

***RENVILLE COUNTY***

***SCHOOL DISTRICT***

**Emergency  
Action Plan**

# TABLE OF CONTENTS

## Emergency Procedures

ASSAULT .....	3
BOMB THREAT .....	4-5
<i>Bomb Threat Report Form</i> .....	<i>6-7</i>
BEHAVIORAL HEALTH INTERVENTION.....	8
CIVIL DISTURBANCE / FIGHT .....	9
DEMONSTRATION.....	10
DUCK / COVER / HOLD ON .....	11
EVACUATION / RELOCATION .....	12-13
EXPLOSION .....	14
FIRE .....	15
<i>Fire Drill and Procedure</i> .....	<i>16</i>
<i>Evacuation Plan</i> .....	<i>17</i>
HAZARDOUS MATERIALS .....	18-19
HOSTAGE.....	20
INTRUDER.....	21-22
LOCKDOWN WITH WARNING.....	23
LOCKDOWN WITH ARMED INTRUDER.....	24-25
MEDICAL EMERGENCY .....	26
MEDIA PROCEDURES.....	27-28
MISSING STUDENT .....	29-30
REVERSE EVACUATION .....	31
SEXUAL ASSAULT.....	32
SHELTER-IN-PLACE .....	33
SHOOTING .....	34
STUDENT REUNIFICATION / RELEASE .....	35
SUICIDE THREAT OR ATTEMPT .....	36
SUSPICIOUS PACKAGE OR MAIL: CHEMICAL OR BIOLOGICAL.....	37-38
TERRORISM.....	39-40
THREAT .....	41-42
<i>In-Person Threat Checklist</i> .....	<i>43</i>
<i>Written Threat Checklist</i> .....	<i>44</i>
<i>Suspicious Package Checklist</i> .....	<i>45</i>
<i>Telephone Threat Checklist</i> .....	<i>46-47</i>
TORNADO / SEVERE WEATHER .....	48-49
TORNADO PROCEDURES AND SHELTERS.....	50
WEAPONS.....	51
EMERGENCY TELEPHONE NUMBERS.....	52
<i>Specialized Services Telephone Numbers</i> .....	<i>53</i>
SAMPLE: DRILL SCHEDULE AND LOG .....	54
SAMPLE: AFTER ACTION REPORT FORM .....	55
EMERGENCY GO-KITS .....	56-57
MINNESOTA LAWS REGARDING SCHOOL SAFETY .....	58-70

# ***ASSAULT***

## Critical Information

An assault is the intentional infliction or attempt to inflict bodily harm upon another person.

- Understand that violence is time-lined: Early intervention may reduce or eliminate the escalation of the incident.

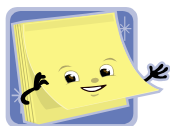
### **When an assault occurs:**

#### **STAFF**

- Notify building administration
- Ensure the safety of students and other staff
- Staff should work as a team in response
- Use a calm voice and low tones when addressing the assailant
- If behavior escalates, shout “Stop” after which continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties
- **DO NOT leave the victim alone**
- Seal the area to preserve evidence for law enforcement
- Identify the assailant by name and description
  - Clothing, height, weight, etc.
- If assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide vehicle description and license plate number to law enforcement
- Identify any witnesses

#### **BUILDING ADMINISTRATION**

- Call 911 to notify law enforcement and emergency services
- Provide type and number of injuries
- Advise if the assailant is still in the building or on school property
- Provide the name and description of the assailant
- If the assailant has left, provide the direction of travel and vehicle description
  - Vehicle type, description and license plate number
- Consider lockdown procedures
- Notify parents or legal guardians of the students involved
- Document all actions taken by staff and complete incident reports



#### [Minnesota State Statute 121A.582 Subdivision 1. Student Discipline; Reasonable Force Standard.](#)

- (a) A teacher or school principal, in exercising the person’s lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

# ***BOMB THREAT***

## Critical Information

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

### **When an bomb threat occurs:**

#### **STAFF**

- Notify building administration
- Preserve evidence for law enforcement
- If the threat is written, place note in paper envelope to preserve fingerprints
- If the threat is written on a wall, take photographs of the threat
- If the threat was received by telephone, document all relevant information
  - See ***Bomb Threat Report Form***
- Complete ***Bomb Threat Report Form***

#### **BUILDING ADMINISTRATION**

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

### **If the bomb threat is determined to be credible:**

#### **BUILDING ADMINISTRATION**

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

## STAFF

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

## If Evacuation Procedures are Initiated:

### BUILDING ADMINISTRATION

- Notify staff via phone system, hardwired PA system or by messenger
- **Do Not use cell phones, radios or fire alarm system** because of risk of activating a device
- Ensure activation routes and area(s) are clear of suspicious items
  - Alter evacuation routes as necessary

### STAFF

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

# ***BOMB THREAT REPORT FORM***

**INSTRUCTIONS: BE CALM, COURTEOUS AND LISTEN  
- DO NOT INTERRUPT THE CALLER -**

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Time: \_\_\_\_\_ am pm

Your Name: \_\_\_\_\_

Caller's Identity:    Male                      Adult                      Estimated Age: \_\_\_\_\_  
                                 Female                      Juvenile

Origin of Call:    Local                      Long Distance                      Caller ID Info: \_\_\_\_\_

Caller ID Info: \_\_\_\_\_

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

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

**Accent:**    Local    Not Local    Foreign    Race or Region? \_\_\_\_\_

Is the Voice Familiar?    **YES**    **NO**    Who does it sound like? \_\_\_\_\_

**Background Noises (circle all that apply)**

Voices	Airplanes	Street Noises	Vehicles	Music
Clear	Static	Animals	Trains	Factory Equipment
Horns	House Noises	Party	Quiet	Sirens
Motor	Phone Booth	PA System	Bells	Other: _____

# ***BOMB THREAT CHECKLIST***

(Continued)

## **Consideration When Speaking With Caller:**

- **Suggest difficulty in hearing the caller – keep them talking.**
- **If caller seems agreeable to further conversation, ask questions such as:**
  - **When will it go off? Certain hour?**
  - **Time remaining?**
  - **Where is the bomb located? Building and/or Area?**
  - **What type of bomb?**
  - **If a package, what type of package?**
  - **How do you know so much about the bomb?**
  - **What is your name and address?**
  - **If the building is occupied, inform the caller that detonation of the bomb could cause injury or death.**
- **Activate malicious call tracing: Hang-up the phone and do not answer another line.**
- **Immediately contact the building superintendent or principal.**
- **Did the caller appear familiar with the building?**
- **Write the message in its entirety and any other comments on a separate sheet of paper. Upon completion, attach it to this list.**
- **Give this list and your written description to the building superintendent or principal.**

# ***BEHAVIORAL HEALTH CRISIS INTERVENTION***

## Critical Information

After an emergency, the primary goal is to restore the learning environment as soon as possible. Recovery is a process that occurs at different rates among individuals.

The Behavioral Health Crisis Intervention procedures are the first step in the process and serve as a bridge between the event and long-term recovery.

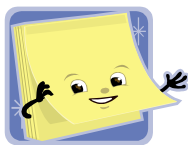
 ***When an emergency occurs and BEFORE Recovery procedures are begun:***

### **BUILDING ADMINISTRATION**

- Evaluate the situation to determine the need for behavioral health crisis interventions for staff, students and families.
  - Provide grief counseling as necessary
  - Give information and referrals to community health resources
- Ensure on-going support for staff, students and families
  - Identify and monitor at-risk students
  - Provide individual crisis or grief counseling
  - Follow-up with referrals for assessment and treatment, if necessary
- Implement long-term **Recovery** procedures

### **STAFF**

- Be aware of the needs of staff and students for behavioral health crisis interventions
  - Make referrals as necessary
- Identify and monitor any students (or other staff) at risk
- Re-establish the school and classroom routine as quickly as possible
  - Facilitate opportunities for students to talk about their fears or concerns. As time passes students may have more questions



Each school district should identify a 24-hour contact person or agency responsible for behavioral health crisis assessment and intervention.

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



# ***CIVIL DISTURBANCE / FIGHT***

## Critical Information

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

### **When a fight or disturbance occurs:**

#### **STAFF**

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

#### **BUILDING ADMINISTRATION**

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

## ***DEMONSTRATION***

### Critical Information

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

#### If demonstration is near, but not on school property:

##### **STAFF**

- Notify building administration

##### **BUILDING ADMINISTRATION**

- Notify district administration
- Notify and consult with law enforcement
  - Develop an action plan
- Notify building staff
  - Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment
- Monitor situation and make decisions based on developing information
  - Consider communication venues (e.g. Web Site, Posting, Email)
  - Consider lockdown with warning procedures (see **Lockdown** procedures)

#### If demonstration is on school property:

##### **STAFF**

- Notify building administration

##### **BUILDING ADMINISTRATION**

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

# ***DROP / COVER / HOLD ON***

### Critical Information

Drop / Cover / Hold On is the action taken to protect students and staff from flying and falling debris.

## **STAFF AND STUDENT ACTIONS**

### Inside

- Arrange desks so they do not face the windows
- Instruct students to move away from the windows
- Immediately drop to the floor and take cover under desks, chairs or tables
- With back to windows, place head between knees, hold on to table leg with one hand and cover the back of the neck with the other arm
- Remain in place for at least 20 seconds

### Outside

- Instruct students to move away from buildings, trees and overhanging wires
- Upon the command **Duck / Cover / Hold On**, immediately move away from objects which might topple over, drop to the ground or get under a table close by
- Place head between knees and cover back of neck with arms and hands
- Remain in place for at least 20 seconds

# ***EVACUATION / RELOCATION***

### Critical Information

EVACUATION PROCEDURES ARE USED WHEN CONDITIONS ARE SAFER OUTSIDE THE BUILDING THAN INSIDE THE BUILDING.

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

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

### **When implementing EVACUATION procedures:**

#### **BUILDING ADMINISTRATION**

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

#### **STAFF**

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to assembly area
- When outside the building:
  - Check for injuries
  - Account for all students by completing **Student List Form**
  - Immediately report any missing, extra or injured students to building administration or incident command
  - Continue to contain and maintain students
- Wait for additional instructions

### **When implementing EVACUATION AND RELOCATION procedures:**

#### **BUILDING ADMINISTRATION**

- Determine whether students and staff should be evacuated to a relocation center
- Alert school emergency response team of emergency type and evacuation

- Notify relocation center
- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
  - Specify any changes in evacuation routes based on location and type of emergency
- Notify superintendent's office and district public information office of relocation center address
- Implement student release procedures at the relocation center
  - Document the reunification of any students released to an authorized family member or legal guardian

**STAFF**

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

**Relocation Centers**

List primary and secondary student relocation centers. Include maps and written directions to centers for staff reference.

\_\_\_\_\_  
**Primary Relocation Center**

\_\_\_\_\_  
**Secondary Relocation Center**

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Telephone**

\_\_\_\_\_  
**Telephone**

***EXPLOSION***

Critical Information

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the site of the explosion and kept under supervision.

## BUILDING ADMINISTRATION

- Determine whether site evacuation should be implemented. If so, sound the fire alarm to implement **Evacuation**
  - **Evacuation** may be warranted in some buildings but others may be used for **Shelter-in-Place**
- Notify emergency services (Call 911). Provide school name, address, exact location within the building, your name, telephone number and nature of emergency
- Secure the area to prevent unauthorized access until emergency services arrive
- Advise District Superintendent of school status
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name and telephone number
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas, unlocked closets, exterior areas and power sources.
- Determine if a **Student Release / Reunification** should be implemented. If so, notify staff, students and parents
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. **Do not** return to the school building until it has been inspected and determined safe by proper authorities.

## STAFF

- Initiate **Drop, Cover and Hold On**
- If explosion occurred inside the school building, **Evacuate** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from emergency services
- Be sure all students have left the school site. Remain with the students throughout the **Evacuation** process
- Upon arrival at the assembly area, record attendance on the **Student List Form** attached to the **Emergency Response Quick Reference Guide**, if available. Report status to site administrator immediately
- Render first aid as necessary
- **Do Not** return to the building until emergency response personnel determine it is safe to do so
- If explosion occurred in the surrounding area, initiate **Shelter-in-Place**. Keep students at a safe distance from site of the explosion

# ***FIRE***

### Critical Information

Remember that smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

Eme

D  
D

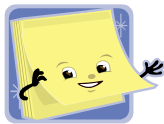
 **In the event of fire or smoke:**

**STAFF**

- Activate the fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
- Implement evacuation plan for any students needing special accommodations
- Evacuate students and staff to designated areas following **Fire Drill** procedures
  - Take emergency go-kits and class roster
- If primary route is blocked or dangerous, notify the accompanying faculty to inform them the exit is blocked. Follow the alternate route as designated.
- Once outside, assemble a safe distance from the building and emergency apparatus
- Building administration should designate an adult to meet with law enforcement and the fire department. Provide responders with a map of the school.
- Take student attendance
  - Report missing, extra or injured students to building administration

**BUILDING ADMINISTRATION**

- **CALL 911** and notify emergency responders
  - Confirm the address of the school
  - Provide exact location of smoke or fire
  - If known, advise if anyone is injured
- Ensure fire alarm has sounded
- Meet with responding emergency personnel
  - Identify the location of the fire
  - Advise location of any injured persons
  - Provide the names of any missing persons
- Do not block any door or access that may be used by emergency personnel
- Building(s) must remain empty until declared safe by emergency personnel
- Determine if students need to be transported to an evacuation or relocation site
- Notify parents or legal guardians of student reunification and release procedures
- Signal “All Clear” when safe to re-enter school building
- Resume normal operations
- Incident **must** be reported to the Fire Marshal per Minnesota Statute 299F.452 by calling the Minnesota Duty Officer (800-422-0798 or 651-649-5451)



It is important to practice these elements during all fire drills.

As part of your planning process:

- assign certain staff to locations where students may not hear the fire alarms
- address necessary accommodations for students with special needs
- pre-designate your relocation or evacuation site

## ***FIRE DRILL & PROCEDURE***

- 1) Evacuate from the building as quickly as possible and in an orderly fashion.
- 2) Turn off all lights and electrical equipment.
- 3) Once a room is empty, close the door but do **not** lock it.

- 4) Keep the students in an orderly group and away from the building(s) after evacuation.



# **Enter Evacuation Plan For Each School Here**

- 1) By wings, levels or floors**
- 2) By room(s) and room numbers**
- 3) Non-numbered rooms by name – Cafeteria, etc.**

# ***HAZARDOUS MATERIALS***

## Critical Information

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

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

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

#### **STAFF**

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

#### **BUILDING ADMINISTRATION**

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

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

#### **STAFF**

- Notify building administration
  - Report location and type (if known) of hazardous material

- Move students away from the immediate vicinity of the danger
  - If outside, implement **Reverse Evacuation** procedures

## **BUILDING ADMINISTRATION**

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

# ***HOSTAGE***

## Critical Information

**If the Hostage-Taker is unaware of your presence, do not attract attention!**

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

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

 **If you witness a hostage situation:**

### **STAFF**

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

### **BUILDING ADMINISTRATION**

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



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

# ***INTRUDER***

## Critical Information

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

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

**I**ntercept   **C**ontact   **A**sk   **N**otify

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

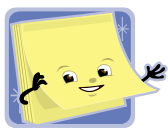
#### **STAFF**

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

#### **BUILDING ADMINISTRATION**

- Respond to call for assistance from staff
  - Advise the subject that they are trespassing and need to leave the school
  - Further advise, if they do not leave that law enforcement will be notified

- **If the subject refuses** or his or her purpose is not legitimate,
  - Consider initiating **Lockdown with Intruder** procedures
  - **CALL 911** and notify law enforcement
    - Advise law enforcement if intruder is still in the building or on the property
    - Provide a full description of the intruder
  - Attempt to keep subject in full view until law enforcement arrives while maintaining a safe distance
  - Provide all staff with a full description of the intruder
- Notify district administration
- Document all actions taken by the staff



[Minnesota State Statute 609.605 Subdivision 4](#), gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

# ***LOCKDOWN WITH WARNING***

## Critical Information

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

**DEFINITION:** LOCKDOWN WITH WARNING occurs when there is a threat outside the building or there is a non-threatening circumstance when people need to be kept away from areas. (e.g. medical emergency or disturbance)

 **When implementing LOCKDOWN WITH WARNING procedures:**

### **BUILDING ADMINISTRATION**

- Announce “lockdown with warning”
  - Repeat announcement several times
  - Be direct. **DO NOT USE CODES**
- If there are students / staff outside bring all students / staff inside the building
- Lock exterior doors
- Control all movement
  - Disable all bells
  - Direct any movement by announcement only
- Announce “all clear” signal when the threat has ceased

### **STAFF**

- Lock all exterior doors
- ***Do not cover exterior windows***
  - Keep students away from the windows
- Continue classes
  - Move on announcement only
- Wait for further instructions

# ***LOCKDOWN WITH ARMED INTRUDER***

## Critical Information

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

**LOCKDOWN WITH ARMED INTRUDER** occurs when there is a threat or intruder inside the building.

 When implementing **LOCKDOWN WITH ARMED INTRUDER** procedures:

❖ **THESE ACTIONS MUST OCCUR QUICKLY AND WITHOUT HESITATION**

### **BUILDING ADMINISTRATION**

- Announce “lockdown with intruder”
  - Repeat announcement several times
  - Be direct. **DO NOT USE CODES**
- **CALL 911** and notify law enforcement
  - Provide specific information regarding the incident
  - Provide the location such as building, area, etc.
  - Advise if there are any injuries
  - Description of person(s) and number
  - Weapons
- Direct all students, staff and visitors to the nearest classroom or secured area
- Classes that are outside the building **SHOULD NOT** enter the building
- Move outside classes to primary evacuation site
- Lock exterior doors
- Announce “all clear” signal when threat has ceased as authorized by law enforcement

### **STAFF**

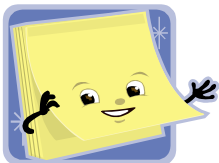
- Once a problem has been identified, notify the school office via telephone or intercom
- Provide your location in the building
- Provide a description of the person(s)
- If you can maintain visual contact of the person(s), do so but **DO NOT** place yourself or others in danger



- Relay information to the school office
- Direct all students, staff and visitors to the nearest classroom or secured area
- Assist those with special needs in getting to a classroom
- **Close and lock all windows and doors**
- **Cover all windows adjacent to hallways**
- Do not cover windows adjacent to the outside
- If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible
- **DO NOT LEAVE for any reason**
- **DO NOT OPEN THE DOOR for any reason**
- Turn all of the lights off in the classroom
- Set any cellular telephones to silent; remind all occupants of the classroom
- Stay away from all doors and windows
- Staff and students should go to the most remote portion of the room so they are not visible from the door or hallway
- Implement the ‘Drop and Tuck’ procedure
- **BE QUIET AND REMAIN STILL (Nobody outside of the room should be able to determine whether or not people are actually in the room.)**
- Take attendance of all classroom occupants and record
- Wait for further instructions

### **DROP AND TUCK PROCEDURE**

- 1) Face an interior wall
- 2) Drop to your knees and roll forward to the balls of your feet
- 3) Tuck your head down and place your hands on the top of your head and neck
  - If physically unable to perform, sit on the floor
  - **DO NOT** lie flat on the ground



#### Minnesota State Statute 121A.037 SCHOOL SAFETY DRILLS

Private schools and educational institutions not subject to section [121A.035](#) must have at least five school lock-down drills, five school fire drills consistent with section [299F.30](#) and one tornado drill.

- It is essential to practice and plan for **all** emergencies during these required drills
- Develop an action plan for notifying and directing people in common areas (e.g. cafeteria, gymnasium, auditorium and bathrooms)
- During the “all clear” notification, consider having law enforcement accompany building staff to each classroom or safe area

# ***MEDICAL EMERGENCY***

## Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should not provide any first aid beyond their training. Staff should provide comfort to the victim and reassure them that medical attention is en route.

Before providing assistance, staff must survey the scene to identify additional hazards and ensure it is safe to render aid to the victim.

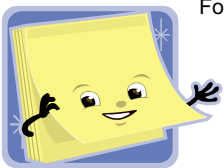
### **In the event of a non-responsive or life-threatening injury or illness:**

#### **STAFF**

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

#### **BUILDING ADMINISTRATION**

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



For medical emergencies related to life-threatening allergies:

- For school guidelines on managing students with food allergies, consult:
  - <http://www.health.state.mn.us/schools/csh/article3543.html>
- Students with allergies should have emergency care plans completed by their parents or legal guardians for each child and made accessible to school personnel
- Bus drivers and kitchen staff should be informed of students with known life-threatening allergies
- Encourage all employees with special health considerations to alert building administration

# ***MEDIA PROCEDURES***

## Critical Information

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

### **When communicating with the media during an emergency:**

#### **DISTRICT ADMINISTRATION**

- Alert a district Public Information Officer (PIO)
  - Coordinate all media communications for the school and school district
  - Prepare and coach district spokesperson
- Alert a district spokesperson
  - If spokesperson is unavailable an alternate assumes responsibilities
- In partnership with all involved agencies, establish a Joint Information Center (JIC) away from the affected area
  - JIC establishes one point of contact for the media and ensures the release of coordinated messages
- Media will want to be close enough to shoot video footage and photographs
  - **DO NOT** allow media to hinder emergency responders or be put in harm's way
  - Consider using a pool camera
- Provide regular updates to the media and let them know when to expect the next update
- **DO NOT** say "No comment." It is okay to say "I don't know."
- Monitor media reports to ensure your message is communicated accurately
  - Provide the media with any corrected information
  - Ask the media to dispel any rumors
- Document all contact with the media

#### **BUILDING ADMINISTRATION**

- Notify district administration and all staff of emergency event
- Direct all media contacts to district PIO
- If directed by district administration, designate a site spokesperson
- Update staff throughout the emergency
  - Review details of the emergency
  - Provide and update information to dispel any rumors before staff leave

**STAFF**

- Direct all media contacts to district PIO

**District Communication Contacts**

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

**District public information officer (PIO)**

**Alternate district PIO**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Contact Number

\_\_\_\_\_  
Contact Number

# ***MISSING STUDENT***

## Critical Information

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

### **BUILDING ADMINISTRATION**

- Call 911 and inform emergency services of the missing student
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity
- Conduct an immediate search of the school campus, buses, etc.
- Gather information about the missing student to provide to law enforcement:
  - Students name
  - Photograph
  - Home address
  - Parent names and contact numbers
  - Physical description (include clothing description)
  - Class schedule
  - Special activities
  - Bus route or method commonly used to get home
- Notify parents/guardians if the student is not found promptly
- If case involves abduction, begin gathering witness(es) / witness information for law enforcement. Interview friends, last person to see student, etc
- Double-check the circumstances:
  - Did someone pick the student up?
  - Could the student have walked home?
  - Is the student at a medical appointment or other activity?
- Assist law enforcement with the investigation. Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive
- Designate a staff member as a key contact. Personally answer the telephone to receive and provide updated status as it becomes available
- Advise law enforcement dispatcher of the key contact's name and telephone number
- If missing during bus transportation, provide law enforcement with the students bus stop location, bus number and other bus stops nearby
- Have bus driver keep in communication with the transportation dispatcher or building administration. Coordinate efforts with the law enforcement dispatcher
- Exchange telephone numbers (household, cellular telephone, school key contact) with parent(s) / guardian(s)
- When the child is found, contact all appropriate parties as soon as possible
- Arrange for counseling of students, as needed

## **STAFF**

- Confirm the student attended school that day. Notify building administration
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus.
- **Do not** let any individuals leave
- **Do not** let unauthorized individuals to come onsite
- Take attendance in the classroom and report any other missing students to building administration
- Keep students in secure areas until notified to resume regular school activities

# ***REVERSE EVACUATION***

### Critical Information

REVERSE EVACUATION PROCEDURES ARE IMPLEMENTED WHEN CONDITIONS INSIDE THE BUILDING ARE SAFER THAN OUTSIDE.

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

#### **When implementing REVERSE EVACUATION procedures:**

##### **BUILDING ADMINISTRATION**

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

##### **STAFF**

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

## ***SEXUAL ASSAULT***

### Critical Information

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

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

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

**STAFF**

- Notify the building administration immediately
  - Complete all required reports
- Confidentiality must be maintained during the investigation
  - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim
- **DO NOT LEAVE THE VICTIM ALONE**
- **DO NOT** allow the victim to bathe, shower, wash or throw away the clothing worn at the time of the sexual assault.
- Ensure the short-term physical safety of the student
  - Notify school nurse or student services to provide care and secure immediate medical treatment if needed
- If appropriate, preserve all physical evidence

**BUILDING ADMINISTRATION**

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

## ***SHELTER-IN-PLACE***

Critical Information

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

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



## When SHELTERING-IN-PLACE:

### BUILDING ADMINISTRATION

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

### STAFF

- Immediately clear the halls of students and staff and report to the nearest available classroom or other designated shelter area
- Assist those with special needs accommodations
- Take emergency go-kit and class roster
- Take attendance and report any missing or extra students to building administration or incident commander
- Do not allow anyone to leave the classroom or shelter area
- If there appears to be air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection
- ***If sheltering-in-place because of an external gas or chemical release***
  - Close and tape all windows and doors
  - Seal the gap located at the bottom of the door
- ***If sheltering-in-place because all evacuation routes are blocked***
  - Seal door
  - Open or close windows as appropriate
  - Limit movement and talking
  - Communicate your situation to administration or emergency officials by whatever means possible
- Stay away from all doors and windows
- Wait for instructions

## ***SHOOTING***

### Critical Information

School policies should address who has authority to initiate a lockdown procedure in all schools and buildings.

Do not become a victim unnecessarily exposing yourself to danger.

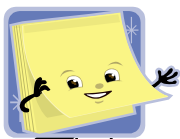
 **If a person displays a firearm, begins shooting or shots are heard:**

### **STAFF**

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

### **BUILDING ADMINISTRATION**

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



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

## ***STUDENT REUNIFICATION / RELEASE***

### Critical Information

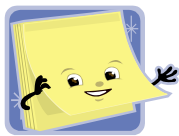
At the beginning of the school year when reviewing the school safety procedures, inform parents about the student reunification and release procedures. This material should be included in your student handbook distributed at the beginning of the school year.

Parents may be emotional when arriving at the school – remind parents that the safety of the students is the utmost priority of the school. Have student services staff available to assist with reunification process.

 **When implementing STUDENT RELEASE / REUNIFICATION procedures:**

**BUILDING ADMINISTRATION**

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or other authorized family members)
  - Notify district administration and district public information officer
- Work with emergency responders to provide traffic control
  - Ensure that emergency responders have access to the scene
    - Direct traffic away from the primary routes of emergency responders
    - Remove any vehicles blocking the routes of emergency responders
- Assign staff to act as runner(s) to go to assembly area and get student(s) as requested
- When an adult reports to request the release of student(s)
  - Ask for the name of student(s)
  - Request a picture ID to verify the identity of the adult
  - Verify that he or she is authorized for release on the Student Emergency / Release Card
    - As a general rule, do not release students to people not listed on the student emergency card
    - Document to whom the student has been released including the date, time and signature
  - Direct assigned staff to gather requested student(s) from the assembly area
  - If a child is in the first aid area, escort the parent to the area for reunification
- Inform parents of the location and availability of student support staff



By using Student Emergency / Release Card, school staff can identify authorized adults for student release and emergency medical information during emergencies. These are important to be included in all types of emergency go-kits (e.g. administration, medical and classroom). These cards should be completed or updated annually at minimum.

Notify parents prior to an early release. Ensure someone is available to provide care for elementary students.

## ***SUICIDAL THREAT OR ATTEMPT***

Critical Information

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

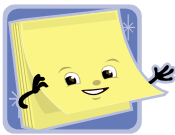
 **In the event a staff member believes a student is a suicide risk or has attempted suicide, they should:**

### **STAFF**

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

### **BUILDING ADMINISTRATION**

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



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

## ***SUSPICIOUS PACKAGE OR MAIL: CHEMICAL / BIOLOGICAL THREAT***

### Critical Information

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

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

### **STAFF**

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

### **BUILDING ADMINISTRATION**

- **CALL 911** and notify law enforcement
- Notify district administration
- Document all actions taken by staff

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

### **STAFF**

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

### **BUILDING ADMINISTRATION**

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

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

### **STAFF**

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

### **BUILDING ADMINISTRATION**

- **CALL 911**
- Preserve evidence for law enforcement
  - Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
  - Need for decontamination of the area and the people exposed to the substance
  - Evacuation or shelter-in-place procedures are necessary
- Notify district administration
- Notify parents or legal guardians according to district policies



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

## ***TERRORISM***

### Critical Information

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

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

## In the event of an attack within the United States:

### **DISTRICT ADMINISTRATION**

- Monitor the situation
- Consult with local law enforcement and emergency management agencies
  - Develop an action plan
    - If school is in session, consider a district wide lockdown with warning (see **Lockdown** procedures) or student release
- Notify all school building administration
- Implement district-wide behavioral health crisis intervention procedures
- Notify parents or legal guardians of actions taken
  - Availability of counselors
  - If implementing **Lockdown** procedures, inform them **not** to come to the school
  - If implementing **Student-Release** procedures, notify of reunification process
- Re-evaluate action plan as new information develops

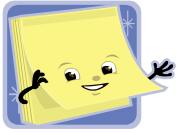
### **BUILDING ADMINISTRATION**

- Monitor the situation
- Consult with district administration
  - Implement an action plan district-wide
- Implement behavioral health crisis intervention procedures
- Notify all staff
- Allow teachers to suspend regular learning procedures
- Provided opportunities for students to meet with student services staff

### **STAFF**

- Inform students of incident in an age appropriate manner
- Stay calm and address student concerns
  - Limit access to media outlet (e.g. television, radio, internet)
  - Answer student questions honestly
  - Do not allow student to speculate or exaggerate graphic details

- Decide whether or not to temporarily suspend regular learning programming
  - Alter lesson plans to include discussion and activities that address the event
- Monitor student behaviors and reactions and make referrals to the appropriate student services staff



It is important to restore the learning environment as soon as possible. It is important to maintain structure and stability throughout the school day, as much as possible and engage in classroom activities that do not focus solely on the attacks. Children are comforted by their normal routine and “back-to-normal” activities will help them.

## ***THREAT***

### Critical Information

A threat is an expression of intent to harm one’s self, another person or property. A threat can be spoken, written or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime.

All threats must be taken seriously and evaluated to address imminent danger and determine course of action.



 **In the event of IMMEDIATE danger:**

**STAFF**

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

**BUILDING ADMINISTRATION**

- Initiate **Lockdown with Intruder** procedures
- **CALL 911**
- Notify district administration
- Document the incident

 **If threat is identified but there is no immediate risk:**

**STAFF**

- Complete the **Threat Assessment Referral Form**
- Notify building administration and student services staff
- All information **must** remain confidential

**BUILDING ADMINISTRATION**

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



\* Consult The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States and Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates

## ***IN-PERSON THREAT CHECKLIST***

**INSTRUCTIONS: BE CALM, COURTEOUS AND LISTEN**

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Time: \_\_\_\_\_ am pm

Your Name: \_\_\_\_\_

Reporter of Threat: \_\_\_\_\_

Name of Threatening Person: \_\_\_\_\_

Threat Type (e.g. assault, gun, knife, etc.) \_\_\_\_\_

Threat Description / Words Used: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To Whom was the Threat Directed: \_\_\_\_\_

Documentation / Follow-Up: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***WRITTEN THREAT CHECKLIST***

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Time: \_\_\_\_\_ am pm

Your Name: \_\_\_\_\_

Name of Threatening Person: \_\_\_\_\_

Threat Type (e.g. assault, gun, knife, etc.) \_\_\_\_\_

Threat Description / Words Used: \_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

Threat Received Via: (Circle One)

- Mail** = ***Keep all Packaging – Including Envelope, Mailer or Box(es)***
- Delivery** = Delivery Company: \_\_\_\_\_  
Name of Driver, if known: \_\_\_\_\_
- Found** = Where Found: \_\_\_\_\_  
Found by Whom: \_\_\_\_\_

Documentation / Follow-Up: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

## ***SUSPICIOUS PACKAGE CHECKLIST***

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Time: \_\_\_\_\_ am pm

Your Name: \_\_\_\_\_

Package Type / Description: \_\_\_\_\_

---

---

---

---

---

Package Received Via: (Circle One)

**Mail** = **Keep all Packaging – Including Envelope, Mailer or Box(es)**

**Delivery** = Delivery Company: \_\_\_\_\_

Name of Driver, if known: \_\_\_\_\_

**Found** = Where Found: \_\_\_\_\_

Found by Whom: \_\_\_\_\_

Package Characteristics / Markings: \_\_\_\_\_

---

---

---

Documentation / Follow-Up: \_\_\_\_\_

---

---

---

---

---

---

## ***TELEPHONE THREAT CHECKLIST***

<p><b>INSTRUCTIONS: BE CALM, COURTEOUS AND LISTEN</b> <b>- DO NOT INTERRUPT THE CALLER</b></p>
--

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time: \_\_\_\_\_ am pm

Your Name: \_\_\_\_\_

Reporter of Threat: \_\_\_\_\_

Name of Threatening Person: \_\_\_\_\_



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

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

**Accent:** Local    Not Local    Foreign    Race or Region? \_\_\_\_\_

Is the Voice Familiar?    **YES**    **NO**    Who does it sound like? \_\_\_\_\_  
\_\_\_\_\_

**Background Noises (circle all that apply)**

Voices	Airplanes	Street Noises	Vehicles	Music
Clear	Static	Animals	Trains	Factory Equipment
Horns	House Noises	Party	Quiet	Sirens
Motor	Phone Booth	PA System	Bells	Other: _____

## ***TORNADO / SEVERE WEATHER***

Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and away from large rooms with long-span ceilings in permanent structures.

Post building diagrams in each classroom highlighting routes to safe areas.

**WATCHES:** Indicate conditions are right for development of a weather hazard. Watches cover larger areas than Warnings and usually provide advance notice.

**WARNINGS:** Indicate that a hazard is imminent and the probability of occurrence is extremely high.

 **If a tornado or severe thunderstorm WATCH has been issued near the school:**

## **DISTRICT ADMINISTRATION**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio stations
- Notify impacted schools, buildings and programs in the school district

## **BUILDING ADMINISTRATION**

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio stations
- Notify head custodial staff of potential utility failure
- Consider bringing all persons inside building(s)
- Consider closing windows
- Review tornado drill procedures and location of shelter areas

## **STAFF**

- Review “**Drop and Tuck**” procedures with students

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

## **DISTRICT ADMINISTRATION**

- Notify impacted buildings and programs in the school district
- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
  - Provide any updated information to impacted schools, buildings and programs

## **BUILDING ADMINISTRATION**

- Initiate **Severe Weather Shelter Area** procedures
  - Move students and staff from any portable classrooms into a permanent building
- Notify parents and legal guardians according to district policy

## **STAFF**

- Initiate **Severe Weather Shelter Area** procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure that students are in “tuck” positions
- Take attendance and report any missing, extra or injured students to building administration
- **Remain in shelter area until an “all clear” signal is issued**



- In the event of building damage, evacuate students to safer areas of the building or from the building
  - If evacuation does occur, do not re-enter the building until an “all clear” signal is issued

 **If flooding is occurring near or at a school:**

**DISTRICT ADMINISTRATION**

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials
- Notify any impacted buildings or programs in the district

**BUILDING ADMINISTRATION**

- Review evacuation procedures with staff
- If applicable, notify relocation centers
  - Determine an alternate relocation center if primary and secondary centers would also be flooded
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
- Notify parents or guardians according to district policy

**STAFF**

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

## ***TORNADO PROCEDURES AND SHELTERS***

# ENTER INFORMATION SPECIFIC FOR EACH SCHOOL

## ***WEAPONS***

### Critical Information

Student access to weapons creates significant risk within a school environment and must be treated seriously. Early intervention may reduce or eliminate the escalation of the incident.

 **If you are aware of a weapon on school property:**

#### **STAFF**

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

## BUILDING ADMINISTRATION

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



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

# EMERGENCY NUMBERS

## In An Emergency – *Dial 911*

Renville County Sheriff's Office.....	(320) 523-1161
Bird Island Police Department.....	(320) 365-4101
Buffalo Lake Police Department.....	(320) 833-2101
Danube Police Department .....	(320) 826-2256
Fairfax Police Department.....	(507) 426-8240
Franklin Police Department.....	(507) 557-2259
Hector Police Department .....	(320) 848-2500

Morton Police Department.....	(507) 697-6912
Olivia Police Department.....	(320) 523-2700
Renville Police Department.....	(320) 329-3419
Sacred Heart Police Department.....	(320) 765-2662
Crime Victim Services .....	(800) 247-0390
Hazardous Materials .....	(800) 422-0798
Behavior Health Crisis.....	(800) 992-1716
Minnesota Poison Control Center -- EMERGENCY .....	(800) 222-1222
Minnesota Poison Control Center -- NON-EMERGENCY .....	(800) 764-7661
American Red Cross -- Renville – Redwood Chapter .....	(320) 523-1342
American Red Cross -- National.....	(800) 733-2767

**To Be Added:**  
 (For Each School Area)

Public Utilities, Hospitals, Clinics, Mental Health,  
 Ministerial, etc.

## ***SAMPLE: DRILL SCHEDULE AND LOG***

*Minnesota State Laws require schools to conduct five fire drills, five lockdown drills, one tornado drill and one bus evacuation drill each year. The following worksheet will assist in the planning and documentation of school drills when they occur.*

**FIRE DRILLS:** Schools must conduct at least five fire drills annually.

Date Scheduled	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:
/ /	/ /				
/ /	/ /				
/ /	/ /				
/ /	/ /				
/ /	/ /				

**LOCKDOWN DRILLS:** Schools must conduct at least five lockdown drills annually.

Date Scheduled	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:
/ /	/ /				

/ /	/ /				
/ /	/ /				
/ /	/ /				
/ /	/ /				

**TORNADO DRILL:** Schools must conduct at least one tornado drill annually.

Date Scheduled	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:
/ /	/ /				
/ /	/ /				
/ /	/ /				

**BUS EVACUATION DRILL:** Schools must conduct at least one bus evacuation drill annually.

Date Scheduled	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:
/ /	/ /				
/ /	/ /				
/ /	/ /				

**OTHER DRILLS OR PRACTICE:** Drills such as Reverse Evacuation or Shelter-in-Place.

Date Scheduled	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments:
/ /	/ /				
/ /	/ /				
/ /	/ /				

## ***SAMPLE: AFTER ACTION REPORT FORM***

Name of person completing report: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Drills / Exercises [check one]**      **OR**       **Incident Response [check one]**

Drill [check one]

Fire

Lockdown

Evacuation

Tornado

Other (specify): \_\_\_\_\_

Table-Top

Functional or Full-Scale Exercise

Fire

Tornado

Lockdown

Intruder

Bomb Threat

Other (specify): \_\_\_\_\_

Other (specify): \_\_\_\_\_

---

**Participation:** Provide a list of individuals and agencies participating in the event.

---

**Start Time:** \_\_\_\_\_ **End Time:** \_\_\_\_\_

---

*If your agency conducted a functional-drill or full-scale exercise, consider completing a comprehensive review and report with your building and/or district emergency response teams.*

**Timeline of Events:** Provide a detailed outline or description of events and activities.

**Lessons Learned:** Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.

**Discussion and Recommendations:** Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.

---

## ***EMERGENCY GO-KITS***

---

An emergency go-kit is a portable collection of emergency supplies and information. Schools should consider the specific characteristics of the school such as population, climate, facilities and resources when preparing an emergency go-kit. Go-kits often come in the form of backpacks, buckets or a large duffel bag on wheels that can be easily carried out of a school in case of an emergency. Go-kits should be stored in secure, readily accessible locations.

The school's emergency plan also should include procedures for designating staff responsible for replenishing the emergency go-kits with such items as fresh batteries, bottled water, updated phone lists, student rosters, maps, etc.

Administrators, teachers and members of the schools' emergency response teams (e.g. nurses, building engineers) may have emergency go-kits with supplies needed to carry out their assigned responsibilities. While go-kits for these groups are similar, there are some distinctions. For example, classroom go-kits could be a "go-bucket," which is a five gallon bucket intended for both storage and if necessary, lavatory use. Go-buckets can be assembled and supported by community stakeholders such as parents, community groups or businesses. Embracing these stakeholders in the process binds the community together in a collective effort for addressing increased safety in schools and the community at large.

---

### **RECOMMENDED ADMINISTRATION GO-KIT CONTENTS**

---

Suitable container(s) (e.g. large duffel bag on wheels, wheeled garbage can)

- Laptop computer, PDA or USB flash drive with necessary student and administrative data
- Map of building(s) with location of exits, phones, first aid kits, assembly areas
  - ☞ Could include maps of surrounding streets and evacuation routes
- Blueprints of school building(s), including utilities
- Student rosters and current attendance lists
- Emergency student profile sheets / cards
- Copy of flipchart and / or district procedures
- Flashlights, fresh batteries
- First aid kits
- Tissue
- Bright safety vests for visibility and leadership identification
- Blanket
- Whistle
- Duct tape
- Glow sticks
- Waterproof matches
- Dust masks
- Two-way radios, cell phones, fresh batteries
- Stickers, dry erase markers, small whiteboards, notepads, permanent markers, pens
- Local phone directory, district phone directory
- Disposable gloves, sanitizer, sanitary wipes
- Water, cups
- Other \_\_\_\_\_



### OTHER SPECIFIC ITEMS FOR HEALTH SERVICES EMERGENCY GO-KIT

- Suitable container (e.g. large plastic bins, drawer roll-carts)
- "Red-bin" medications (e.g. inhalers, epi-pens, other needed stock medications)
- Diabetic test kits and snacks
- Zip-lock bags
- Medical reference
- Container for sharps
- Wheelchair
- Student and staff emergency contact information
- Other \_\_\_\_\_
- Other \_\_\_\_\_



### CLASSROOM EMERGENCY GO-KIT CONTENTS



- Suitable container (e.g. five gallon bucket with lid or a backpack)
- First aid supplies
- Emergency procedures flipchart
- Current class roster, student attendance list, emergency contact information
- Flashlight and extra fresh batteries
- Portable radio, fresh batteries or other communication device
- Plastic sheeting for privacy
- Space blankets
- Toilet paper, tall kitchen garbage bags and ties
- Age-appropriate student activities (cards, crayons, games, etc.)
- Paper, pens, permanent markers
- Whistle
- Bottled water, cups
- Tarp or ground cover
- Leather work gloves, latex gloves, safety goggles
- Duct tape
- Scissors
- Other \_\_\_\_\_
- Other \_\_\_\_\_



## ***MINNESOTA LAWS REGARDING SCHOOL SAFETY***

---

### **ALCOHOL, TOBACCO AND OTHER DRUGS**

---

#### **M.S. 121A.29    *REPORTING; CHEMICAL ABUSE.***

Subdivision 1. **Teacher's duty.** A teacher in a non-public school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse pre-assessment team of this information. A teacher who complies with this section shall be defended and indemnified under section [466.07, Subdivision 1](#), in any action for damages arising out of the compliance.

Subdivision 2. **Other Reports.** Nothing in this section prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

#### **M.S. 144.4165    *TOBACCO PRODUCTS PROHIBITED IN PUBLIC SCHOOLS.***

No person shall at any time smoke, chew or otherwise ingest tobacco or a tobacco product in a public school, as defined in section [120A.05, Subdivision 9, 11 and 13](#). This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. Nothing in this section shall

prohibit the lighting of tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony. For purposes of this section, an Indian is a person who is a member of an Indian tribe as defined in [260.755 Subdivision 12](#).

---

## DRILLS

---

### **M.S. 121A.037 SCHOOL SAFETY DRILLS.**

Private schools and educational institutions not subject to section [121A.035](#) must have at least five school lock-down drills, five school fire drills consistent with section [299F.30](#), and one tornado drill.

### **M.S. 299F.30 FIRE DRILL IN SCHOOL; DOORS AND EXITS.**

Subdivision 1. **Duties of fire marshal.** Consistent with sections [121A.035](#), [121A.037](#), and this section, it shall be the duty of the state fire marshal, deputies and assistants, to require public and private schools and educational institutions to have at least five fire drills each school year and to keep all doors and exits unlocked from the inside of the building during school hours.

Subdivision 2. **Fire drill.** Each superintendent, principal, or other person in charge of a public or private school, educational institution, children's home or orphanage housing 20 or more students or other persons, shall instruct and train such students or other persons to quickly and expeditiously quit the premises in case of fire or other emergency by means of drills or rapid dismissals while such school, institution, home, or orphanage is in operation. Records of such drills shall be posted so that such records are available for review by the state fire marshal at all times and shall include the drill date and the time required to evacuate the building.

Subdivision 3. **School doors and exits.** Consistent with section [121A.035](#) and this section, each superintendent, principal, or other person in charge of a public or private school, educational institution, children's home, or orphanage shall keep all doors and exits of such school, institution, home, or orphanage unlocked so that persons can leave by such doors or exits at any time during the hours of normal operation.

---

## LEVIES RELATED TO SCHOOL SAFETY

---

### **M.S. 126C.44 SAFE SCHOOLS LEVY.**

(a) Each district may make a levy on all taxable property located within the district for the purposes specified in this section. The maximum amount which may be

levied for all costs under this section shall be equal to \$30 multiplied by the district's adjusted marginal cost pupil units for the school year. The proceeds of the levy must be reserved and used for directly funding the following purposes or for reimbursing the cities and counties who contract with the district for the following purposes: (1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace officers and sheriffs for liaison in services in the district's schools; (2) to pay the costs for a drug abuse prevention program as defined in section [609.101, subdivision 3](#), paragraph (e), in the elementary schools; (3) to pay the costs for a gang resistance education training curriculum in the district's schools; (4) to pay the costs for security in the district's schools and on school property; (5) to pay the costs for other crime prevention, drug abuse, student and staff safety, voluntary opt-in suicide prevention tools, and violence prevention measures taken by the school district; or (6) to pay costs for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors to help provide early responses to problems. For expenditures under clause (1), the district must initially attempt to contract for services to be provided by peace officers or sheriffs with the police department of each city or the sheriff's department of the county within the district containing the school receiving the services. If a local police department or a county sheriff's department does not wish to provide the necessary services, the district may contract for these services with any other police or sheriff's department located entirely or partially within the school district's boundaries.

(b) A school district that is a member of an intermediate school district may include in its authority under this section the costs associated with safe schools activities authorized under paragraph (a) for intermediate school district programs. This authority must not exceed \$10 times the adjusted marginal cost pupil units of the member districts. This authority is in addition to any other authority authorized under this section. Revenue raised under this paragraph must be transferred to the intermediate school district.

(c) A school district must set aside at least \$3 per adjusted marginal cost pupil unit of the safe schools levy proceeds for the purposes authorized under paragraph (a), clause (6). The district must annually certify that its total spending on services provided by the employees listed in paragraph (a), clause (6), is not less than the sum of its expenditures for these purposes, excluding amounts spent under this section, in the previous year plus the amount spent under this section.

### **M.S. 123B.57 CAPITAL EXPENDITURE; HEALTH AND SAFETY.**

Subdivision 1. **Health and safety program.** (a) To receive health and safety revenue for any fiscal year a district must submit to the commissioner an application for aid and levy by the date determined by the commissioner. The application may be for hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management. The application must include a health and safety program adopted by the school district board. The program must include the estimated cost, per building, of the program by fiscal year. Upon approval through the adoption of a resolution by each of an intermediate district's member school district boards and the approval of the Department of Education, a school district may

include its proportionate share of the costs of health and safety projects for an intermediate district in its application.

(b) Health and safety projects with an estimated cost of \$500,000 or more per site, approved after February 1, 2003, are not eligible for health and safety revenue. Health and safety projects with an estimated cost of \$500,000 or more per site, approved after February 1, 2003, that meet all other requirements for health and safety funding, are eligible for alternative facilities bonding and levy revenue according to section [123B.59](#). A school board shall not separate portions of a single project into components to qualify for health and safety revenue, and shall not combine unrelated projects into a single project to qualify for alternative facilities bonding and levy revenue.

**Subdivision 2. Contents of program.** A district must adopt a health and safety program. The program must include plans, where applicable, for hazardous substance removal, fire and life safety code repairs, regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

(a) A hazardous substance plan must contain provisions for the removal or encapsulation of asbestos from school buildings or property, asbestos-related repairs, cleanup and disposal of polychlorinated biphenyls found in school buildings or property, and cleanup, removal, disposal, and repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel, oil, and special fuel, as defined in section [296A.01](#). If a district has already developed a plan for the removal or encapsulation of asbestos as required by the federal Asbestos Hazard Emergency Response Act of 1986, the district may use a summary of that plan, which includes a description and schedule of response actions, for purposes of this section.

The plan must also contain provisions to make modifications to existing facilities and equipment necessary to limit personal exposure to hazardous substances, as regulated by the federal Occupational Safety and Health Administration under Code of Federal Regulations, title 29, part 1910, subpart Z; or is determined by the commissioner to present a significant risk to district staff or student health and safety as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

(b) A fire and life safety plan must contain a description of the current fire and life safety code violations, a plan for the removal or repair of the fire and life safety hazard, and a description of safety preparation and awareness procedures to be followed until the hazard is fully corrected.

(c) A facilities and equipment violation plan must contain provisions to correct health and safety hazards as provided in Department of Labor and Industry standards pursuant to section [182.655](#).

(d) A health, safety, and environmental management plan must contain a description of training, record keeping, hazard assessment, and program management as defined in section [123B.56](#).

(e) A plan to test for and mitigate radon produced hazards.

(f) A plan to monitor and improve indoor air quality.

**Subdivision 3. Health and safety revenue.** A district's health and safety revenue for a fiscal year equals the district's alternative facilities levy under section [123B.59](#), subdivision 5, paragraph (b), plus the greater of zero or:

(1) the sum of (a) the total approved cost of the district's hazardous substance plan for fiscal years 1985 through 1989, plus (b) the total approved cost of the district's health and safety program for fiscal year 1990 through the fiscal year to which the levy is attributable, excluding expenditures funded with bonds issued under section [123B.59](#) or [123B.62](#), or chapter 475; certificates of indebtedness or capital notes under section [123B.61](#); levies under section [123B.58](#), [123B.59](#), [123B.63](#), or [126C.40, subdivision 1](#) or 6; and other federal, state, or local revenues, minus

(2) the sum of (a) the district's total hazardous substance aid and levy for fiscal years 1985 through 1989 under sections [124.245](#) and [275.125, subdivision 11c](#), plus (b) the district's health and safety revenue under this subdivision, for years before the fiscal year to which the levy is attributable.

**Subdivision 4. Health and safety levy.** To receive health and safety revenue, a district may levy an amount equal to the district's health and safety revenue as defined in subdivision 3 multiplied by the lesser of one, or the ratio of the quotient derived by dividing the adjusted net tax capacity of the district for the year preceding the year the levy is certified by the adjusted marginal cost pupil units in the district for the school year to which the levy is attributable, to \$2,935.

**Subdivision 5. Health and safety aid.** A district's health and safety aid is the difference between its health and safety revenue and its health and safety levy. If a district does not levy the entire amount permitted, health and safety aid must be reduced in proportion to the actual amount levied. Health and safety aid may not be reduced as a result of reducing a district's health and safety levy according to section [123B.79](#).

**Subdivision 6. Uses of health and safety revenue.** (a) Health and safety revenue may be used only for approved expenditures necessary to correct fire and life safety hazards, or for the removal or encapsulation of asbestos from school buildings or property owned or being acquired by the district, asbestos-related repairs, cleanup and disposal of polychlorinated biphenyls found in school buildings or property owned or being acquired by the district, or the cleanup, removal, disposal, and repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section [296A.01](#), Minnesota occupational safety and health administration regulated facility and equipment hazards, indoor air quality mold abatement, upgrades or replacement of mechanical ventilation systems to meet American Society of Heating, Refrigerating and Air Conditioning Engineers standards and State Mechanical Code, Department of Health Food Code and swimming pool hazards excluding depth correction, and health, safety, and environmental management. Testing and calibration activities are permitted for existing mechanical ventilation systems at intervals no less than every five years. Health and safety revenue must not be used to finance a lease purchase agreement, installment purchase agreement, or other deferred payments agreement. Health and safety revenue must not be used for the construction of new facilities or the purchase of portable classrooms, for interest or other financing expenses, or for energy efficiency projects under section [123B.65](#). The revenue may not be used for a building or property or part of a building or property used for postsecondary instruction or administration or for a purpose unrelated to elementary and secondary education.

(b) Notwithstanding paragraph (a), health and safety revenue must not be used for replacement of building materials or facilities including roof, walls, windows, internal

fixtures and flooring, non-health and safety costs associated with demolition of facilities, structural repair or replacement of facilities due to unsafe conditions, violence prevention and facility security, ergonomics, building and heating, ventilating and air conditioning supplies, maintenance, and cleaning activities. All assessments, investigations, inventories, and support equipment not leading to the engineering or construction of a project shall be included in the health, safety, and environmental management costs in subdivision 8, paragraph (a).

Subdivision 7. **Proration.** In the event that the health and safety aid available for any year is prorated, a district having its aid prorated may levy an additional amount equal to the amount not paid by the state due to proration.

Subdivision 8. **Health, safety, and environmental management cost.**

(a) A district's cost for health, safety, and environmental management is limited to the lesser of:

(1) actual cost to implement their plan; or

(2) an amount determined by the commissioner, based on enrollment, building age, and size.

(b) The department may contract with regional service organizations, private contractors, Minnesota Safety Council, or state agencies to provide management assistance to school districts for health and safety capital projects. Management assistance is the development of written programs for the identification, recognition and control of hazards, and prioritization and scheduling of district health and safety capital projects. The department shall not exclude private contractors from the opportunity to provide any health and safety services to school districts.

(c) Notwithstanding paragraph (b), the department may approve revenue, up to the limit defined in paragraph (a) for districts having an approved health, safety, and environmental management plan that uses district staff to accomplish coordination and provided services.

**Note:** The amendment to subdivision 6 by Laws 2006, chapter 282, article 5, section 1, is effective for revenue for fiscal year 2008 and later. Laws 2006, chapter 282, article 5, section 1, the effective date.

**Note:** The amendment to subdivision 3 by Laws 2007, chapter 146, article 4, section 7, is effective for revenue for fiscal year 2009. Laws 2007, chapter 146, article 4, section 7, the effective date.

---

## **POLICIES ON SCHOOL SAFETY**

---

### **M.S. 121A.03      *MODEL POLICY.***

Subdivision 1. **Model policy.** The commissioner shall maintain and make available to school boards a model sexual, religious, and racial harassment and violence policy. The model policy shall address the requirements of subdivision 2, and may encourage violence prevention and character development education programs, consistent with section [120B.232, subdivision 1](#), to prevent and reduce policy violations.

Subdivision 2. **Sexual, religious, and racial harassment and violence policy.** A school board must adopt a written sexual, religious, and racial harassment and sexual, religious, and racial violence policy that conforms with chapter 363A. The policy shall apply to pupils, teachers, administrators, and other school personnel, include reporting procedures, and set forth disciplinary actions that will be taken for violation of the policy. Disciplinary actions must conform with collective bargaining agreements and sections

[121A.41](#) to [121A.56](#). The policy must be conspicuously posted throughout each school building, given to each district employee and independent contractor at the time of entering into the person's employment contract, and included in each school's student handbook on school policies. Each school must develop a process for discussing the school's sexual, religious, and racial harassment and violence policy with students and school employees.

Subdivision 3. **Submission to commissioner.** Each school board must submit to the commissioner a copy of the sexual, religious, and racial harassment and sexual, religious, and racial violence policy the board has adopted.

**M.S. 121A.035      *CRISIS MANAGEMENT POLICY.***

Subdivision 1. **Model policy.** The commissioner shall maintain and make available to school boards and charter schools a model crisis management policy that includes, among other items, school lock-down and tornado drills, consistent with subdivision 2, and school fire drills under section [299F.30](#).

Subdivision 2. **School district and charter school policy.** A school board and a charter school must adopt a crisis management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county attorney offices, social service agencies, emergency medical responders, and any other appropriate

individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section [299F.30](#), and one tornado drill.

**M.S. 121A.05      *POLICY TO REFER FIREARMS POSSESSOR.***

A school board must have a policy requiring the appropriate school official to, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a pupil who brings a firearm to school unlawfully.

**M.S. 121A.64      *NOTIFICATION; TEACHERS' LEGITIMATE EDUCATIONAL INTEREST.***

(a) A classroom teacher has a legitimate educational interest in knowing which students placed in the teacher's classroom have a history of violent behavior and must be notified before such students are placed in the teacher's classroom.

(b) Representatives of the school board and the exclusive representative of the teachers shall discuss issues related to the model policy on student records adopted under Laws 1999, chapter 241, article 9, section 50, and any modifications adopted under Laws 2003, First Special Session chapter 9, for notifying classroom teachers and other school district employees having a legitimate educational interest in knowing about students with a history of violent behavior placed in classrooms. The representatives of the school board and the exclusive representative of the teachers also may discuss the need for intervention services or conflict resolution or training for staff related to placing students with a history of violent behavior in teachers' classrooms.

**M.S. 121A.65      *REVIEW OF POLICY.***

The principal or other person having general control and supervision of the school, and representatives of parents, students, and staff in a school building shall confer at least annually to review the discipline policy and to assess whether the policy has been enforced. A school board must conduct an annual review of the district-wide discipline policy.

**M.S. 121A.69      *HAZING POLICY.***

Subdivision 1. **Definitions.** (a) "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. (b) "Student organization" means a group, club, or organization having students as its primary members or participants.

Subdivision 2. **Model policy.** The commissioner of education shall maintain and make available to school boards a model policy on student or staff hazing that addresses the requirements of subdivision 3.

Subdivision 3. **School board policy.** Each school board shall adopt a written policy governing student or staff hazing. The policy must apply to student behavior that occurs on or off school property and during and after school hours. The policy must include reporting procedures and disciplinary consequences for violating the policy. Disciplinary consequences must be sufficiently severe to deter violations and appropriately discipline

prohibited behavior. Disciplinary consequences must conform with sections [121A.41](#) to [121A.56](#). Each school must include the policy in the student handbook on school policies.

**M.S. 121A.0695      *SCHOOL BOARD POLICY; PROHIBITING INTIMIDATION AND BULLYING.***

Each school board shall adopt a written policy prohibiting intimidation and bullying of any student. The policy shall address intimidation and bullying in all forms, including, but not limited to, electronic forms and forms involving Internet use.

**M.S. 121A.72      *SCHOOL LOCKER POLICY.***

Subdivision 1. **Policy.** It is the policy of the state of Minnesota that: "School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

Subdivision 2. **Dissemination.** The locker policy must be disseminated to parents and students in the way that other policies of general application to students are disseminated. A copy of the policy must be provided to a student the first time that the student is given the use of a locker.



---

## POLICIES ON SCHOOL SAFETY

---

### M.S. 123B.90     **SCHOOL BUS SAFETY TRAINING.**

Subdivision 1. [Repealed, [1Sp2003 c 9 art 10 s 14](#)]

Subdivision 2. **Student training.** (a) Each district must provide public school pupils enrolled in kindergarten through grade 10 with age-appropriate school bus safety training, as described in this section, of the following concepts:

- (1) transportation by school bus is a privilege and not a right;
- (2) district policies for student conduct and school bus safety;
- (3) appropriate conduct while on the school bus;
- (4) the danger zones surrounding a school bus;
- (5) procedures for safely boarding and leaving a school bus;
- (6) procedures for safe street or road crossing; and
- (7) school bus evacuation.

(b) Each nonpublic school located within the district must provide all nonpublic school pupils enrolled in kindergarten through grade 10 who are transported by school bus at public expense and attend school within the district's boundaries with training as required in paragraph (a).

(c) Students enrolled in kindergarten through grade 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training competencies by the end of the third week of school. Students enrolled in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school and have not previously received school bus safety training must receive the training or receive bus safety instructional materials by the end of the sixth week of school. Students taking driver's training instructional classes must receive training in the laws and proper procedures when operating a motor vehicle in the vicinity of a school bus as required by section [169.446, subdivisions 2](#) and 3. Students enrolled in kindergarten through grade 10 who enroll in a school after the second week of school and are transported by school bus and have not received training in their previous school district shall undergo school bus safety training or receive bus safety instructional materials within four weeks of the first day of attendance. Upon request of the superintendent of schools, the school transportation safety director in each district must certify to the superintendent that all students transported by school bus within the district have received the school bus safety training according to this section. Upon request of the superintendent of the school district where the nonpublic school is located, the principal or other chief administrator of each nonpublic school must certify to the school transportation safety director of the district in which the school is located that the school's students transported by school bus at public expense have received training according to this section.

(d) A district and a nonpublic school with students transported by school bus at public expense may provide kindergarten pupils with bus safety training before the first day of school.

(e) A district and a nonpublic school with students transported by school bus at public expense may also provide student safety education for bicycling and pedestrian safety, for students enrolled in kindergarten through grade 5.

(f) A district and a nonpublic school with students transported by school bus at public expense must make reasonable accommodations for the school bus safety training of pupils known to speak English as a second language and pupils with disabilities.

(g) The district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in kindergarten through grade 3 school bus safety training twice during the school year.

(h) A district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

Subdivision 3. **Model training program.** The commissioner shall develop a comprehensive model school bus safety training program for pupils who ride the bus that includes bus safety curriculum for both classroom and practical instruction and age-appropriate instructional materials.

### **M.S. 123B.93      **ADVERTISING ON SCHOOL BUSES.****

(a) The commissioner, through a competitive process, may contract with advertisers regarding advertising on school buses. At a minimum, the contract must prohibit advertising and advertising images that:

(1) solicit the sale of, or promote the use of, alcoholic beverages and tobacco products;

(2) are discriminatory in nature or content;

(3) imply or declare an endorsement of the product or service by the school district;

(4) contain obscene material;

(5) are false, misleading, or deceptive; or

(6) relate to an illegal activity or antisocial behavior.

(b) Advertisement must meet the following conditions:

(1) the advertising attached to the school bus does not interfere with bus identification under section [169.441](#); and

(2) the bus with attached advertising meets the school bus equipment standards under sections [169.4501](#) to [169.4504](#).

(c) All buses operated by school districts may be attached with advertisements under the state contract. All school district contracts shall include a provision for advertisement. Each school district shall be reimbursed by the advertiser for all costs incurred by the district and its contractors for supporting the advertising program, including, but not limited to, retrofitting buses, storing advertising, attaching advertising to the bus, and related maintenance.

(d) The commissioner shall hold harmless and indemnify each district for all liabilities arising from the advertising program. Each district must tender defense of all such claims to the commissioner within five days of receipt.

(e) All revenue from the contract shall be deposited in the general fund.

## STUDENT DISCIPLINE

---

### **M.S. 121A.06      REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES.**

Subdivision 1. **Definitions.** As used in this section:

- (1) "dangerous weapon" has the meaning given it in section [609.02, subdivision 6](#);
- (2) "school" has the meaning given it in section [120A.22, subdivision 4](#); and
- (3) "school zone" has the meaning given it in section [152.01, subdivision 14a](#), clauses (1) and (3).

Subdivision 2. **Reports; content.** School districts must electronically report to the commissioner of education incidents involving the use or possession of a dangerous weapon in school zones. The form must include the following information:

- (1) a description of each incident, including a description of the dangerous weapon involved in the incident;
- (2) where, at what time, and under what circumstances the incident occurred;
- (3) information about the offender, other than the offender's name, including the offender's age; whether the offender was a student and, if so, where the offender attended school; and whether the offender was under school expulsion or suspension at the time of the incident;
- (4) information about the victim other than the victim's name, if any, including the victim's age; whether the victim was a student and, if so, where the victim attended school; and if the victim was not a student, whether the victim was employed at the school;
- (5) the cost of the incident to the school and to the victim; and

(6) the action taken by the school administration to respond to the incident.  
The commissioner shall provide an electronic reporting format that allows school districts to provide aggregate data.

Subdivision 3. **Reports; filing requirements.** By July 31 of each year, each public school shall report incidents involving the use or possession of a dangerous weapon in school zones to the commissioner. The reports must be submitted using the electronic reporting system developed by the commissioner under subdivision 2. The commissioner shall compile the information it receives from the schools and report it annually to the commissioner of public safety and the legislature.

### **M.S. 121A.44      EXPULSION FOR POSSESSION OF FIREARM.**

(a) Notwithstanding the time limitation in section [121A.41, subdivision 5](#), a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.

(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

## **M.S. 121A.582      **STUDENT DISCIPLINE; REASONABLE FORCE****

### **Subdivision 1. Reasonable force standard.**

(a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

(b) A school employee, school bus driver, or other agent of a district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

(c) Paragraphs (a) and (b) do not authorize conduct prohibited under sections [121A.58](#) and [121A.67](#).

### **Subdivision 2. Civil liability.**

(a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a civil action for damages under section [123B.25](#).

(b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against a civil action for damages under section [123B.25](#).

### **Subdivision 3. Criminal prosecution.**

(a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a criminal prosecution under section [609.06, subdivision 1](#).

(b) A school employee, bus driver, or other agent of a district who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (b), has a defense against a criminal prosecution under section [609.06, subdivision 1](#).

### **Subdivision 4. Supplementary rights and defenses.**

Any right or defense in this section is supplementary to those specified in section [121A.58](#), [121A.67](#), [123B.25](#), or [609.06, subdivision 1](#).

## **M.S. 121A.61      **DISCIPLINE AND REMOVAL OF STUDENTS FROM CLASS****

**Subdivision 1. Required policy.** Each school board must adopt a written district-wide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. The policy must be developed in consultation with administrators, teachers, employees, pupils, parents, community members, law enforcement agencies, county attorney offices, social service agencies, and such other individuals or organizations as the board determines appropriate. A school site council may adopt additional provisions to the policy subject to the approval of the school board.

**Subdivision 2. Grounds for removal from class.** The policy must establish the various grounds for which a student may be removed from a class in the district for a period of time under the procedures specified in the policy. The policy must include a procedure for notifying and meeting with a student's parent or guardian to discuss the problem that is causing the student to be removed from class after the student has been

removed from class more than ten times in one school year. The grounds in the policy must include at least the following provisions as well as other grounds determined appropriate by the board:

- (a) willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- (b) willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; and
- (c) willful violation of any rule of conduct specified in the discipline policy adopted by the board.

Subdivision 3. **Policy components.** The policy must include at least the following components:

- (a) rules governing student conduct and procedures for informing students of the rules;
- (b) the grounds for removal of a student from a class;
- (c) the authority of the classroom teacher to remove students from the classroom pursuant to procedures and rules established in the district's policy;
- (d) the procedures for removal of a student from a class by a teacher, school administrator, or other school district employee;
- (e) the period of time for which a student may be removed from a class, which may not exceed five class periods for a violation of a rule of conduct;
- (f) provisions relating to the responsibility for and custody of a student removed from a class;
  
- (g) the procedures for return of a student to the specified class from which the student has been removed;
- (h) the procedures for notifying a student and the student's parents or guardian of violations of the rules of conduct and of resulting disciplinary actions;
- (i) any procedures determined appropriate for encouraging early involvement of parents or guardians in attempts to improve a student's behavior;
- (j) any procedures determined appropriate for encouraging early detection of behavioral problems;
- (k) any procedures determined appropriate for referring a student in need of special education services to those services;
  - (1) the procedures for consideration of whether there is a need for a further assessment or of whether there is a need for a review of the adequacy of a current individual education plan of a student with a disability who is removed from class;
- (m) procedures for detecting and addressing chemical abuse problems of a student while on the school premises;
- (n) the minimum consequences for violations of the code of conduct;
- (o) procedures for immediate and appropriate interventions tied to violations of the code;
- (p) a provision that states that a teacher, school employee, school bus driver, or other agent of a district may use reasonable force in compliance with section [121A.582](#) and other laws; and
- (q) an agreement regarding procedures to coordinate crisis services to the extent funds are available with the county board responsible for implementing sections [245.487](#)

to [245.4889](#) for students with a serious emotional disturbance or other students who have an individualized education plan whose behavior may be addressed by crisis intervention.