



st. croix preparatory academy

EMERGENCY OPERATIONS PLAN

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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 purposes 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/ILLCIT 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 24hours.

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