



TWIN CITIES
INTERNATIONAL
SCHOOLS

SAFETY PLAN
Emergency Action Plan
Handbook

Table of Contents

- I. Purpose & TCIS Emergency Response Team
- II. Threat Assessment
- III. Evacuation (including relocation and fire)
- IV. Reverse Evacuation
- V. Lockdown
- VI. Intruder/Active Shooter/Weapon
- VII. Severe Weather (Tornado)
- VIII. Shelter-In-Place
- IX. Bomb Threat
- X. Terrorism
- XI. Power Outage
- XII. Medical Emergency
- XIII. Hazardous Materials
- XIV. Suspicious Mail/Package
- XV. Demonstrations
- XVI. Media Response
- XVII. Student Reunification
- XVIII. Appendices
 - Appendix A: Emergency Backpack (go-kit)
 - Appendix B: Threat Incident Reporting Form
 - Appendix C: Quick Reference Guide
 - Appendix D: Building MAP
- XIX Resources**

I. Purpose & TCIS Emergency Response Team

Providing a safe environment for students and staff is a top priority for Twin Cities International Schools. In accordance with federal regulations and state laws, we have created the following Emergency Action Plans (EAP) utilizing best practices according to the *Minnesota Comprehensive School Safety Guide (MCSSG), 2011*, developed by the MN Department of

Homeland Security and Emergency Management. These plans will be taught and practiced at the beginning of the school year both with staff and students and reviewed throughout the year.

According to MN law 121A.037 School Safety Drills, schools must have at least five school lockdown drills, five school fire drills in accordance with section 299F.30 and one tornado drill. The purpose of drills is to demonstrate a school's commitment to prepare for crises, emergencies and disasters. Drills test universal procedures (e.g. lockdowns, evacuation, shelter-in-place), build staff and student awareness, and provide training to students and staff. Drills are a crucial component of emergency planning and preparedness. Drill logs provide necessary documentation for compliance with statutory obligations. They are a record of the planned drill schedule and implementation dates. The Drill log is maintained by the Director of Curriculum and Assessment in the TCIS Administration Google Drive folder. The first evacuation and lockdown drills must be conducted within the first ten school days each year.

Teachers MUST teach procedures to students for drill and actual events within the first 10 days of school. There is not a required curriculum to be taught. Teachers can use story books and lessons they create or find online and in various resources.

Situational awareness is one of the most powerful tools in mitigating a serious emergency situation. By increasing our appearance of security including 2-way radios, hi-vis vests, security cameras, and limited building access, we hope to prevent what is within our control to prevent. While we know it is impossible to anticipate every crisis scenario, it is imperative that staff use their best judgment in securing the safety of students and colleagues in the building.

These EAPs can be initiated by any member of the TCIS Emergency Response Team.

TCIS Emergency Response Team Members & Roles:

- Executive Director: Incident Commander
The Incident Commander activates the school emergency response plan, assesses threats, orders protective measures such as lockdown, evacuation or shelter-in-place, notifies district authorities, provides situation updates and requests resources. Person responsible for safety and security of the site; will stop operations if there are unsafe conditions. Designated as TCIS spokesperson; coordinates with other agencies on joint news releases; coordinates media briefings as necessary, and may represent school/district at emergency responders' on-scene command post.
- Director of Elementary: Planning & Recovery
Develops the action plan, collects and evaluates information and identifies issues for future action. Leads the efforts to reestablish the learning environment and restore the infrastructure of the school as soon as possible following a major emergency. Act as lead or hub for internal communications response.
- Social Worker/Parent Liaison: Parent Communication (translated)
Ensures that parents are notified in a timely fashion about the incident and includes directions on how students will be reunified with their families - works with Technology Dept to activate twitter account, website updates, phone tree. Oversees the student reunification/release process.
- Director of Middle School: Logistics
Estimates logistical needs; provides personnel, facilities (relocation sites), services, and materials to support operations. Responsible for current site security and evaluation. Transportation: Person responsible for arranging transportation for emergency relocations and early dismissal of school.
- Assistant Directors of Teaching & Learning: Student & Staff Accountability

Accounts for all students and staff at evacuation sites and reports information to Director of Curriculum and Assessment. Organizes students into appropriate groups (i.e. bus groups, families, etc...) and ensures student supervision and activities during incident.

- Health Official: Medical Services
Ensures student medication gets transferred to the evacuation site. Triage students and staff. Enlists service of other adults or older students to assist with basic first aid. Coordinates with emergency responders.
- Office Staff: Student reunification/release process
Upholds student release/reunification process to protocol (see Appendix A, Emergency Action Parent Letter/Protocol). Verifies parent/student relationship prior to releasing students. Assists with parent communication. Gathers student demographic information as needed for emergency responders.
- Teachers & Educational Assistants: Student supervision & support
Account for all students within your supervision at the time of the incident. Transport students to safe location and implement Emergency Action Plan for specific incident. Remain with students until further information is given by other members of the Emergency Response Team.
- School Support with no direct student supervision:
Check in with Director of Curriculum and Assessment and/or Director of Middle School for assisting with internal communications & operations.

II. Threat Assessment

Taken from the MCSSG, 2011.

Adapted from the U.S. Secret Service and U.S. Department of Education School Safety Initiative.

The primary purpose of a threat assessment is to prevent targeted violence. Targeted violence is defined as any incident of violence where a known or knowable attacker selects a particular target prior to their attack. When gathering information about a student of concern during a threat assessment inquiry, it is essential that school district policies and procedures are in place to allow for the collection of valuable information while protecting the rights of all students involved.

In May 2002, the U.S. Secret Service and the U.S. Department of Education published the results of the School Safety Initiative. This study of 37 incidents of targeted school violence between December 1974 and May 2000 examined the thinking, planning and pre-attack behaviors of attackers. The ten key findings were:

- Incidents of targeted school violence are rarely sudden, impulsive acts
- Prior to most incidents, other people knew of the attacker's intent, idea or plan to attack
- Most attackers did not directly threaten their targets prior to the attack
- There is NO accurate or useful profile of students who engage in targeted school violence
- Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help
- Most attackers were known to have difficulty coping with significant losses or personal failures
- Many had considered or attempted suicide
- Many attackers felt bullied, persecuted or injured by others prior to the attack
- Most attackers had access to and had used weapons prior to the attack
- In many cases, other students were involved in some capacity
- Despite prompt law enforcement responses, most acts of targeted violence were stopped by means other than law enforcement intervention

One of the main conclusions the School Safety Initiative study identified was those who committed targeted attacks of school violence did not threaten their targets directly. Instead, they engaged in behaviors before the attack, that if identified, would have indicated the inclination toward, or the potential for, targeted violence. By using a fact-based approach, or a threat assessment, it is possible to identify individuals or situations of concern.

Threat assessment process:

A threat assessment process is a fact-based approach that relies on the assessment of behaviors, rather than stated threats or traits, as the basis for determining the level of concern. Designed by the U.S. Secret Service and the U.S. Department of Education, the threat assessment process provides a method for school administrators and law enforcement officials to investigate, evaluate and manage potential targeted violence.

It is important to understand that not all threat assessments require extensive and elaborate gathering and analysis of data. Whether an assessment is limited in scope or not is determined by the facts of the situation and information developed about a student of concern. Many assessments are resolved after initial information gathering and evaluation. Including law enforcement or other community agencies in threat assessments may aid the process of effective and appropriate interventions. The involvement of law enforcement should be determined on a case-by-case basis and by school district policies. A school threat assessment team should initiate the threat assessment process and determine the appropriate time for law enforcement involvement.

TCIS Threat Assessment Team:

Administrative Team, Dean of Students, Health Official (if necessary based on initial data gathering).

Identify students of concern

The first step in the threat assessment process is to identify students of concern. *Remember, a student of concern is an individual who poses a threat rather than simply makes threatening statements.* The evaluation of an individual who poses a threat includes the individual's capacity and capability to actually commit an act of violence. Not every person who makes a threat will act upon it, nor will every person who commits an act of violence necessarily provide warnings in the form of threatening remarks. All staff, students and parents need to be aware of the process to report a student of concern.

These policies and procedures must be clear and accessible to all stakeholders. A student may rise to the level of concern by engaging in communications such as submitting an essay about bringing a bomb to school, emailing statements about killing people, directly threatening another student or adult, or posting a web page with information regarding weapons or explosives. Someone may also hear a student talking about bringing a weapon to school; a student may report that he or she has been threatened; someone learns that a student is experimenting with bomb making materials; or someone may hear a student talking about revenge or "getting even." Additionally, district personnel may receive an anonymous tip reporting a threat or concerns about a student's behavior.

The list above provides some examples of how to identify students of concern but the list is not exhaustive. If there is cause for concern, it is important the concern is addressed.

TCIS process for conducting a threat assessment

Person (either Adult or Student) should notify a member of the Administrative Team or Dean of Students as soon as possible.

Once a student of concern has been brought to the attention of the threat assessment team, the information gathering and analysis components of the threat assessment process begin. (See Appendix B, Threat Assessment: Inquiry Worksheet.) All information gathered should be examined for evidence of behavior or conditions that suggest a student is planning or preparing for an attack.

The analysis should answer the following questions:

- Is the behavior of the student consistent with the movement toward an attack?
- Do the student's current situations and setting incline him/her toward or away from targeted violence?

During the threat assessment, research and interviews should be guided by the following key questions from the Safe Schools Initiative:

- What are the students' motives and goals?
- Have there been any communications suggesting ideas or intent to attack?
- Has the subject shown inappropriate interest in school attacks or attackers; weapons (including recent acquisition of weapons); or incidents involving mass violence (terrorism, workplace violence, mass murderers)?
- Has the student engaged in attack related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation and/or despair?

- Does the student have a trusting relationship with at least one responsible adult?
- Does the student see violence as an acceptable, desirable, or the only way to solve problems?
- Is the student’s conversation and “story” consistent with his or her actions?
- Are other people concerned about the student’s potential for violence?
- What are the circumstances that might affect the likelihood of an attack?

This information can be gathered through:

- School and student data
- Collateral school interviews
- Parent or guardian interviews
- Interview with the student of concern
- Potential target interviews

Documenting all details and actions is critical to the threat assessment process. Well-documented records indicate the student’s thinking and action at a specific point in time. Information gathered at this time may help future investigations determine if the student’s behaviors and thinking have changed. Also, should the situation rise to the level of prosecution, a well-documented threat assessment demonstrates the process was conducted in compliance with applicable laws, policies and procedures.

Concluding the threat assessment

Once all information gathering and analysis has been completed, the threat assessment team should have enough information to determine the credibility of the threat. (See Appendix C, Threat Assessment: Analysis Worksheet.) If the threat assessment team concludes the threat is not credible, the student may still need additional assistance and support. The threat assessment team’s priority should be making the appropriate referrals to prevent any future actions of violence.

When findings suggest a student has the interest, motive and ability to mount a school attack or has started down the path toward an attack, the role of the threat assessment team is to prevent the attack and protect potential targets by developing a management or monitoring plan for the student. Plan components and responsibility for its implementation will vary depending on the student and circumstances.

III. Evacuation (including relocation and fire)

Evacuation procedures are used when conditions are safer outside the building than inside the building. Evacuation routes are printed on 8x11 paper, laminated and located next to the door in clear sight lines. Primary and secondary routes are identified with bold lines and are highlighted. Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Building administrators notify 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 type of emergency
- Announce evacuation
- Specify any changes in evacuation routes based on location and type 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 (Appendix A) 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
- Go to assembly area at least 50 ft from building

Once outside the building:

- Check for injuries
- Account for all students
- 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 (if time for coats is available in winter)
- Specify any changes in evacuation routes based on location and type of emergency
- Implement reunification procedures at the relocation/reunification site
- Document the reunification of all students released

Staff

- Take emergency go-kit (Appendix A) 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 (if winter & coats can be grab quickly, please grab)
- Remain with class en route to the relocation center
- Take attendance upon arriving at the center

- Immediately report any missing, extra or injured students to building administration or incident command
- Continue to contain and maintain students
- Wait for additional instructions

Primary Relocation Center: _____

Address: _____

Secondary Relocation Center: _____

Address: _____

Fire:

Remember: Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation. DO NOT use the elevator during a fire alarm.

In the event of fire or smoke:

Building Administration

- Activate fire alarm and activate Emergency Response Team
- Call 911 and notify emergency responders
- Confirm address of school
- Provide exact location of smoke or fire
- Ensure fire alarm has sounded
- Meet with fire officer
 - o Identify the location of fire
 - o Advise location of injured persons
 - o Provide names of any missing persons
- Determine if students need to be transported to an evacuation site
- Signal “all clear” when safe to re-enter school building

Staff

If you see/smell smoke, contact the main office or any member of administration.

If you see fire, activate nearest fire alarm and notify building administration

- Check assigned locations where students may not hear alarm (e.g. bathrooms, lunchroom, etc)
- Implement evacuation plan for any students needing special accommodations
- Evacuate students and other staff to designated areas
- Take emergency go-kits (Appendix A) and class roster
- Close doors behind you but do not lock
- The first person to reach the door should check to see if it’s hot. If NOT hot, open the door and proceed to the fire exit. If it is HOT, find an alternate exit.
- If primary route is blocked or dangerous, use closest, safe exit
- If trapped by fire, implement Shelter-in-Place procedures
- Once outside, assemble a safe distance from building (50 ft) and emergency apparatus
 - o Take student attendance
 - o Report missing, extra or injured students to building administration by using your colored cards
 - o **Green= All Accounted For, Yellow = Extra students, Red = Missing students**
- Continue to contain and maintain students

- Wait for additional instructions

YOU MUST LEAVE THE BUILDING EVEN IF YOU KNOW IT IS A DRILL. IF THE FIRE DEPT. COMES AND SEARCHES THE BUILDING YOU WILL BE FINED BY THEM, FOR NOT COMPLYING WITH STATE FIRE PROCEDURES. YOU WILL BE PERSONALLY RESPONSIBLE FOR THIS FINE.

TCIS Evacuation Plan:

Staff should follow the plans laid out above and look at the specific evacuation routes and locations denoted below for each exit from the building. An Administrator or Office Staff will make an announcement throughout the building “**This is a _____ , please begin evacuation procedures.**” In the event of a fire or drill the fire alarm will sound. Director of Middle School should monitor 2nd floor evacuation when a drill to the best of their ability and notify by radio when evacuation is complete.

Doors A & B (Main Doors)

Communications Person: Director of Elementary

Back Up: 1st Floor Office Receptionist

Evacuees will proceed out these doors and across the street into the staff parking lot. Evacuees must be at least 50 ft from the building so staff should make sure to escort students at least into the parking lot toward Plymouth Ave.

- 117, 118, 100, 102, 103, 104, 105, 107, 108, 109, 110, 111
- 112, 113, 114, 115, 116
- 128, 130, 131, 132, 133
- 1st floor north bathrooms
- 200, 201, 202, 203, 209, 210, 205, 223, 224, 225, 226, 227, 229, 228, 247
- 2nd floor adult bathrooms
- 2nd floor north bathrooms

Door C (Bus Loading Door)

Communications Person: K-4 Dean of Students

Back Up: Student Support Specialist

Evacuees will proceed out this door and across the bus loading lot to the fence line. Classes should spread out along the fence line. Evacuees must be at least 50 ft from the building so staff should make sure to escort students all the way to the grass/fence.

- 152, 153, 154
- 134, 135, 136, 137, 138
- 139
- 155, 140, 162
- 1st floor south bathrooms & PE bathrooms
- Rooftop - exit south door of rooftop and down stairwell by health office

Door D (Back of Building)

Communications Person: K-4 Assistant Director of Teaching & Learning

Back Up: 5-8 Office Manager

Evacuees will proceed out this door and walk toward the playground into green space behind the equipment. Evacuees must be at least 50 ft from the building so staff should make sure to escort

students at least past the playground. 2nd floor rooms should use the stairwell by the health office.

- 156, 157, 158 159, 160
- 2nd floor south bathrooms
- 204, 206, 207, 208, 211
- 236, 234, 236, 237, 238, 239, 240, 241 (can also use Door C if backup)

Door E (Gym Door)

Communications Person: Human Resources 5-8

Back Up: 5-8 Office Receptionist

Evacuees will proceed out this door and walk toward 10th Ave parking ramp. Evacuees must be at least 50 ft from the building so staff should make sure to escort students onto grass area along the wall of the parking ramp.

- 161 (Gym)
**If the fire alarm goes off during a 1st floor assembly held in the main gym, split into thirds and one side go out door C, one side go out door D, one side go out door E*

Door F & G (Loading Dock)

Communications Person: Human Resources 5-8

Back Up: 5-8 Office Receptionist

Evacuees will proceed out these doors and walk toward 10th Ave parking ramp. Evacuees must be at least 50 ft from the building so staff should make sure to escort students onto grass area along the wall of the parking ramp.

- 142, 143, 144, 145, 146, 147, 158, 149
- 125
- East bathrooms
- 150 (cafeteria), 151

**If the fire alarm goes off during a 1st floor assembly or lunch held in room 150 (cafeteria), split into two halves and one side go out door F, one side go out door C*

Door H (Public Housing Side Door)

Communications Person: Technology Coordinator

Back Up: Data Coordinator

Evacuees will proceed out this door and walk along building toward 12th Ave. N. Evacuees must be at least 50 ft from the building so staff should make sure to escort students across the street onto the lawn of the neighboring building. 2nd floor rooms should use the stairwell next to the elevator.

- 129
- 120, 121, 122, 123, 126, 127
- 242, 243, 244, 245, 251, 220, 221, 222, 233, 231,

Door I (Mechanical Room)

Communications Person: Technology Coordinator

Back Up: Data Coordinator

Evacuees will proceed out this door and walk toward 12th Av. N. Evacuees must be at least 50 ft from the building so staff should make sure to escort students across the street onto the lawn of the Lerner building.

- 119 (Mechanical Room)

Door J (2nd Floor Door)

Communications Person: 5-8 Assistant Director of Teaching & Learning

Back Up: 5-8 Dean of Students

Evacuees will proceed out this door and down the outside stairs. Walk toward 12th Av. N. Evacuees must be at least 50 ft from the building so staff should make sure to escort students across the street onto the backside lawn of the neighboring building.

- 213, 214, 215, 216, 217, 218, 219, 232, 230

IV. Reverse Evacuation

Evacuation procedures are used when conditions are safer inside the building than outside the building. During a reverse evacuation, staff and students are brought inside as quickly as possible and asked to return to their classrooms. A reverse evacuation is sometimes combined with other emergency actions such as shelter-in-place or lockdown in order to ensure the safety of students and staff who are outside the building.

Communication of a reverse evacuation will be made using the 2-way radio and/or in person from either school security or a member of the Emergency Response Team.

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

V. Lockdown

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

Building Administration

- Announce “lockdown” or “lockdown with intruder” or “lockdown with Active Shooter”
- Repeat announcement several times
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space
- Classes outside the building SHOULD NOT enter the building
- Move outside classes to primary evacuation site
- DO NOT lock exterior doors
- Announce all clear signal when threat has ceased as authorized by law enforcement “This is the “all clear” for the lockdown.”

Staff

- Clear all students, staff and visitors from hallways immediately
- Report to nearest classroom
- Assist those with special needs accommodations
- Close, lock and cover all windows and doors
- In a “lockdown with intruder, active shooter or weapon” scenario, consider the following: hide students in whatever cabinets possible, barricade doors, and seek out items that could be used for self-defense
- DO NOT LEAVE for any reason
- DO NOT OPEN THE DOOR for any reason
- If a fire alarm has been activated, do not evacuate unless fire or smoke is visible
- Shut off lights

- Stay away from all doors and windows
- Be quiet
- Wait for further instructions

If the building needs to be cleared by law enforcement authorities, please instruct students to put both hands up, palms out and fists open as they leave the building. Students should be told to move quickly, not talk and follow all law enforcement directions. It is important to prepare students that firearms may be drawn and full protective gear may be worn to try and mitigate any panic caused by what students will see. They may call out to you to let you know they have a key and will be opening the door if possible.

In the event it is necessary to escape from your classroom via the window, break the window, clear the glass using a coat or something to protect anyone from getting cut on the glass, and exit the area.

VI. Intruder / Active Shooter / Weapons

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

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.

Intercept Contact Ask Notify

STAFF

- Politely greet subject and identify yourself
 - o Consider asking another staff person to accompany you before approaching subject
- Inform subject that all visitors must register at the reception area
 - o Ask subject the purpose of his or her visit
 - o If possible, attempt to identify the individual and vehicle
 - o Escort the subject to the reception area
- If the subject refuses or his or her purpose is not legitimate, notify building administration that there may be an intruder in the school building
 - o Attempt to maintain visual contact with the intruder until assistance arrives
 - o If possible keep students away from the intruder
 - o Take note of the subject 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)
 - o 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

- o Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified
- If the subject refuses or his or her purpose is not legitimate,
 - o Consider initiating Lockdown with Intruder procedures
 - o 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
 - o Attempt to keep subject in full view until law enforcement arrives while maintaining a safe distance
 - o Provide all staff with a full description of the intruder
- Document all actions taken by staff

If there is someone in the playground area that looks suspicious, nonchalantly call into the security guard to come outside, if not outside, or alert the security guard to your feelings. If you feel uncomfortable, carefully and calmly move students inside. Sometimes doing this in small groups does not alert the stranger to us leaving or trigger them trying to get access to the building.

**Minnesota State statute 609.605 subd.4 gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.*

If a person displays a firearm, begins shooting or shots are heard (Active Shooter)

STAFF

- Seek immediate shelter for staff and students
- Initiate Lockdown with Intruder procedures
- Notify building administration
 - o 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
 - o Provide the following information, if known:
 - Location of shooters
 - Description, identity and number of shooters
 - Description of weapon(s)
 - Number of shots fired
 - Is shooting continuing?
 - Number of injuries
- Document all actions taken by staff
- Implement Media procedures
- Implement Recovery procedures

In the event that shots are heard outside, instruct students to “drop & cover”. Once the area is secure, move students inside the building quickly.

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 him or herself 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

- Develop an action plan for response
 - CALL 911 to report that a weapon is in school if determined necessary
 - Provide location, identity and description of the individual
 - Provide description and location of weapons
 - 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
- 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 the weapon(s):

- DO NOT try to disarm him or her
- 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

VII. Severe Weather (Tornado)

Severe Weather procedures are implemented during a severe weather emergency. “DROP and TUCK” procedures are used in severe weather emergencies or other imminent danger to building or immediate surroundings. Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. At TCIS we distinguish between “Severe Weather” and “Eminent Threat Severe Weather.” If a severe weather warning is issued in Hennepin County, Administration will monitor weather reports for severe weather track.

- If an “eminent threat” is not likely, students may remain in interior rooms on the second floor.
- If an “eminent threat” is likely, students and staff from the second floor should move the interior rooms on the first floor and large roof areas (i.e. cafeteria, commons, and gym) should be vacated.

Building Administration

- Determine if Eminent Threat procedures are necessary
- Make an announcement or sound alarm for severe weather emergency
- Monitor weather reports for changing weather tracks
- Notify head custodial staff of potential utility failure
- Assist in transition of students to interior safe rooms
- Announce “all clear” signal when the severe weather has ceased

Staff

- Take emergency go-kit (Appendix A) and class roster
- Take the closest and safest route to shelter in designated safe area
- Use secondary route if primary route is blocked or dangerous
- If outside, return to main building
- Assist those needing additional assistance
- Do not stop for personal belongings

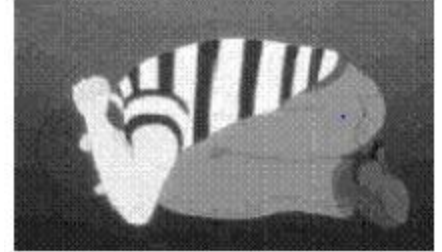
Once in safe area

- If appropriate, implement “drop and tuck” procedures
- Take attendance
- Report any missing, extra or injured students to building administration
- Remain in safe area until “all clear” is given by building administration

- Wait for additional instructions

When implementing “DROP and TUCK” procedures:

- Face an interior wall
- Drop to your knees and roll forward to the balls of your feet
- If physically unable to perform, sit on the floor
- Tuck your head down and place your hands on top of your head and neck
- Do not lie flat on the ground



If a severe weather warning takes place near the end of school, we will not dismiss students or staff until the warning is cleared.

Tornado Room Locations: **(non-eminent threat)**

Room	Move To Room	Room	Move To Room	Room	Move To Room	Room	Move To Room
152 153 154 155	Go to hrmr location for safety	134 135 136 138 137 139	Stay in room	142 144 146 148 125 151	Stay in room	Elem. PE	139 or back to hrmr location if closer
				130, 131, 132, 133, 128	Stay in room	112	132
156	134						
157	135						
158	136	140	139				
159	138	143	142	123	129	113	130
160	137	145	144	120, 121, 122	126	114	128
Main Office Rooms	108	147	146	126 , 127, 129	Stay in room	115	116

109, 110, 111	Stay in room		149	148		162	Stay in room		116	Stay in room
---------------------	-----------------	--	-----	-----	--	-----	-----------------	--	-----	-----------------

Room	Move To Room		Room	Move To Room		Room	Move To Room		Room	Move To Room
2nd Fl Offices & Board Room	247		205, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237	Stay in rooms		239	238		245	246
					240	241		220, 221 252	222	
	212	223								
	213	226								
214	227									
215	233		238 241 232 246 251 247	Stay in rooms		243	242		Comm ons	Report to next class period
218	232									

Tornado Locations: (eminent threat)
1st floor follow same rooms as listed above.

2nd floor should proceed downstairs using same stairwells as during an evacuation with the exception of rooms that use door J - those rooms should use the nearest stairwell (main stairs or stairs by elevator).

2nd Floor students should sit along the walls in the the interior hallways. School office staff will assist you with directions at each stairwells. As hallways fill up, we will direct you to an open classroom.

VIII. Shelter-In-Place

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. Shelter-In-Place can also be used when an area of the building needs to be free from staff and student traffic due to an emergency situation (medical, escalating behavior situation, environmental, etc.).

Building Administration

- Announce students and staff must shelter-in-place
- 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” when the emergency has ceased

Staff

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area
- Assist those with special needs
- Take emergency go-kit (Appendix A) 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 between the floor and the bottom of the door

If sheltering-in-place because all evacuation routes are blocked

- Seal door
- Close windows as appropriate
- Limit movement and talking
- Communicate your situation to administration or emergency officials
- Stay away from all doors and windows
- Wait for instructions

IX. Bomb Threat

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. Document all actions taken by staff. If the bomb threat is determined to be credible.

Upon receiving a bomb threat:

Staff

- Notify building administration
- Preserve evidence for law enforcement
 - **If written threat**, place the note in a paper envelope to preserve fingerprints
 - If the threat is written on a wall, take a photograph
 - **If phoned threat**, document all relevant information (see Appendix B, Threat Incident Report Form)
 - Remain calm. Be firm, keep the caller talking. Listen carefully to the caller's voice, speech patterns, and to noises in the background.
 - After hanging up the phone, immediately try calling the callback service in your area to trace the call if possible. (*69)
- Complete Threat Incident Report Form -Appendix B

Building Administration

- Call 911 to notify law enforcement
- Assess the threat by using the Threat Assessment Procedures & Active Emergency Response Team
- Consult with emergency responders, as time permits
- Determine credibility of the threat

If credible threat is determined:

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, it 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 evacuation routes and area(s) are clear of suspicious items

Staff

- Implement Evacuation procedures
- Do not use cell phones, radios or fire alarm system because of risk of activating a device within the building or near the building

When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.

X. Terrorism

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 Investigation).

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 or country of large student/community demographic

BUILDING ADMINISTRATION

- Monitor the situation
- Consult with local law enforcement and emergency management agencies if necessary
 - Develop an action plan - contact other local school districts
- Implement district-wide behavioral health crisis intervention procedures
- Notify all staff
 - determine direct impact on staff & make necessary adjustments
- Allow teachers to suspend regular learning programming if determined
- Provide opportunities for student to meet with student services staff
- 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

STAFF

- Inform students of incident in an age appropriate manner
 - look for “talking points” from Administration
- 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.

** If school is in session, consider a district wide lockdown with warning (see Lockdown procedures) or student release*

XI. Power Outage

In the event of a power outage outside of a severe weather warning, the following procedures should be followed:

Building Administration

- Make an announcement or relay message to enact to power outage procedures
- Contact power company and get estimated time of outage
- Active Emergency Response Team to evaluate and plan for arrival, breakfast/lunch or dismissal times
- Notify head custodial staff of potential utility failure
- Assist in transition of students to rooms with windows
- Communicate updates with staff throughout the power outage
- Announce “all clear” signal when the power has been restored

Staff

- Teachers in rooms with windows should keep their classes in their rooms. Prepare to share your room with one or more classes that are in interior rooms.
- Teachers in interior classrooms should take emergency go-kit and class roster and move toward their assigned classroom with the use of the flashlight.

- **K-4:** All classes should return to homerooms unless in specialists SEL, Arabic or Media. PE from the small gym should move to the big gym. Classroom teachers should meet their homeroom class in the assigned room. Specialist Teacher should stay with them while the homeroom teachers goes to the classroom to gather materials to continue the learning. The following prep classes will be cancelled until further notice. If during reading, all teachers should provide light via flashlight in the hallways during transition back to homeroom.

- **5-8** classes should remain in the subject they are with the exception of Specialist classes. Grade level teachers should pick up the next group of students for their subject area from the specialist room and proceed to their designated location. Specialist Teacher should stay with them while the homeroom teachers goes to the classroom to gather materials to continue the learning.

- Specialist classes for all grade will be cancelled as will any intervention groups. Specialist and support teachers should station themselves in the hallways to assist students to the restrooms or relay messages from the Emergency Response team. Specialist and support teachers should carry their flashlight with them.

- All students in the Dean’s Offices and Health Offices should be returned to homerooms (K-4) and remain in current content classes (5-8) if possible (taking into account the health of a student and emotional/behavioral state of the student)

- Take the closest and safest route to shelter in designated safe area
- Use secondary route if primary route is blocked or dangerous
- Assist those needing additional assistance
- If you have a cell phone, make sure to take that with you and turn it on in case interior phones are affected.
- You may choose to take your class outside (weather permitting) if you let the office know where you will be located.
- If your class is at lunch, please retrieve your class and take them to your designated room.
- It is unlikely that during a power outage we would dismiss early unless HVAC systems are impacted.

Room Assignments

First Floor	2nd Floor
--------------------	-----------------------------

Main office stays Health office to main office Room 110 to 123 Room 116 to 115 Room 128 to 149 Room 130 to 112 Room 131 to 113 Room 132 to 114 Room 133 to 122 Room 134 & 135 to 152 Room 136 to 153 Room 137 to 154 Room 138 to 155 Room 139 to 156 Room 140 (may hv enough light) & 142 to main office Room 144 to 143 Room 146 to 145 Room 148 to 147 Room 126 & 126 to 121	Main office stays/ moves to 200 as needed Health office moves to 200 Room 224 & 242 to 243 Room 246 to 245 Room 238 to 239 Room 241 to 240 Room 225 to 218 Room 230 to 215 Room 231 to 214 Room 229 to 213 Room 223, 234,& 226 to 212 Room 233, 227, 232, 228 - student back to content classes Room 205 to 200
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XII. Medical Emergency

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 comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

In the event 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 medical alert bracelet or necklace
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the victim(s)
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

Building Administration

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

For medical emergencies related to life-threatening allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians 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

Playground/Outdoor Emergency Procedures:

Each group outside should have a walkie talkie with them at all times.

A designated grade level representative should take a walkie talkie from the security guard desk as they exit the building outside using the Main Entrance. This walkie talkie should be returned at the end of the recess time by an EA or reliable student when the grade level has returned into the building.

There will be a walkie turned on at all times in each Office including the Nurse's Office and with the Security Guard..

If a child is mildly injured and can safely be brought inside to the Nurse, they should be escorted in by an adult. The supervising adult should also fill out an accident report at the time of the incident.

If a child cannot be moved safely or you need assistance outside the building, use the walkie talkie to call into the school for the Nurse or Main office to respond. Once they respond, describe the situation and let them know what support you need. Someone will come to support and assist you. The supervising adult must fill out an accident report.

In a situation where you feel the child may need medical attention, call into the building and wait for someone to respond. The supervising adult will need to fill out an accident report.

- If no one responds within the first few seconds, send someone to the Main Office to say "*There is an emergency on the playground, we think 911 needs to be called.*"
- If someone responds on the walkie, let them know the situation. They will determine if 911 should be called ASAP or if an administrator needs to assess the situation before calling 911.

In the event that shots are heard outside, instruct students to “drop & cover”. Once the area is secure, move students inside the building quickly.

If there is someone in the playground area that looks suspicious, nonchalantly call into the security guard to come outside, if not outside, or alert the security guard to your feelings. If you feel uncomfortable, carefully and calmly move students inside. Sometimes doing this in small groups does not alert the stranger to us leaving or trigger them trying to get access to the building.

XIII. Hazardous Materials

In the event of a natural or propane gas leak or odor – EVACUATE IMMEDIATELY. In all other cases, first responders will take command of the situation and determine the steps to take 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 (Appendix A) 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, shut down 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

XIV. Suspicious Mail/Package

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 evidence for law enforcement
- CALL 911 and notify law enforcement
- 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 (Appendix B)

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 (Appendix B)

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 parents or legal guardians according to district policies

XV. Demonstration

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 in developing a plan of action
- 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. Website posting, phone tree, email)
- Consider lockdown with warning procedures (see Lockdown procedures)

If demonstration is on school property:

Staff

- Notify building administration

Building Administration

- Notify Emergency Response Team

- Notify and consult with law enforcement
 - o Identify who asks the demonstrators to leave
 - o 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 into and exit from the building
- Monitor situation and make decisions based on developing information
- Consider communication venues (e.g. Website posting, phone tree, email)

XVI. Media Response

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

When communicating with the media during an emergency:

District/School Administration

- Designate a district spokesperson to coordinate all media communications for the school and school district. (Executive Director)
- In partnership with all involved agencies, establish a Joint Information Center (JIC) away from the affected area. The JIC establishes one point of contact for the media and ensures the release of coordinated messages

Spokesperson:

- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and agencies protocols.
- DO NOT allow media to hinder emergency responders or be put in harm's way
- Provide regular updates and press releases and let media 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 message accuracy. Provide media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information
- Document all contact with media
- Update staff throughout the emergency, review details of the emergency and dispel rumors
- Request onsite assistance with media if necessary and present in building
- Utilize Public Information Release worksheet for planning comments (See Appendix E, Public Information Release worksheet)

Staff

- Direct all media contacts to district spokesperson

XVII. Student Reunification/Release

When implementing STUDENT RELEASE/REUNIFICATION procedures after an emergency situation

BUILDING ADMINISTRATION

- Designate a location for reunification of students with authorized adults (e.g. parents, legal guardians or other authorized, family members)
- Initiate Parent communication system with reunification instructions
- Work with emergency responders to provide traffic control
 - o 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)
 - o Ask for the name of student(s)
 - o Request a picture ID to verify the identity of the adult
 - o 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 along with date and time and obtain signature from adult
 - o Direct assigned staff to gather requested student(s) from the assembly area
 - o 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

XVIII. Appendices

Appendix A: Emergency Backpack (go-kit)

An emergency backpack is a portable collection of emergency supplies and information. Emergency backpacks must accompany the class on any outside activity, be it recess, field trips, or emergency situations. Emergency backpacks can be stored hanging from the back of the door or in a location near the door.

Classroom emergency backpacks should contain the following items:

- Emergency Action Plan Handbook Quick Guide
- Class list with student pictures (if available) and student first, middle initial, and last name & parent contact information (Transportation information also helpful) and for 5-8 a grade level roster
- Medical alert/allergies packet
- Basic first aid supplies: bandages, safety gloves, hazardous waste bag, antibacterial cleaner,, etc...
- Flashlight (working)
- Evacuation hammer
- Toilet paper, tall kitchen garbage bags and ties
- Whistle
- Tarp or ground cover
- Leather work gloves, latex gloves, safety goggles
- Duct tape
- Scissors
- Plastic sheeting for privacy
- Hi-Vis safety vest
- Red, Green, & Yellow colored & laminated paper (student accounting)
- Snack (especially for students/staff with diabetes)
- Bottled water, cups
- Notepad & pen
- Permanent Marker
- Student activity: read-aloud book, trivia cards, playing cards, dice, etc...
- Student specific items such as feminine products, items specific to student needs or disabilities, etc...

Other specific items for health services emergency go-kit:

- Any of the above, plus:
- Suitable container (i.e. large plastic bins, drawer roll-carts)
- “Red-bin” medications (inhalers, epi-pens, other needed stock medications)
- Diabetic test kits and snacks

- Zip-lock bags
- Medical reference
- Container for sharps
- Wheelchair

Appendix B: Threat Incident Reporting Form

DATE:	TIME:
RECEIVED BY:	POSITION/TITLE:
SOURCE OF THREAT: <input type="checkbox"/> Phone <input type="checkbox"/> Written <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Social Media <input type="checkbox"/> Suspicion Pkg/mail	
NAME DISPLAYED ON THE PHONE	NUMBER DISPLAYED ON THE PHONE

EXACT WORDS of THREAT:

TRY TO DETERMINE THE FOLLOWING

GENDER:	<input type="checkbox"/> Male <input type="checkbox"/> Female
AGE:	<input type="checkbox"/> Juvenile <input type="checkbox"/> Adult Years Old _____
VOICE: <i>Is it familiar?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Loud <input type="checkbox"/> Breathy <input type="checkbox"/> Cracking Voice <input type="checkbox"/> Familiar <input type="checkbox"/> Intoxicated <input type="checkbox"/> Soft <input type="checkbox"/> Deep <input type="checkbox"/> High-pitched <input type="checkbox"/> Raspy <input type="checkbox"/> Other
ACCENT:	<input type="checkbox"/> Local <input type="checkbox"/> Foreign <input type="checkbox"/> Region (describe)_____
SPEECH:	<input type="checkbox"/> Fast <input type="checkbox"/> Soft <input type="checkbox"/> Distinct <input type="checkbox"/> Distorted <input type="checkbox"/> Stutter <input type="checkbox"/> Slurred <input type="checkbox"/> Nasal
LANGUAGE:	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Foul <input type="checkbox"/> Other
MANNER:	<input type="checkbox"/> Calm <input type="checkbox"/> Deliberate <input type="checkbox"/> Laughing <input type="checkbox"/> Intoxicated <input type="checkbox"/> Angry <input type="checkbox"/> Rational <input type="checkbox"/> Irrational <input type="checkbox"/> Coherent <input type="checkbox"/> Incoherent
BACKGROUND NOISE:	<input type="checkbox"/> Street Noise <input type="checkbox"/> Voices <input type="checkbox"/> PA System <input type="checkbox"/> Animal Sounds <input type="checkbox"/> Music <input type="checkbox"/> Factory <input type="checkbox"/> <input type="checkbox"/> Static <input type="checkbox"/> Clear <input type="checkbox"/> Party Machines Airplanes <input type="checkbox"/> Vehicles <input type="checkbox"/> Trains <input type="checkbox"/> Motors <input type="checkbox"/> Horns <input type="checkbox"/> Other <input type="checkbox"/> Bells

	<input type="checkbox"/> House noises
ADDITIONAL INFORMATION	

Appendix C: Quick Reference Guide

Emergency Procedures Quick Reference Guide

Bomb Threat:

1. Notify office immediately.
If evacuation is ordered, the statement **“Please evacuate the building now”** will be called over the speaker system.
2. Take emergency backpack. Move to designated safe spot.
3. Report any suspicious items to a Director on your way out of the building.

Appendix D: Building Map

Burglary/Vandalism:

1. Do not touch anything.
2. Alert administration.
3. Wait for directions from admin.
4. Continue teaching if possible.

Fire:

1. Sound the nearest alarm.
2. Take Emergency Backpack.
3. Evacuate the building. Close door behind you.
4. Take attendance once at safe spot and report with signs
RED- Missing Students
YELLOW-Extra Students
GREEN-All accounted for.
5. Wait for Instructions or **“ALL CLEAR.”**

Lock Down:

1. If you discover the emergency, alert the office.
2. Speaker system alert **“Attention Staff: This is a lockdown situation. Please begin the lockdown procedures.”**
3. Quickly check the hall for students who need a safe place and bring them into your room.
4. Lock door. Cover Window or pull shades.

5. Get students on the floor away from windows and door and quiet.
6. Get cell phone & turn on with silent ringer.
7. Place green slip from emergency backpack halfway under door if safe.
8. All clear signal either on speaker system or at each door **“This is an all clear for the lockdown.”**

Outside Emergency:

1. If mild injury, escort to Nurse’s Office.
2. If more severe, call on Walkie to office for more assistance and tell them details and if you think 911 should be called.
3. In case of gun shots heard, instruct students to “drop & cover”. Call into office on Walkie.

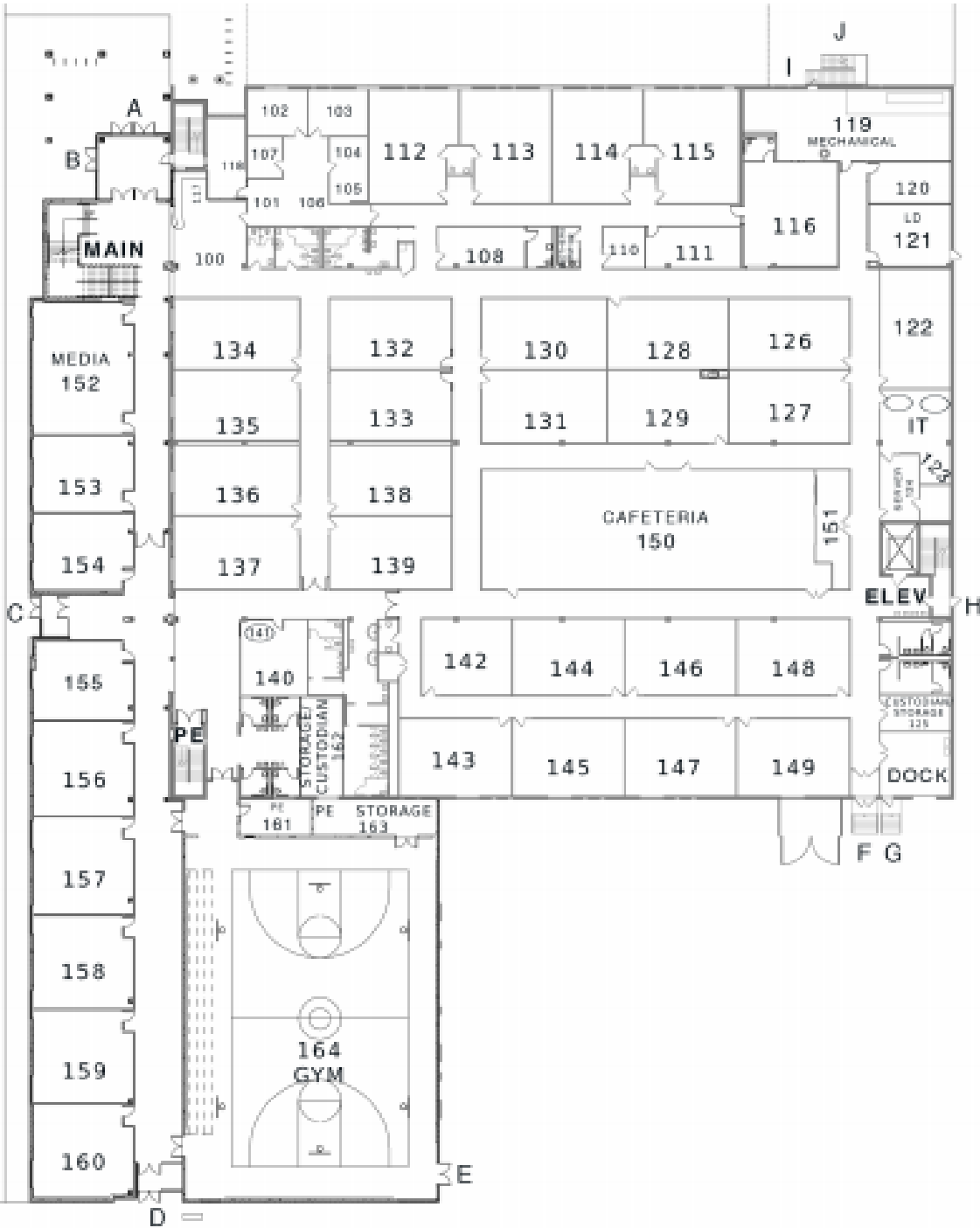
Power Outage:

1. Get flashlight from emergency backpack and open shades if possible.
2. Move to designated lighted space.
3. Get cell phone and turn on.

Tornado Drill:

1. Speaker system will say **“This is a tornado drill or tornado warning.”**
2. Take emergency backpack.
3. Move to designated safe spot and close classroom door.
4. Students & Staff should face the wall with hands covering head.
5. If outside move quickly into the lower level bathroom area.
6. **“All clear from Tornado drill or warning”** from speaker system.
7. If eminent threat -- that will be called on the speaker system, all 2nd floor should move to first floor locations.

APPENDIX D: Building MAP





Resources:

1. <https://education.mn.gov/MDE/dse/safe/res/schsaf/>
2. <https://education.mn.gov/MDE/dse/safe/social/>
3. <https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Pages/default.aspx>
4. <https://www.schoolsafety.gov/>
5. <https://education.mn.gov/MDE/dse/safe/clim/>
6. <https://education.mn.gov/MDE/dse/safe/clim/model/>
7. <https://education.mn.gov/MDE/dse/safe/prac/>