



Laura Jeffrey Academy – District 4164

Date Adopted by 11/21/2017

Date Revised: 9/17/19

Laura Jeffrey Academy Crisis Management Policy

- I. **PURPOSE:** The purpose of this guide is to provide an aid to the staff of Laura Jeffrey Academy in the management of a crisis situation. Having it in place allows response to an emergency situation in a proactive rather than a reactive manner. This guide provides service training to staff and specific procedures to follow during potential crisis situations. The guide is not all inclusive, but is a plan to give general direction in the event of an emergency. This plan will be reviewed and updated accordingly to fit the needs of the students, staff, and faculty.
- II. **CRISIS INTERVENTION TEAM:** The Crisis Intervention Team's (CIT) purpose is 1) to be used as resource for staff before, during, and after a crisis, 2) to aid students individually and/or assist with small group counseling, and 3) to meet with the parents of the student(s) affected by a crisis to discuss questions and concerns. If needed, the Crisis Intervention Team will reach out to other qualified professionals to assist with counseling students and staff in the event of a crisis situation.

Laura Jeffrey Academy Crisis Intervention Team (CIT)

CIT Lead: Cassandra Quam (cell phone: 630-631-9292)

Terrence Thigpen- Dean of Students (cell phone: 847-452-3049)

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III. GENERAL INFORMATION/SAFETY PROCEDURES:

A. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It designates the individual(s) who will determine when these actions will be taken.
2. Lockdown Procedures. Lockdown procedures will be used in situations that may result in harm to persons inside the school building, such as a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the CIT Lead or designee. The CIT Lead or designee will announce the lockdown over the designated system. Provisions for emergency evacuation should be maintained even in the event of a lockdown. (See Appendix #1 for Lockdown Procedure)
3. Evacuation Procedures. Classroom, building, and campus evacuations may be implemented at the discretion of the CIT Lead or designee. The planning guide includes procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the CIT Lead or designee, as appropriate. Safe areas may change depending on the emergency.

4. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. The CIT Lead or designee will announce the need for sheltering over the designated system.
- B. Additional Procedures.
1. Early School Closure Procedures. The CIT and/or Leadership Team will make decisions about closing any school district building. Such decisions will be made by the team as early as possible. The early school closure procedures describe potential reasons for early school closure (weather-related or a crisis situation), specify how the decision will be communicated to staff, students, families and the school community (including means such as broadcast media, local authorities, or a phone tree), and discuss factors to be considered in closing and reopening a school or school district building. The early school closure procedures will include a process reminding parents and guardians to listen to designated radio and TV stations for school closing announcements, where possible.
 2. Media Procedures. The CIT has the authority and discretion for notifying parents and guardians and the school community in the event of a crisis or early school closure. All staff must refer media contacts to the CIT Lead or designee
 3. Grief-Counseling Procedures. The recommended grief counseling procedures will provide for initiating a grief-counseling plan utilizing available resources such as the school social worker(s), community grief counselors, or others in the community. The grief-counseling procedures will be used whenever determined by the CIT or Leadership Team to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures should include the following steps. (See Appendix #2 Post-Crisis Intervention Procedures for additional details.)
 - a) Meet with school counseling staff to determine the level of intervention for students and staff.
 - b) Designate specific rooms as private counseling areas.
 - c) Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counselors.
 - d) Prohibit the media from questioning students or staff.
 - e) Follow-up with students and staff who receive counseling.
 - f) Resume normal routines as soon as possible.
- C. Facility Diagrams and Site Plans. Laura Jeffrey Academy will have a facility diagram and site plan showing at least the following: the location of primary and secondary evacuation routes, exits, and designated safe areas inside and outside of the building. The facility diagrams and site plans will be available in the school office and in appropriate areas.
- D. Emergency Telephone Numbers. Laura Jeffrey Academy will maintain a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to be involved in resolving a crisis situation. The list will include numbers for agencies such as the police, fire, ambulance, hospital, the Poison Control Center, Macalester security, the public health nurse, mental health/suicide hotlines, and the county welfare agency, so that they may be contacted as appropriate. (Appendix #3)
- E. Personal Safety/Reporting Potentially Hazardous Situations
1. If accidents and resulting injuries are to be minimized, appropriate safety practices and procedures must be incorporated into all school activities.
 2. Staff members must report all job hazards, accidents, and potential hazards promptly to the CIT Lead or designee.
 3. Physical injuries of staff or students should be reported to the CIT Lead.

4. An Incident Report form must be completed on all injuries and submitted on the day of the injury. See the CIT Lead for injury reports and procedures. Copies will be made/shared for CIT Lead and the student/staff files.
- F. General Staff Information
1. Staff members should become familiar with designated safe areas and building exits in their respective areas.
 2. Staff members should plan accordingly for students with special needs. Students with physical disabilities have an evacuation plan which should be followed in an emergency. Student 504 plans and Individual Education Program plans may have specific information about student needs in a crisis.
 3. Staff members having any doubt about the proper and safe procedure for conducting an activity should discuss the procedure with the CIT Lead or designees.

IV. CRISIS AREAS COVERED BY THIS POLICY:

- A. Medical Emergency
- B. Fire
- C. Tornado/Severe Thunderstorm/Indoor Shelter
- D. Flooding/Evacuation
- E. Assault/Fight
- F. Bomb Threat
- G. Demonstration or Disturbance
- H. Hazardous Materials
- I. Intruder/Hostage
- J. Radiological Incident
- K. Serious Injury/Death
- L. Shooting
- M. Suicide
- N. Terrorism (Chemical or Biological Threat)
- O. Weapons

V. CRISIS SPECIFIC PROCEDURES

A. Medical Emergency:

1. Events that would call for activation of our medical emergency team could include the following potentially life threatening situations: major allergic reactions, cardiac &/or respiratory arrest, severe bleeding, multiple injuries involving multiple students &/or staff, any other threatening situation involving staff and students.
2. School staff role in a medical emergency is to provide care to the victim until the first responders arrived. Staff should NOT provide any first aid or other care beyond their training. Staff should comfort the victim and reassure them that medical attention is on the way.
3. In the event of a non-responsive or life threatening injury/illness, staff will do the following:
 - a) Call 911 and send for immediate help (call office).
 - (1) Parents/families will be responsible for all costs incurred, including transport by ambulance if necessary.
 - b) Describe injuries, number of victims and give exact locations

- c) Office will notify administrative staff
 - d) DO NOT move victim(s), especially if you suspect a head or neck injury unless safety is a concern
 - e) Provide comfort and do not support outside your training. Stay with the student
 - f) Provide information to first responders
 - g) Disperse students and other staff
 - h) School office staff/admin will direct first responders to the scene and will assist first responders in gathering information (i.e. health information, emergency information, etc).
 - i) School office staff/admin will call family to notify them of an emergency.
 - j) All staff involved in incident will complete an incident report prior to leaving the building.
4. In the event of a non-life threatening injury/illness, staff will do the following:
 - a) Assess whether student can safely get to the office.
 - b) Call for support-notify the office (office will call for CIT Lead or designee) of incident; give details if student can't be moved.
 5. If student can be moved, support student in getting to the office.
 - a) Clear other students away
 - b) Stay with student; do not leave the student with other students. If needed, send a student to the office for help if you can't get to a phone.
 - c) The designated health staff or administrative staff will support the student once at the office. Parents will be called and given information and receive support as needed. 911 will be called if necessary.
 - (1) Parents/families will be responsible for all costs incurred, including transport by ambulance if necessary.

B. Fire

1. School preparation before the emergency:
 - a) Designate a safe area away from the building and away from fire lanes. The facility diagram and site plan will be available in appropriate areas of the building showing the most direct evacuation routes to the designated safe areas.
 - b) Teachers and staff will be trained regarding the primary emergency evacuation routes and alternate routes from various points in the building.
 - c) The school will conduct fire drills which include practicing how to move safely using both primary evacuation routes.
 - d) Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g., lunchtime, recess, and during assemblies). State law requires a minimum of five drills each school year. (Appendix #4 Crisis Drill Schedule)
 - e) A record of fire drills conducted at the building will be maintained in the school office.
2. During the emergency:
 - a) Any student, faculty or staff member detecting smoke or fire in the building should contact the CIT Lead and sound the nearest alarm, which will activate the evacuation procedure. The Emergency Medical Services (EMS) will be automatically notified when alarm is sounded.
 - b) The CIT Lead should await the fire department providing directions to the scene of the fire.
3. Evacuation Procedure:
 - a) When the alarm is sounded, staff will follow the process according to their

classroom "Safety Procedure" Map located in their classrooms. (Appendix #5)

- b) DO NOT LOCK ANY DOORS.
- c) In order to avoid crowding, panic, and possible tragedy use your designated exit only and no other unless it is blocked by debris, smoke or fire.
- d) Once outdoors, proceed to your designated areas.
- e) From this location, you will be advised when it is safe to re-enter the building. It is very important that you take your class roster with you and that while outside account for all your students and keep your students together.

4. Evacuation of Students Needing Assistance

- a) Special Education teacher and Education Assistant will assist student in safely exiting the school building.
 - (1) If appropriate, student will be carried in a two-person lift down the stairs to the sidewalk on Summit Avenue or will be carried using a two-person blanket with handles down the stairs to the sidewalk on Summit Ave.
 - (2) If able, another staff person will bring the student's wheelchair down the stairs and outside so student can use upon exiting.
- b) Students will proceed out the hallway doors as designated by the classroom they are in. If it is deemed safer and faster, the special education staff may exit the building from the main entrance doors in the alley and proceed to the public parking lot.

C. **Tornado/Severe Thunderstorm/Indoor Shelter:** These procedures are for any weather situation in which students and staff should remain in the building and seek shelter.

1. School preparation before the emergency:

- a) The school will identify both potential problem areas on the campus and areas with the highest degree of safety for students and staff. *Unsafe* areas include rooms with large unsupported roof spans, large windows, or rooms located where they will receive the full force of the wind such as upper floor gymnasiums and auditoriums. *Safe* areas include small rooms with few windows, on the lowest floor of the building, and at the interior of the building, such as restrooms, locker/shower areas, basement gymnasiums, hallways, and closets.
- b) Facility diagrams will be prepared for each classroom/office/work area showing the most direct evacuation route to the safest areas of the building. (Appendix #5)
- c) Provide training to appropriate staff, including the crisis response team, on how to deal with inoperative communication systems, absence of natural light in a power outage, inoperative devices in a building with students who have special needs, and inoperative refrigeration systems, alarms, heating and cooling systems.
- d) Review "drop and tuck" procedures with students.
- e) Keep a record of all tornado drills performed at the building in the school office.

2. Procedures when a tornado/severe thunderstorm watch has been issued: (A tornado/severe thunderstorm watch is issued when weather conditions are prime for the formation of a tornado or severe thunderstorm, but none have been spotted so far.)

- a) Monitor Emergency Alert Stations.
- b) Bring all persons inside the building. Keep students, staff, and visitors inside the building.
- c) Close windows and blinds.
- d) Review tornado drill procedures and the location of the closest safe areas.

(1) Tornado Drill Procedures:

(a) Exit the classroom and go to assigned hallway.

(i) 2nd Floor STEM/Wellness hallway sit along both sides of the hallway immediately outside of classrooms.

(ii) 3rd floor rooms proceed down north stairwell to 2nd floor main hallway.

(iii) 2nd Floor LASS/Art/Music hallway proceed to the basement.

(iv) Basement rooms stay in basement.

(b) Have students sit on the floor facing the wall with their hands on top of their head.

(c) Close shades on windows.

(d) It's safest in interior spaces as far from windows as possible.

(e) Close all classroom and hallway double doors.

3. Procedures when a tornado warning has been issued: (A tornado/severe thunderstorm warning is issued when a tornado or severe thunderstorm has developed and has been spotted in the area. This is a more imminent threat.)

a) Evacuate unsafe classrooms and offices. Teachers take class rosters.

(1) Close shades on windows.

(2) Close all classroom and hallway double doors.

b) Move along inside walls to the safest areas of the building.

(1) 2nd Floor STEM/Wellness hallway sit along both sides of the hallway immediately outside of classrooms.

(2) 3rd floor rooms proceed down north stairwell to 2nd floor main hallway.

(3) 2nd Floor LASS/Art/Music hallway proceed to the basement.

(4) Basement rooms stay in basement.

c) Have students sit on the floor facing the wall with their hands on top of their head.

d) Account for all students and staff. Report any missing students or staff to the CIT Lead or designee, when it is safe to do so.

e) Members of the CIT team will monitor any changes in the weather.

f) Remain in the safe area in the tuck position until the warning expires or emergency response personnel have issued an all-clear signal.

4. Procedures after the emergency:

a) Notify Macalester security if a break is suspected in the building gas, water, or electrical lines.

b) Check utilities and electrical devices for damage due to any outage.

D. **Flooding/Evacuation:** (These procedures are for any weather situation which requires students and staff to evacuate the building.)

1. Procedures for the CIT Lead or designee if a building is in an area where a flood watch has been issued:

a) Monitor weather conditions by using weather alert radios, an AM/FM radio, or contact local emergency management officials regarding the emergency condition.

b) Keep staff posted of changes or emergencies.

c) Review evacuation procedures with staff and prepare students.

d) Check relocation centers and secure transportation to them.

2. Procedures for buildings in an area where a flood warning has been issued:

a) If advised by local emergency management officials to evacuate, do so immediately.

b) Follow evacuation procedures; teachers take class rosters.

- c) Notify Macalester security to turn off utilities in the building and lock the doors.
- d) Take attendance after evacuation to the shelter. Report any missing students to the CIT Lead or designee.
- e) Notify parents or guardians as needed.
- f) Stay with the students until released to a parent or guardian.

E. Assault/Fight:

1. Ensure the safety of all students and staff.
2. Notify response team and other staff as needed.
3. Notify EMS and law enforcement if necessary.
4. Approach in a calm and controlled manner. If possible, address involved parties by name and use a distraction to defuse the situation.
5. Control the scene and demand the involved parties to stop; clear onlookers.
6. Contact CPR/first aid certified persons in the building to handle medical emergencies until EMS/law enforcement arrive, if necessary.
7. Escort involved parties to office or other location keeping them away from each other and other students.
8. Seal off area to preserve evidence.
9. Do not leave victim alone.
10. Notify parent/guardians.
11. CIT Lead and designee(s) will investigate by means such as obtaining statement from involved parties and witnesses; deal with the situation in accordance with school discipline and harassment policies, as appropriate.
12. Notify law enforcement, as appropriate, if a weapon was used, the victim has a physical injury causing substantial pain or impairment, or the assault involved sexual contact.
13. Assess counseling needs and implement post-crisis procedure as needed.
14. Encourage mediation or restorative measures as appropriate.
15. Debrief with staff.

F. Bomb Threat:

1. Procedures for bomb threat recipient:
 - a) *If you receive a bomb threat by written message*, preserve the note for the police by touching it as little as possible and placing it in a document protector or plastic bag, if available. Go to Step 2.
 - b) *If you receive a bomb threat by telephone*:
 - (1) Record exactly what the caller says. Activate caller ID where available. Complete the "Checklist for Telephone Threats" (Appendix #6)
 - (2) Remain calm, be firm, keep the caller talking. Listen carefully to the caller's voice, speech patterns, and to noises in the background.
 - (3) After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
2. Notify the CIT Lead or designee.
3. The CIT Lead or designee will immediately notify the police so they can sweep the building for a bomb.
4. DO NOT activate the fire alarm since the noise may detonate some bombs. A public address announcement should be made to initiate building evacuation; do not mention "bomb threat."
5. Students and staff may be evacuated from the building and proceed to the designated safe area away from the building. Close the classroom door but leave it unlocked. Teachers take class rosters. Once evacuated, roll call should be taken. Notify the CIT Lead or other member of response team if any missing students or staff.
 - a) The first adult outside will scan the area for suspicious activity.

6. If the bomb threat message contained a specific time of detonation, the buildings will not be cleared for reentry until a significant period of time has lapsed after that time, no matter how thorough a check was conducted.
 7. When reentry is permitted, staff should once again visually inspect their classrooms and work areas for unusual items before allowing students to enter.
 8. Parents will be notified in writing and/or robocall immediately that a bomb threat was received and what procedures were followed. Parents wishing to pick up their children immediately may do so after the space is completely secure.
 9. The CIT Lead or designee will be the official spokesperson throughout the emergency.
 10. Any request from the media or parents regarding this crisis must be referred to the CIT Lead/Leadership Team.
- G. **Demonstration or Disturbance:** These procedures are for dealing with anyone causing or participating in a demonstration or disturbance at the building: individual students, student groups, or outside individuals or groups not associated with the building.
1. Notify the CIT Lead or designee of the disturbance.
 2. During the disturbance, the CIT Lead will:
 - a) Ask the demonstrators to disperse.
 - b) Notify the local law enforcement agency, if necessary.
 - c) Contain the disturbance by sealing off the area, to the extent possible.
 - d) Secure the building utilizing non-emergency lockdown, if necessary.
 - e) Relocate people involved in the disturbance to an isolated area, to the greatest extent possible.
 3. During the disturbance, teachers should:
 - a) Keep students in classrooms and lock the door (non-emergency lockdown). Do not allow students out of the classroom until the CIT Lead or designee gives an all-clear signal.
 - b) Make a list of students absent from class.
- H. **Hazardous Materials:** If a major chemical accident necessitates student and staff evacuation, the fire department or other appropriate agency will be consulted and may take command and control of the situation.
1. Procedures for reporting chemical accidents should be posted at key locations (i.e., chemistry labs, art rooms, pool area, janitorial closets). The school must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff are aware of where to access these sheets in the case of a chemical accident.
 2. Procedures for on-site chemical accidents:
 - a) Determine the name of the chemical, where it is located, and whether or not it is spreading rapidly. Attempt to contain the spill or area around it. Close doors. School personnel should not attempt to clean up or remove the spill – leave that for trained personnel. Refer to the M.S.D.S. for guidance.
 - b) Notify the CIT Lead or designee about the accident.
 - c) Relocate students and staff to safe areas, upwind of the accident. Teachers bring the class roster. Take roll call and immediately report any missing students to the building administrator.
 - d) Call 911 (the fire department will contact the local hazardous materials team).
 - e) Seek treatment for any students or staff exposed to the chemical through inhalation, skin exposure, swallowing, or eye exposure. Notify parents/guardians of exposed students.

- f) Designate a staff member to meet with fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
 3. Procedures for off-site chemical accidents:
 - a) When evacuation of the area is necessary, students and staff will be directed to a specific relocation area by local emergency management officials involved.
 - b) If students are evacuated, notify parents and guardians.
 - c) Evacuation may be made to a relocation center designated in advance by the CIT if a specific alternative assignment is not made by response agency officials.
- I. **Intruder/Hostage:** Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without a legitimate purpose. It may be a law enforcement agency who notifies the school of the dangerous situation, or it may be school personnel who first recognize the danger.
 1. Implement lockdown procedures when necessary to secure the school building, to keep students inside and keep the danger outside of the building away from students and staff.
 2. Procedures for the staff member who sees an unauthorized intruder:
 - a) If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.
 - b) Greet the intruder and identify yourself.
 - c) Ask the intruder to identify them self and to state what is the purpose of their visit.
 - d) Inform the intruder that all visitors must register at the main office.
 - e) If the intruder's purpose is not legitimate, ask them to leave and accompany intruder to exit if possible, or arrange for someone else to accompany the intruder.
 - f) If the intruder refuses to leave or is a repeat offender, warn them of the consequences of staying on school property. Inform them that the police will be contacted.
 - g) If the intruder still refuses to comply, notify CIT Lead or designee and give as complete a description of the person as possible.
 - h) Walk away from the intruder if the intruder indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Monitor the intruder leaving campus, if possible.
 - i) Call 911 and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).
 3. Witness to a hostage situation:
 - a) If the hostage taker is unaware of your presence, do not intervene.
 - b) Call 911 immediately, if possible. Give the dispatcher details of the situation, ask for assistance from the hostage negotiation team.
 - c) Seal off the area near hostage situation, to the extent possible.
 - d) Notify CIT or designee who may elect to evacuate the rest of the building.
 - e) The police or hostage negotiation team will assume command and control of the situation when they arrive.
 4. If taken hostage:
 - a) Follow instructions of the hostage taker.
 - b) Try not to panic. Calm students if they are present.
 - c) Treat the hostage taker as normally as possible. Be respectful. Ask permission to speak. Do not argue or make suggestions.
 5. Procedures after the emergency:

- a) Designate a spokesperson to handle media calls, questions, and contacts.
- b) Prepare a news/information release, as appropriate.
- c) Prepare a parent and guardian letter/robocall, as appropriate.
- d) Hold an information meeting with all staff.
- e) Initiate the grief-counseling plan, if appropriate.

J. Radiological Incident

1. The CIT will notify staff if an accident/incident has occurred that affects the ability of students to return to their homes (if they live within the 10-mile radius of an affected nuclear power plant).
2. The CIT Lead will activate procedures for the release of students to the emergency contact person, as established by the parent(s) and guardian(s) at the beginning of the school year, or keep students at the school building until a parent or guardian or designee picks them up.
3. Teachers stay with the students until an authorized individual picks them up, if they are not going to an alternate (emergency) location.

K. Serious Injury/Death:

1. Serious Injury:
 - a) Call 911, but do not leave the victim unattended.
 - (1) Parents/families will be responsible for all costs incurred, including transport by ambulance if necessary.
 - b) Call office who will notify CIT and CPR/first aid certified staff.
 - c) Utilize CPR certified member of the LJA Staff.
 - d) Clear onlookers and isolate the victim.
 - e) Initiate non-emergency lockdown until the victim is removed from the building.
 - f) Perform preliminary first aid, if trained.
 - g) Do not move the victim unless an immediate emergency situation dictates evacuation.
 - h) Designate a staff person to accompany the injured or ill person to the hospital.
 - i) Administrative follow-up may include the following:
 - (1) Notify parent(s) or guardian(s) of an injured or ill student or a family member of an injured or ill employee.
 - (2) Determine method of informing staff, students, and parents, if appropriate.
 - (3) Prepare an accident report.
 - (4) Initiate the grief-counseling plan, if appropriate.
 - (5) Prepare a news media release, if appropriate.
2. Death outside of school:
 - a) Verify information
 - b) Notify CIT
 - c) Determine method of informing staff, students, and parents, if appropriate. (Social work staff will meet with the student's friends and coordinate with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss.)
 - d) Initiate the grief-counseling plan, if appropriate.
 - e) Prepare a news media release, if appropriate.

L. Shooting: These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder or from participants in a demonstration.

1. Procedures for staff and students if a person threatens with a firearm or begins shooting:

- a) Students and staff outside the school building, should stop, drop and remain still until directed to move by a staff member. (If recess staff deems it safe, they should instruct students to gather on the sidewalk in front of the Macalester house.)
- b) Initiate lockdown procedure. (Appendix #1)
- 2. Procedures for the CIT Lead or designee if a person threatens with a firearm or begins shooting:
 - a) Assess the situation as to:
 - (1) Shooter's location,
 - (2) Injuries, and
 - (3) Potential for additional shooting.
 - b) Call 911 and give them as much detail as possible about the situation.
 - c) Secure the school building, if appropriate.
 - d) Assist students and staff in evacuating from immediate danger to a safe area.
 - e) Care for the injured to the extent practicable until emergency personnel arrive.
 - f) Refer media calls, contacts, and questions to the CIT Lead or designee.
 - g) CIT Lead and Leadership Team will prepare a news or information release.
 - h) Notify parents and guardians per school policies, if appropriate.
 - i) Hold an information meeting with all staff, if appropriate.
 - j) Initiate the grief-counseling plan, if appropriate.

M. Suicide

- 1. Procedures for a suicide threat
 - a) Consider any student reference to suicide as serious.
 - b) Do not leave the student alone.
 - c) Notify the social worker or CIT Lead or designee immediately.
 - d) Stay with the student until suicide intervention staff (social work and/or CIT Lead or designee).
 - e) Develop a safety plan and complete Suicide Risk Assessment with the student and parent/guardian(s). This plan may include calling paramedics for immediate transport of student to the Emergency Room in the event that the Suicide Risk Assessment is scored at a high level of concern.
 - f) Provide appropriate referral(s) to parent/guardian(s). Social worker will be responsible for communication with the treatment team in the case that student receives inpatient care. Follow-up with family to ensure that student is receiving outside services as appropriate.
 - g) Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.
 - h) If the parent/guardian(s) are resistant or deny the seriousness of the situation, Child Protection (651-266-4500) should be called.
 - i) Follow-up with family to ensure that student is receiving outside services as appropriate.
 - j) Monitor student when they return to school.
 - k) Debrief/counsel with other student(s) who may have heard the suicide threat; provide referrals when appropriate.
 - l) Document all actions taken.
- 2. Procedures for a suicide attempt:
 - a) Intervene prior to an attempted suicide, as appropriate. Try to calm the suicidal person.

- b) Prevent others from witnessing a traumatic event, if possible. Isolate the suicidal person or victim from other persons. Remain calm and reassure students.
- c) Call 911 if the person needs medical attention, dies, has a weapon, or needs to be restrained.
 - (1) Parents/families will be responsible for all costs incurred, including transport by ambulance if necessary.
- d) Notify the social worker, CIT Lead or designee, or appropriate crisis intervention or mental health hotline.
- e) Administer First Aid if needed.
- f) Stay with the person until counselor/suicide intervention arrives. **DO NOT LEAVE A SUICIDAL PERSON ALONE.**
- g) Designate a responsible adult to meet with emergency personnel upon arrival.
- h) The social worker or CIT Lead or designee will notify the parent(s) or guardian(s) if the suicidal person or victim is a student, or a family member if the person is a staff member.
- i) Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision
- j) If the parent(s) or guardian are resistant or deny the seriousness of the situation, Child Protection (651-266-4500) should be called.
- k) Provide appropriate referral(s) to parent/guardian
- l) Follow-up with family to ensure that student is receiving outside services as appropriate
- m) Determine method of notifying students, staff and parents, as appropriate.
- n) Debrief/counsel with other student(s) who may have witnessed the suicide attempt; provide referrals when appropriate
- o) Initiate the grief-counseling plan, if appropriate.
- p) Monitor student when s/he returns to school
- q) Document all actions taken.

N. Terrorism (Chemical or Biological Threat)

1. Upon receiving a chemical or biological threat phone call:
 - a) Complete the "*Chemical/Biological Threat Phone Report*" (Appendix #7) and "*Checklist for Phone Threats.*" (Appendix #6)
 - b) Listen closely to the caller's voice, speech patterns, and to noises in the background.
 - c) After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
 - d) Notify the CIT Lead or designee who is(are) responsible for notifying the local law enforcement agency.
 - e) The CIT may order an evacuation of all persons inside the school building, or other actions, per school district policies.
 - f) If evacuation occurs, teachers should take the class roster.
2. Upon receiving a chemical or biological threat letter:
 - a) Minimize the number of people who come into contact with the letter by immediately limiting access to the area in which the letter was discovered.
 - b) Seal the letter in a zip-lock bag or another envelope.
 - c) Call 911 first and follow any recommended follow up steps/calls.
 - d) Separate "involved" people from the rest of the students and staff for investigation. Involved people are those who had direct contact with the letter or were in the immediate area when the letter was opened.
 - e) Remove "uninvolved" people from the immediate area. Uninvolved people had no contact with the letter and were not in the immediate area when the letter was opened.

- f) Ask “involved” people to remain calm until emergency response officials arrive.
 - g) Ask “involved” people to minimize their contact with the letter and the surrounding area; the area should now be considered a crime scene. Get advice of emergency response officials regarding decontamination and change of clothing for persons who opened or handled the letter without gloves.
3. Evacuation procedures:
- a) The CIT should notify staff and students of evacuation.
 - b) Lead students calmly to the nearest designated safe area away from the school building.
 - c) Teachers take roll call after the evacuation. Immediately report any missing students to the CIT Lead or designee.
 - d) Students and staff who were “involved” in receiving the threat (by telephone or letter) will be evacuated as a group, separate from “uninvolved” students and staff.
 - e) The CIT Lead or designee will announce the termination of the emergency after consulting with emergency response officials.
 - f) Notify parents and guardians as needed.
 - g) Notify the media per school policies, if appropriate.

O. Weapons

1. If a student or staff member is aware of a weapon brought to school:
 - a) Immediately notify CIT Lead or designee. If the weapon is believed to be a gun, call 911.
 - b) Tell them the name of the person suspected of bringing the weapon, where the weapon is located, if the suspect has threatened anyone, or any other details that may prevent the suspect from hurting someone or himself or herself.
 - c) If a teacher suspects that a weapon is in the classroom, they should confidentially notify a neighboring teacher or member of CIT. Do not leave the classroom.
2. Procedures for the CIT Lead or designee if a weapon is suspected:
 - a) Call the local law enforcement agency if a weapon is reasonably suspected to be in the building or on school grounds, if appropriate.
 - b) Ask another staff member to join in questioning the suspected student or staff member.
 - c) Isolate the suspect from the weapon, if possible. If the suspect threatens with the weapon, do not try to disarm the suspect. Back away with arms up. Stay calm.
 - d) Accompany the suspect to a private office and wait for local law enforcement agents.
 - e) Inform the suspect of their rights before you conduct a search of their property, if appropriate.
 - f) Document the incident and report it, if appropriate.
 - g) Notify parents or guardians if the suspect is a student and explain to them why a search was conducted and the results of the search.

1. If you hear, 'We are in a LOCKDOWN' over the intercom or an administrator announces the lockdown in person:
 - a. Everyone is to stay where they are.
 - b. Staff are to:
 - i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - ii. Lock the door.
 - iii. Turn out lights and computer monitors
 - iv. Close and lock windows, pull down window blinds.
 - v. Locate students away from the door and windows.
 - vi. Have students crouch/sit down on the floor and remain quiet. Students unable to crouch down may use a low chair.
 - vii. Staff write down a list of all students and adults in the room.
 - c. Physical Education classes being held in the gym should move into the PE storage/office area and follow the same procedures above.
 - d. During lunch, students can be move into the PE storage/office/kitchen/changing room area and/or nearest classrooms.
 - e. Students and staff outside the school building, should stop, drop and remain still until directed to move by a staff member. (If recess staff deems it safe, they should instruct students to gather on the sidewalk in front of the Macalester house.)
 - f. Students and staff in the bathrooms should move to a stall, lock it and stand on the toilet.
 - g. Anyone in the hallway should move to the closest classroom immediately.
 - h. Anyone in an office or other room in the building should follow the same procedures as above.

2. Stay in safe areas until directed by law enforcement or an administrator to move or evacuate. Never open doors during a lockdown, DO NOT respond to anyone at the door. Law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.

3. Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.

4. When or if students are moved out of the classroom, law enforcement or administrators will direct them to a safe location or our evacuation. Assist students in moving as quietly and quickly as possible. Take the attendance list so all students can be accounted for afterwards.

5. When the threat is over/the intruder has left the building, the building administrator announces 'all clear' over the PA system.

In a non-emergency lockdown, teachers are to sweep the hallways, bringing into their classroom any students in the hallway, lock their doors and continue teaching until notified that the lockdown is over.

POST-CRISIS INTERVENTION PROCEDURES

- Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- Provide post-crisis briefings (information about the crisis that occurred) to staff, students, and families as appropriate (unless crisis information is confidential).
- Interventions to follow the crisis:
 - Defusing-Provide defusing sessions for anyone that witnessed the crisis or may have felt its immediate impact (in schools, usually includes students and staff) as quickly as possible after the emergency. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. *Defusing should be conducted by the social worker or other trained individuals.
 - Debriefing-Conduct post-crisis debriefing 2-4 days after the emergency. These debriefings can be done individually or in a group (depending on the crisis and the number of students and staff affected). The debriefings are discussions designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified, depending on the developmental level of those involved (depending on whether they're students or staff). *Debriefing should be conducted by the social worker or other trained individuals.
- Provide on-going support as necessary for staff, students, and families.

POLICE	St. Paul Police (Non-emergency) St. Paul Police (emergency) Sex Crimes Unit	651-291-1111 911 651-266-5685
FIRE	St. Paul Fire Station #14 111 N Snelling St. Paul Fire Department (emergency)	651-646-1748 911
AMBULANCE		911
CHILD ABUSE	Prevent Child Abuse MN	651-523-0099
NATIONAL CRISIS & SUICIDE HOTLINE		1-800-273-8255
NATIONAL HOPELINE NETWORK		1-800-784-2433
HOSPITAL	United Hospital Regions Hospital	651-241-8000 651-254-3456
MENTAL HEALTH	Children's Mental Health 165 Western Ave S St. Paul, MN	651-644-7333
RAMSEY COUNTY MENTAL HEALTH CRISIS LINE		651-774-7000
RAMSEY COUNTY CHILDREN'S MENTAL HEALTH CRISIS LINE		651-290-8999
POISON CONTROL		1-800-222-1222
MACALESTER SECURITY		651-696-6555
MACALESTER FACILITIES		651-696-6278.



Dates of Crisis Drills 2019-20 School Year

Date	Drill	Time
9/19/19	Fire drill	9:30am
10/1/19	Fire drill	11:00am
10/14/19	Fire drill	9:30am
11/6/19	Lockdown drill	1:00pm
11/22/19	Lockdown drill	2:00pm
12/12/19	Lockdown drill	10:09am
1/15/20	Lockdown drill	1:00pm
3/17/20	Tornado drill	2:30pm
2/10/20	Lockdown drill (non-emergency)	2:00pm
4/17/20	Fire drill	9:30am
5/19/20	Fire drill	11:00am

Safety Procedures

West Hallway

- Operations Room 217

Fire – Use exit at the end of hallway across from the Art classroom, take the stairs down to exit the building. Line-up on the sidewalk in front of the Macalester house.

Tornado – Exit towards the office and proceed to the basement via the South (alley) stairs.

- LASS Room 218

Fire – Proceed to South stairwell toward the main alley doors, take the stairs down to exit the building. Walk through the LJA parking lot to the Summit Ave sidewalk. Class should line-up on the sidewalk in front of the Church.

Tornado – 2nd Floor LASS/Art/Music hallway proceed to the basement via the South (alley door) stairs.

- LASS Room 219

Fire – Proceed to South stairwell toward the main alley doors, take the stairs down to exit the building. Walk through the LJA parking lot to the Summit Ave sidewalk. Class should line-up on the sidewalk in front of the Church.

Tornado – 2nd Floor LASS/Art/Music hallway proceed to the basement via the South (alley door) stairs.

- Music Room 220

Fire – Proceed North towards the end of the hallway/Art classroom, take the stairs down to exit the building. Class should line-up on the sidewalk in front of the Macalester house.

Tornado – 2nd Floor LASS/Art/Music hallway proceed to the basement via the South (alley door) stairs.

- Art Room 221

Fire – Use exit directly across from classroom, take the stairs down to exit the building. Class should line-up on the sidewalk in front of the Macalester house.

Tornado – 2nd Floor LASS/Art/Music hallway proceed to the basement via the South (alley door) stairs.

- Operations Office

Fire – Use exit at the end of hallway across from the Art classroom, take the stairs down to exit the building. Line-up on the sidewalk in front of the Macalester house.

Tornado – 2nd Floor LASS/Art/Music hallway proceed to the basement via the South (alley door) stairs.

East Hallway

- Main Office

Fire – Proceed North towards the end of the hallway/Gymnasium, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Make sure the double doors of main hallway are closed then, proceed to the basement via the South (alley door) stairs.

- Staff Room 202

Fire – Proceed North towards the end of the hallway/Gymnasium, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Sit on the floor along both sides of the hallway immediately outside of room.

- STEM 5/6 Room 203

Fire – Proceed North towards the end of the hallway/Gymnasium, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Sit on the floor along both sides of the hallway immediately outside of classroom.

- STEM 7/8 Room 213

Fire – Use exit directly across from classroom, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Sit on the floor along both sides of the hallway immediately outside of classroom.

- Health Room 214

Fire – Proceed North towards the end of the hallway/Gymnasium, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Sit on the floor along both sides of the hallway immediately outside of classroom.

- Gymnasium/Cafeteria

Fire – Proceed to stairwell located immediately outside of the main Gymnasium/Cafeteria entrance, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Sit on the floor inside the kitchen or in the main hallway.

3rd Floor

- South Eagle's Nest Office (Cultural Liaison)

Fire – Exit to the third floor main hallway and proceed towards the end of the hallway/bathrooms, take the stairs down to exit the building. Line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Exit to the third floor main hallway and proceed down North (bus) stairwell to the 2nd floor main hallway.

- Special Education Rooms 309 and 310

Fire – Proceed North towards the end of the hallway/bathrooms, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Proceed down North (bus) stairwell to the 2nd floor main hallway.

- Media Room Room 311

Fire – Proceed North towards the end of the hallway/bathrooms, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Proceed down North (bus) stairwell to the 2nd floor main hallway.

- North Eagle's Nest Office (Speech/OT)

Fire – Take the North (bus) stairs down to exit the building. Line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Proceed down North (bus) stairwell to the 2nd floor main hallway.

- Meeting Room 307 (old 5/6 Math)

Fire – Proceed North towards the end of the hallway/bathrooms, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Proceed down North (bus) stairwell to 2nd floor main hallway.

- Computer Lab

Fire – Proceed North towards the end of the hallway/bathrooms, take the stairs down to exit the building. Class should line-up on the sidewalk in front of St. Paul's Episcopal Church.

Tornado – Proceed down North (bus) stairwell to 2nd floor main hallway.

Basement

- All Basement Rooms (7/8 Math, Social Work Offices, Math Tutoring Rm)

Fire-Proceed to South stairwell toward the main alley doors, take the stairs up to exit the building. Walk through the LJA parking lot to the Summit Ave sidewalk. Class should line-up on the sidewalk in front of the Church.

Tornado - Sit in the hallway outside your classroom.

Check List for Telephone Threats

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

Remain calm

Do NOT hang up. Keep the caller on the line as long as possible and listen carefully.

Ask the following questions:

- **Where is the bomb?**
- **When will it explode or be activated?**
- **What does it look like?**
- **What kind of bomb or hazard?**
- **What is your name?**
- **Did you place the bomb here? Why?**
- **Where are you?**

Exact wording of threat: _____

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

Caller ID information:

Male	Female	Adult	Juvenile	Age
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Caller's Voice:

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

Background noise:

Voices	Airplanes	Street	Trains	Quiet
Bells	Clear	Static	Animals	Party
Vehicles	Horns	Music	Motor	Phone booth

Threat Language:

Well-spoken	Foul	Taped	Incoherent	Irrational	Read from script
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Did caller indicate knowledge of the building? Give specifics: _____

Person Receiving Call: _____

Phone number where called received: _____

CHEM-BIO THREAT RECORD

Exact time of call: _____ a.m. / p.m.

Phone number where call was received: _____

Person receiving call: _____

Exact words of caller:

Questions to ask caller:

- When will the event occur? _____
- What is the chem/bio agent being used? _____
- What type of delivery system will be used? _____
- Where is the device located? _____
- What does the device look like? _____
- How will the device be activated? _____
- Who placed the device? _____
- Why was did you pick this facility? _____
- Is there a specific target? _____
- What is your name? _____
- What is your address? _____
- From where are you calling? _____

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

<input type="checkbox"/> Calm	<input type="checkbox"/> Disguised	<input type="checkbox"/> Nasal	<input type="checkbox"/> Angry	<input type="checkbox"/> Accent	<input type="checkbox"/> Broken	<input type="checkbox"/> Stutter	<input type="checkbox"/> Slow	<input type="checkbox"/> Sincere
<input type="checkbox"/> Loud	<input type="checkbox"/> Lisp	<input type="checkbox"/> Rapid	<input type="checkbox"/> Giggling	<input type="checkbox"/> Deep	<input type="checkbox"/> Slurred	<input type="checkbox"/> Crying	<input type="checkbox"/> Squeaky	<input type="checkbox"/> Excited
<input type="checkbox"/> Stressed	<input type="checkbox"/> Normal							

- If voice is familiar, whom did it sound like? _____

Other Information:

Describe all background noises: _____

Additional Comments: _____
