



St. Croix Preparatory Academy
Board Meeting Agenda
July 20, 2021

1. Public Hearing on Student Fees	2
2. Call to Order	
3. Open Forum	
4. Board Calendar	5
5. Consent Agenda (Board Minutes)	8
A. Board Minutes	
6. Agenda	
A. 2021-2022 Student Fee Approval	10
B. Emergency Operating Procedures -- Annual Approval of Changes	13
C. 2021-2022 Back to School Planning	119
D. Election of Board Officers (Chair, Vice Chair, Treasurer, Clerk)	
E. Succession Plan -- Activities Department and other transitions	121
7. Adjourn Meeting	

FY22 Class Fees: - Public Hearing Information

- I. Public Hearing for Annual Class Fees:** At the July 20, 2021, board meeting, in accordance with state statute 123B.38, St. Croix Preparatory Academy is holding a hearing on the proposed adoption of a fee policy which includes assessing the following per-student fees:

Fee	Description	Grade level	Fee per Student
Technology Fee (permitted statute 123b.38)	Annual licensing fee for student information system, textbook management, all-school messaging system and student fee pay system.	all	\$18
Volunteer Background Check Fee (permitted statute 123b.38)	Fund bi-annual background check required for all volunteers.	all	\$2

The administration proposes fees be waived for all students who qualify for free lunch and reduced by 50% for those who qualify for reduced lunch.

Following the hearing, the board will vote on initiation of afore mentioned fees.

II. Additional Background information:

- A. Components of the student fee.** Beginning in FY15, the board approved a single 'class fee'. The combined fee was and continues to be comprised of the following components:
- Technology Fee:** The technology fee is a per student fee for the use of Synergy (student information system) SchoolPay (student fee-pay system), and School Messenger (all-school messaging system).
 - Background Check Fee:** The background check fee is a per student fee to fund the cost of background checks for each volunteer

III. Recommendation: *The administration recommends a \$20 per student FY22 class fee, with fee waived for students who qualify for free lunch, and reduced by 50% (\$10) for those who qualify for reduced lunch.* This is a decrease of \$2 per full-pay students. Decrease is due to projected decrease in volunteer background checks (\$1) and removal of the school meals portal, 'Meals Plus', subscription from the cost allocation. The cost of this subscription is allocated to Fund 2 (Food Service). This recommendation is based on projected FY22 class fee revenue and the corresponding expenses. The corresponding expenses are comprised of several components: Please see attached 'Class Fee Analysis' for additional detail.

A. Pros/Cons of assessing per student background check fee: Because the practice of assessing a background check fee per student versus per volunteer basis varies from many school districts, it is important to review the rationale for this practice.

a. Cons of assessing 'background check fee':

- i. Perhaps more background checks are processed than are required because individuals don't incur the cost.

b. Pros of assessing 'background check fee':

- i. Consistent with SCPA School Board's philosophical position in since FY11, which is: SCPA assesses the fee to the *student* who benefits from the volunteer's services, rather than the *volunteer*, who is already donating his/her time to benefit the student.
- ii. Collecting this fee and requesting background check authorization on-line, creates operational efficiency in the business office
- iii. This fee simplifies the 'volunteer recruiting process' because the majority of fees are collected on 'back to school night' and not piece meal as volunteers choose to work.
- iv. Assessing 'per student fee' encourages even the infrequent volunteer because it eliminates the objection of, 'I can only volunteer once, I don't want to pay \$14'

c. Recommendation re: Assessment of Background Check Fee: The administration feels the 'pros' of assessing the fee outweigh the 'cons' and; therefore, recommends the 'per student' background check fee be approved for FY22.

St. Croix Preparatory Academy
Class Fee Analysis
 FY21 Actual & FY22 Projection

Description	FY21 Actual			FY22 Projection		
	Approx # of Students	Fee per Student	Net Revenue (Expense)	Approx # of Students	Fee per Student	Net Revenue (Expense)
Technology Fee-						
Fee Collected-Full Pay students	736	\$22	\$16,192	990	\$18	\$17,820
Fee Collected-Students qualifying for reduced fees	8	\$11	\$88	20	\$9	\$178
Credit Card Processing Fees associated w/ fee collection	3.50%		(\$570)	3.50%		(\$630)
Cost of Student Information System			(\$15,300)			(\$16,640)
Net Technology Fee - excess (shortfall)			\$410			\$728
Volunteer Background Check Fee -						
Fee Collected-Full Pay students	736	\$3	\$2,208	990	\$2	\$1,980
Fee Collected-Students qualifying for reduced fees	8	\$1	\$8	20	\$1	\$20
Credit Card Processing Fees associated w/ fee collection	3.50%		(\$78)	3.50%		(\$70)
Cost of Background Checks			(126)			(2,250)
Net Background Check Fee - excess (shortfall)			\$2,012			(\$320)
Adminstrative Cost of Fee Collection						
Approx Admin assist cost @ \$19/hr	30 hrs		(\$380)	30 hrs		(\$380)
Approx Sr. Acct cost @ \$32/hrs	3 hrs		(\$96)	3 hrs		(\$96)
TOTAL Administrative cost of Fee collection			(\$476)			(\$476)
Net Fee Revenue in excess (shortfall)			\$1,947			(\$68)

NOTE: fees are waived for all students who qualify for free lunch and reduced by 50% for those who qualify for reduced lunch.



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ANNUAL BOARD CALENDAR 2021-2022

July	Responsible	Notes/Status
Public Hearing on Student Fees		
Approval of 2021-2022 Student Fees		
PPP Loan Status/Update		
Vote on Board Officers – Chair, Vice Chair, Secretary/Board Clerk, Treasurer		

August	Responsible	Notes/Status
Retreat Planning		
Status of School Opening		

September	Responsible	Notes/Status
Annual Report Approval for 2020-2021	J. Gutierrez	
Seat New Board Members		
Board Members Sign Conflict of Interest Forms		
Review of MCA Test Scores	J. Gutierrez	
Q Comp Site Goals		

October	Responsible	Notes/Status
File Charter Assurances with Friends	J. Gutierrez	
Board Retreat		
Review Strategic Plan		

November	Responsible	Notes/Status
Financial Statement Review		
Audit Acceptance		

World's Best Workforce Approval		
MDE Assurance of Compliance		

December	Responsible	Notes/Status

January	Responsible	Notes/Status
Board Election Timeframe Discussion		
Approve School Calendar		

February	Responsible	Notes/Status
Financial Statement Review		
Board Election Timeframe Discussion		
Approve School Calendar		

March	Responsible	Notes/Status
Approve Open Enrollment Period for Next Year		
Approve Board Calendar for Next Year <ul style="list-style-type: none"> Meetings Election Retreat 		

April	Responsible	Notes/Status
Annual Budget Introduction		
Compensation Plan Introduction		
Succession Planning Update		

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval		
Financial Statement Review		
Compensation Plan Approval		
Board Election Update		
Approve Annual Budget	6	

Approve Employee Handbook		
Introduction of Family Handbook		
Disclosures/Conflict of Interest Signed		

June	Responsible	Notes/Status
Public Hearing on Fees - 2022		
New Board Member Training		
Read Well by Third Grade Approval		
Approval of Family Handbook		
Annual Finance Designations for Next Year <ul style="list-style-type: none"> Identified Official with Authority Official Newspaper Designation of Depository Account Signatories Collateralize Funds in Excess of FDIC Insurance Delegation of Authority to Make Electronic Funds Transfers 		



Members Present: N. Donnay, J. Gottschalk, R. Hajlo, D. Keyes, A. Melendres, S. Mueller

Members Absent: C. Brown, K. Denzer

Board Advisors Present: J. Gutierrez, K. Gutierrez

Call to Order

S. Mueller called the board meeting to order at 6:03 pm.

Open Forum

There were no requests to speak at the Open Forum.

Board Calendar – J. Gutierrez

Informational purposes. Will be updated should there be no need for December meeting, etc.

Consent Agenda - J. Gutierrez

The Consent Agenda includes the board minutes from the May 18, 2021 meeting, the Executive Director's Report and the required Annual Designations for the following: the appointment of members to the Friends of St. Croix Preparatory Board, MDE Identified Official with Authority, Depositories, Authorized signers, Delegation of authority for fund transfers, Administrative authority, Authorization to access Legal Counsel as needed, Official newspaper and approval of pay rates. Also included is the resolution to renew our membership in the MSHSL.

Motion to approve the Consent Agenda and the annual designations and resolution to renew membership in the MSHSL: A. Melendres

Second: J. Gottschalk

Approved: All

We are at full enrollment with a waitlist of over 700 students.

Read Well By 3rd Grade Report – J. Gutierrez

Read Well By 3rd Grade literacy plan is required by the state of MN. The plan is the same as last year's except for a few changes in metrics (on page 24). Preliminary data show MCA scores pretty good and compare similar to prior year. One minor correction to the report – change the presented to the School Board on June 29, 2021.

Motion to approve the Read Well By 3rd Grade Report with change noted: D. Keyes

Second: N. Donnay

Approved: All

2021-2022 e-Learning Days – J. Gutierrez

Approval of up to three days for e-Learning days for the 2021-2022 school year.

There was discussion.

Motion to approve three e-Learning Days for the 2021-2022 school year: R. Hajlo

Second: J. Gottschalk

Approved: All



Approve the 2021-2022 Family Handbook

Approve the 2021-2022 Family Handbook with the changes noted (updated calendar, removal of Wanda Renner from the MS contact info, updated open enrollment period, Covid-19 related guidance, non-uniform and spirit wear days added, picture days added and event dates for the Prep Gala, Prep Open and Marathon established).

Approval of the 2021-2022 Family Handbook: A. Melendres
Second: D. Keyes
Approved: All

Approve Clifton Larson Allen as Auditor for 2021-2022 School Year – K. Gutierrez

We are in the third year of the five year proposed cycle with Clifton Larson Allen as our auditor. They are doing very satisfactory work. Administration recommends engaging them as our auditor for the 2021-2022 school year.

Motion to approve Clifton Larson Allen as the school auditor for the 2021-2022 school year: S. Mueller
Second: R. Hajlo
Approved: All

Announcement – board members invited to the annual Friends of Education networking event in August.

Adjourn Meeting

Motion to adjourn the meeting at 6:30 pm: R. Hajlo
Second: A. Melendres
Approved: All

Submitted by S. Peterson, St. Croix Preparatory Academy

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**ST. CROIX PREPARATORY ACADEMY
Changes to Emergency Operating Procedures for 2021-2022**

The following changes have been made to the EOP Document:

- 1) Minor grammatical changes
- 2) Addition of "disease outbreak" language to Pandemic section 5C
- 3) Addition of admin presence during early release procedure
- 4) Updated Rally Point Map
- 5) Added Mental Health Referral Forms (internal and family)
- 6) Added a PPE provider to service providers
- 7) Updated Mental Health Provider Contract for 21-22 school year



st. croix preparatory academy

EMERGENCY OPERATIONS PLAN

4260 Stagecoach Trail N.
Stillwater, MN 55008
(651) 395-5900

Questions about this plan should be referred to:

Name: Dustin Vincent or Candace Westlund (Health and Emergency Preparedness Co-Directors)

Phone: 651-395-5907 or 651-395-5906

Email: dvincent@stcroixprep.org or nurse@stcroixprep.org

TABLE OF CONTENTS

APPROVAL AND IMPLEMENTATION	4
I. INTRODUCTION	5
A. Purpose of the Plan	5
B. Scope of the Plan	5
C. Plan Activation.....	5
II. SITUATION OVERVIEW	6
A. Site Information	6
B. School Population.....	6
C. Functional Needs Population.....	6
D. After-Hours Activities	7
E. Off-Site Activities	7
F. Planning Assumptions.....	7
G. Conditions That Could Impede School Functions.....	8
III. PREVENTION	9
IV. PROTECTION/MITIGATION	11
V. RESPONSE	13
A. Incident Command Roles and Responsibilities	13
B. Functional Content Areas (Protective Measures)	16
A.L.I.C.E.(Lockdown)	18
Close School	19
Emergency Communication.....	20
Evacuation	23
Family Reunification.....	24
Medical Response	26
Mental Health Services	28
Rapid Assessment.....	29
Shelter-In-Place	30
C. Hazards/Threats	32
Violent Critical Incidents	33
Bomb Threat.....	34
Bullying (Harassment, Intimidation, and Bullying {HIB}).....	36
Bus Accident.....	38
Fire	39
Hostage	40
Medical: Blood borne Pathogen	41
Severe Storm/Tornado.....	42
Terrorism.....	44
Hazardous Materials	45
Civil Disturbance	46
Death	47
Explosion.....	48
Gas Leak/Outage.....	49
Injury/Health Emergency	50
Lost Child	51
Medical: Pandemic.....	52
Power Outage	53

Sexual Assault/Abuse	54
Unidentified Substances/Illicit Drugs	55
Water Outage/Restriction	56
Winter Storm/Ice Storm	57
VI. RECOVERY	58
Continuity of Operations Plan (COOP)	59
VII. PLAN ADMINISTRATION	60
A. Approval of the Plan	60
B. Health and Emergency Preparedness Team.....	60
C. Review and Updates to the Plan	60
D. Personal Emergency Preparedness	61
 APPENDIX	
EOP Record of Change.....	63
EOP Record of Distribution	64
Annual Risk Assessment	65
Triennial Risk Assessment	67
Incident Command System Breakdown.....	78
Bomb Threat Checklist.....	79
Emergency Communication Plan	80
Campus Map	86
Interior School Map and Door Numbering	
1 st Floor.....	87
2 nd Floor	88
Auxiliary Building.....	89
Rally Point Evacuation Site Map	90
Family Reunification Site Directions	91
Family Reunification Site Interior Building Map	92
Fire Evacuation Map	93
Severe Weather/Tornado Shelter Map	
1 st Floor.....	94
2 nd Floor	95
Mental Health Service Provider	96
Decision Tree for Mental Health Incidents at School	97
Mental Health Referral Form	98
Mental Health Incident Report.....	99
Memos of Understanding or Contracts with Community Partners.....	100
List of Crucial Service Providers	101
Incident Report Forms	
General Incident Report Form.....	102
Incident Witness Report Form.....	103
Post Crisis Review	104

APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan addresses St. Croix Preparatory Academy's (hereby referred to as Prep) planned response to all hazards. It is the principle plan for mitigating emergencies and incidents to ensure the protection of life, health and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, ***all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.*** Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the individual division principals or the Executive Director of Prep.

This School EOP is developed pursuant to the Minnesota Statute 121A.035 and conforms to the National Incident Management System (NIMS).

Minnesota Statute 121A.035 states, "A school board and a charter school must adopt a crisis management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county attorney offices, social service agencies, emergency medical responders, and any other appropriate individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section [299F.30](#), and one tornado drill."

By signing below, you are attesting that the requirements set forth in Minnesota statute 121A.035 have been met.

This plan supersedes any previous versions.

PRINT NAME

Executive Director

Date

I. INTRODUCTION

A. Purpose of the Plan

The Prep Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at Prep.

The Comprehensive Emergency Management Plan consists of:

1. Emergency Operations Plan (EOP)
2. Floor Plan
3. Campus Site Plan
4. Emergency Contact Information Sheet
5. Stakeholder Signatures

B. Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theatre, clubs, before/after school child care) and can be found in each section as appropriate.

C. Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decision makers should be identified for each program, regardless of the time of day that activity occurs. **Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.**

This plan may be activated in part or in whole, as necessary, by:

- Executive Director
 - First Alternate: Chief Operations Officer
 - Second Alternate: Division Principal(s)
 - Third Alternate: Facilities Director
 - Fourth Alternate: Site Director, until Command can be transferred to alternate listed above

II. SITUATION OVERVIEW

A. Site Information

Prep includes the following buildings/facilities:

- Main Building: K-12 classrooms, Administration, Food Program, Health Office, Activities and Maintenance
- Auxiliary Building: Physical Education, Special Events and Activities
- Prep Stadium and Practice Fields: Athletics and Special Events

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

B. School Population

Total population normally at Prep is approximately 1500.

- Students-1200
- Teachers-85
- Administrators and support staff-26
- Educational Assistants/Paraprofessionals-45
- Cafeteria Staff-9
- Maintenance and Custodial Staff-10
- Health Office-4

C. Functional Needs Population

Prep is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency-27
- Blindness or visual disabilities-1
- Cognitive or emotional disabilities-16
- Deafness or hearing loss-2
- Mobility/Physical/Medically fragile disabilities (permanent)-1
- Medical Concerns (asthma, severe allergies, diabetes, seizures, etc.)-140

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by a specific icon on Synergy and is available online or a hardcopy is available in the Student Services or Health Office.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available in hardcopy from either the Student Services Director or the Licensed School Nurse.

D. Before/After-Hours Activities

If the school is being used before/after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administrator or designee. A list of before/after-hours events with points of contact (emergency decision-maker), meeting times, location and duration is available online on the [school's master schedule](#). The Point of Contact (POC) of the group will be provided the emergency contact numbers to utilize during an emergency within the building.

For before/after-hours events, some aspects of this EOP may need to be adjusted. For example, the office may be closed/locked and not available for reporting an emergency. Incidents that occur before/after hours will be reported to the appropriate school administrator(s). The school administration permits the groups using the facilities to make life-safety decisions if procedures in this plan are not available.

Before/after regular school hours, this plan may also be activated in part or in whole, as necessary, by before/after school activities POCs.

E. Off-Site Activities

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take Red Emergency Folder with you
- The Health Office will identify medical needs of students and staff. Appropriate medications are available on trip and kept secure with an adult who can administer
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Backup transportation and repair information
- Emergency funding mechanism for unexpected overnight housing/food
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school administrators (to remain at school in case parent needs to reach child)

F. Planning Assumptions

The following list of planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible.
- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- Risk of harm, injury and damage will exist regardless of how much a school plans for an emergency. This plan facilitates reduction of that risk. Loss of life and property is still possible.

It is the policy of Prep that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Prep will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

G. Conditions That Could Impede School Functions

A list of products and services that are crucial to the daily needs of the school are listed in the Appendix. The lack of these may create an emergency and/or may not be available following an emergency. If alternative sources are not available, the school will coordinate with the County Emergency Management Agency.

III. PREVENTION

A. Training on the Plan

All students and staff should be trained on the school's emergency response procedures, and training records should be maintained by the school. Training records for all staff are digitally located on the Resource Drive. Specific personnel that are trained on the school's emergency response procedures include but are not limited to: Administration Team and Health and Emergency Preparedness Directors.

Types of training provided by the school include but are not limited to:

- 5 A.L.I.C.E. (aka Lockdown) Drills
- 5 Fire Drills
- 1 Severe Weather Drill
- 1 Bus Safety Drill
- Medical Emergency Response Team (MERT) Drill
- Annual EOP Training

Substitute personnel are provided written Emergency Plans that are included in the Red Emergency Folder. Materials included in the Red Emergency Folder and teacher sub plans include, but are not limited to:

- Universal Drills and Procedures
- Specific Health Emergency Procedures
- EOP
- Rosters with life threatening health concerns noted
- School floor plan
- Student specific evacuation plans

B. Exercise the Plan

Prep will conduct drills in accordance with MN Statute 121A.035. The school should coordinate exercise efforts with relevant community partners including first responders and Washington County Emergency Management. All required drills will be appropriately documented.

Prep will conduct drills and exercises with the purpose of testing the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. The school will conduct the drills identified in MN Statute 121A.035 in accordance with all statutory requirements.

Summary of Required Drills and Reporting			
Drill Type	Number of Drills Required	Drill Notes	Drills Reported to
Fire	5 Drills	Announced: September (within first 10 school days), October and November Unannounced: April and May 1 drill during Summer Session (if applicable)	Files are kept by Facilities Director and reviewed by State Fire Marshall
Severe Weather/Tornado	1 Drill	In April during Severe Weather Awareness Week	Files are kept by Facilities Director and reviewed by State Fire Marshall
A.L.I.C.E. (aka Lockdown)	5 Drills	One announced drill each month school is in regular session Drills can be functional or tabletop	A.L.I.C.E. and files are kept by Facilities Director and reviewed by State Fire Marshall

Improvement Areas from Emergency Drills

Each drill should be reviewed by the appropriate school members and areas of improvement identified. Areas of improvement will be brought to Health and Emergency Preparedness Directors for implementation in future drills.

IV. PROTECTION/MITIGATION

A. Hazard Analysis

Prep is exposed to many hazards and threats which have the potential for disrupting the school community; causing casualties and damaging or destroying school property. **The Washington County Emergency Management Agency maintains a county wide hazard analysis, which is not included in this Emergency Operations Plan.**

Each hazard checked “yes” in this table will need to be included in the hazards/threats section below.

Hazard/Threat		Included
Required	Violent Critical Incident	<input checked="" type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>
	Bullying (HIB)	<input checked="" type="checkbox"/>
	Bus Accident	<input checked="" type="checkbox"/>
	Fire	<input checked="" type="checkbox"/>
	Hostage	<input checked="" type="checkbox"/>
	Medical: Blood Borne Pathogen	<input checked="" type="checkbox"/>
	Severe Storm/Tornado	<input checked="" type="checkbox"/>
	Terrorism	<input checked="" type="checkbox"/>
Optional	Hazardous Material	<input checked="" type="checkbox"/>
	Civil Disturbance	<input checked="" type="checkbox"/>
	Dam Failure	<input type="checkbox"/>
	Death	<input checked="" type="checkbox"/>
	Earthquake	<input type="checkbox"/>
	Explosion	<input checked="" type="checkbox"/>
	Flood	<input type="checkbox"/>
	Gas Outage	<input checked="" type="checkbox"/>
	Injury/Health Emergency	<input checked="" type="checkbox"/>
	Lost Child	<input checked="" type="checkbox"/>
	Medical: Pandemic	<input checked="" type="checkbox"/>
	Nuclear Incident	<input type="checkbox"/>
	Power Outage	<input checked="" type="checkbox"/>
	Sexual Assault/Abuse	<input checked="" type="checkbox"/>
	Unidentified Substances	<input checked="" type="checkbox"/>
	Water Outage/Restriction	<input checked="" type="checkbox"/>
	Winter Storm/Ice Storm	<input checked="" type="checkbox"/>
	Other	<input type="checkbox"/>

* It is possible that a hazard/threat not included may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards

B. Security Measures

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

An annual (short form) and triennial (long form) Risk Assessment (appendix) of the school's security features is conducted by appropriate school members. Security equipment will be checked monthly or as needed to ensure the equipment is working properly.

The school should make a plan to repair, replace or update equipment that is found to be ineffective as the result of the Emergency Drills or actual emergencies.

Effective physical security measures address a variety of hazards and threats.

V. RESPONSE

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

A. Incident Command Roles and Responsibilities

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

Incident Command Structure Chart (See Appendix)

There are many responsibilities to fulfill before, during and after an emergency. The below table indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

School staff is responsible for handling emergencies until the first responders arrive.

Staff Responsibilities														
Responsibilities	Executive Director	ED of Finance & Ops	Principals	Facilities Director	Student Services	Athletic Dept.	Food Services	Health Office/MERT	Technology	Office Managers	Main Office Staff	Teachers	Ed. Assistants	Parents/Guardians
Makes policy decisions	x	x	x											
Informs Policy Group	x	x												
Incident commander	x	x	x											
Identifies resources	x	x	x	x	x	x	x	x	x	x	x	x		
Notifies First Responders (calls 911)	x	x	x	x	x	x	x	x	x	x	x	x	x	
Secures scene/preserves evidence	x	x	x	x					x					
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)	x	x	x	x					x					
Activates Emergency Communication System(s)	x	x	x					x		x	x			
Accounts for all building occupants during/after an incident (staff, students, visitors, vendors, etc.)			x		x	x				x		x	x	
Reports to IC any missing/unaccounted students, staff, visitors or vendors.			x							x				
Provides first aid						x		x						
Provides red emergency folder and sub plans to substitutes										x		x		
Accesses school emergency records			x					x		x	x			
Maintains Custody Records										x				

Staff Responsibilities														
Responsibilities	Executive Director	ED of Finance & Ops	Principals	Facilities Director	Student Services	Athletic Dept.	Food Services	Health Office/MERT	Technology	Office Managers	Main Office Staff	Teachers	Ed. Assistants	Parents/Guardians
Monitors communication (walkie/phones/email) during emergency	x	x	x	x	x	x	x	x	x	x	x	x		x
Provides training to students on emergency procedures			x	x				x				x		
Reports emergencies	x		x					x						
Coordinates functional content adjustments for after-hours activities	x	x		x		x								
Arranges for transportation of students to reunification site		x	x							x				
Leads/directs students during an incident			x			x						x	x	
Ensures kitchen equipment has been shut-off prior to leaving building							x							
Interfaces with IC/media/parents	x	x								x	x			
Shuts off utilities, as needed				x										
Surveys building for damage				x										
Participates in After Action Meetings following an activation of this plan	x	x	x	x	x	x	x	x	x					
Provides Record of Emergency Actions	x	x	x	x				x	x					

B. Functional Content Areas (Protective Measures)

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur.

It is likely that multiple protective measures may be used to provide the greatest protection to life and property.

To become familiar with these functional content areas staff and students will participate in drills and additional training.

RESPONSE MATRIX										
		Functional Content Areas								
		A.L.I.C.E.	Close School	Emergency Communication	Evacuation	Family Reunification	Medical Response	Mental Health Services	Rapid Assessment	Shelter-in-Place
	Threat / Hazard									
Required	Violent Critical Incident	X	X	X	X	X	X	X	X	X
	Bomb Threat		X	X	X	X		X	X	X
	Bullying (HIB)			X				X	X	
	Bus Accident			X	X			X	X	X
	Fire		X	X	X	X	X	X	X	
	Hostage	X	X	X	X	X		X	X	X
	Medical: Blood borne Pathogen						X	X	X	X
	Severe Storm/Tornado		X	X		X	X	X	X	X
	Terrorism	X	X	X	X	X	X	X	X	X
Optional	Hazardous Material		X	X	X	X	X	X	X	X
	Civil Disturbance		X	X		X		X	X	X
	Death		X	X			X	X	X	X
	Explosion		X	X	X	X	X	X	X	X
	Gas Leak/Outage		X	X	X	X			X	
	Injury/Health Emergency			X			X	X	X	X
	Lost Child			X				X	X	X
	Medical: Pandemic		X	X			X	X	X	
	Power Outage		X	X					X	X
	Sexual Assault/Abuse			X			X	X	X	
	Unidentified Substances /Illicit Drugs			X			X	X	X	
	Water Outage /Restriction		X	X					X	
	Winter Storm/Ice Storm		X	X					X	X

A.L.I.C.E. (LOCKDOWN)

Alert-Lockdown-Inform-Counter-Evacuate

Definition:

A.L.I.C.E. is an options based program used to secure all building occupants against a possible or known immediate human threat to life.

Applicable to Below Hazards

Violent Critical Incident

Hostage

Terrorism

A.L.I.C.E. Procedures:

The steady state of a building requires that all exterior doors be locked. Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

A.L.I.C.E. is a proactive, options based plan for civilian response to a violent critical incident. A.L.I.C.E. authorizes and empowers individuals to utilize human action, building infrastructure and communication options to increase their chances of survival. Below are the A.L.I.C.E. options:

Alert: initial awareness, the first notification of danger you receive

- PA announcement, sensory input, text, emergency notification, or electronic bulletin boards

Lockdown (enhanced): Use of present objects to barricade entry of a doorway

- Barricade door, spread out, ready to counter, look for alternative escape routes

Inform: Continuation of alert, providing real time information through whatever means possible

- Where, who, what, when how? Announce what you know, don't prescribe

Counter: Strategy to disrupt and take back control from the attacker, not fighting

- Age appropriate, personal choice, use common objects to throw at attacker, scream/yell/zig zag run

Evacuate: This is the preferred option. Gives occupants the authority to leave building, moving away from the danger.

- Use of door/windows to gain egress from the building and move to rally point, permission to run.

CLOSE SCHOOL

Definition

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat

Civil Disturbance

Death

Explosion

Fire

Gas Leak/Outage

Medical: Pandemic

Hazardous Materials

Hostage

Power Outage

Severe Storm/Tornado

Terrorism

Water Outage/Restriction/Main break

Winter Storm/Ice Storm

Close School Procedure

Notification is paramount when it becomes necessary to close school.

Before or after school being in session:

Provide information relevant to the closing, including the expected duration

- Notify Parents by email, text and/or phone
- Notify Staff by public address, email, text and phone
- Notify Bus/transportation providers
- Notify Media

During a school day:

Provide information relevant to the closing, including the expected duration

- Notify staff and students
- Notify Bus/transportation providers
- Notify Parents by email, phone and/or text
- Notify Media
- Make arrangements for students who are cannot be picked up (unable to reach parent/guardian, etc.); reunification, law enforcement or social services
- Cancel on-site after school program(s)
- Activate Family Reunification, if needed

EMERGENCY COMMUNICATIONS

Definition

Communication is a critical part of incident management. This section outlines Prep's emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Gas Leak/Outage
Fire
Hostage
Injury/Health Emergency
Lost Child
Medical: Pandemic
Power Outage
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs
Water Outage/Restriction
Winter Storm/Ice Storm

Emergency Communication Procedures

Methods of Communication

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

Methods of Communication for Implementation						
Functional Content Area (Protective Measures)	Phone	Radios/Walkie	Public Address System	School wide email	Mega phone	Texts
Close School	x		x	x		x
A.L.I.C.E.		x	x			
Time Sensitive Communication	x			x		x
Evacuation			x	x	x	
Family Reunification	x	x		x	x	x
Medical Response	x	x	x	x		
Mental Health Services	x			x		
Rapid Assessment	x	x		x		x
Shelter-in-Place		x	x	x		

*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

Priority of communication to recipients

1. Those directly involved in the incident
2. First Responders (EMS, Police, Fire, etc.)
3. Parents
4. Board, Authorizer and other required agencies (DHS, MDE, MDH, etc)
5. Media
6. Community

Before an Emergency

The schools should annually notify parents and legal guardians how they will be notified of emergencies. This information is also noted in the Family Handbook.

Prep has:

- Created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found in the Appendix.

During an Emergency

- Disseminate information via phone/voicemail, email and text to inform parents about what is known to have happened.
- Division Principal and/or Office managers will communicate attendance/accountability status to Incident Command.

- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with Unified Command, if established.
- Provide only information that has been approved to be released by the Incident Commander/Unified Command in charge of the scene.
- Monitor release of information and correct misinformation.
 - Coordinate messages with the principal(s)/administration team.
 - Communicate information to School Board, Authorizer and other organizations in a timely manner.

After an Emergency

- After an incident, Prep administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

EVACUATION

Definition

Evacuation will take place if it is determined that the building/school grounds are no longer safe due to a hazard. This could be outside, separate building on grounds, or offsite.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat

Bus Accident

Hazardous Material

Explosion

Fire

Gas Leak/Outage

Hostage

Terrorism

Evacuation Procedures

Below are procedures to evacuate the facility.

Primary Evacuation Site(s)

A primary evacuation site may be pre-identified locations. The site to use is incident specific.

On-Site Evacuation Location:

- Parking Lots, Auxiliary building or Athletic Fields as assigned

The evacuation site should always be screened for safety purposed prior to using. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

Secondary Evacuation Site(s)

- Secondary (off-site) Evacuation Location - Walking:
 - Dragonfly Pavilion in Inspiration Neighborhood (corner of Periwinkle Place and Planters Path)
 - Directions to the site: See Appendix for Map

FAMILY REUNIFICATION

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat

Hazardous Materials

Civil Disturbance

Explosion

Fire

Gas Leak/Outage

Hostage

Severe Storm/Tornado

Terrorism

Family Reunification Procedures

Before an Emergency

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

Primary Reunification Site is listed below.

Primary Site:

- Shepard of the Valley Church: 14107 Hudson Road South Afton, MN
- Directions to the site: Travel south on Stagecoach Trail, turn right on Hudson Road South, location is on left.
- Map to location and of building are included in Appendix

Establish 4 distinct areas that are **not within sight** of each other:

1. **Student staging**

Place where uninjured students are held until a parent/guardian pick them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs

2. **Identification verification**

Outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes.

3. **Private Conversation Area**

Outside view of public and student staging and pickup area. This area should be reserved for private and difficult conversations with parents/guardians regarding the status of student(s). Counseling services should be available.

4. Student pickup

Location where student/parent reunification occurs and family is released.

During Emergency

1. Identify injured and deceased and where they have been transported.
Coordinate notifications with law enforcement and/or medical personnel.
 - a. Notify, personally, parents/guardians of fatalities
 - b. Notify, personally, parents/guardians of injured
 - c. Notify all parents that if they have not received a personal message their child is safe. This messages should not be sent until **ALL** parents of injured/deceased are notified.
2. Provide information about reunification process
 - a. Location
 - b. Traffic pattern for entrance
 - c. Required identification documents
 - d. What parent should do if sending an alternate to pick up their child

Process of Reunification

1. Get the students to the site (See Evacuation Functional Content Area)
2. Separate students from parent/guardian identification verification area
3. Have student records relating to emergency release of students
4. Verify identification
5. Send parent to pick-up room in a private area away from public eye.
Students may only be released to parents/guardians who have custody rights.
6. Call student to report to pick-up room.
7. Students that cannot be picked up will be released to law enforcement.

MEDICAL RESPONSE

Definition

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school does have a full time school nurse licensed by the State of Minnesota.

A Medical Emergency Response Team (MERT), consisting of specially trained staff, does exist.

Applicable to Below Hazards

Violent Critical Incident

Death

Explosion

Fire

Hazardous Materials

Injury/Health Emergency

Medical: Blood borne Pathogen

Medical: Pandemic

Sever Storm/Tornado

Sexual Assault/Abuse

Terrorism

Unidentified Substance/Illicit Drugs

Medical Response Procedures

1. If a school nurse is present, either bring the student to the nurse or the nurse to the student.
 - a. If no school nurse, the trained designated staff member(s) should respond.
2. Assess the ill or injured person: develop and execute a plan of care.
3. Instruct another adult to call 9-1-1.
4. Notify school administration of incident.
5. Health Office should contact the student's parent or guardian.
6. Provide a copy of Student's personal information to EMS
7. School personnel must accompany a student to the hospital if the parent/guardian is not present.
8. The incident should be documented per school policy

Medical Supplies and Equipment						
Location of supplies	Supplies/ Equipment					
	Student Medications	First Aid Supplies	Epinephrine Auto Injector	Asthma Inhaler	Narcan (naloxone)	AED
Health Office	x	x	x	x		
Outside Gym Doors						x
Top of Main Stairs						x
Auxiliary Building Main Entrance (near garage doors closest to main entrance)		x				
Auxiliary Building-Portable (inside C door)						x

Student medication is stored in Health Office and accessible by Health Office Staff and designees.

Medical Training of Staff

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

C if a staff member is certified

D If a staff member has had delegation training

A/C if a staff member has both access and certification

Medical Training of Staff									
Trained Staff members Training documentation is available in the Health Office.	Type of Training								
	CPR	First Aid	Medication Administration	Epinephrine Injector	Asthma Inhaler	Tuk-N-Kari Evacuation	Emergency Care for Diabetes	Emergency Care for Seizures	AED use
School Nurse	A/C	A/C	A/C	A/C	A/C	A/C	A/C	A/C	A/C
Health Office Staff	A/C	A/C	A/C	D	D	A/C	D	D	A/C
MERT	A/C	A/C	D	D	D	C			A/C
Teachers			D	D	D	C	D	D	

MENTAL HEALTH SERVICES

Definition

Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Fire
Hostage
Injury/Health Emergency
Lost Child
Medical: Blood borne Pathogen
Medical: Pandemic
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs

Mental Health Procedures

Counseling services beyond the capacity of the school counselor/psychologist are provided by an outside mental health service provider as listed in the Appendix. In case the contracted service provider is unable to meet its contractual obligation, the school will seek backup services through the Washington County Emergency Management

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member believes someone may be exhibiting concerning signs and symptoms, they should refer to the Mental Health Decision Tree and Mental Health Report Forms (See Appendix). Students who believe that someone may be exhibiting concerning signs and/or symptoms should seek out an appropriate adult.

RAPID ASSESSMENT

Definition

A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Fire
Gas Leak/Outage
Hostage
Injury/Health Emergency
Lost Child
Medical: Blood borne Pathogen
Medical: Pandemic
Power Outage
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs
Water Outage/Restriction/Main Break
Winter Storm/Ice Storm

Rapid Assessment Procedures

Rapid assessment is conducted by the first adult to assist in determining which functional content areas to implement and for which building occupants.

1. Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
2. Assess the extent of the emergency; call or send someone to call 8-911 (internal) or 911 (external) if assistance is needed.
3. Contact health office (5906) and continue to address life threatening issues as trained or until appropriate personnel arrive.
4. Notify appropriate administrator for consideration of activation of Incident Command System(ICS). Then return to your role under the ICS.
 - a. Incident Commander: Implement Shelter in Place protocol if needed.
 - b. MERT Team: Assemble and provide care as directed
 - c. Once the scene is stabilized, ask bystanders for information
 - d. Health Office Staff: notify parents/guardians/family of victims
 - e. Notify School Administration/School Board/Authorizer
 - f. Notify school community as appropriate

SHELTER-IN-PLACE

Definition

Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard, but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.

Shelters are areas of the building that maximize the safety of occupants and may change depending on the hazard/threat. Shelter-in-place could last for minutes to days based upon hazard/threat.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Hostage
Injury/Health Emergency
Lost Child
Medical: Blood borne Pathogen
Power Outage
Severe Storm/Tornado
Terrorism
Winter Storm/Ice Storm

Shelter-in-Place Procedures

Timely notification of the order to shelter in place is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

1. Clear announcement via intercom or other school wide methods
2. Enact Incident Command System (ICS) if directed/needed
3. Move students and staff to directed areas
4. Lock doors and close blinds as directed
5. Take Red Emergency Folder if directed to move
6. Take attendance and report missing students to your office manager
7. Monitor emails for updates and further details
8. Assist those with special needs

Extended Shelter-in-Place

Sheltering in place beyond a few hours may require additional resources to support the sheltered population.

Items that may be needed:

Life sustainment of sheltered occupants becomes a priority during extended sheltering events. Food, water, extra batteries, and toileting needs must be considered. Lack of access to medication stored at the school may cause a medical emergency. Supplies for sealing rooms to prevent transfer of contaminated air. Products and services identified above may need to be resupplied during extended sheltering. Contact Washington County Emergency Management if anticipating an extended sheltering time period to obtain additional resources.

C. Hazards/Threats

The following response information provided below is specific to each hazard or threat and supplements the actions found in the functional content areas. Procedures and information outlined in functional content areas are not duplicated here.

VIOLENT CRITICAL INCIDENT

Definition

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

A.L.I.C.E.

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Active Shooter Procedures

All school staff receives active shooter training at least annually. The school utilizes A.L.I.C.E. training to respond to active shooter situations.

Responsibilities

- Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement once safe to do so.
- Provide law enforcement with last known location of the suspect(s).

BOMB THREAT

Definition

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

Functional Content Areas That May Apply

Close School
Emergency Communication
Evacuation
Family Reunification
Mental Health Services
Rapid Assessment
Shelter-in-Place

Bomb Threat Procedures

The Bomb Threat Checklist (see appendix) is provided to each staff member in their Red Emergency Folder.

Bomb Threat Guidance

1. Conduct a Rapid Assessment

Low Risk

Lacks realism: A threat that poses a minimal risk to the victim and public safety. Probably motive is to cause disruption.

- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (ie, written on a wall)

Medium Risk

Increased level of realism: threat that could be carried out, although it may not entirely appear realistic

- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (ie, "I'm serious" or "I really mean this")

High Risk

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device
 - Perpetrator provides his/her identify
 - Threat suggest concrete steps have been taken toward carrying out the threat
 - Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.
2. Coordinate with local Law Enforcement
 3. Determine if a search is warranted
 4. Determine if protective measures for the building is warranted
 5. Electronic devices (cell phones, walkie talkies) should not be used in the proximity of the event.

BULLYING (HARASSMENT, INTIMIDATION, AND BULLYING {HIB})

Definition

Harassment, intimidation or bullying behavior by any student/school personnel in the Prep is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Refer to MN 121A.031 SCHOOL STUDENT BULLYING POLICY

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Anti-HIB Procedures

Each SCPA Principal/Director is the person responsible for receiving reports of bullying in their school. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters. If the complaint involves the Principal/Director, the complaint shall be made or filed directly with the Executive Director.

When investigating a complaint, the Principal/Director may take into account the following factors:

- The developmental ages and maturity levels of the parties involved.
- The levels of harm, surrounding circumstances, and nature of the behavior.
- Past incidences or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.

Investigation of a bullying incident shall be initiated within three school days of receipt of a report (via the SCPA Bullying/Harassment Complaint Form) and be completed within 10 school days, unless the Principal/Director grants in writing an additional five-day extension due to extenuating circumstances. See Attachment A for an SCPA Bullying/Harassment Complaint Form and the Process for Investigation.

Consequences - Many student conflicts can be resolved immediately and do not require reporting or submission of an SCPA Bullying/Harassment Complaint Form. SCPA will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in Attachment A

Appeal - Any party who is not satisfied with the outcome of the investigation may appeal to the Executive Director within 10 school days of notification of the Principal/Director's decision. The Executive Director will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the

findings of the report. The Executive Director shall notify the party requesting the appeal and the Principal/Director that his decision is final.

School Employees - When it is determined that a school employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The Principal/Director may consider employee discipline for such violations.

Reprisal - The school will take appropriate action against any student or employee who retaliates against any person who reports alleged bullying or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment.

BUS ACCIDENT

Definition

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

Schools buses are required to have a first aid kit that conforms to federal standards. See MN Statute 123B.90 for specifics on emergency and evacuation procedures.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Mental Health Services

Rapid Assessment

Shelter-in-Place

Bus Accident Procedures

- The school and bus driver must adhere to the Minnesota School Transportation Regulations
- The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives.
- The school will comply with the bus company's onsite accident procedures.

FIRE

Definition

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Fire Procedures

All staff is trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm. Call 911 when safe to do so.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Teachers will take Red Emergency folder with them as they leave the building and take attendance at their assembly area.
- No one may re-enter building(s) until it is declared safe by the fire department.

HOSTAGE

Definition

A hostage situation involves one or more persons being held against their will by one or more individuals. If weapons are present, this should be viewed as a violent critical incident. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

Functional Content Areas That May Apply

A.L.I.C.E.

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

Hostage Procedures

- Cooperate with hostage taker
- Call 911 (internal 8-911)
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with last known location of suspect(s).
- Those who know hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

MEDICAL: BLOOD BORNE PATHOGEN

Definition

Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Functional Content Areas That May Apply

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Medical: Blood Borne Pathogen Procedures

Training

Employees whose job descriptions identify them as potentially exposed to human blood or other regulated body fluids have received training annually on blood borne pathogens.

Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- Quaternary Ammonia cleaning agent
- Disinfectants
- PPE package (MERT)

Medical: Blood Borne Pathogen Procedures

- If it's wet and not yours, don't touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agent are more than adequate for clean-up.
- If severe bleeding cannot be contained or stopped do not move the victim unless it is needed for their safety
- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.

The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not to use bar soap or cloth towels for hand-washing that could pass contamination to others).

SEVERE STORM/TORNADO

Definition

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

Watch

The conditions exist for severe weather to form. Continue to monitor conditions.

Warning

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

Lightning

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last visible lightning strike.

Severe Thunderstorm

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

Tornado

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

EF Number	3 Second Wind Gust (MPH) estimated
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

Functional Content Areas That May Apply

Close School
Emergency Communications
Family Reunification
Medical Response
Mental Health Services

Rapid Assessment
Shelter-in-Place

Severe Storm/Tornado Procedures

- Monitor National Weather Service (radio, social media, website, etc.).
- Stay away from windows and doors.
- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Building occupants should seek shelter in the main gym.
- Those outside of the main building should also seek shelter in the main gym if safe to do so. If unable to reach safety, use the D.U.C.K technique.

For a tornado

D - Go **DOWN** to the lowest level

U - Get **UNDER** something

C - **COVER** your head

K - **KEEP** in shelter until the storm has passed

TERRORISM

Definition

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents." Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

Functional Content Areas That May Apply

A.L.I.C.E.
Close School
Emergency Communication
Evacuation
Family Reunification
Medical Response
Mental Health Services
Rapid Assessment
Shelter-in-Place

Terrorism Procedures

The school has designated the Incident Commander to coordinate with Minnesota Homeland Security officials in the event of a terrorist threat.

“SEE SOMETHING, SAY SOMETHING”

Suspicious activity should be reported to:

- Local Law Enforcement

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

HAZARDOUS MATERIALS

Definition

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Washington County Emergency Management and Bayport Fire Department, oversees hazardous materials and may assist with identification of chemical hazards near the school.

Prep is located near a federal highway, 2 state highways, a railroad track and gas pipeline. Railroads and highways have a greater risk because of the quantity and variety of chemicals transported.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Hazardous Materials Procedures

- A list of Hazardous Materials, including Material Safety Data Sheets, are maintained by the Facilities Director and can be found in that office as well as the Health Office.
- Cleanup equipment and personal protective equipment are located in the custodial storage space on the 2nd floor, room 252.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area. Consider enacting Shelter-In-Place protocols depending on the size of the spill.

The following are possible sources of Hazardous Materials nearby the school:

- Highway I-94 (5 Miles)
- State Highway 95 (1 Mile)
- State Highway 36 (1.5 Miles)
- Railroad Tracks (adjacent)
- Gas Pipeline (adjacent)
- Xcel Energy King Power Plant (2 miles)

CIVIL DISTURBANCE

Definition

Civil disturbance is a general term used to describe a variety of violent situations or acts of disorder. It does not include nonviolent demonstrations protected by the first amendment.

Functional Content Areas That May Apply

Close School
Emergency Communication
Mental Health Services
Rapid Assessment
Shelter-In-Place

Civil Disturbance Procedures

- Crowd control is complex and unpredictable. Notify local law enforcement.
- Announce to the school occupants in plain language what is occurring. Have staff continually check email or other designated communication method for updates.
- Shelter-In-Place functional content area may be utilized initially if disturbance is external.
- If there is a violent disruption inside the school, utilize the A.L.I.C.E. functional content area.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disrupters; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

DEATH

Definition

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

Functional Content Areas That May Apply

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Death Response Procedures

- Immediately clear the area except those who are providing direct support to the victim.
- Clear scene of any ongoing hazards for any medical or other hazards created by the event.
- Notify 911 (external)/8-911 (internal) and Health office (5906)
- Administration/Health Office will notify family
 - If the victim is a staff member, notify Human Resources to provide notification to family. Notification must be made in person.
 - If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.
- Mental Health assistance and programming should be made available for the entire educational community.

EXPLOSION

Definition

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

Explosion Procedures

- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Call 911
- Do not re-enter the building or area involved until declared safe by the fire department.
- Do not store petroleum and fertilizer in the same location.

GAS LEAK/OUTAGE

Definition

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communications

Evacuation

Family Reunification

Rapid Assessment

Gas Leak/Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
 - Determine whether the source of the leak is inside or outside building
- **Follow Fire Department instructions before relocating building to an off-site location.**

Consider the potential consequences of an outage:

- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science Labs may be affected

The School has put the following plans in place to mitigate these issues:

- Buses could be used as temporary, mobile shelters during inclement weather
- Turn off electrical devices
- Turn off and abandon any motorized equipment in close proximity to the leak
- The use of electronic devices and power switches should not be used in close proximity to the leak

INJURY/HEALTH EMERGENCY

Definition

Medical emergencies can occur at a varying level of severity.

Prep employs a full time Licensed School Nurse.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Shelter-In-Place

Injury/Health Emergency Procedures

- Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
- Administer appropriate first-aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- Principal may designate a staff member to accompany the victim who is transported to the hospital.
- The Health Office shall notify parent, guardian or another appropriate family member of the situation, include type of injury or illness, medical care given and location where the person has been transported.

LOST CHILD

Definition

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event.
- Abducted or kidnapped

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Shelter-In-Place

Lost Child Procedures

- Report missing child to appropriate division office with a description and other noteworthy information about the child.
 - Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Send email to staff requesting known location of child
- Use PA system to call child to office as appropriate
- Conduct a walk-through of the interior and exterior.
 - Pre-assign search areas adjacent to daily staff assignments.
 - Staff members who do not supervise students should search all other areas.
 - Search all buses.

If child is not found:

- a) Use Shelter-In-Place functional content area
- b) Increase number of staff members searching exterior and interior
- c) Contact Police (911)
- d) Notify Parents
- e) Contact bus transportation, if appropriate
- f) Notify Field Trip location if appropriate

MEDICAL: PANDEMIC/DISEASE OUTBREAK

Definition

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local or regional or global outbreak.

Functional Content Areas That May Apply

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Medical: Pandemic Procedures

- The school will increase **targeted cleaning and disinfecting** efforts when rates of absenteeism are increasing due to a specific disease.
- The school administration should consider closing school high rates of absenteeism due to a specific disease. This decision should be considered in cooperation with local and state public health
- Adjust school academic hours to ensure state academic hours are met for all students impacted.
- The school should have a distance learning and/or hybrid plan in place.
- A mental health services plan should be considered for all staff and students.
- A specific plan may need to be created depending on the severity and duration of a pandemic/**disease outbreak**. This may include but not limited to: Health Services Protocols, cleaning/sanitizing, food service, activities, transportation, mental health, employee protocols, etc.
- Minnesota Department of Health (MDH) and Center for Disease Control (CDC) and/or local authorities' guidelines may be referenced in developing any specific plan.

POWER OUTAGE

Definition

A power outage can occur at any time, for a variety of reasons and usually without warning.

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Shelter-in-Place

Power Outage Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
 - If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- For extended outages consideration should be given to closing the school.

Consider the potential consequences of an outage

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and will be unavailable.
- Refrigerators (including Health Office), Freezers will cease cooling, but will remain cool for 36 hours.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable. Food service has an ample amount of shelf stable foods for meal service.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.

The School has put the following plans in place to mitigate these issues

- A supply of batteries should be available in the various school workrooms.
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment on following an outage.

SEXUAL ASSAULT/ABUSE

Definition

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Sexual Assault/Abuse Procedures

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam as taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible.
- School authorities will cooperate with law enforcement in a lawful investigation.
- Mental health assistance should be made available as appropriate.

UNIDENTIFIED SUBSTANCES/ILLICIT DRUGS

Definition

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Unidentified Substances/Illicit Drugs Procedures

1. Proper personal protective equipment shall be used during any search.
 - a. Nitrile gloves
 - b. Mask
2. Do not to touch, taste or handle unidentified substances.
3. Narcan (Naloxone) is not available at the school to be used during exposures or overdoses.
4. Consider securing the area where the unidentified substances are found until first responders arrive.
5. School authorities will contact the law enforcement if unidentified substances are discovered.
6. School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

WATER OUTAGE/RESTRICTION

Definition

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Water Outage/Restriction Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call Water service provider (City of Bayport Public Works) and report the outage.

Consider the potential consequences of an outage:

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

The School has put the following plans in place to mitigate these issues:

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by Food Services, as available.
- Hand sanitizer is available in each classroom and restroom.
- Food services has the ability to provide meal service using stored shelf stable food items for a limited period of time.

Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

WINTER STORM/ICE STORM

Definition

Snow, ice and wind have significant and varying impacts on schools and transportation.

Winter Storm Warning: Life-threatening severe winter conditions have begun or will begin within 24 hours.

Winter Storm Watch: Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of:

1. 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period
AND/OR
2. Enough ice accumulation to cause damage to trees or power lines.
AND/OR
3. a life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning: ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index: Measure of how cold people feel due to the combined effect of wind and cold temperatures.

Functional Content Areas That May Apply

Close School
Emergency Communication
Rapid Assessment
Shelter-in-Place

Winter Storm/Ice Storm Procedures

- The outside snow removal contractor is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- The Executive Director is responsible to monitor the weather and make recommendations to delay and/or close in conjunction with Stillwater Public Schools.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by the Executive Director who has the authority to delay and/or close school. The alternate decision maker is the Executive Director of Finance and Operations.
- Consideration must be given to the decision made by Stillwater Public Schools to delay/close school. Bus transportation is provided by Stillwater Public Schools.

VI. RECOVERY

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administration will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If structure is not safe, the administrative team will meet to consider alternative plans.
- School Administrators should consult the Continuity of Operations Plan (COOP).
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with Washington County Emergency Management as federal disaster reimbursement may be available.

CONTINUITY OF OPERATIONS PLAN (COOP)

Definition

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

Procedure

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement set by the Minnesota Department of Education. Below are some possible solutions:

Short-Term Unavailability:

If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:

- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year
- E-Learning

Long-Term Unavailability:

- Contact Washington County Emergency Management who may assist with resources.
- Contact the Minnesota Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility
 - Consider local churches and community centers, with adequate space and restrooms.
 - Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
 - Establish an MOU.
- Transition to an online educational format
 - Ensure that all students have computer and internet access.
 - The local Library may be able to provide assistance.

Permanent Closure:

- Transfer student records to the Minnesota Department of Education.
- Communicate closure to parents as quickly as possible.

VII. PLAN ADMINISTRATION

A. Approval of the Plan

While developing the emergency operations plan, the Health and Emergency Preparedness Directors will consult with school and community stakeholders as appropriate.

- Law enforcement
- Fire Officials
- Emergency Medical Services
- Washington County Emergency Management
- Local Mental Health Services
- Parents of students
- Teachers and Staff
- Administration
- School Board and Authorizer

Changes made to the plan should be shared with school and community stakeholders when appropriate.

B. Health and Emergency Preparedness Team

The Health and Emergency Preparedness Directors address safety issues within the school in consultation with the Administration team. The directors meet weekly throughout the school year. Collaboration can occur via email, phone calls and one on one meetings. Other school and community stakeholders are invited to make security recommendations via email or informational meetings.

C. Review and Updates to the Plan

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

The Health and Emergency Preparedness Directors shall review the EOP annually. At that time if any changes are required, those changes should be presented to the Administration team. All changes within the body of the EOP must have final approval from the School Board. Items in the appendix may be updated as needed with School Board approval occurring during annual board review. If at any time changes are made to the school EOP, the revised content will be disseminated to, but not limited to: school authorizer, Minnesota Department of Education, and appropriate school and community stakeholders.

A current version of the EOP, excluding the pages in the appendix (for safety reasons), will be made available to the public on the school website.

D. Personal Emergency Preparedness

All Prep employees are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school

APPENDIX

EOP Record of Change			
Change Number	Date Approved by School Board	Name	Summary of Changes
07132021		Dustin Vincent/Candace Westlund	1) Minor grammatical changes 2) Addition of “disease outbreak” language to Pandemic section 5C 3) Update admin presence during early release procedure 4) Updated Rally Point Map 5) Added Mental Health Referral Forms 6) Added a PPE provider to service providers 7) Updated Mental Health Provider Contract for 21-22 school year

EOP Record of Distribution

Annual Risk Assessment:

Security Self-Assessment		Existing – 100%	Existing - Partial	Does Not Exist	Future Budget	Not Relevant
Recommended Security Measures						
Exterior	Lockable exterior doors					
	All exterior doors are locked during school hours					
	Exterior doors labeled					
	Exterior windows labeled					
	Anti-ballistic/Shatter-proof glass or film on doors/windows					
	Landscaping maintained from obscuring windows					
	Fenced playground					
	Bollards used to protect building access					
	Adequate lighting at exterior doors					
	Adequate lighting in parking lot(s)					
	Adequate lighting on walkways					
	Parking decals used					
	Driving lanes are clearly marked					
	Traffic patterns and procedures for drop off/pick up are enforced					
	Fire lane marking maintained					
Building Access	Controlled access (Front door buzzer)					
	Security vestibule exists at entry					
	Swipe card system					
	Key control/management system					
	Visitors must report to the main office upon arrival					
	Visitor sign-in log					
	Visitor badging system					
	Weapon/metal scanners					
	After-hours access to the building is limited/monitored					
	2-way communication device at main entry					
Security Cameras	Security cameras on exterior doors					
	Security camera in vestibule					
	Security cameras interior to school					
	Cameras accessible by law enforcement during emergencies only					

Security Self-Assessment		Existing – 100%	Existing - Partial	Does Not Exist	Future Budget	Not Relevant
Recommended Security Measures						
Interior	Locking mechanisms on the interior of classroom/office doors					
	TDLDs/barricade systems are available for classrooms					
	Alarm system					
	Protective gloves and masks					
Communications	PA system reaches all parts of the building					
	PA reaches outdoor venues (playground, sports fields, parking lot)					
	Hand-held 2-way radios/MARCS Radios					
	Radio building repeater					
	All classrooms are able to communicate with the main office					
	Tip line					
	Anti-bullying posters displayed					
Staff and Students	Teachers monitor hallways and restrooms between classes					
	Security staff or SRO on duty during school hours					
	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office					
	Students and staff are trained not to prop open exterior doors					
	Students trained on “See Something, Say Something”					
Other						
	[Other]					

Triennial Risk Assessment:

Date: _____

Reviewers: _____

This baseline security practices checklist from the US Department of Homeland Security is intended only as a guide; it is not a requirement under any regulation or legislation.

ACCESS CONTROL	YES	NO	COMMENT
The facility perimeter and areas within the facility that require access control are well defined.			
The facility limits building access points.			
Designated access points are monitored to control facility access.			
Positive entry control systems are established (e.g., telephone entry control, biometric access control).			
Signs direct visitors to designated building entrances and exits.			
Exterior doors to gyms, maintenance areas, kitchen, and delivery areas are secured when not in use.			
Visitors are required to check in with the front office upon arrival and departure.			
Visitors are provided with school issued identification badges when on school grounds.			
Policies are in place for those with and without appointments or official school business.			
Vendors and contractor personnel are escorted throughout the facility.			
Vendors are required to sign in and out.			
Background checks are conducted on all school employees, vendors, and contractors.			
A key control program is established that monitors keys, entry cards, and duplicates.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Key control program is audited annually.			
Staff members present after normal business hours required to sign in/out, or swipe in/out?			
Staff are required to turn in ID cards, or Keys upon termination?			
The school has a Knox box?			

BUILDING EXTERIOR	YES	NO	COMMENT
Policies are in place that restrict access to bus-loading zones.			
Bus-loading, unloading, drop off zones and fire zones are clearly marked.			
School designates areas for use of parking lots (e.g., staff lot, student lot, visitor spaces).			
Parking system incorporates an identification system (e.g., placards in windshields).			
Appropriate perimeter barriers or gates are installed and secured when not in use.			
Perimeter barriers are clear to enable continuous monitoring and to inhibit concealment of people or packages.			
Windows are locked securely.			
Window hardware and frames are regularly inspected for security weaknesses.			
Facility has visual surveillance capability (e.g., designated surveillance points, cleared lines of sight).			
Clear zones adjacent to buildings are free of vegetation and other obstructions.			
Trees, shrubs, and other foliage are trimmed to allow visibility?			
School grounds are adequately lit.			
Vandalism and graffiti is documented and removed.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.			
Access to the roof is restricted.			
Speed limits are posted.			
Fire hydrants are clearly visible.			
Drug-free and dangerous weapon free zone signs are posted.			
Good visual surveillance of play equipment is possible.			
Vehicle access to play areas is restricted.			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible.			
There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms.			
Students access to parking area is restricted to arrival and dismissal times.			
Exterior Door Check – Handles not in close proximity.			

BUILDING INTERIOR	YES	NO	COMMENT
School front office is clearly marked.			
The main entrance is visible from the main office.			
First aid/school nurse office location is clearly marked.			
Critical utility systems and equipment are secured and locked.			
Employees are familiar and trained with how to shut off utility services.			
A positive inventory is kept on chemicals in use or used in science classes or laboratory areas.			
Roof access doors are secured and locked			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Custodial and storage closets are secured and locked.			
The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.			
Unassigned lockers are secured.			
Locks for lockers supplied by school.			
Doors and stairwells are numbered.			
Stairwells, hallways, and restrooms are adequately lit.			
Enclosed stairwells are monitored, either electronically or by security personnel,			
Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).			
Doors and locks are in good condition.			
Easy access to fire extinguishers.			
Adequate access to first aid supplies (e.g., automated external defibrillators (AEDs)).			
Class III type fire doors with crash bar capabilities and automatic activation are installed.			
High-risk areas are protected by high security locks and an alarm system (main office, cafeteria, computer labs, industrial arts rooms, science labs, nurses office, boiler room, electrical room, phone line closet).			
Unused areas of the school can be closed off during after school activities.			
Administrative staff maintain a highly visible profile.			
Exit signs are clearly visible and pointing in the correct direction.			

CLASSROOM SECURITY	YES	NO	COMMENT
Classroom safe zones or protection areas are established.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Classroom has access to two-way communication system.			
All areas of the classroom are visible from the classroom door.			
Classroom doors can be locked from the inside.			
Classroom doors with windows can be covered.			
Classrooms have adequate aisle space for quick exits.			
Class rosters are reviewed and updated on a regular basis.			
Faculty and staff are assigned to check that all classrooms and bathrooms are locked after the school day.			
Valuable items are secured (e.g., instruments, computers, video equipment).			
Chemicals, poisons, and flammable materials are properly secured and stored.			
Fire extinguishers are inspected on an annual basis.			
Personnel working with hazardous materials have received appropriate training.			
All rooms have emergency procedures/evac routes listed.			
Phones are present at the primary work areas of all staff members.			
Doors are locked when classrooms are vacant.			

SCHOOL CULTURE	YES	NO	COMMENT
Faculty, students, and staff are all provided with security information and training.			
Security information and training includes information on how first responders operate to avoid hindering operations.			
Security information and training includes training on how to identify suspicious packages.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.			
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Students do not have access to the school without direct staff supervision.			
Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills, anti-bullying, mentoring programs, character education).			
School maintains, reviews, and updates a code of conduct/school handbook.			
Code of conduct/school handbook contains standard definitions and procedures that identify school crime.			
A chain-of command has been established for the school when the principal and/or other administrators are away from the building.			
School has a well-developed network of service providers that students can be referred to (e.g., mental health services)			
Photo identification badges are issued to all faculty, students, and staff.			
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.			
Students are required to have written permission to leave school during school hours.			

COMMUNICATION SYSTEM	YES	NO	COMMENT
Systems are installed that provide two- way communication between faculty, staff, administrators, and security personnel.			
Communication system is installed that provides communication with all			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

people at the school, including faculty, students, staff, emergency response teams, and visitors.			
Does the PA system work properly?			
Can it be accessed from several areas in the school?			
Can it be heard, and understood, outside?			
Regular communication with local law enforcement and emergency responders is established.			
Procedures are developed for communicating with public and the media regarding security issues.			
A notification protocol is developed that outlines who should be contacted in emergencies and how.			

REPORTING PROCEDURES	YES	NO	COMMENT
School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.			
The identified point of contact for reporting potential threats is available 24/7.			
There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., email, telephone, online, in-person).			
Reporting can be anonymous.			
There are clear policies in place for collecting and acting on information about a threatening or potentially threatening situation.			
Policies explain how information will be handled confidentially and appropriately.			
Incidents of crime that occur on school property or at school-related events are reported to law enforcement and a log is kept by the school.			
The school and local law enforcement have developed an agreement of			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after hours patrols of the school site.			

SECURITY EQUIPMENT	YES	NO	COMMENT
Facility has security system installed (e.g., CCTV, IP cameras, digital camera integration and intrusion detection and alarm system).			
Video security systems are connected to the building's emergency power supply.			
Alarm system is connected to local law enforcement.			
Security camera tapes or recordings are retained for an allotted time period.			
All emergency response equipment and supplies are checked on a regular basis.			
School has adequate utility service capability to meet normal and emergency needs.			

SECURITY PERSONNEL	YES	NO	COMMENT
A school security director is designated to develop, implement, and coordinate all security-related activities.			
School security personnel are a visible and regular presence after school hours of operation.			
School security personnel are deployed during after school hours of operation and special events.			
Security personnel check for unauthorized vehicles in parking lots or on school grounds.			
Halls, common areas, and gyms are monitored for suspicious items (e.g., backpacks, briefcases, boxes).			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Security personnel regularly inspect and secure doors.			
If the building is used after school hours, security personnel are present.			
School safety audits are conducted on a regular or continuing basis.			

CYBERSECURITY	YES	NO	COMMENT
School maintains a well-trained computer security staff.			
School faculty and staff are required to use passwords and unique login information to access electronic files.			
Students are required to use passwords and unique login information to access electronic files.			
Security plans for computer and information systems are established.			
These computer and information system security systems include both hardware and software.			
Faculty and staff are trained in safe and secure computer use.			
Students are trained in safe and secure computer use.			
Cybersafety and cyberbullying programs are provided for students.			
Computers include filters to monitor internet activity on school computers.			
Video security system is adequately protected against hackers.			

EMERGENCY OPERATIONS PLAN	YES	NO	COMMENT
A comprehensive school emergency operations plan has been developed.			
Plan has been developed in coordination with community partners (e.g., local law enforcement, emergency medical personnel, and fire department personnel)			
Plan takes into consideration numerous circumstances and criteria			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

for response (e.g., lockdown, evacuation, shelter-in-place).			
Plan contains an updated map of the school's floor plan that includes room numbers, evacuation routes, and utility shut offs.			
Plan defines roles and responsibilities—that is, creates an organizational system (e.g., school security commander, public information officer, etc.) <i>*Consider following Incident Command System (ICS) structure¹</i>			
Plan contains a method for reporting incidents internally to faculty, students, and staff (e.g., mass notification system).			
Plan contains a method for reporting incidents externally to media, families, neighbors, and the community.			
Plan contains directions that provide for the needs of students, staff, and visitors with disabilities and other functional and access needs.			
Plan considers necessary equipment and supplies to respond to a crisis.			
Plan contains common vocabulary.			
Plan includes an accountability system that accounts for all faculty, students, staff, and visitors.			
Plan contains a parent reunification system that ensures students are only released to authorized individuals after an incident.			
Plan contains action checklists for teachers, administrative staff, and other staff located throughout the school to follow during incident response.			
Plan includes components for post-incident response/recovery (e.g., stress management, mental health			

¹ <http://www.fema.gov/incident-command-system>

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

services, infrastructure restoration, post-incident evaluation, business continuity plans etc.)			
Plan is reviewed and updated on an annual basis.			
School conducts regular exercises/drills of emergency plans.			

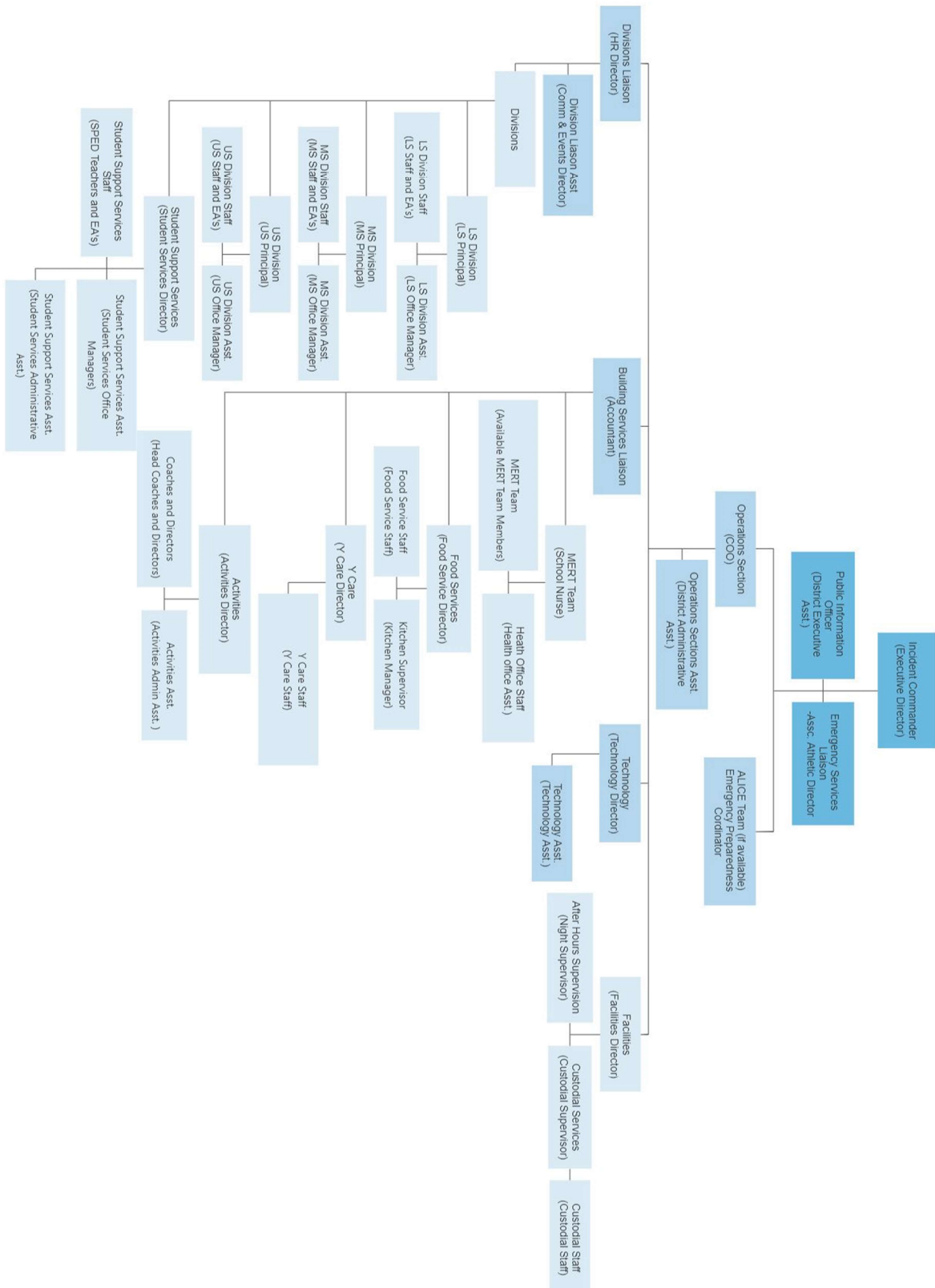
CONSIDERATIONS	YES	NO	COMMENT
Classrooms numbered with reflective materials over the door, bottom of the door, and exterior window.			
Replacing interior doors with large windows to doors with small windows.			
Replacing present classroom locks with locks that can be activated from the inside.			
Convex mirrors used to see around corners in hallways.			
Convex mirrors used to see up and down stairwells.			
Installation of strobe lights or flashing lights on exterior of building to warn staff and students outside of problem.			

Additional Building Comments:

This document was developed by the Office of Infrastructure Protection, DHS, to provide information to K-12 school personnel assigned with the responsibility of assessing school security practices to foster safer and more secure school communities. The information herein is not all inclusive. This guide presents an overview of K-12 school security practices. School administrators and legal counsel should work together to ensure that these practices are employed in a manner consistent with legal requirements.

Note: Information presented here is subject to copyright laws and other terms of use as set forth in the respective references

Incident Command System Breakdown:



Bomb Threat Checklist:

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected Delivery
- Poorly handwritten
- Misspelled Words
- Incorrect Titles
- Foreign Postage
- Restrictive Notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____



Homeland
Security

Emergency Communication Plan:

Emergency School Closings: Admin Procedures, Communications, and Schedules

Process Step	Key Information	Responsibility	Backup
MN Central Bus Company or ISD834		Executive Director	Upper School Principal
Send email to SCPA Employees		Executive Director	Upper School Principal
Send School Messenger notice to listserv		Executive Director	Technology Director
Update Website with school schedule changes		Executive Director	Technology Director
Send email to school community	Done via Constant Contact	District Executive Asst.	Administrative Office Personnel
Update WCCO, KSTP, KMSP, KARE11 School Closing Information	Media site login information	Executive Director	District Executive Asst.
Change Phone Message on Main Line		Technology Director	District Executive Asst.
Notify: if applicable <ul style="list-style-type: none"> ● YCare – Executive Director of Finance and Operations ● Subs – Human Resources Director ● Coaches – Activities Director ● Building Attendant – Facilities Director ● Lunch staff – Food Services Director ● School Bus Company 	Communicate closing to personnel who may not receive information through one of the above vehicles	Executive Director of Finance and Operations Human Resources Director Activities Director Facilities Director Food Services Director	Human Resources Director District Administrative Asst. Associate Activities Director Human Resources Director Human Resources Director

SCHOOL CLOSING

Closing due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Notify bus transportation providers

Cancellations include:

- K-12 classes and programs.
- Extended day child care
- All before and after school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

Sample Notice for School Closing:

Due to _____, St. Croix Prep's school day is canceled today (DATE). The school building, including administrative offices, will be closed. ALL before and after school (including evening) activities are canceled and there will be no before and after school childcare. Classes will resume on (DATE) unless otherwise notified.

Add'l verbiage IF distance learning day: *NOTE: This will be a Distance Learning Day for (division name) Students. Instructions regarding Distance Learning will be communicated by each Division.*

DELAYED START

Delayed start due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation to school - students should report to the bus stop as instructed in notification
- Lunch will be served on a modified schedule. The school day will end at its normal time, 4:00 pm.

Cancellations include:

- Morning session of Extended day child care
- School Breakfast.
- Before school activities **unless** notified by your advisor or coach.
- Field trips and daytime school events may be canceled.
- School rental permits held by outside organizations for meetings and activities may or may not be cancelled by the school. School will contact the organizer.

Sample Notice for Delayed Start:

*St. Croix Prep's school start time will be delayed (time) today. Correspondingly, bus transportation will be delayed (time) from regular pick-up time. School doors open at (time). Students cannot be in the building before (time). All classes begin at (time) **except for** zero hour classes which begin at (time). ALL before school activities are canceled unless notified by your advisor or coach and there will be no morning session of extended day child care. School breakfast will not be served. Lunch will be served on a modified schedule. St. Croix Prep's school day will end at its normal time, 4:00 pm.*

DELAYED START cont'd:

Example 2 Hour Delayed Start Schedules:

Lower School	Middle School	Upper School
<ul style="list-style-type: none"> ● School begins 11:30 am ● Lunch (25 minutes) <ul style="list-style-type: none"> ○ 11:45-12:10 - 2nd grade ○ 11:50-12:15 - 3rd grade ○ 11:55-12:20 - 1st grade ○ 12:05-12:30 - 4th grade ○ 12:10-12:35 - kindergarten ● Recess (20 minutes) <ul style="list-style-type: none"> ○ 1:30-1:50 - 4th grade ○ 1:50-2:10 - kindergarten ○ 2:10-2:30 - 2nd grade ○ 2:30-2:50 - 3rd grade ○ 2:50-3:10 - 1st grade ● Specialists (35 minutes) <ul style="list-style-type: none"> ○ 12:15-12:40 - 2nd grade ○ 12:55-1:30 - 3rd grade ○ 1:35-2:10 - 1st grade ○ 2:10-2:40 - prep ○ 2:40-3:15 - kindergarten ○ 3:20-3:55 - 4th grade ● 3 hour EAs work from 11:30-2:30 	<ul style="list-style-type: none"> ● School begins 11:30 am ● Period 1: 11:30-12:05 ● Period 2: 12:08-12:43 ● Lunch: 12:46-1:32 ● Period 3: 1:35-2:02 ● Period 4: 2:30-2:27 ● Period 5: 2:30-2:58 ● Period 6: 3:00-3:26 ● Period 7: 3:20-4:00 	<ul style="list-style-type: none"> ● Zero hour 11:00-11:28 ● All other classes begin at 11:30 am ● Period 1: 11:30-12:05 ● Period 2: 12:09-12:44 ● Period 3: 12:49-1:24 ● Period 4: 1:29-2:04 ● Lunch: 2:05-2:25 ● Period 5: 2:30-2:55 ● Period 6: 3:00-3:25 ● Period 7: 3:29-4:00

EARLY RELEASE

Ending the school day early due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation home
- The school building will be closed upon all students vacating the premises.

Cancellations include:

- After school session of extended day child care.
- After school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

EARLY RELEASE cont'd:

Sample Notice for Early Release:

Due to _____, St. Croix Prep will have an Early Release Day today, (date). Students will be dismissed at (time).

BUSES

Buses are scheduled to depart St. Croix Prep (or the Reunification site) at (time). Check the MyStop Bus Tracker app for up to date status on when your student will arrive at their home stop.

PARENT PICK UP AND STUDENT DRIVERS

If you are picking up your student prior to (time), please do not call or email ahead of time. Go to the atrium and sign your student(s) out at that time.

Send division office manager an email if you grant a person who is NOT currently on your emergency contact list, permission to pick up your child – include the name(s) of your child(ren) and the authorized person.

*Upper School Students **must** have parent permission to leave early. [Email](mailto:drunge@stcroixprep.org) or call the Upper School Office Manager (drunge@stcroixprep.org or 651-395-5970) to grant your student permission. Upper school students will check out upstairs. Parents with upper school students who will be driving their sibling(s) home must email the appropriate division offices to grant early dismissal permission to each child. Upper school students will go to the atrium to sign out and pick up their siblings.*

Students are to wait in the atrium and not to go looking for their siblings. Staff will find siblings once parent arrives to pick up.

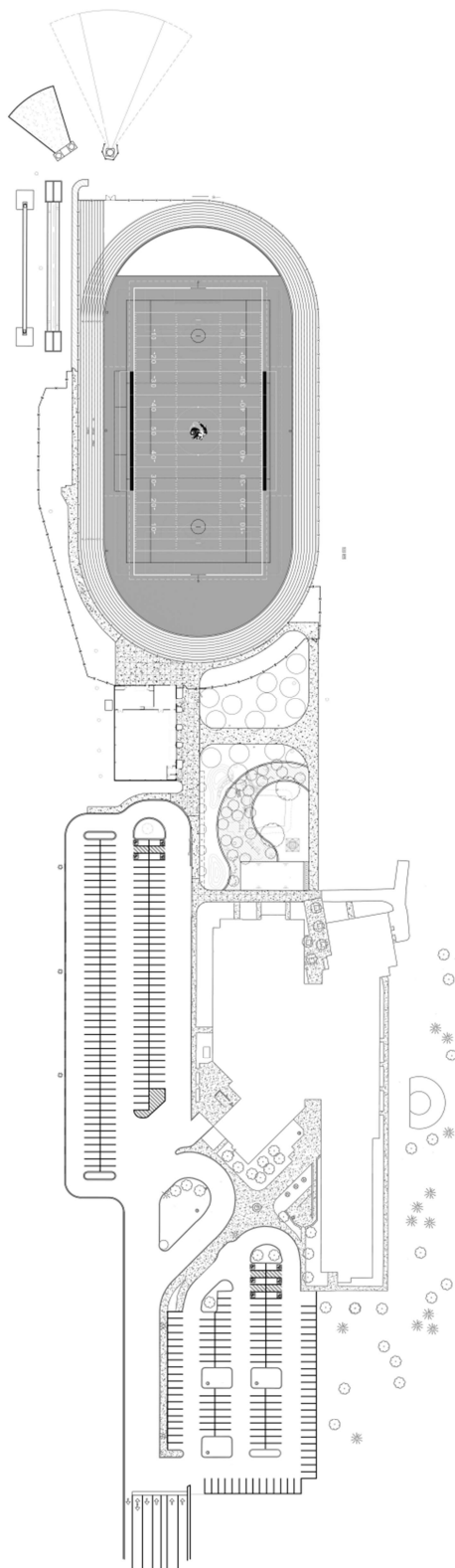
EARLY RELEASE cont'd

EARLY RELEASE Procedures:

- **PLANNING:** Administration meets briefly to plan for the day including:
 - End of day time (including Bus Dismissal time) that will be communicated to families.
 - Reviewing 'Early Release' Procedures.
 - Identifying available staff to assist with retrieving kids from classrooms.
 - Identifying which administrators will stay until the building is cleared of students.
- **RELEASING STUDENTS BEFORE REVISED DISMISSAL TIME:**
 - Set up
 - Three Check out tables are set up in atrium
 - Each table staffed by Prep employee
 - Division office managers remain in their offices to field parent phone calls and emails.
 - Division Office Managers Print 3 copies of their Student Rosters – Sorted alphabetically BY DIVISION staffed by Prep employee.
 - Each table should be equipped with laptops w/ access to Synergy, in order to locate student and a roster for each division.
 - Signing out students
 - Authorized person signs student out in atrium.
 - SCPA staff retrieves student from classroom once authorized adult or sibling has signed student out.
 - Note: no students are released to atrium before they are signed out by authorized person.
 - Upper School student drivers MUST sign out in Upper School and must sign out their siblings in atrium. Students must have permission from Parents to leave.
 - No students allowed to retrieve siblings from classrooms
 - A staff person will be positioned at entrance to both LS and MS hallway to prevent this.
 - Permission to release to newly authorized person (email or phone message) is forwarded to atrium checkout area (preferable printed but can be emailed to main office).
 - In certain situations, it may be prudent to provide adequate administration presence to mitigate parental/community concerns

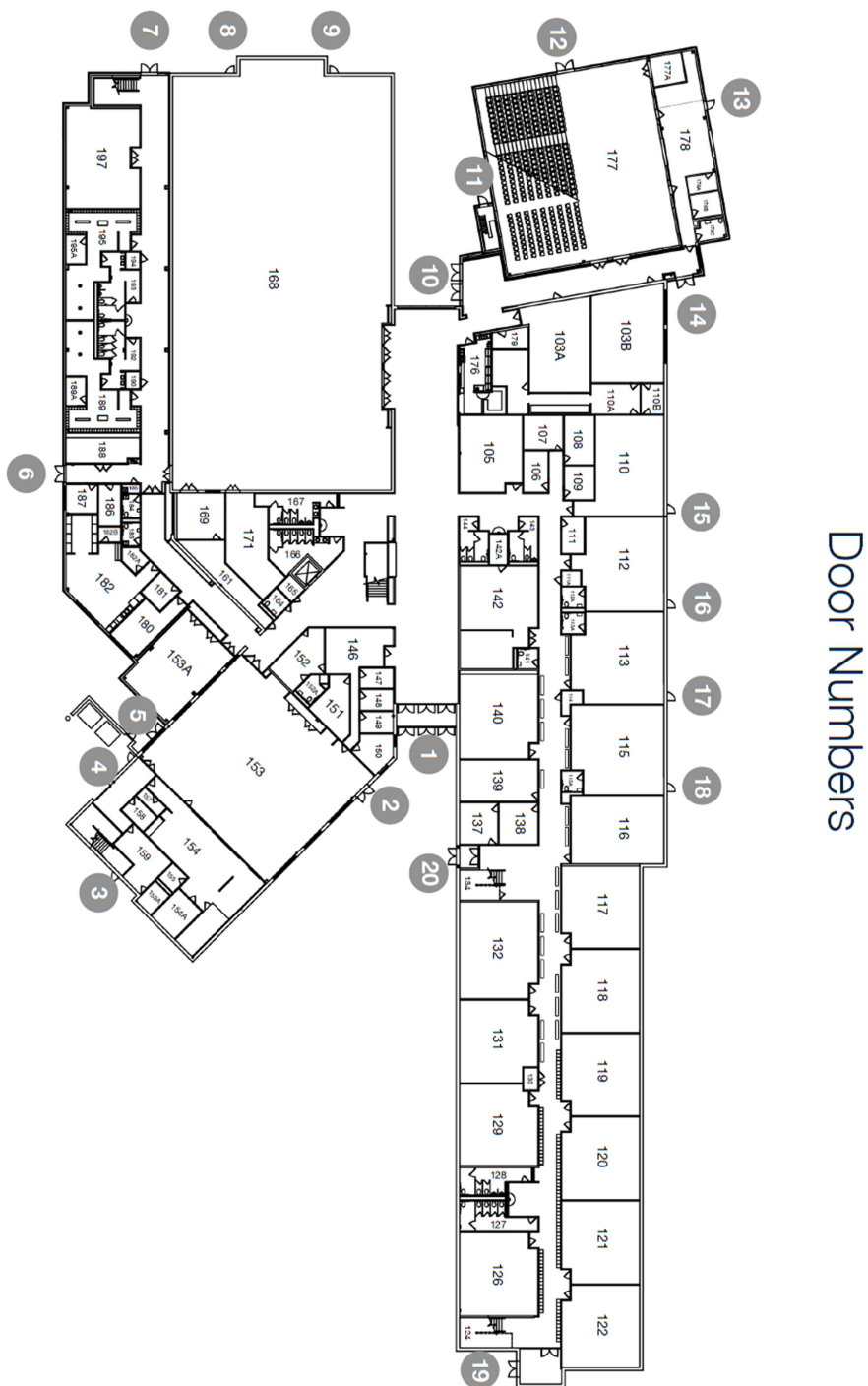
- **RELEASING BUSES:**
 - Buses will be released at the pre-determined time, regardless if buses are ready for dismissal before the pre-determined time.
- **BUILDING SUPERVISION:**
 - Designated Administrator(s) do not leave building until building is clear of students.

Campus Map:

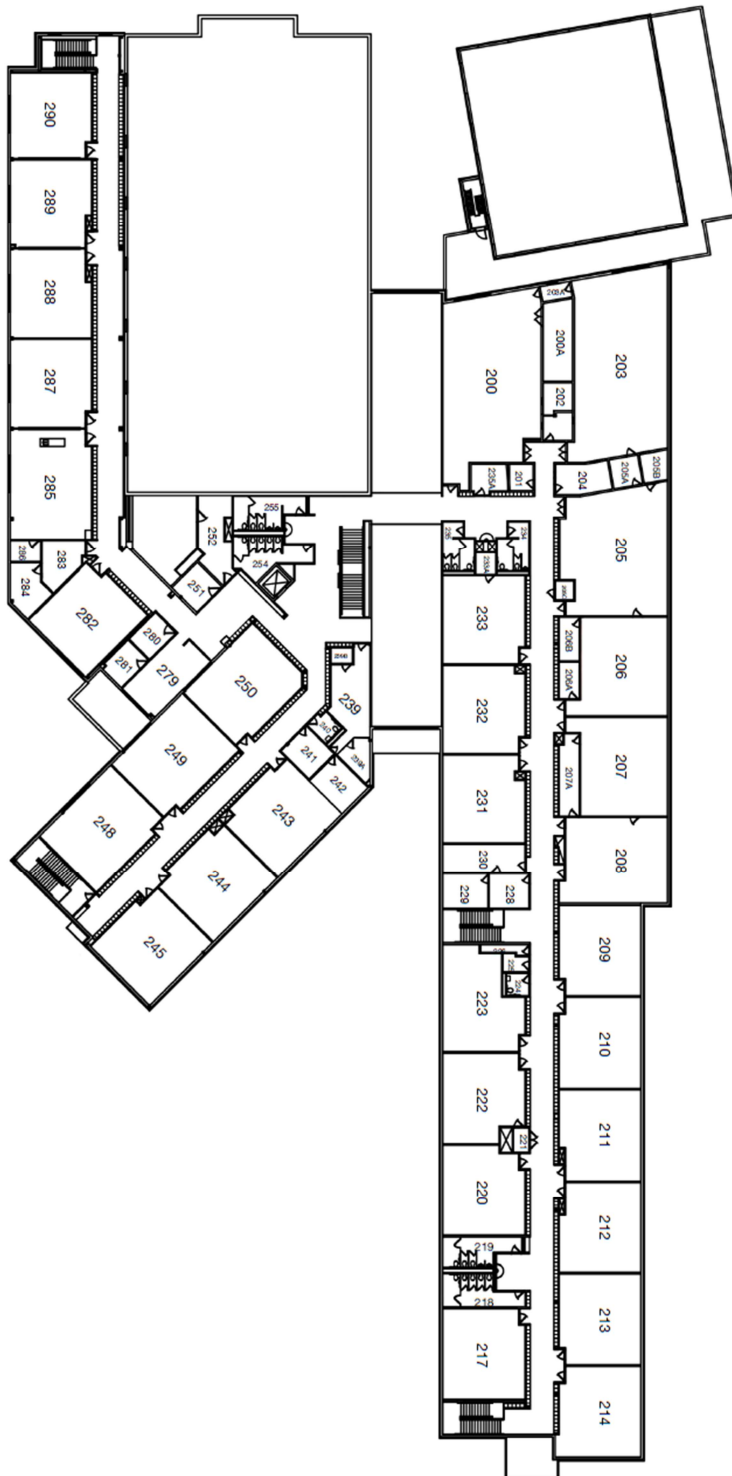


Interior School Maps and Door Numbering:

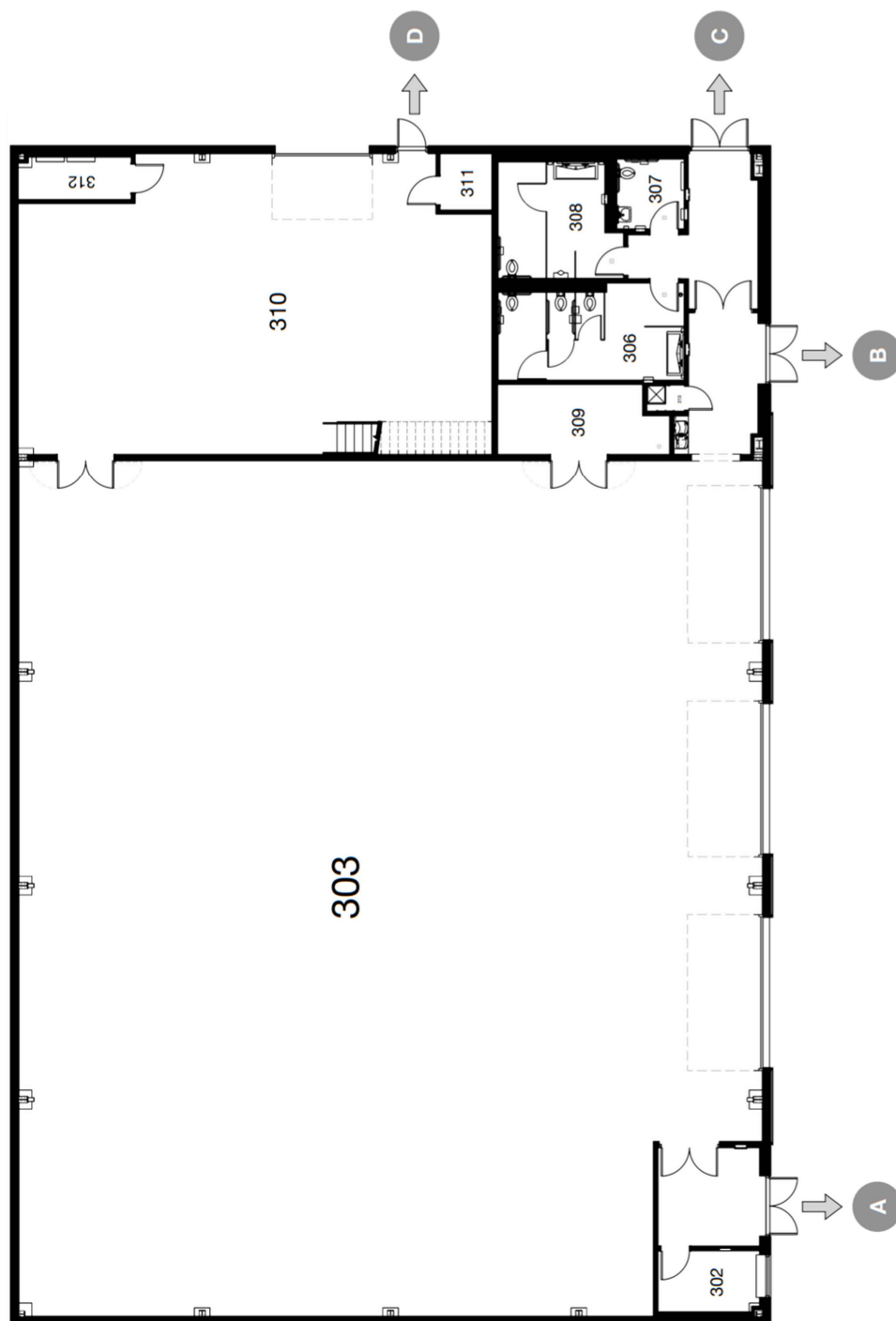
1st Floor



2nd Floor



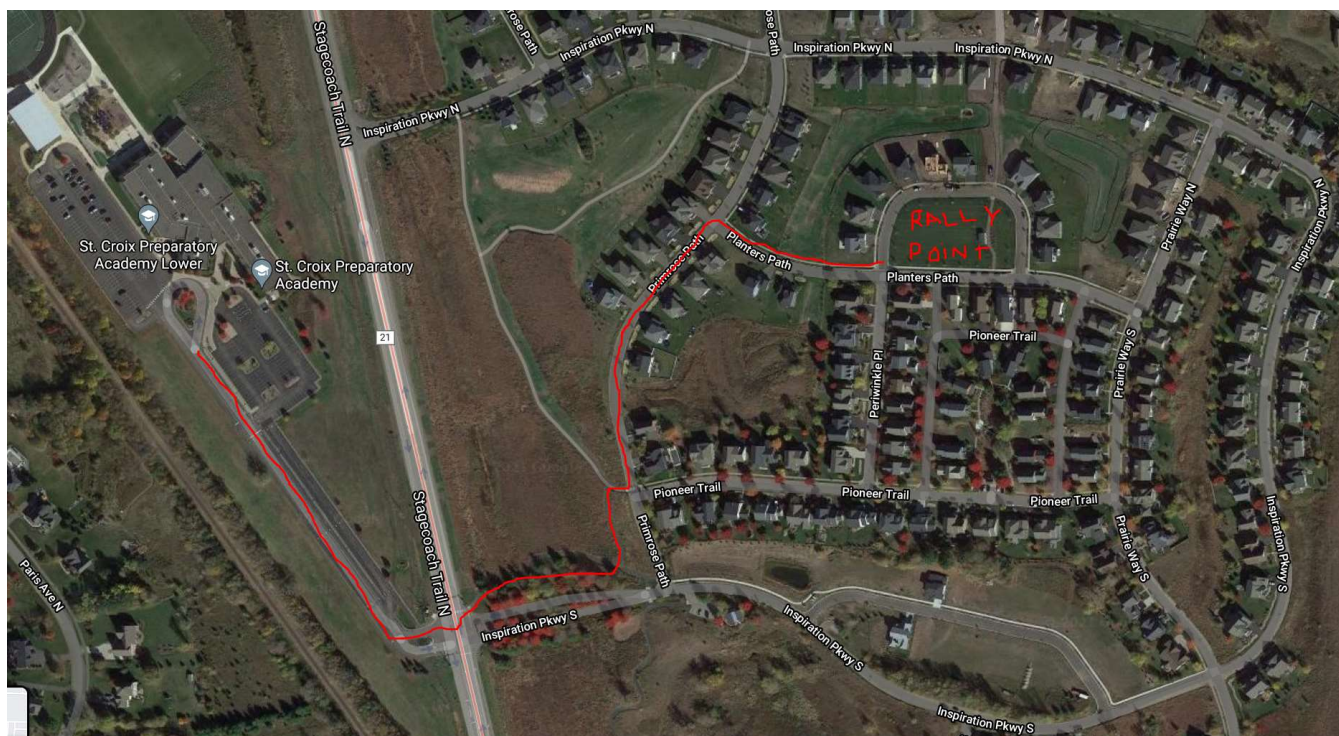
Auxiliary Building



Rally Point (Evacuation Site) Map:

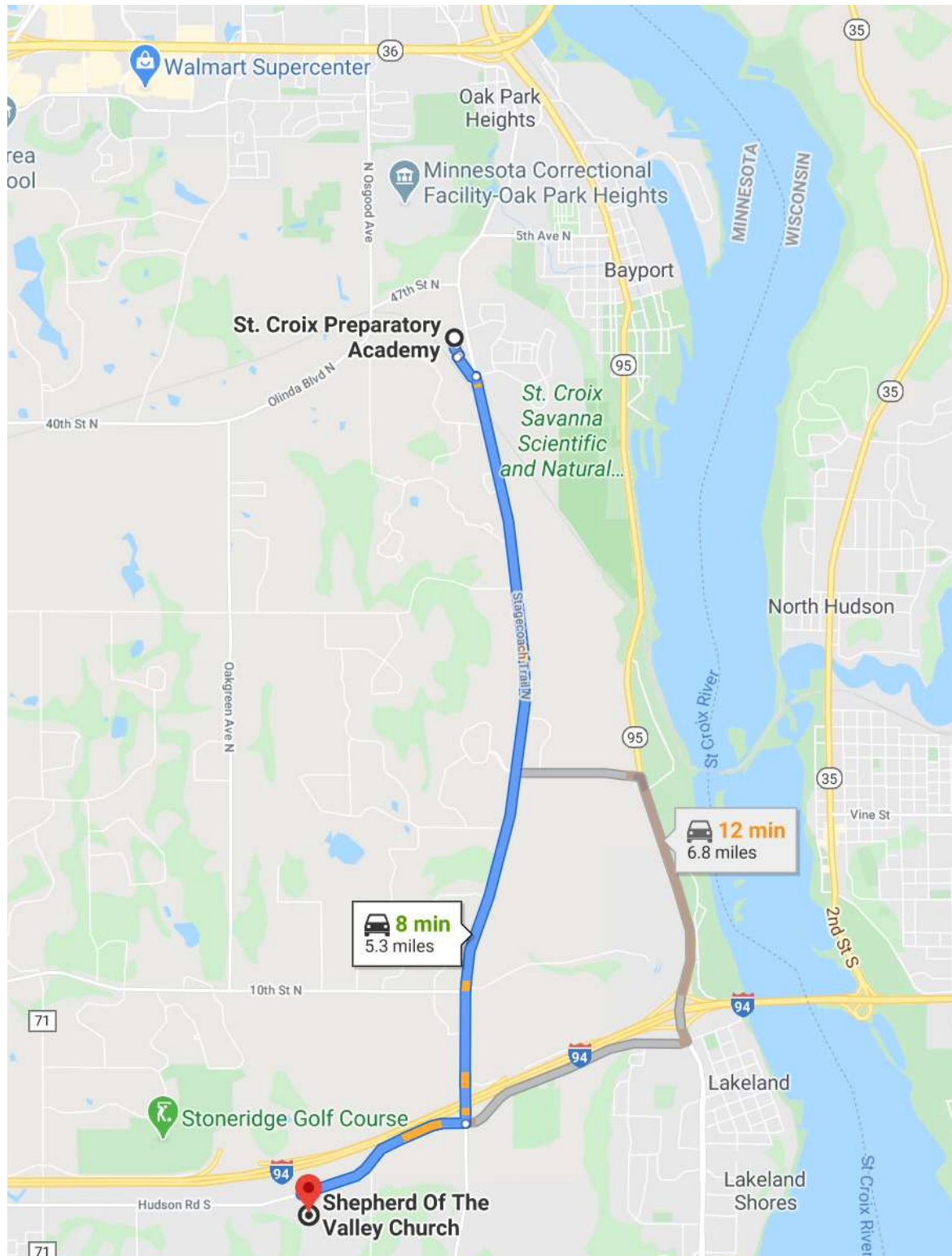
Directions to Rally Point:

- Trails are marked in Red
- City streets are marked in Yellow
- Rally point is in Blue
- Cross Stagecoach at the light and take the trail on the left. Take a left at the next trail junction. Take a right at the next trail junction. Turn left at the city street (Primrose Path). Then walk facing traffic single file on Primrose until you reach Planters Path. Then turn right and you will see the Dragonfly Green (Rally Point) directly ahead.

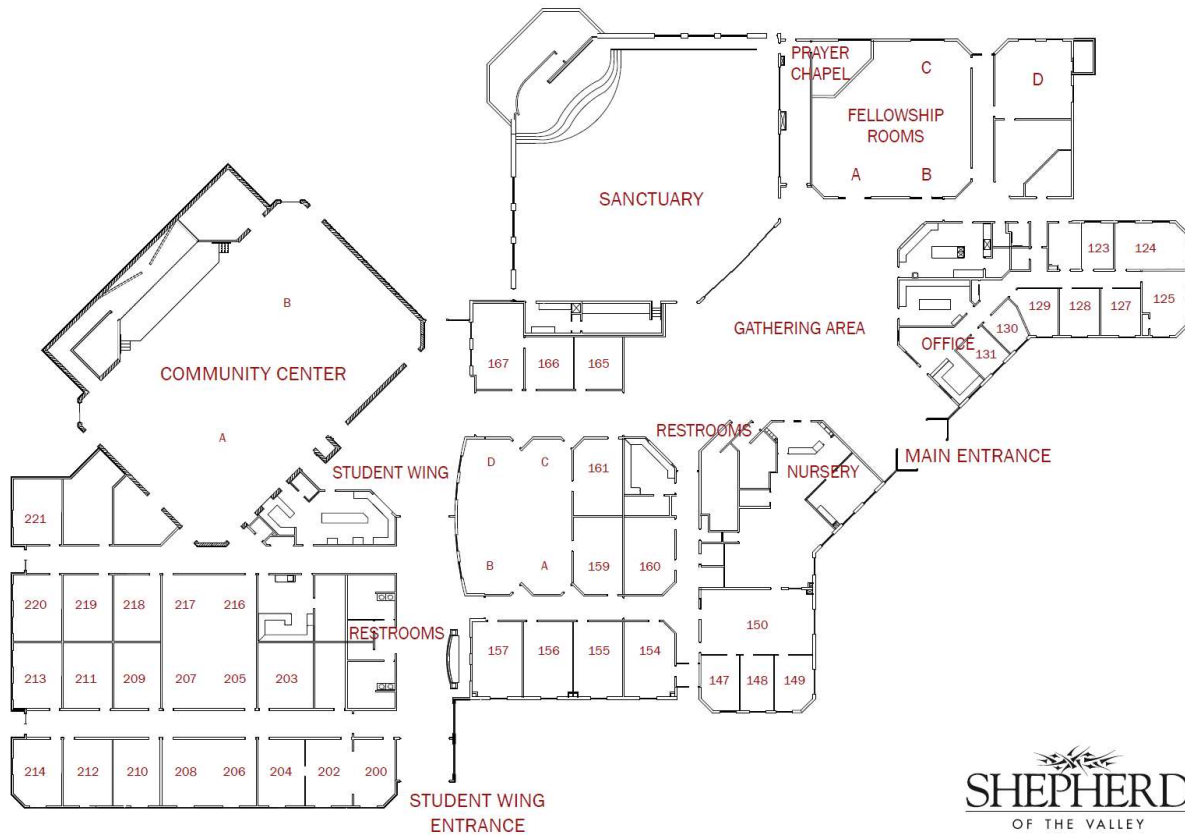


Family Reunification Site Directions:

Shepherd of the Valley Church 14107 Hudson Rd. S. Afton, MN 55001



Family Reunification Site Interior Building Map:



-Pending: details regarding staging locations for students and parents

Fire Evacuation Map: See School Resource Drive

The maps for each individual room for both buildings are located and accessible on the School Resource Drive. Each room has hardcopy of this map posted as well as in the Red Emergency Folder.

Severe Weather/Tornado Shelter Map:

First Floor Severe Weather Sheltering Map

Lower School

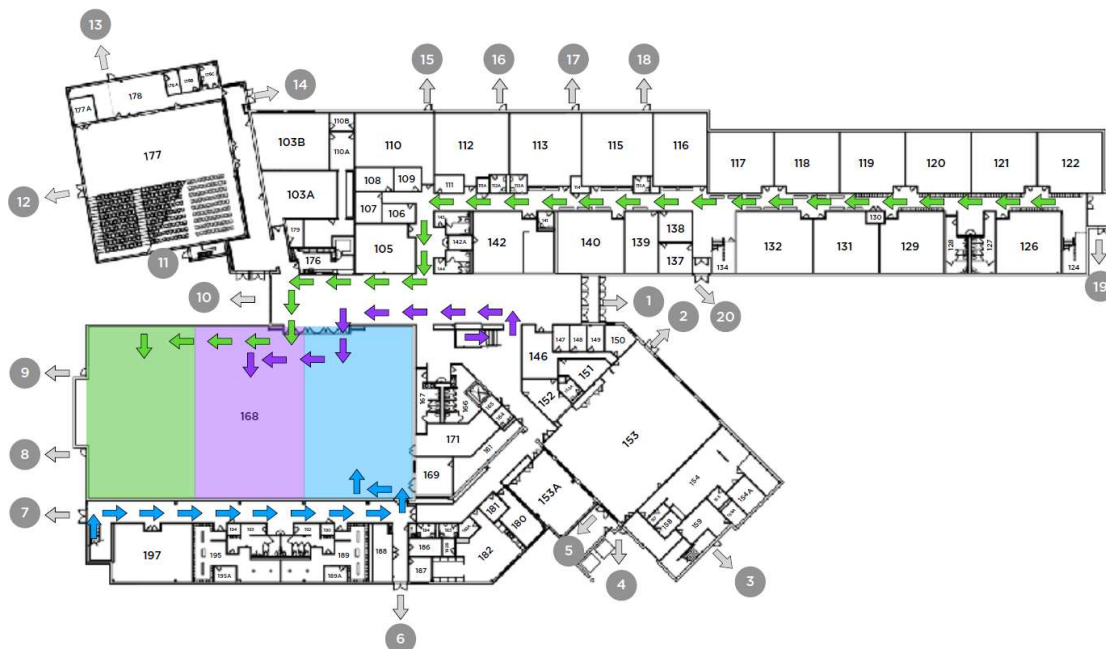
- Comes from LS hallway to atrium
- Enters the northern most gym doors
- Sits in North Gym Area

Middle School

- Comes down 7th/8th grade hallway through West Wing
- Enters west wing gym door
- Sits in South Gym Area

Upper School

- Comes down the main stairs to atrium
- Sits in Middle Gym Area



Second Floor Severe Weather Sheltering Map

Lower School

- Comes from LS hallway to atrium
- Enters the northern most gym doors
- Sits in North Gym Area

Middle School

- Comes down 7th/8th grade hallway through West Wing
- Enters west wing gym door
- Sits in South Gym Area

Upper School

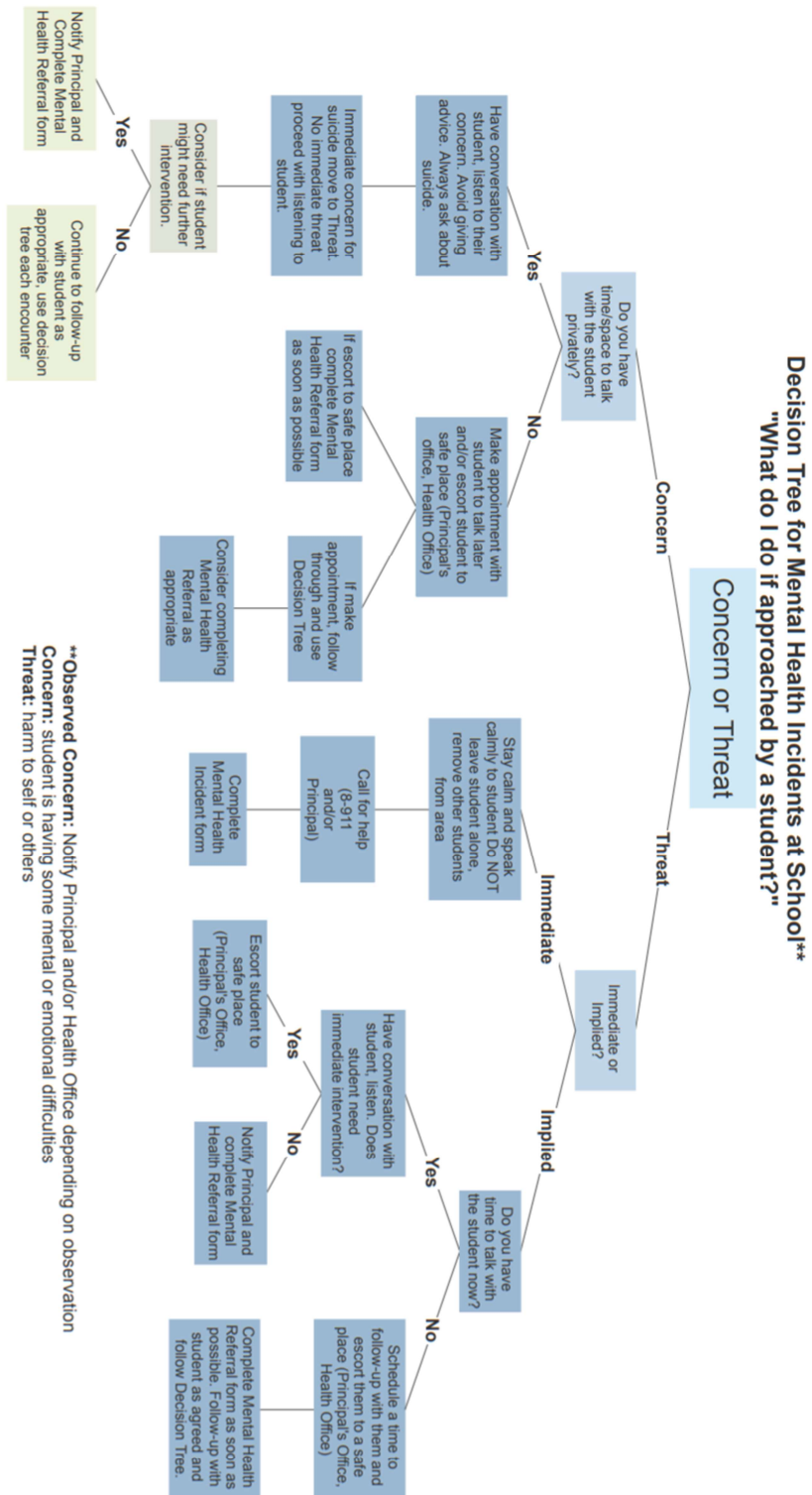
- Comes down the main stairs to atrium
- Sits in Middle Gym Area



Mental Health Service Provider:

Youth Service Bureau (YSB)
6120 Oren Ave. N.
Stillwater, MN 55082
651-439-8800
Ysb.net
Contact: Mike Huntley (Interim Executive Director)

Decision Tree for Mental Health Incidents at School:



Mental Health Referral Form:

[-Mental Health Referral Form \(Family\)](#)

[-Mental Health Referral Form \(Internal\)](#)

Mental Health Incident Report:

-Pending development and then approval by Administration

Memos of Understanding or Contracts with Community Partners:

Memos of Understanding (MOUs) or contracts are saved digitally on the school's Resource Drive and can be accessed through the links below. Hard copies are available upon request.

[Rally Point: Inspiration Community Association](#)

[Mental Health Service Agreement](#)

[Mental Health Crisis Response Agreement](#)

List of Crucial Service Providers:

- Electric Excel Energy: 800-895-1999 or Text OUT to 98936
- Gas Excel Energy: 911 (external phone) or 8-911 (internal phone)
- Water Bayport Public Works: 651-275-4410
- Phone Service Avaya VOIP Sytem (nexVortex): 866-282-9248
- Internet / VoiP Arvig: 888-828-4988
- Trash Removal Advanced Disposal 651-487-8546
- Food Service UL Foods 612-743-0103, Kemps 612-616-2895, Bimbo Baking 612-558-1104, DSD Snack 952-440-3350
- Transportation Minnesota Central School Bus: 651-430-3311
- Emergency Management Washington Co. Emergency Management 651-430-7938
- PPE Provider MacGill School Nurse Supply www.macgill.com 1(800)-323-2841

Incident Report Forms:

GENERAL INCIDENT REPORT FORM

Name of person completing this form:

Phone number:

Incident:

Date of Incident:

Time of Incident:

Room # or area:

Name of students involved:

Name of staff involved:

Name of witness(es):

Who was notified:

Procedures followed:

Incident Review

What worked?

What did not work?

What can we do to improve procedures if a similar incident occurs?

INCIDENT WITNESS REPORT FORM

Witness Name:

Grade:

Date of Incident:

Time of Incident:

Room or Area:

Did you know any of the students / staff involved in the incident? **Yes** **No**

If yes – who?

Describe what you witnessed:

Describe what you heard?

This form has been completed by my own free will. The statements listed above are to be considered my opinion of what occurred.

Signed: _____

POST CRISIS REVIEW

- Bring building response team together to evaluate the incident.
- Invite other participants to evaluate the incident as needed.
- Answer the following:

Discuss the incident and review the Incident Procedures for that incident.

What Worked?

What didn't work?

How can we adjust the plan for a similar incident?

How did each response team member perform his/her responsibilities?

Are there ways the response team could be more effective?

Summarize comments and keep copy on file along with the record keeping information, general incident report forms and witness report forms.



ST. CROIX PREPARATORY ACADEMY Return to School Information 2021-2022

General School Opening for 2021-2022. The school opening for 2021-2022 should be much more normal than last year. Summary of our current planning is noted below.

- Schedule. We are planning on five day a week in person school with pre-pandemic schedules.
- Face Coverings. Face coverings will be optional as they are no longer required by the state of Minnesota. Face coverings are still required on bus transportation and we will coordinate updated information with Stillwater (ISD834) prior to school start.
- Physical Distancing. Physical distancing is no longer required, so class room set up and daily operations will function as normal.
- Cafeteria. All meal programming will return to full cafeteria usage.
- Field Trips. Field Trips will occur throughout the school year. Individual venues may have safety precautions which that are more restrictive than state requirements. Currently, face coverings will be required on the bus transportation to/from the field trip destination.
- Educational Travel. We have confirmed our 2022 educational travel to Washington D.C.; and we will resume planning for our other educational travel programs (e.g. Italy, Guatemala, Chicago, etc.).
- Sanitizing. We will continue with increased sanitization protocols as a means of ensuring the safety of our students and faculty.
- MDH/MDE Guidance. We are still waiting on guidance from MDH/MDE related to positive Covid-19 protocols, quarantine procedures, and recommendations for face coverings for those students unable to receive vaccinations (under age of 12).
- Distance Learning. We will not offer distance learning as a learning model choice, but it will be offered to students to satisfy their 504/IEP compliance. Given MDH quarantine requirements, we may have to offer limited distance learning options.
- Leave of Absence. Since we are not offering a distance learning option, we are in process of refining our leave of absence policy so students under the age of 12, who desire distance learning, may enroll in another school, but still maintain their enrollment space for return the following year.
- Open Items. We are still in the process of deciding on hours of facility opening/closing, related staffing to such decisions, visitor policies, facilities rental, etc.

Critical Race Theory Position. Our leadership team has been following this issue for the past year; and my (J. Gutierrez) professional development plan has focused on this issue over the past year. Given its prominent publicity, our leadership team has drafted and communicated a brief position statement to the community. We will conduct staff training on this at the beginning of the year and would give consideration to holding an informational meeting on this topic if it is warranted.

Strategic School Goals for the 2021-2022 School Year. Over the next year our administrative team is focusing on three specific goals, which we view as strategic given the past 15 months of Covid-19.

1. **Student Transition Back to a Normal School Environment.** It goes without saying the past 15 months has impacted how students "do school". Our personnel will be focused on transitioning students back to a Prep learning environment. We are identifying what this means, but it will include but not be limited to: face-to-face interactions, classroom management, homework expectations, restoring limited cell phone usage, reestablishing routines/schedules, restoring culture, etc.
2. **Rebuilding Internal Teams.** The past 15 months has impacted our St. Croix Prep team in numerous ways. We are identifying how to reestablish our teams (e.g. Lower School, Middle School, Upper School, Student Services, Administrative, and Activities) through face-to-face meetings, team building experiences, lunches, social activities, reduction in Zoom meetings, etc.
3. **Rebuilding Relationships the School has with its Parent Community.** The past year has caused relationship deterioration between our parents and school community. We are identifying ways to restore this



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relationship via communication, Back-to-School Nights, orientation nights, informational meetings, Parent Group initiatives, and our returning events (e.g. Gala in November, All-School Marathon, and Golf-Outing).

purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.



ST. CROIX PREPARATORY ACADEMY Succession Plan for 2021-2022

Activities Department Succession Plan for 2021-2022. The following is the Succession Plan which is occurring within the Activities Department during the 2021-2022 school year.

- Organizational Structure since 2016. Rich Dippel has served as the Activities Director (since 2009) and Keven Seim has served as the Associate Activities Director. In addition, a variety of administrative duties were delegated to Theresa Seichter and Medora Benson (communication of student release times, game/program preparation, on-line ticketing, compliance training, resolution of transportation scheduling, etc.). This corresponds to the Middle School Succession Plan that was in place with Wanda Renner (Middle School Principal) and Amy Kleinboehl (Dean of Students, Middle School).
- Organizational Structure for 2021-2022. The following changes are being implemented:
 - Rich Dippel will be named the Activities Director on Special Assignment. His duties will include strategic initiatives related to capital facilities projects such as bleacher acquisition/installation, design/build of additional athletic storage, design/build of press box for our athletic fields, transition of field maintenance and event preparation to the Facilities Department. All of these duties will be done in conjunction with Bill Blotske, Facilities Director. In addition, Rich will support Keven Seim.
 - Keven Seim will be named Activities Director, assuming the duties, responsibilities, and communication related to that position.
 - Medora Benson will be named Activities Department & Events Coordinator, a part-time position (for the Activities Department) dedicated to the support of the Activities Department.
 - This is a one year transition plan. Upon Rich Dippel's retirement upon the completion of the 2021-2022 school year, the Activities Department will likely operate much like the educational divisions within the school (a Director with a full-time assistant/support person).
- Other Organizational and Transitional Changes. Given the above, and the past year of Covid-19, the following changes will occur for next year:
 - Medora Benson will be named Activities Department & Events Coordinator. Due to Covid-19, our events (e.g. Gala, All-School Marathon, and Golf Outing) have been canceled for the past 15 months. As we restart these, Medora will assume the duties of restarting these. We believe the alignment with the Activities Department is efficient since the interaction with the parent community and donors is synergistic. Medora Benson will spend 20-30% of her time coordinating these events. As Medora performs these duties she will also report to Kelly Gutierrez.
 - Susan Peterson, in addition to her current duties, will also be the District Communications Coordinator. Over the past year, Susan has performed these duties by distributing the Parent Update, relevant posting to the School's social media accounts.
 - Events Manager. This .8 FTE position has been eliminated. A portion of this position (20-30%) will be absorbed by the Activities Department and Events Coordinator and the remaining portion will be absorbed via contracting for event planning services (70-80%).
 - Communications Manager. This position was spun off of the Communication and Events Manager position in 2019. As of yet, we have not replaced this position, but Jon Gutierrez will temporarily assume these duties by coordinating the overall communication strategy and messaging for the school. Due to Covid-19, Jon has done much of this over the past year; but now it will include coordination within the divisions of the school, our Foundation – and the numerous communication vehicles each of them has (e.g. website, newsletters, and social media accounts).