

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	1	INCIDENTS	16
PREFACE	1	Fire	16
PHILOSOPHY	2	Drills	16
CRISIS MANAGEMENT PLAN	2	Shelter-in-Place	16
Statement of Purpose	2	Signals	17
Crisis Management Team (CMT)	3	Severe Weather (Tornado/Severe Thunderstorm/Blizzard)	17
CMT Checklist	4	Bomb Threat	18
Responsibilities of the Crisis Management Team	4	Weapons/Shooting	18
Media Release Policy	5	Intruder/Hostage	19
ACTIVITY FLOW CHART	6	Disturbances/Demonstration	20
Initial Staff Meeting	6	Hazardous Materials	21
End of Day One Staff Meeting	7	Nuclear Disaster/Radiological	22
End of Day Two Staff Meeting	7	Death/Suicide	23
Closing the Crisis	7	GENERAL INFORMATION	24
Follow-up Activities	8	Teacher's Role	24
Evaluation Plan	8	Necessary Supplies and Materials	25
RESPONSIBILITIES	8	Symptoms/Reactions	25
Superintendent	8	Post Traumatic Stress Disorder	25
Principal	9	Stages of Grief	25
Secretary	9	Age-Specific Reactions to Loss	27
CMT Coordinator	10	Trauma in Childhood Developmental Differences	28
Counselor	11	Behavior to Expect of Students and Faculty	29
Building Team	11	Short-Term Effects of Crisis	30
Staff	12	APPENDIX A: CONTACT INFORMATION	31
PROCEDURES	13	APPENDIX B: MEDIA STATEMENTS	32
Code Blue (Unconscious Victim)	13	APPENDIX C: EXIT INSTRUCTIONS/SHELTER AREAS	33
Modified Lockdown	14	APPENDIX D: CHECKLIST FOR TELEPHONE THREATS/911 CALLS	34
Lockdown	14	APPENDIX E: POST EVALUATION ACTIVITIES	36
Evacuation	15	APPENDIX F: RED FOLDER	37

ACKNOWLEDGEMENTS

The Luverne School District #2184 Crisis Management Plan was developed using guidelines and materials from several sources including the *Emergency Planning and Procedures Guide for Schools* provided by the Minnesota Department of Public Safety, a Division of Homeland Security and Emergency Management, August, 2005 and other educational journals, as well as reviews of plans developed by other school districts.

The 2005 Plan provides an update of the previous plan that was approved by the Luverne School Board in 2001. The Guide's purpose, as stated in the preface, offers their materials to school for adaptations to fit the school and its particular crisis.

The members of the team responsible for updating the Luverne School district Crisis Management Plan are:

Craig Oftedahl, Superintendent
Ryan Johnson, Middle School / High School Principal
Stacy Gillette, Elementary School Principal
Phil Paquette, School Nurse
Renee Guy, School Psychologist
Marlene Mann, Business Manager

PREFACE

The Luverne School District Crisis Management Plan provides information concerning individual and collective responsibilities in the event of an emergency or a traumatic event. A crisis can be identified as an event that impacts the students, staff, or school in a threatening and devastating way.

When a tragedy occurs, the school district is confronted immediately with serious problems; verifying what happened, containing the information, protecting the privacy of the family, helping students and staff cope with death or other tragedy, communicating beyond the school, bringing the resources of the community to bear on the problem, dealing with parents, and in the case of suicide, minimizing the possibility that other students may imitate the behavior and take their own lives.

This Crisis Management Plan will help to educate, inform, and prepare the Luverne School District for responding to crisis situations.

PHILOSOPHY

Because we live in a society that is becoming increasingly complex and volatile, it is essential to develop a crisis plan within the school system. When school personnel are prepared to deal with a crisis, students can continue to grow emotionally, intellectually, and physically. Divisiveness and further trauma can be averted. With proper preparation, a crisis can then be used to unite students and staff in building confidence and cohesiveness among themselves and within the larger public community.

CRISIS MANAGEMENT PLAN

STATEMENT OF PURPOSE

A crisis management plan needs to be established and ready for use in case of an emergency within the school building or school community. The key to an effective crisis management plan is structure. A crisis can be identified as an event that impacts the students, staff, or school in a threatening and devastating way. The superintendent and principals have the authority to determine what is a crisis and to convene the crisis team. The policy of the Luverne School District includes the following structure plan and is to be implemented at the direction of the school superintendent/principals.

CRISIS MANAGEMENT TEAM (CMT)

District Team

Craig Oftedahl, Superintendent
Ryan Johnson, MS/HS Principal
Stacy Gillette, Elementary Principal
*Renee Guy, School Psychologist
Marie Atkinson-Smeins, Elementary Counselor
Craig Nelson, MS/HS Counselor
Phil Paquette, School Nurse
Todd Oye, Activities Director
LEA Representative

*The District School Psychologist will serve as the CMT coordinator.

School Building Team

Elementary

Faculty Representative Committee
Marie Atkinson-Smeins, Counselor

Middle/High School

Faculty Representative Committee
Craig Nelson, Counselor

Community Support Team

???, Ministerial Association
Evan Verbrugge, Rock County Sheriff Department
Kyle Oldre, County Administrator, Emergency Management Director
Don Klosterbuer, County Attorney
Scott Johnson, Southwest Mental Health Clinic
Nancy Lange, Rock County Family Services

CMT CHECKLIST

1. Accurate information on the crisis has been collected and disseminated by the superintendent or principals and team members
2. Needed personnel have been notified
3. Memos have been prepared by the crisis team:
 - a. Original memo for students and staff not at meeting
 - b. Second memo with specific details as they become available
 - c. Additional memos
4. Team members have assumed duties such as:
 - a. Floater to check hallways and bathrooms
 - b. Person to follow schedule of deceased, if necessary
 - c. Counselors assigned to specific group meeting rooms
 - d. Other
5. Rooms have been designated to be used for the counseling of grieving students;
6. Schedule has been frozen, if necessary, to allow students and staff to receive all information regarding the crisis
7. Friends and relatives of victim(s) have been identified to watch for high behaviors
8. Extra-curricular schedule has been checked to see if any postponements must be made
9. End of Day One meeting and place set to evaluate day
10. End of Day Two meeting time and place to set to discuss concerns
11. Maintain records for follow-up on crisis and future crisis
12. Arrange follow-up services for students
13. Assess the process

RESPONSIBILITIES OF THE CRISIS MANAGEMENT TEAM

1. Establish protocol for dealing with crises
 - a. Determine the person in charge during the crisis
 - b. Assign one administrator to be in touch with the media
 - c. Arrange a phone tree for notification of staff
2. Provide organizational assistance during a crisis, including the need for outside resources
 - a. Determine the plan for community space in case the school cannot be used
 - b. Establish a police liaison
3. Provide training sessions for members of the crisis team
4. Hold an inservice for school staff, including support staff, annually reviewing the district crisis management plan and how to respond to students, staff, parents, and the media during crises.

RESPONSIBILITIES OF THE CRISIS MANAGEMENT TEAM (cont.)

5. Debrief personnel after the crisis and provide follow-up activities
6. Identify and monitor high risk students
7. Plan and implement inservice for staff
8. Prepare a report for the administration at the outset and following the crisis

MEDIA RELEASE POLICY

The District Superintendent, or designee, is the official spokesperson for the district and will handle all interviews and requests for information.

1. Information
 - a. Confirm with authorities before releasing any information -- Distinguish fact from rumor
 - b. Channel information only through identified reporters
 - c. A designated room or area will be made available for media if needed
 - d. Reporters in the building should be accompanied by a staff member familiar with the established guidelines
 - e. A written statement should be developed by the Crisis Management Team, shared with the staff, and provided to the media
2. Interviews by Media
 - a. No one is required to be interviewed by the media
 - b. All requests for interviews will be funneled through the Superintendent
 - c. Permission from parents must be obtained for a student to be interviewed by the media
 - d. A designated room or area will be made available for media if needed

The superintendent has the right to deny press interviews with teachers on the school premises and the teachers have the right to deny an interview at any time or place.

The major responsibility as a leader of the school is the welfare of the students. Although there will be exceptions, it is best to decline interviews with the students. If it seems appropriate for the student to speak to the press, parental permission must be obtained, preferably in writing. If a more timely response is necessary, parental permission may be obtained by telephone, providing all the calls are well-documented. The decision to allow a student on camera should be very carefully considered, weighing all the consequences.

General Media Guidelines

- Develop written statement
- Appoint spokesperson
- Keep staff informed through one person designated to control rumors
- Be proactive with the press
- Contact press before they contact you
- Explain restrictions
- Stress positive action taken by the school
- Do not refuse to speak to the press
- Do not disclaim responsibility until all facts are known
- Announce new changes made after the incident has passed

ACTIVITY FLOW CHART

1. Superintendent and principals will decide whether or not to activate the crisis team.
2. Crisis Management Team will meet prior to the start of the school day or as soon as possible after a crisis has been identified.
3. Faculty and staff will meet, if possible, prior to the start of the school day. If the crisis occurs during the day, class sessions will be frozen until all staff have been notified.
4. Students will be informed of the crisis by a written memo, which is read by the teacher or a member of the crisis management team during the first period of the day or during a frozen period.
5. Staff will follow the procedure outlined under staff responsibilities and staff checklist for dealing with the students throughout the crisis.
6. Faculty will meet at the end of Day One to discuss the events of the day and to identify any special needs or problems.
7. A second memo will be given to students and staff regarding specific details as soon as details are available. A second memo will probably be given on Day Two.
8. Faculty will meet at the end of Day Two to discuss the events of the day and to wrap-up.

INITIAL STAFF MEETING

1. Staff meeting will be called for ALL school personnel, including secretaries, cooks, aides, and custodians. Those unable to attend will be informed by memo of details as soon as possible.
2. Principal and team members will inform the staff of the crisis.
3. Remind the staff that ALL media inquiries are to be handled by the superintendent's office.
4. A written announcement of the crisis will be given to the faculty to read to the students as soon as possible.
5. Anyone who feels uncomfortable reading the announcement and discussing the crisis with their students may request a member of the support team to be present.

6. Explain any changes in the daily schedule and attempt to keep the day as normal as possible.
7. Times and places for the faculty and students to go for support will be designated.
8. Staff will be asked for names of any students whom they consider special friends of the student or family involved in the crisis.
9. Staff will be informed of funeral arrangements, memorials, and schedules by means of memo when the information is available.
10. If necessary, prepared handouts will be distributed to the staff.
11. End of the Day One meeting will be set.

END OF DAY ONE STAFF MEETING

1. Discuss the problems and the good points of the day
2. Identify high risk students
3. Discuss social amenities for the victim(s) family(ies)
4. Review funeral plans
 - a. student release
 - b. staff members who will attend
 - c. who will cover for absent staff members
5. Discuss Day Two

END OF DAY TWO STAFF MEETING

1. Discuss funeral or other details
2. Final wrap-up

CLOSING THE CRISIS

1. Monitor students and staff for residual affects of trauma and grief
2. Provide ongoing support services as needed
3. Evaluate the procedures used during the crisis
4. Review and update the Crisis Management Plan as needed
5. Submit a written summary of the crisis to the school board

FOLLOW-UP ACTIVITIES

1. Write follow-up letters to parents of high-risk students making them aware of continued concern
2. Allow time for processing with staff; share any additional news
3. If tragedy occurs in the building, be respectful of the personal discomfort of some to be in the proximity or room, but do not reroute or abandon the area. This will only add to the labeling of the area and aid in avoiding their feelings. Eventually, the room or space will require trafficking, so continued use would minimize fears and additional fears and additional problems. Have a counselor at the spot to help students process their feelings.

EVALUATION PLAN

The Crisis Management Team develops crisis evaluation procedures, such as:

1. Review and update the Crisis Management Plan on an annual basis
2. Collect comments and feedback from people in the community and the school system to evaluate the plan during the crisis and afterwards
3. Report feedback to the school board

RESPONSIBILITIES

SUPERINTENDENT'S RESPONSIBILITIES

The superintendent will:

1. Determine with the appropriate principals and CMT coordinator whether or not to implement the Crisis Management Plan
2. Contact Business Manager, Chairperson of School Board, and Community Education Director.
3. Contact Community Support Group Coordinator.
4. Determine the plan for community space in case the school cannot be used.
5. Decide with the principals who will collect accurate information from the family, police, etc. It is important that this information is accurate and sensitive to the wishes of the family.
6. Draft a press release.
7. Be responsible for media personnel.
8. Attend the initial crisis team meeting.
9. Keep the school board president informed about the crisis.
10. Communicate with the crisis team coordinator throughout the crisis period.

PRINCIPAL'S RESPONSIBILITIES

The principal will:

1. Confer with the superintendent to establish a crisis situation and help determine needed personnel.
2. Complete the district's phone tree, informing involved crisis team members of the team's meeting time.
3. Call substitutes if necessary.
4. Direct ALL media personnel to the superintendent's office.
5. Assist the Crisis Management Team with identifying support personnel.
6. Prepare, with the Crisis Management Team, the memo that staff will read to the students.
7. Contact Student Council Advisor.
8. Conduct Initial Staff meeting.
9. Serve as a contact person for families and individuals who contact the school concerning the crisis.
10. Conduct the end of Day One staff meeting.
11. Prepare for students and staff, updated information concerning the crisis; such as current medical information, funeral arrangements, memorials, etc.
12. Conduct the end of Day Two wrap-up staff meeting.
13. Have floor plan of building with meeting rooms designated for counseling sessions by community support persons.
14. Designate a support room for faculty with counseling available.

SECRETARY'S RESPONSIBILITIES

Each Principal will designate a secretary for the following duties.

The secretary will:

1. Direct students to designated rooms.
2. Keep list of students requesting counseling.
3. Check students off list as they return to class.
4. Keep absentee list, including students going home. (Students are NOT to go home without the building administrator's permission).
5. Run memos and handouts as needed.
6. Handle all phone calls (excluding media). Give only information from memo.

CRISIS MANAGEMENT TEAM (CMT) COORDINATOR'S RESPONSIBILITIES

The Crisis Management Team Coordinator will:

1. Work directly with the district's administrators throughout the entire response plan.
2. Make sure all members of the Crisis Management Team are contacted and informed of the place and time of introductory meeting.
3. Conduct CMT meeting. Delegate assignments, consolidate and disseminate accurate/factual information, identify prospective high-risk students (and their schedules), answer questions, and distribute list of necessary supplies.
4. The CMT coordinator is NOT to be assigned to individuals or groups so that he/she will be available at all times for problems that may arise.
5. Establish the location for the CMT office. It should be separate from the main office.
6. Work with assigned secretary to prepare memos and handouts.
7. Locate and identify rooms (with signs) for individual and group counseling sessions.
8. Establish a "waiting room" for parents seeking to talk with their child.
9. Appoint one member of the CMT to follow the deceased student's schedule for the day to deal with questions and responses to the tragedy.
10. Obtain the necessary materials for the CMT and make sure they are in the appropriate rooms/areas.
11. Assist principal in assigning individuals to direct all traffic, visitors to the office.
12. Coordinate visitors and/or parents to increase assurance of a calm and safe environment.
13. Coordinate activities of the CMT members and troubleshoot any issues that arise.
14. Review day with team members and review all note tablets at the end of the day for high-risk students and other concerns.
15. Contact parents of students that are identified as high-risk.
16. Assist in making arrangements for follow-up services for students, families, staff, etc.
17. Assist in conducting a follow-up evaluation.
18. Establish a Follow-up Evaluation Meeting two weeks after the crisis to determine the effectiveness of the Crisis Management Plan. Facilitate changes or revisions to the plan.
19. Submit a written summary of the Crisis Management to the school board.

COUNSELOR'S RESPONSIBILITIES

The school counselors will:

1. Attend Introductory meeting of the Crisis Management Team.
2. Assist principals with staff meetings.
3. Be available to assist teachers and staff members in classroom to inform students of crisis.
4. Keep a list of students (self, teacher, parent referrals) the intervention(s) taken and recommendations for follow-up.
5. Identify students and school staff who were close to the deceased person and who may need extra support.
6. Start a list of high-risk students in need of extra support.
7. Meet briefly with all identified high-risk students and other students referred by staff.
8. Identify non-school attendees who may be high-risk and contact parents.
9. Set up and monitor a room for initial individual or group counseling.
10. Provide information to parents of how to help their children.
11. Inform students of available counseling services and how to get there (hall passes, sign ups, etc.).
12. Facilitate referrals to outside agencies.
13. Coordinate outside counseling and mental health service personnel.
14. Provide follow-up services with small groups, support groups, etc.
15. Continue to monitor students and staff after the crisis.
16. Have resources such as books and articles (concerning death, loss, etc.) available for staff and students to check out.
17. Assist in evaluation of Crisis Management Plan.

BUILDING TEAM'S RESPONSIBILITIES

Building Crisis Team members will:

1. Complete phone tree making certain that all staff members are called.
2. Meet with the building principal prior to the Initial staff meeting to review the details and to prepare for the meeting.
3. Conduct, with the principal, the Initial staff meeting.
4. Direct ALL media personnel to the superintendent's office.
5. Fulfill duties designated by the Crisis Management Team Coordinator.
6. Conduct with the principal the End of Day One meeting for evaluation and processing.
7. Be prepared for Day Two.
8. Conduct with the principal the End of Day Two meeting for evaluation and wrap-up.
9. Determine if there is a need for group meetings with parents and/or the public.
10. Assist in evaluation of Crisis Management Plan

STAFF RESPONSIBILITIES

The staff members will:

1. Keep the superintendent or principal aware of any possible crisis situation as soon as it arises.
2. Direct ALL media personnel to the superintendent's office.
3. One person or group will be designated to handle social amenities, such as flowers, cards, etc.
4. Read announcement to the students as soon as memo has been received and allow time for students to ask questions or to quietly discuss. Ask for assistance from a School Crisis Management Team member or counselor if desired.
5. Let students know that they will be:
 - a. Informed of circumstances such as funeral or other appropriate details as soon as the staff learns about them.
 - b. Excused from classes to attend a funeral with written permission from parents or guardians.
 - c. Seeing people react to death differently and be careful not to be critical of another's reaction.
 - d. Talk with a counselor or participate in counseling groups as needed.
 - e. Expected to inform teachers if a classmate is experiencing problems and not seeking help.
6. Be prepared to respond to a frozen schedule at any time to allow for information to reach all staff and students during the same class period.
7. Students who need time/space for adjusting to the crisis should be referred to the office.
8. Never refer to a death as a suicide.
9. Keep the day as normal as possible with reduced expectations. Allow students to vent their feelings.
10. Identify high-risk students and refer them to the office. Students are not allowed to leave school without the building administrator's permission.
11. Patrol hallways and bathrooms between classes and be aware that students may try to isolate themselves.
12. Attend all staff meetings.

PROCEDURES

MEDICAL EMERGENCY (UNCONSCIOUS VICTIM)

When a person becomes unconscious at school:

1. Notify the office personnel of the location of the victim.
2. The office personnel will announce the Medical Emergency including the type (purple, blue, etc) and location.
3. Office personnel meet in Main Office.
 - a. Call 911:
 - i. Explain the situation.
 - ii. Tell the EMTs which door to enter.
 - b. Contact District Office.
 - c. Send someone to meet the EMTs at the door to take them to the victim.
 - d. Make a copy of the health card for EMT's
 - e. Contact parents/family of victim.
4. All students will stay in their rooms until the "All Clear" announcement is made.
5. The First Response Team will respond to the scene of the victim.
6. The victim will be assessed by the Medical Emergency Team to determine if CPR is necessary. If CPR is required, the team will initiate this intervention and continue CPR until the EMTs arrive and intervene.
7. The principal will come to the scene and do crowd control.
8. First Response Team members will meet with the principal and school nurse to evaluate plan and the intervention that occurred.

The school nurse will:

1. Maintain current certification of response team members.
 - a. CPR certification every two years.
 - b. First Aid certification every two years.
2. Schedule two medical emergency drills.
3. Meet with secretaries and principals to review Medical Emergency Procedure.
4. Evaluate and review procedures after event.

Emergency Response Team

1. Middle/High School: 4-6 members, located throughout the building.

Phil Paquette	Kara Ahrendt	Becky Rahm
Kari Lais	Mary Jo Graphenteen	Deb Ward
Chris Nowatzki	Diana Ouverson	

2. Elementary School: 4-6 members, located throughout the building.

Jon Schomacker	Kristin Schomacker	Lucinda Rofshus
Gordie Hansen	Doris Hoven	Theresa Graff
Phil Paquette	Marie Atkinson-Smeins	Renee Guy

Automated External Defibrillators (AED) are available and centrally located in each building.

1. Middle/High School
 - a. The AED is located in the main lobby area next to the public phone.
2. Elementary School
 - a. The AED is located in the Commons area just outside the south gym door by the public phone.

MODIFIED LOCKDOWN

A situation may arise where students and staff need to remain in classrooms and not be in the hallways.

1. Office personnel will announce:
 - a. "We have an emergency situation. All teachers are to implement a modified lockdown. All students and staff should remain in the classroom until further notice."
2. Office personnel will meet at the main office to determine further action.
 - a. Contact District Office
 - b. Contact other agencies as needed.
3. Teachers are to lock classroom doors, cover windows and keep students in the classroom.
4. Teachers may continue with lessons.
5. Physical Education classes outside should continue class outside until all clear announcement.
6. Teachers not with students should get in a protected space.
7. Further instructions and/or "All clear" announcements will be made as needed.
8. Administrative team will review and evaluation procedures after the event.

LOCK-DOWN PROCEDURE

In the event of an unsafe situation:

1. Office personnel will announce:
 - a. "We have an emergency situation. All teachers are to implement a full lockdown. All students and staff should remain in the classroom until further notice."
2. Office personnel will meet at the main office to determine further action.
 - a. Contact District Office
 - b. Contact other agencies as needed (911).
3. Teachers are to lock classroom doors, cover windows and keep students in the classroom.
4. Teachers should gather students to a concealed corner of the classroom away from doors and windows. Close window shades and turn off lights.

5. Students not in a classroom should report to the closest classroom.
6. Physical Education classes outside should go to the NE end of the school.
7. Teachers not with students should get in a protected space.
8. Teachers are not to acknowledge or open a classroom door without appropriate verification.
9. Further instructions and/or "All clear" announcements will be made as needed.
10. Administrative team will review and evaluate procedures after the event.

EVACUATION PROCEDURE

If it is deemed necessary by a school official to evacuate any of the school buildings:

1. Office personnel will announce:
 - a. "We have an emergency situation. All teachers are to immediately evacuate their classes to the off site location."
2. Office personnel will meet at the main office to determine further action.
 - a. Contact District Office
 - b. Contact Evacuation Sites
 - c. Contact other agencies as needed (911).
3. All teachers are to evacuate building through regular evacuation routes unless otherwise announced.
4. Off site evacuation locations:
 - a. Elementary - Grace Lutheran Church (283-4431)
 - b. Middle School – First Presbyterian Church (283-4787)
 - c. High School - St. John's Lutheran Church (283-2316)
5. Teachers should:
 - a. Take contact information.
 - b. Account for all students once outside the building.
 - c. Escort class to evacuation site.
 - d. Take attendance at evacuation site.
 - e. Maintain supervision of students.
6. Office personnel will take evacuation supplies
 - a. Contact information.
 - b. Student release forms.
7. Teachers not with students should report to the evacuation site and assist office/administration personnel.
8. Special Education case managers will coordinate with classroom teachers and paraprofessionals regarding evacuation procedures for students with special needs.

No student will be allowed to leave these locations without a parent signing their student out to a staff member in charge of that location.

INCIDENTS

FIRE

In the event of a fire, smoke, or detection of a gas odor:

1. Pull fire alarm and notify Main Office.
2. Office personnel will:
 - a. Call 911
 - b. Contact District Office
 - c. Take evacuation materials
 - i. Student contact information
 - ii. Student release forms
3. All teachers are to evacuate building through regular evacuation routes to designated areas unless otherwise announced.
 - a. 200 feet away from building
4. Teachers should:
 - a. Take class contact information
 - b. Take attendance outside the building.
 - c. Report any missing children immediately.
 - d. Maintain supervision of students.

Drills

1. There will be at least 5 drills during the school year.
2. Drills shall be executed at different times.
3. The building principal, assisted by custodians, will monitor building evacuation.
4. The building principal will keep a record of each drill and the evacuation times.
5. Teachers should take class contact information.
6. Each class shall proceed to a predetermined point outside the building.
7. Teachers should account for all students once outside the building.
8. Special Education teachers should monitor and plan for the evacuation of students with disabilities.

Shelter-In-Place

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.

Sheltering in place is used when evacuation would put people at risk.

In the event special needs students are unable to exit the building, or an evacuation route is blocked, the following areas are designated as a shelter area:

1. Elementary
 - a. Room 404 (north kindergarten room)
2. Middle/High School
 - a. Room 230 (Robinson's classroom)

Signals

All fire exit drill alarms shall be sounded on the fire alarm system.

The Fire Department responds to every fire alarm. They will arrive at the building where the alarm has been sounded unless notified of a drill in progress by the appropriate school officials. In order to prevent pupils from being returned to a building that is burning, the recall signal shall be one that is separate and distinct from, and cannot be mistaken for, any other signals.

SEVERE WEATHER (Tornado/Severe Thunderstorm/Blizzard)

Tornadoes/Severe Thunderstorm

1. Public Warning Signal -- A steady blast of five minutes on the sirens.
 - a. Tune to KQAD for information
 - b. Tornado warning alert will be disseminated to the Superintendent's Office.
2. All classrooms will be informed of the emergency by announcement over the public address system.
3. Upon direction, staff should proceed with the students to their assigned shelter areas. (Appendix C)
4. Teachers should take class rosters – take attendance once in shelter area.
5. Instruct all students to sit or squat with their backs to the wall and arms over faces for protection.

Blizzard

1. Blizzard arriving at normal speed.
 - a. If blizzard is forecasted and arrives during the day, school will be closed early enough to enable town pupils to walk home or be picked up and to permit buses to take students home.
 - b. If a storm strikes during the night, the superintendent or other designated school authority will make an announcement regarding school closing on radio/television in the evening or before school in the morning.
 - c. Orient students regarding:
 - i. Proper dress
 - ii. Low visibility in crossing street, etc.
 - iii. Go directly to destination, without loitering.
2. Blizzard strikes without warning.
 - a. If a dangerous storm begins during school hours, and buses cannot take students home, announcements will be made relative to this effect.
 - b. Students living within walking distance of school will be sent home immediately. Other town students will be dismissed when a ride is available.
 - c. Rural students should be directed to go to the places designated by their parents on the "Inclement Weather Questionnaire." (All teachers have a copy of this list.)

- d. All undesignated pupils remain in building until placed. Faculty and staff remain in building until excused by the principal.

BOMB THREAT

All bomb threats must be taken seriously until they are assessed. The school district is responsible for assessing bomb threats to determine credibility. The decision whether or not to evacuate rests with the school district until a device is located.

1. Person Receiving Call:
 - a. By phone call:
 - i. Complete the Checklist for Telephone Threats (Appendix D)
 - b. By written note:
 - i. Preserve evidence
 - ii. Place note in plastic bag
 - iii. Photograph words written on walls.
 - c. Notify building administrator/District Office
2. Building administrator determines evacuation or non-evacuation.
 - a. Notify staff of evacuation by phone or public address system. Do not use cell phones, radios or fire alarm system because of risk of activating a device.
 - b. Staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be adjusted accordingly.
 - c. Rooms should be left unlocked and teachers should take contact information.
3. Notify law enforcement
4. Scanning/Search process
 - a. Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building.
 - b. Any suspicious devices, packages, etc., should be pointed out to emergency responders. Do not touch.
 - c. Once a device is located, emergency responders take responsibility for it.
 - i. Bomb squads generally will not search a building unless a suspicious package has been located.

WEAPONS/SHOOTING

Suspected weapon in building:

1. Immediately notify building administrator or teacher.
 - a. Name of person suspected of bringing the weapon.
 - b. Location of the weapon.
 - c. Any threats or other details.
2. Teachers who suspect that a weapon is in the classroom:

- a. Do not call attention to the weapon.
 - b. Notify the building administrator or a neighboring teacher as soon as possible.
 - c. Do not leave the room.
3. Notify law enforcement.
 4. Separate student/staff from weapon if possible.
 5. Question suspect with another person present.
 6. Follow district policy regarding student/locker searches.
 7. Document all activities.
 8. Notify parents according to district policy.

Weapon display or shooting:

1. Contact building administrator/district office.
2. Implement lockdown procedures.
3. Notify law enforcement.
 - a. Locate Red Crisis Building Folder
4. Help all staff and students find safe shelter.
5. Use Student Release Forms to release students to parents/guardians.
6. Refer media to the district office and follow Media Release Policy.
7. Activate Crisis Management Team to disseminate information and to implement post-crisis procedures.

INTRUDER/HOSTAGE

Intruder - an unauthorized person who enters school property:

1. Ask another staff person to accompany you before approaching intruder.
2. Politely greet intruder and identify yourself.
3. Ask intruder the purpose of his/her visit.
4. Inform intruder that all visitors must register at the main office.
5. If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
6. Notify building administrator.

If intruder refuses to leave:

1. Inform him/her that you will call police.
2. Notify building administrator and law enforcement if intruder still refuses to leave. Give police full description of intruder.
3. Walk away from intruder if he/she indicates a potential for violence. Beware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
4. Maintain visual contact and location of the intruder.
5. Building administrator may issue lockdown procedures.

Witness to hostage situation:

1. If hostage taker is unaware of your presence, do not intervene.
2. Notify building administrator.
3. Notify law enforcement. Give dispatcher details of situation.
4. Seal off area near hostage scene.
5. Give control of scene to police and hostage negotiation team.
6. Document all activities.

If taken hostage:

1. Cooperate with hostage taker.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage taker as normally as possible.
4. Be respectful to hostage taker.
5. Ask permission to speak and do not argue or make suggestions.

DISTURBANCES / DEMONSTRATION

The following procedures should be used only in case of a full-scale emergency. The administration will assess the seriousness of the situation and its effect on the safety of the students and staff before taking action.

1. Principal is in charge of his/her building.
 - a. Chain of command in case of his/her absence must be established.
2. Superintendent is to be notified. Other area schools should be advised of possible disturbance.
3. Classroom operation
 - a. Classroom functions should be maintained as regularly as possible and all students advised and encouraged to stay in their classrooms.
 - b. No student will be physically restrained from leaving the building. Names should be noted immediately of any students who do leave the building.
 - c. Students should be made aware of consequences if they leave the building.
4. Student relations
 - a. Students will be kept informed as much as possible of the situation through normal channels of communication.
 - b. Conferences will be held with student groups of all point of view in order to dispel rumors, calm fears, and maintain as near normal operation as possible.
5. Faculty
 - a. Faculty will be kept as fully informed as possible through normal channels of communication.
 - b. Faculty members should write down any events taking place in their area, including names, time, and place of events, and action taken, if any.

- c. Faculty members will remain on duty during regular school hours unless excused by the principal or other designated school authority.
- 6. Custodial staff
 - a. Responsible to principal for assigned duties.
 - b. Responsible for physical plant; i.e., utilities, fire alarm, equipment, and security for all entrances.
- 7. Clerical staff
 - a. Assure safety of pertinent records without jeopardizing their personal safety.
 - b. Keep switchboard clear for emergency phone calls.
 - c. Police contact
- 8. News media
 - a. All requests for information will be referred to the District Office
 - b. Follow Media Release Policy
- 9. Closing of schools
 - a. Only the Superintendent or his duly appointed or designated authority can legally authorize the closing of school.
 - b. If the decision is made to close schools:
 - i. Parents will be informed as quickly as possible through the radio/television
 - ii. All students and staff will be informed
 - iii. Staff will supervise dismissal
 - iv. Bus transportation will be arranged

HAZARDOUS MATERIALS

Incident occurred in school

- 1. Notify building administrator/district office.
- 2. Call 911. If identity and/or location of hazardous material is known, report information to 911.
- 3. Evacuate to an upwind location.
 - a. Teachers should take contact information.
- 4. Seal off area of leak/spill. Close doors.
- 5. Secure/contain area until fire personnel arrive.
- 6. Fire officer in charge may recommend additional shelter or evacuation areas.
- 7. Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- 8. Notify parents/guardians if students are evacuated.
 - a. Use Student Release Forms to release students to parents/guardians.
- 9. Resume normal operations after consulting with fire officials.

Incident occurred near school property

- 1. Fire or Police will notify school officials.

2. Consider need for closing outside air intake, evacuation of students to a safe area or sheltering students in the building until transportation arrives.
3. Fire officer in charge of scene will recommend shelter or evacuation actions.
4. Follow procedures for sheltering or evacuation.
5. If evacuating, teachers should take contact information.
6. Notify parents/guardians if students are evacuated
 - a. Use Student Release Forms to release students to parents/guardians.
7. Resume normal operations after consulting with fire officials.

Note: Consider extra staffing for students with special medical and/or physical needs.

NUCLEAR DISASTER/RADIOLOGICAL

Responsibility of School Authorities

1. Upon notification of a nuclear emergency.
 - a. Administration determines the feasibility of evacuation of students, or sending home local students (if time permits), and to retain rural children in school.
 - b. All members of faculty and school personnel are required to remain on duty in the school building, supervising their pupils or assisting in whatever other way deemed necessary, until they have been officially dismissed.
 - c. All bus drivers, learning of the emergency, will immediately report to school. This shall be done without awaiting the decision of evacuation or retention of students.
2. Children who are taken home should be instructed to go to the basement, unless told otherwise by the parents.
3. Phone calls to the school will not be honored.
4. Lines must be clear so school authorities can conduct the business of the emergency.

Determination of retention or release of students.

1. All faculty and staff shall be on active duty at the school, immediately, until released.
2. If it is reasonably safe, students living in town may be sent home.
3. Students remaining at school will be taken to areas of maximum safety, regardless of comfort.

Determination of evacuation.

1. Bus drivers will be called; out of town dismiss first.
2. Town students will be immediately dismissed.
3. Teachers remain with their students until they are dismissed. Teachers and staff will then report to the respective cafeterias for any further instructions.
4. Bus drivers will report to the bus garage (by phone or in person) immediately at the conclusion of their run.

Procedures for a drill, or for retention of students.

1. Announcement will be made to each room. Follow any direction given.

2. If “evacuate or shelter” instructions are given, students from town are to be excused first.
3. Rural students will be instructed where they will be sheltered in the building.
4. Teachers will supervise the passage of their students to shelter locations and remain there until further directions are given. Last person to leave the classroom should close the door.

The following areas will offer students the best protection available in our buildings:

1. Middle School/Senior High School
 - a. Cafeteria
 - b. Boys’ and girls’ locker room
 - c. Basement corridors to locker room
 - d. First floor corridors
 - e. Second floor corridors
2. Luverne Elementary School
 - a. Entire restrooms
 - b. Locker rooms

DEATH / SUICIDE

In the event of a student/staff member death or suicide:

1. Verify information through family and/or authorities.
2. Superintendent and principals notified immediately
3. Activate the Crisis Management Team
 - a. Start Crisis Phone Tree
 - b. Contact Community Support Team
4. Call the closest friends for special contact before announcement is provided in the classroom.
5. Implement Crisis Management Plan (informed statement, staff meeting, etc.)
6. Arrange small group meetings for students who were close to the victim to discuss their feelings.
7. Arrange for support help if the crisis team needs additional help.
8. Have school staff make themselves available to parents and other members of the community.
9. Adhere to the wishes of the family when advising students about attending a funeral service.
10. It is advisable to not hold a memorial service in response to a suicide because the service tends to dramatize and glorify the deceased and the suicidal act.
11. Follow-up activities for students and faculty are important, especially for those who are closely related to the deceased.

GENERAL INFORMATION

TEACHER'S ROLE

1. Work closely with the building administrator and the Crisis Management Team Coordinator and school team members.
2. Keep the day as normal as possible with reduced expectations.
3. Acknowledge the reality of the loss. Provide a comfortable environment to discuss feelings. Provide a safe setting for questions and expressions of grief and fears.
4. Do not refer to death as suicide.
5. Provide facts (information released by the administrator as the truth of the situation).
6. Dispel and discourage spreading of rumors.
7. Encourage expression of feelings, both positive and negative.
8. Provide a "questions and answer" box and discuss questions left in the box.
9. Be flexible with the schedule to allow time to discuss loss; but be careful of dwelling on it too long.
10. Be consistent as well as patient and understanding with behavior expectations, and rules of the classroom.
11. Refer students who need additional support in coping to the counselor.
12. Have resources available in the classroom about death, etc., for the students to check out and read.
13. Write final good-byes to someone they weren't able to say goodbye to. (This could be done in small groups led by counselors.)
14. Leave some reminders of the person's life for a while. Don't discard all evidence of the person's existence.
15. Children need to participate in concrete actions. Be cautious and check with the administrator prior to having a classroom meeting to plan memorials, etc. Use "common sense".
16. Attend to clerical matters. Don't leave children to explain to a substitute why a child on the roll is absent. (Lesson plans, seating chart, locker, bulletin boards, computer information, etc.)
17. After a funeral, let children share what happened, as well as their feelings about it.
18. Children will watch teachers for behaviors to model. Be open and honest with the expression of your emotions. Get assistance if you feel uncomfortable discussing grief with students.
19. Periodically check the halls and bathrooms for students who may be alone, upset, etc.
20. Writing activities: sympathy letters to family, poetry, essays, journals. Vocabulary words: obituary, coffin. Science: life cycles. Art: draw, paint, etc., expressions of feelings.

NECESSARY SUPPLIES AND MATERIALS

Having access to a few basic supplies can help the crisis day flow. Supplies may include:

1. Name tags for adults and students.
2. Facial tissues. Each room or station should have a box.
3. Paper and pencils, crayons and markers for students and yourself. Frequently it helps students to be able to express their feelings through writing or drawing.
4. Cards with the crisis telephone numbers.
5. Keep a list of students you have concerns about, especially noting the high-risk students.
6. Maps of the building. If back-up support team members are asked to assist, a map of the building may help to clarify designated areas where students will be seen, where the restrooms are, etc.

SYMPTOMS/REACTIONS

Post Traumatic Stress Disorder

1. Recurrent and intrusive recollections of the event
2. Nightmares
3. Mumbling of emotions
4. Marked disinterest in activities
5. Feelings of detachment
6. Hyper-vigilant or avoidance-behavior
7. Decline in cognitive performance
8. Startled reactions
9. Overwhelming and persistent guilt
10. Attacks of shallow breathlessness, heart palpitations, sweating, shaking
11. Symptoms specific to children:
 - a. Distortion of the sequence of events
 - b. Retrospective identification of supposed premonitions
 - c. Reenactments of traumatic events (usually not conscious)
 - d. Repetitive play involving traumatic themes
 - e. Pessimistic expectations of the future themes
 - f. Pessimistic expectations of the future and lifespan
 - g. Distortion of time concerning the incident
 - h. Marked and enduring personality changes
 - i. Greater memory of the event than adults
 - j. Fantasizing changes to "undo" the event

Stages of Grief

1. Denial/Shock
 - a. Feeling of numbness
 - b. Belief or feeling that deceased will return

- c. Insomnia/sleeplessness
 - d. Loss of appetite (people literally forget to eat)
 - e. Inconsistent behavior
 - f. Bargaining with God
 - g. Persistent dreams or nightmares
 - h. Inability to concentrate
 - i. Preoccupation without being able to identify with what
 - j. Confusion
2. Fear
- a. Nightmares
 - b. Sleeplessness
 - c. Easily startled
 - d. Anxiety and restlessness
 - e. Verbal expressions of false bravado
 - f. Phobias
3. Anger
- a. Irritability
 - b. Provocative in fights
 - c. Sarcastic remarks
 - d. Anti-social behavior
 - e. Vandalism
 - f. Refusal to comply with rules
4. Guilt
- a. Often masked by anger
 - b. Self-destructive behavior
 - c. Apologetic attitude
 - d. Acting out in response to praise or compliments
5. Depression - two patterns observed especially in young people
- a. Typical Depression
 - i. Lethargy
 - ii. Decreased attention span
 - iii. Frequent crying
 - iv. Unkempt appearance
 - v. Disinterest in activities
 - vi. Suicidal thoughts
 - vii. Withdrawal from friends
 - viii. Overeating or loss of appetite
 - ix. Self-deprecation

- x. Oversleeping or inability to sleep
- b. Masking Depression
 - i. Substance abuse
 - ii. Consistent restlessness
 - iii. Consistent inappropriate joking
 - iv. Involvement in high-risk behaviors
 - v. Gains reputation of “party person”
 - vi. Sexual promiscuity
 - vii. Adoption of an “I don’t care” attitude
- 6. Reorganization
 - a. Dreams of deceased become infrequent
 - b. Joy and laughter return
 - c. Planning for future begins
 - d. Reinvestment in activities once dropped or forgotten

Age-Specific Reactions To Loss

1. Age 6-10: primary method of expression is play/art/music
 - a. Reduced attention span
 - b. Radical changes in behavior (out of character)
 - c. Fantasizing event with savior at the end
 - d. Mistrust of adults
2. Age 10-13 in girls, 12-14 in boys: more childlike in attitude
 - a. Anger at unfairness
 - b. Excitement of survival
 - c. Attributes symbolic meaning to events (omens)
 - d. Self-judgmental
 - e. Psychosomatic illness
3. Age 13-18 in girls, 15-18 in boys: similar to adults
 - a. Judgmental
 - b. Mortality crisis
 - c. Move to adult responsibilities to assume control
 - d. Suspicious and guarded
 - e. Eating and sleeping disorders
 - f. Alcohol and drug abuse
 - g. Loss of impulse control

Trauma In Childhood Developmental Differences

1. Preschool and Kindergarten
 - a. Extremely sensitive to trauma

- b. Play a passive role in the face of trauma cannot imagine what to do flee, look away, or observe detached
 - c. Imagine super heroes protecting them
 - d. Often mute about the event
 - e. Reenact trauma in play
 - f. Excessive clinging behavior and separation anxiety
 - g. Toileting accidents
 - h. Autoerotic activity
 - i. Sleep disturbances
 - j. Increased aggressive conduct
2. Elementary School Age
- a. Dullness
 - b. Decreased intellectual functioning
 - c. Decline in school performance
 - d. Decreased ability to focus and concentrate
 - e. Decreased spontaneous thought in an effort to decrease intrusive thoughts of traumatic event
 - f. Focus on imagined actions they wished they had taken
 - g. Play-acting the role of hero
 - h. Fantasizing revenge
 - i. Persistent focus on details of the trauma
 - j. Trouble with peer relationships
 - k. Changes in personality:
 - i. exuberant child becomes withdrawn, unspontaneous
 - ii. quiet child becomes rude, irritable, aggressive
 - l. Decreased trust in adults' ability to protect:
 - i. psychosomatic complaints
3. Adolescents
- a. Premature entry into adulthood
 - b. Closing of identity formation
 - c. Sensitive to feelings of shame and being stigmatized
 - d. Acting out behavior very common:
 - i. truancy, delinquency
 - ii. precocious sexual activity
 - iii. substance abuse
 - e. Occasional reenactment behavior which is life-threatening due to:
 - i. accessibility of cars and weapons
 - ii. poor impulse behavior

- f. Self-destructive behavior
- g. Suspicious and guarded demeanor with everyone
- h. Judgmental and unforgiving of their own behavior and that of others
- i. Guilt-ridden due to disappointment in their behavior during the crisis
- j. Ability to anticipate the effects of the trauma on their lives

Behavior To Expect Of Students And Faculty

1. Immediate:
 - a. Fight
 - b. Avoidance by creating distractions
 - c. Giggling
 - d. Immobilization
2. Long-term:
 - a. Similar but milder reaction to trigger event
 - b. Grief due to losses
 - c. Flashbacks (often associated with guilt)
 - d. Recurrent dreams and fear of sleeping
 - e. Repetitive play with themes of trauma
 - f. Avoidance of reminders
 - g. Amnesia
 - h. Loss of recently acquired skills
 - i. Diminished interest
 - j. Numbed feelings
 - k. Sense of foreshortened future
 - l. Outbursts of anger
 - m. Concentration impairment
 - n. Hyperventilation
 - o. Reactions at time of anniversary of event

Short-Term Effects of Crisis

1. Physical Response:
 - a. Frozen in place: shock, disorientation, numbness
 - b. Fight-or flight response: adrenalin pumps, heart races, hyperventilation occurs
 - c. Exhaustion: when fight or flight can no longer be prolonged
2. Coinciding Emotional Response:
 - a. Shock, disbelief, denial
 - b. Cataclysm of emotions: anger/rage, fear/terror, grief/sorrow, confusion/self-doubt
 - c. Reconstructions of emotional equilibrium

APPENDIX A: CONTACT INFORMATION

CRISIS MANAGEMENT TEAM

Craig Oftedahl, Superintendent
Ryan Johnson, Middle/High School Principal
Stacy Gillette, Elementary School Principal
*Renee Guy, School Psychologist
Marie Atkinson-Smeins, Elementary School Counselor
Craig Nelson, Middle/High School Counselor
Phil Paquette, School Nurse
Todd Oye, Activities Director/Middle School Dean of Students
LEA Representative

COMMUNITY SUPPORT TEAM

???

Ministerial Association
Sheriff Evan Verbrugge 283-5000
Rock County Sheriff Department
Kyle Oldre 283-5065
Rock County Administrator
Don Klosterbuer 283-9111
Rock County Attorney
Scott Johnson 283-9511/605-940-7982(c)
Southwest Mental Health Center
Nancy Lange 283-5070
Rock County Family Services

EMERGENCY RESPONSE TEAM

Middle/High School: 4-6 members, located throughout the building.

Phil Paquette	Kara Ahrendt
Kari Lais	Mary Jo Graphenteen
Deb Ward	Chris Nowatzki
Becky Rahm	Diana Ouverson

Elementary School: 4-6 members, located throughout the building.

Kristin Schomacker	Lucinda Rofshus
Gordie Hansen	Doris Hoven
Phil Paquette	Jon Schomacker
Theresa Graff	Marie Atkinson-Smeins
Renee Guy	

EVACUATION CONTACTS

Grace Lutheran Church (Elementary)
283-4431

Presbyterian Church (Middle)
283-4787

St John's Lutheran Church (High)
Connie Boler 283-2316

APPENDIX B: MEDIA STATEMENTS

MEDIA CHECKLIST:

- Relay all factual information to superintendent and district office.
- Establish a media information center away from the affected area. Consider:
 - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. Do not say "No comment." Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.

SAMPLE MEDIA STATEMENTS

"Our third-grade students were on a field trip when their school bus was involved in an accident on I-95. Rescue is on the scene, transporting students to area hospitals. Our vice-principal is also at the scene of the accident now. We have established a special hot-line for parents to call for more information. The number is _____. Our crisis team has gone into action, helping the staff and students. More information will be released as we receive it."

"A fight involving two eleventh-grade students occurred a half block from campus at 7:00 p.m. last evening. The incident resulted in the fatal shooting of one of our students. Police are investigating and no more is known at this time. Our school's crisis plan went into action immediately following the incident and these are the actions already taken:

- Our crisis committee met last night.
- A parent hot-line has been established; the number is _____.
- Resources have been called in to assist our recovery.
- Counseling for students will be provided.
- Review and reinforcement of our school weapons policy is underway."

If the death has been declared a suicide:

"We are sad to announce that _____ took his life last night. Memorial services will be made by his family. Counseling will be provided for those who wish to speak with a counselor. It is always a shock when we hear of someone taking his or her life. Let's cancel our work today to discuss this."

If the death has not been declared suicide or if that fact has not been made public:

"_____ died last night of a gunshot wound. He apparently had a gun in his hand when it fired. Counseling will be provided for those who wish to speak with someone. When an unexpected incident such as this occurs, it helps to discuss it. Regular class work will be canceled to allow time for discussion."

APPENDIX C: SHELTER AREAS/EXIT INSTRUCTIONS

EXIT INSTRUCTIONS

Middle/High School

- Rooms 205, 230, 231, Library
Front Main Exit (East Side)
- Rooms A208, A209, A210, A211, A122, A123, A124, A128, A129
South Door Exit (West Wing)
- Rooms 1, 238, 239, 240, 241, 243, 244, 246, AE206, 165, 166, 167, 168, 171, 172, 173
South Door Exit (South Wing)
- Rooms 115, 117, 125, band room, choir room
East Door Exit (Band Room Door-East)
- Rooms 103, A106, A107, AA112, AA121
North Door Exit (Shop Room)
- Rooms 213, 214, 215, 217, 218, 219, 220, 118, 121, 124
North Door Exit (North Wing)
- Rooms A202, A204, A205, A206, A207, A212, A213, A220, A120, A121
South Door Exit (Lobby)
- Large Gymnasium
Front Main Exit, East Door Exit
- Small Gymnasium
East Door Exit of Gym, East Door Exit (Band Room)
- Cafeteria
Front Main Exit, South Door Exit (South Wing), North Door Exit (Shop Room)
- Little Theatre
Front Main Exit, South Door Exit (South Wing), North Door Exit (Shop Room)

Elementary School

- Room 501, 502, 503, 504, 505, 506
North exit by Room 504
- Room 507, 508, 509, 510, 511, 512
Northwest exit by Room 508
- Room 224, 225, 229, 513, 514, 515, 123, 116, Kitchen
Exit by Main North Entrance
- Room 112, 113, 613, 614, 615, 616, 617, 618, 619
North Exit by Maintenance 615
- Room 602, 603, 604, 605, 606, 607, 608
North Exit by Room 605 Boys' Locker Room
- Room 600, 601, 609, 610, 611
Exit South Door by Link
- Room 612, 620, 621, 103, 102, 101, 100, 700, 701, 702, 703, 704
Exit South door by Room 700
- Room 106, 107, 108, 109, 111, 200, 201, 202, 204, 205, 206, 207, 209, 300, 301
Commons Area, Library
Exit by South Main Entrance
- Room 302, 303, 304, 305
South Exit by Room 304
- Room 306, 307, 308, 309, 203, 210
South Exit by Room 308
- Room 213, 214, 215, 400, 401, 402
South Exit by Kindergarten Rooms
- Room 403, 404, 500, 216, 217, 218, 219, 220, 221, 222, 223, 226, 227, 228, 232, 231, 230
Northwest exit by Room 404

SHELTER AREAS

- Elementary - Room 404 (north kindergarten room)
- Middle/High School - Room 230 (Robinson's classroom)

APPENDIX D: CHECKLIST FOR TELEPHONE THREATS

CHECKLIST FOR TELEPHONE THREATS

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

- **Remain calm.**
- **Do not hang up. Keep the caller on the line as long as possible and listen carefully.**

Ask the following questions:

- Where is the bomb/chemical or other hazard?
- When will it explode/be activated?
- What does it look like?
- What kind of bomb/hazard is it?
- What will cause it to explode/activate?
- What is your name?
- Did you place the bomb/hazard? WHY?
- Where are you?

Exact wording of the threat: _____

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

Caller ID information:

male	female	adult	juvenile	age
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Call origin:

local	long distance	internal	cell phone
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Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

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

Background sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

Threat language: Check all that apply.

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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Did caller indicate knowledge of the building? Give specifics: _____

Person receiving call: _____ Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

911 CALLS/MEDICAL EMERGENCY QUESTIONS

In the event of an emergency anywhere in the school, staff are to contact the main office to call 911 or emergency personnel. Office staff will need to verify the answers to the following questions:

1. What is your emergency?
2. Who is injured?
3. How many people are injured?
4. Where is the victim located?
5. What's happening now?

Office staff will relay this information to the emergency service personnel.

APPENDIX E: POST EVALUATION ACTIVITIES

1. Assess the situation to determine the need for post-crisis interventions for staff, students and families.
2. Provide post-crisis briefings for staff, students and families as appropriate.
3. Re-establish school and classroom routine as quickly as possible.
4. Consider interventions:
 - a. Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.
 - i. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. Defusing should be conducted by trained individuals.
 - b. Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.
 - i. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student's developmental level. CISD should only be conducted by trained professionals.
 - c. Counseling – Provide grief counseling.
5. Provide on-going support as necessary for staff, students and families.
 - a. Monitor and support staff.
 - b. Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
 - c. Identify and monitor at-risk students.
 - d. Provide individual crisis or grief counseling, if necessary.
 - e. Conduct outreach to homes.
 - f. Provide follow-up referral for assessment and treatment if necessary.
6. The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.

APPENDIX F: RED FOLDER

Each building office will maintain a Red Folder for emergency situations. Items to be included:

- ✓ Current building maps
 - Evacuation/Exit maps
 - Severe Weather Shelter maps
- ✓ List of room numbers and phone extensions
- ✓ Current building schedules
- ✓ Emergency placards
- ✓ Master keys for the building

OFFICE EVACUATION BAG

Red Folder
Copy of Crisis Plan
Parent Contact Folder
Student Release Forms
Clip Boards
Pens/Highlighters