____

School Start Time: _____ AM % of Students Bussed: _____

Dismissal Time: _____ PM % of Students that Walk: _____

Narrative Description of School: _____

Description of programming (General Education): _____

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

Description of after school programs: _____

Description of extra-curricular programs: _____

Other Important Notes: _____

DATA GATHERING WORKSHEET

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

School: _____ **Completed by:** _____ **Date:** ____/____/____

Brief summary of WHAT occurred: _____

WHEN: Date: _____ **Time:** _____

WHERE: _____

What was the CAUSE: _____

List INDIVIDUALS AFFECTED: _____

CONCERNS related to the crisis: _____

What is the district currently doing as a response to this situation: _____

Based on the information, assess the following:
1. Describe the SCOPE OF THE PROBLEM (i.e. property damage, injuries, loss of life, etc.): _____

2. What are the potential EFFECTS on key audiences (i.e. students, staff, families, community)?: _____

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.)

School: _____ **Completed by:** _____ **Date:** ____/____/____

Incident: _____

News Source: Print Broadcast _____
 Social Media _____

Contact Information:

Name: _____
Phone Number: _____
Email: _____
Fax: _____
Other: _____

Information Requested/Provided: _____

Deadline to submit information: _____

Comments: _____

Interview: Not Requested

When student(s) interview is requested, parent permission needs to be granted prior to interview!

Individuals requested:	Role:	Permission:	Contact Method:	Notes:
<input type="checkbox"/> Staff	<input type="checkbox"/> Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> Phone <input type="checkbox"/> Email	
<input type="checkbox"/> Student	<input type="checkbox"/> Student	<input type="checkbox"/> No	<input type="checkbox"/> Letter <input type="checkbox"/> In person	
<input type="checkbox"/> Staff	<input type="checkbox"/> Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> Phone <input type="checkbox"/> Email	
<input type="checkbox"/> Student	<input type="checkbox"/> Student	<input type="checkbox"/> No	<input type="checkbox"/> Letter <input type="checkbox"/> In person	
<input type="checkbox"/> Staff	<input type="checkbox"/> Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> Phone <input type="checkbox"/> Email	
<input type="checkbox"/> Student	<input type="checkbox"/> Student	<input type="checkbox"/> No	<input type="checkbox"/> Letter <input type="checkbox"/> In person	
<input type="checkbox"/> Staff	<input type="checkbox"/> Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> Phone <input type="checkbox"/> Email	
<input type="checkbox"/> Student	<input type="checkbox"/> Student	<input type="checkbox"/> No	<input type="checkbox"/> Letter <input type="checkbox"/> In person	

**See Appendix D for Permission Form.

MEDIA RELEASE / PARENT PERMISSION TO INTERVIEW STUDENT

I, _____, the parent of _____,
(Printed Parent Name) (Student Name)

grant / deny permission for my child to be interviewed by the media.
(circle one)

Parent Signature

Date

Apéndice D

Permiso para entrevistar al estudiante y anuncios en los medios de comunicación
MEDIA RELEASE / PARENT PERMISSION TO INTERVIEW STUDENT

Yo, _____, el padre, madre o tutor de _____,
(Nombre del padre, madre o tutor en letra de imprenta) (nombre del estudiante)

Doy o niego el permiso para que el estudiante sea entrevistado por los medios de comunicación
(circule una de las opciones de arriba)

Firma del padre, madre o tutor

Fecha

BOMB THREAT REPORTING AND CHECKLIST

Call received by: _____ **Date:** ____/____/____ **Time:** _____

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

- | | |
|---------------------------------------|--|
| 1. When is the bomb going to explode? | 7. Did you place the bomb? |
| 2. Exactly where is the bomb located? | 8. What is your address? |
| 3. What is the size of the bomb? | 9. What is your present location? |
| 4. What does it look like? | 10. What is your name? |
| 5. What kind of bomb is it? | 11. What is your phone number? |
| 6. What will cause it to explode? | 12. How did you find out about the suspected bomb? |

Exact Working of the Threat: (If it is a written threat save all materials, including envelop or containers. Avoid further handling of the written threat). _____

Sex of Caller: Male Female **Age:** _____ **Length of Call:** _____ **Exact Time** (hour, min, sec) _____

Caller's Voice:

- | | | | | | |
|-----------------------------------|------------------------------------|-----------------------------------|---|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Excited | <input type="checkbox"/> Slow | <input type="checkbox"/> Rapid | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Laughter | <input type="checkbox"/> Crying | <input type="checkbox"/> Normal | <input type="checkbox"/> Slurred | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Stutter | <input type="checkbox"/> Lisp | <input type="checkbox"/> Deep | <input type="checkbox"/> Ragged | |
| <input type="checkbox"/> Accent | | | | | |
| <input type="checkbox"/> Raspy | <input type="checkbox"/> Disguised | <input type="checkbox"/> Cracking | <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Familiar | |

If voice is familiar, WHO did it SOUND LIKE? _____

Background Sounds:

- | | | | | | |
|--|--|--|---|------------------------------------|--------------------------------|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Voices | <input type="checkbox"/> PA System | <input type="checkbox"/> Music |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Motor | <input type="checkbox"/> Office | <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Clear | |
| <input type="checkbox"/> Static | | | | | |
| <input type="checkbox"/> Local | <input type="checkbox"/> Long distance | <input type="checkbox"/> Other: | | | |

Threat Language:

- | | | | | |
|---|---------------------------------|-------------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Foul | <input type="checkbox"/> Irrational | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Message read by threat maker | <input type="checkbox"/> Other: | | | |

PRINCIPAL OR DESIGNEE COMPLETE THE FOLLOWING:

Say the following:

"The building is occupied and detonation of a bomb could result in death or serious injury to many children and adults."

Record the next 2 calls to come in (phone # and exact time):

Phone Call #1: Phone #: _____ Time: _____

Phone Call #2: Phone #: _____ Time: _____

EMERGENCY RESPONSE PROCEDURE

You will hear one of the two following announcements:

“Attention Staff and Students: Our building is in a **working lockdown**. Please follow working lockdown procedures”

REPEAT 3X

This means there is something going on inside or outside our building and we need to make sure everything is secure.

Immediately-Clear students from hallways, restrooms or any room that cannot be secured or does not offer concealment.

Lock Doors. Direct everyone into the room. Inform individuals requesting to leave the classroom that they may not do so.

Students outdoors should be brought inside and returned to their classroom.

Close window & shades. Lights may remain on.

Maintain class routine for the duration of the working lockdown. Do not allow anyone to leave the room unless directed to do so by administration.

TAKE CLASS ATTENDANCE. Report missing students to office staff via email or phone if email not available.

DO NOT OPEN THE DOOR FOR ANYONE. Only call the office for vital information.

Instructions for Specific Areas

Physical Education

If inside the building, remain in the gym until an all clear is given. If in the locker rooms, lock the doors and remain there. If outside, proceed to the gym.

Cafeteria

Students should take their trays to rooms as designated by the administration.

Passing Time

Students will be directed to immediately proceed to their next class.

**State the known facts about the situation:
(location & simple situation summary).**

REPEAT 3X

This means there is an urgent concern for the safety of staff and students.

Immediately-Assess and alert others of intruder situation. Determine plan of action.

EVERY PERSON is empowered to decide if they:

Evacuate

- Assess and leave area if safe to do so.
- Quickly go to the nearest and safest exit.
- Evacuate to a rally point.

Lockdown

- **Barricade the door.**
- Spread out in the room.
- Be prepared to evacuate from a non-traditional exit
- Do NOT open the door for anyone.
- Dial 911.

Counter

- Find weapons to distract and put intruder off balance.
- Anything can be used as a weapon.
- Throw items and/or attack intruder.

Do not use cell phones, radios or TV.

Students outdoors should **not** enter the building but should instead safely make their way towards the nearest rally point.

If locked down, wait for further information.

Once at Rally Point:

Await bus arrival to transport students & staff to the Gathering Place.

DO NOT OPEN DOOR FOR ANYONE. Only call the office for vital info.

LISTEN FOR FURTHER INSTRUCTION

- *Be prepared to stay in Lockdown for an extended period of time.*
- *Direction will come from administration, police, fire, or emergency personnel.*
- *You may be directed to move to a safe area in the building or a Rally Point.*
- *If you receive an “ALL CLEAR” from administration, you may return to regular routines.*

CRISIS EVALUATION FORM

Date: ____/____/____

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

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

3. How can these needs be met?

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

9. Are there any staff or student debriefing and/or de-escalation needs? Describe any that are present.
