



Comprehensive School Safety Guide

Version 1
August 2008





Minnesota Departments of **Public Safety** and **Education**

Comprehensive School Safety Guide

VERSION 1

August 2008

School Emergency Procedures



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Minnesota Departments of **Public Safety** and **Education**

The mission of the Minnesota School Safety Center is to serve as an essential school safety resource to schools, law enforcement and community partners by providing information, guidance, training, and assistance on prevention, preparedness, response and recovery with a current focus on school violence. The School Safety Center coordinates its activities with federal, state and local partners.

Housed in the Minnesota Department of Public Safety Division of Homeland Security and Emergency Management (HSEM), the Minnesota School Safety Center works in partnership with the Department of Education and collaborates with other state agencies and organizations. The Center is currently funded by a \$300,000 grant from the federal Bureau of Justice and a \$250,000 grant from the federal Office of Safe and Drug Free Schools.

The School Safety Center's objectives:

- To provide "best practice" resources, technical assistance with emergency planning, and a comprehensive web site with on-line resources
- To update the current model crisis policy and emergency procedures guidance
- To offer regional training sessions on a variety of school safety topics
- To develop an annual conference on school safety utilizing the expertise of partner agencies and organizations
- To develop ongoing partnerships with appropriate education associations, law enforcement and community emergency response agencies and other states' school safety programs

Minnesota School Safety Center

Wade Setter, Director
651-201-7485
Wade.Setter@state.mn.us

Sharon Jacobs, Assistant Director
651-201-7440
Sharon.Jacobs@state.mn.us

Allison Anfinson, Research Analyst
651-201-7443
Allison.Anfinson@state.mn.us

Barb Fonkert, School Safety Specialist
651-201-7428
Barb.Fonkert@state.mn.us

Nancy Riestenberg, Violence Prevention Specialist, MDE Liaison
651-582-8433
Nancy.Riestenberg@state.mn.us

THE SCHOOL EMERGENCY PROCEDURE REVISION COMMITTEE



*Coming together is a beginning
Keeping together is progress
Working together is success*
- Henry Ford

The Minnesota School Safety Center is grateful for the efforts of the following individuals who represented a wide range of school safety disciplines in Minnesota.

This team demonstrated a high level of expertise and commitment to help Minnesota schools be healthy, vibrant environments where both students and staff can thrive and be successful. Team members recognized that protecting our children and keeping their best interest in mind is our greatest responsibility.

Comprehensive School Guide Revision Team:

Glen Bergstrand	State Fire Marshall Division
Scott Brownell	South Washington County Public Schools
Judson Freed	Ramsey County Emergency Management and Homeland Security
Carol Hokenson	Department of Education
Todd Krause	National Weather Service
Yanchy Lacska	St. Paul Public Schools
Patricia Lofquist	Minneapolis Public Schools
Gary Hendrickson	Division of Homeland Security and Emergency Management
Doug Neville	Department of Public Safety
Dr. Jeff Olson	St. Peter Public Schools
Capt. Dan Plekkenpol	Plymouth Police Department
Jan Vanderwall	Roseville Area Schools
William Waterkamp	St. Paul Public Schools

Minnesota School Safety Center (MnSSC) staff

Other references consulted:

US Department of Education Office of Safe and Drug Free Schools and Communities
Kentucky School Safety Center
Texas School Safety Center
Virginia School Safety Center
Prior Lake-Savage Public Schools

OVERVIEW

The *Comprehensive School Safety Guide* is a revision and expansion of the *Emergency Planning and Procedures Guide for Schools*, published in August 2005. This document includes guidance on planning, universal emergency procedures and emergency response procedures. It also includes several topic oriented tool kits to assist in the planning and development of local level school emergency plans.


The *Comprehensive School Safety Guide VERSION 1: School Emergency Procedures* consists of media, universal emergency and emergency response procedures. **The complete guide will be made available in Spring 2009 including additional planning, tools and guidance on school safety.**

The *Comprehensive Guide to School Safety: School Emergency Procedures* includes materials intended for use by Minnesota schools to help develop emergency procedures and crisis management policies. It should be used in conjunction with the 2006 edition of the Minnesota Department of Education's [Model Crisis-Management Policy](#).¹

Using the School Emergency Procedures Guide

The procedures are intended to be general guidelines based on local, state and national best practices. Procedures should be reviewed in coordination with your district policies and crisis planning. Districts are encouraged to customize the procedures at the building level to suit specific needs.

Throughout the document, "blue boxes" highlight information critical for the implementation of the procedures.

The  icon located at the bottom of a page indicates planning, training or resource materials for additional guidance related to the procedure.

Procedures are divided into three sections: Universal Emergency Procedures, Emergency Response Procedures and Media Procedures.

School Safety Planning and Response: Teams, NIMS and Kits

In Version 1, the school safety planning and response section includes additional information regarding response preparation: school and district response teams, National Incident Management System (NIMS) and emergency go-kits. Additional sections and toolkits will be included in the final version of the *Comprehensive School Safety Guide*.

Current Planning Resources

For additional assistance or questions regarding the *School Emergency Procedures*, contact the Minnesota School Safety Center at 651-201-7400.

¹ Model Crisis Policy can be found at:
http://education.state.mn.us/MDE/Accountability_Programs/Compliance_and_Assistance/Crisis_Management/index.html

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Minnesota Departments of **Public Safety** and **Education**

School Safety Planning and Response



INTRODUCTION TO EMERGENCY PLANNING

Reality doesn't change itself. We need to act.

- Margaret Wheatley

One of the most confounding issues educators face today is the escalating level of violence in schools. Providing a safe, thriving environment for students to learn and staff to work is the foremost goal of any school setting. However, creating a safe environment that facilitates learning can be a challenging task that requires both school administrators and emergency managers to work together as a team. Together these teams can work toward ensuring healthy school climates that foster respect for diversity and differences, for creating effective intervention plans to address at-risk student behaviors, and for developing crisis plans that prepare staff and students for emergencies.

CONNECTIONS BETWEEN SCHOOL SAFETY AND ACADEMIC ACHIEVEMENT

A school's priority is to provide students with the knowledge and skills to be successful and lead productive, responsible lives. Research demonstrates that students who feel safe and attend school in healthy, orderly and supportive environments tend to be more successful and achieve academically. Karen M. Hawkins, Educational Research Service, states, "The goal of any school is to be a place of learning, and for students to learn they must feel emotionally and physically secure. In an arena where lethal shootings can share headlines with teasing and bullying, safety for school children is a critical challenge for educators."²

PUTTING SCHOOL SAFETY IN CONTEXT

Minnesota has had its share of school emergencies. In recent years, natural disasters such as floods, fires, tornadoes, have impacted daily school operations. Minnesota schools also have been impacted by rare, but nonetheless, tragic acts of violence such as school shootings, assaults and suicides. These events have reinforced the need for Minnesota's schools, whether rural or urban, to be better prepared to handle a variety of potential crises and to facilitate safe and healthy learning environments for students and staff.

School emergency planning helps school staff know how to assist their students through a crisis situation. Knowing how to respond during a crisis will help everyone involved to remain calm, understand their role, and act as safely and efficiently as possible. It is important that this emergency planning extends to all risks, crises, and emergencies schools can encounter.

Developing and maintaining a safe school environment is the responsibility of all school community stakeholders, including families. Families trust schools to keep their children safe during the day and expect school staff to be properly equipped to handle emergencies when they do occur. By working with teachers, principals and staff, parents/guardians can provide resources and assistance to support their school's emergency preparedness. When schools prepare for and respond to crisis situations successfully, they can more readily restore the school climate to optimal conditions that promote learning.

PURPOSE

Through careful planning, practice, and effective response, lives can be saved, injuries can be prevented, and property damage can be minimized. For school districts who do have an existing emergency plan, the importance of exercising, reviewing and revising both school and district plans is crucial to keeping them fresh and aligned to best practices. The goal for the Minnesota School Safety Center's *Comprehensive School Emergency Guide* is to assist schools in the planning process and provide practical guidance. While the intent is to be comprehensive in nature, it is not all-inclusive. The intent is to provide the critical concepts and components of

² Hawkins, Karen M., *Research Roundup*, Vol. 21, No. 1, Fall 2004

effective emergency planning to stimulate thinking and discussion at the district level, and to provide examples of proven best practices.

Best practices thus provide a template of recommended policies and procedures. The *Comprehensive School Emergency Guide* provides a variety of examples and tools, procedures, resources, and guidance that will serve as a useful model for emergency planning. Each school and district is encouraged to tailor the examples to meet their specific local needs.

The *local district* has the authority and responsibility to:

- Develop a plan for school emergencies and crises
- Obtain legal advice on recommended policies and procedures
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster
- Coordinate with other agencies in developing general standards for local school system emergency plans.
- Establish a district school emergency / crisis plan review committee to approve and coordinate all school disaster plans. The review committee should include:
 - The local emergency manager
 - A school system emergency coordinator
 - Individual school and building representatives
 - Parents, students, teachers, and association representatives
- Require that all students participate in emergency preparedness training, drills and exercises
- Review school construction, renovation projects and general operations for safety

***Superintendent and other Administrative staff* should:**

- Recommend school safety, violence prevention (including cyber/bullying programs), and emergency preparedness programs to the local school board
- Assign selected faculty members to be a part of the District Response Team
- Appoint an emergency coordinator to assist in planning and monitoring implementation of the plan
- Consult with local emergency manager in analyzing system needs for school safety and emergency preparedness, planning and training, and ensuring coordination of school plans with community plans
- Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
- Implement change in the school emergency plans based on evaluation of local policies, needs and experiences
- Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs such as Community Education or Early Childhood
- Be informed of neighboring school system emergency management policies and make mutual aid agreements
- Identify which school facilities are suitable for uses as community emergency facilities and coordinate related activities with local emergency managers
- Arrange for notification systems for both staff and families

***Principals* should:**

- Appoint designee or act as the school emergency coordinator
- Assign selected staff to be a part of the Building Response Team
- Ensure that the building emergency plan is coordinated with the district's mission/vision
- Assign school emergency responsibilities to staff as required
- Monitor staff participation in training and competencies
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into regular curriculum
- Conduct drills and initiate needed plan revisions based on drill evaluations

- Arrange for procurement, storage and maintenance of emergency supplies and equipment
- Keep parents informed of the emergency notification system
- Supervise periodic safety checks of school facilities and transportation vehicles
- Provide copies of the school plan to the district superintendent and the local emergency manager
- Keep the district superintendent informed of actions taken and resources needed

Teaching Staff should:

- Participate in developing the school emergency plan
- Participate in the execution of school emergency plan exercises, drills and trainings
- Provide instruction and practice in universal emergency response procedures
- Help students develop confidence in their ability to care for themselves and to help others
- Prepare to provide leadership and activities for students during a period of enforced emergency confinement
- Be familiar with the psychological basis of working with children under the stress of an emergency situation

Nursing Staff should:

- Participate in the development and implementation of the school emergency plan and training
- Render first aid, treat injuries and prepare victims for transport to hospitals
- Supervise and train first aid teams and medical emergency response teams
- Advise students and teachers of emergency health and sanitation measures
- Inform the principal of needed emergency supplies and equipment
- Coordinate school health services with community health services
- Advise on necessary accommodations for persons with special needs during all types of emergencies

Physical Plant Staff should:

- Inspect facilities for structural safety and report areas of concern
- Identify shutoff valves and switches for gas, oil, water, electric, etc. and post charts for reference in an emergency
- Provide emergency protocol for ventilation systems (HVAC)
- Post location of all protective equipment
- Maintain an inventory of tools and equipment needed for emergency response
- Advise the building response teams of hazardous and shelter areas of school facilities, available emergency equipment and alternate power sources

Transportation Staff should:

- Instruct children and practice emergency bus evacuation procedures
- Be prepared to render aid in an emergency
- Inform school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans
- Follow district policies to ensure students' safe arrival at home (e.g. unscheduled releases)
- Keep emergency equipment, procedures and telephone numbers in the bus
- Be aware of emergency shelter facilities along transportation routes and within the local community
- Service vehicles regularly and be ready to transport evacuees in an emergency

Food Service Staff should:

- Maintain adequate supplies of food and water for emergency use
- Contract or prepare with a local supplier for times of extended emergencies that may require large amounts of needed water and nutrients
- Rotate supplies to ensure freshness
- Plan for mass feeding under emergency conditions
- Practice kitchen health and safety laws, rules and regulations at all times

Media Center Staff should:

- Collaboration with teachers and administrative staff to research, evaluate and make recommendations for the acquisition of teaching aids and literature relevant to the goals of the school safety, violence prevention and emergency preparedness programs

Parents should:

- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools.
- Provide volunteer services for school emergency preparedness
- Provide the school with requested information concerning emergency situations, early and late dismissals, and other related release information
- Practice emergency preparedness in the home to reinforce school training and ensure family safety

Students should:

- Cooperate during emergency drills and exercises
- Learn to be responsible for themselves and others in an emergency
- Understand the importance of not being a bystander by reporting situations of concern
- Develop an awareness of natural and technological hazards
- Take an active part in school emergency response, as age appropriate

Community assistance may come from:

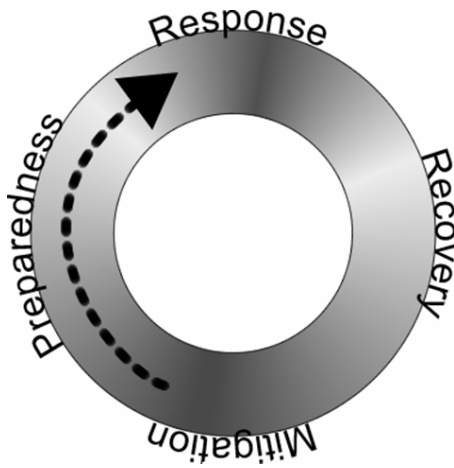
- Local emergency responder agencies
- Emergency managers
- Hospitals
- Faith communities
- Clubs and organizations
- American Red Cross

There is no power greater than a community discovering what it cares about.

- Margaret Wheatley

A MATRIX FOR EMERGENCY PLANNING:

Prevention/Mitigation, Preparedness, Response, Recovery



The four phases of emergency management:

Prevention/Mitigation, Preparedness, Response and Recovery

Serve as a guide for building the foundation for successful emergency planning. Each phase of the planning is crucial and is of equal importance. The interconnected phases are the basis for developing a localized and comprehensive plan that provides direction to the entire school community – staff, students, parents – as well as community partners and media.

A comprehensive, all hazards school emergency plan is framed within the four phases of school emergency management. The plan needs to document everything required to implement and maintain the plan: a) persons responsible, b) activities to be performed, c) benchmarks and timelines for accomplishing each task, d) resources required and e) desired outcomes. This plan should be put in writing, communicated to all staff through a variety of venues and practiced regularly through drills and exercises. Staff also needs to be trained, at least annually, in plan procedures. These plans become living documents that need to be reviewed and revised on an on-going basis.

The United States Department of Education recommends that all school emergency plans:

- Be developed and strengthened based on the local needs and characteristics of the school district and its buildings
- Be developed and maintained in collaboration with community partners
- Provide for all-hazards and reflect the four phases of emergency planning: prevention, preparedness, response and recovery
- Ensure the safety of the whole school community, including students, staff and visitors with disabilities and special needs
- Reflect the principles of the National Incident Management System

PREVENTION/MITIGATION

Schools may not have control over all the hazards that may impact them nor be able to prevent all emergencies. Schools can take action to minimize their impact and/or reduce the likelihood of such events. School safety and emergency management experts often use the terms prevention and mitigation differently. Experts encourage schools to examine all hazards to avoid or lessen their impact. This includes assessing and addressing facilities, security and the culture and climate of schools through policy and curricula.

Creating safe, healthy, orderly and supportive school environments is a part of most schools' and school districts' daily operations. Many schools have curricula and programs aimed at preventing students from engaging in harmful behaviors, including social problem-solving or life skills programs, anti-bullying programs and school-wide discipline efforts. Many schools also have adopted threat assessment procedures in order to identify students, or in some cases staff, who may pose a threat to themselves or others.

The Federal Emergency Management Agency (FEMA) has determined the goal of mitigation is to decrease the need for response as opposed to simply increasing response capability. Mitigating emergencies is also important from a legal standpoint. If a school or district does not take all necessary actions in good faith to develop a safe and secure school, it may be vulnerable to unlawful negligence.

PREPAREDNESS

School emergencies can potentially impact every member of a school community – students, staff and parents. Concerted prevention efforts will not prevent schools from encountering emergency situations. Effective planning will facilitate a rapid, well-coordinated and expedient response when an emergency does occur. Being well-prepared requires an investment of time and resources.

Preparedness is the process of a) developing a school emergency plan b) deciding what actions will be taken in an emergency occurs and c) determining who will respond in an emergency *before* the emergency actually occurs. It involves the coordination between local school districts, individual schools and the community at large. A comprehensive planning process is localized and addresses all hazards.

The plan is a living document. It should be reviewed and revised regularly. Schools and districts should also conduct drills and exercises to familiarize everyone at the schools with the plan. In emergency situations, people rely on instinct and training. If everyone is familiar with emergency plans and procedures, response is streamlined and more effective.

RESPONSE

When an emergency occurs, it is time to implement the plan not create a plan. Response is the process of implementing appropriate actions while the emergency situation is unfolding. In this phase schools and districts mobilize resources and implement emergency procedures necessary to handle the emergency.

RECOVERY

The goal of recovery is to restore the learning environment and infrastructure of the school as quickly as possible. The plan for recovery needs to be developed during the preparedness phase, not after an emergency or crisis situation. Recovery consists of four main components: emotional, academic, physical/structural and business/fiscal recovery. In recovery planning all four components need to be addressed. The recovery process may be short-term or long-term depending on the circumstances of the event. Time and resources need to be allocated accordingly.

Emotional recovery is the process of assisting people with physical, psychological and/or emotional trauma associated with experiencing tragic events. Training may be provided to staff to assist with the emotional impact of an event. A quick return to the “normal” school day will facilitate the healing process for students and staff.

Documentation during response is crucial for both physical/structural and business/fiscal recovery. Response procedures require necessary documentation for insurance policies and state and federal laws.

GUIDELINES FOR EMERGENCY PLANNING

A well-developed school or district emergency plan includes:

- **A standardized format in the plans and procedures**
- **Consistency between school plans within a school district**
- **Consistency and coordination between all school and district plans**
- **Interaction with state, regional and local partners**
- **Training for school personnel**
- **Plans are reviewed, critiqued and tested regularly**
- **All responses, drills and exercises include after action reporting and documentation**

DEVELOPING DISTRICT AND SCHOOL PLAN

The initial planning for school emergency response should be done at the district level. Once the district has completed its plan development and revision, each school building should adapt the district plan to their site-specific needs. In this process, schools should consider specific characteristics such as population, climate, facilities and resources.

COMMUNITY PARTNERS IN EMERGENCY PLANNING

School emergency plans should not be created in a vacuum. Plans created in isolation may lead to misunderstandings, lack of trust and a less than desirable response. At a minimum, involve the following agencies in the preparation, planning and testing of the emergency plan:

- Law Enforcement
- Fire Department
- Emergency Medical Services
- Emergency Management
- Public Health
- Mental Health
- Local government

COMMUNICATION, TRAINING AND PRACTICE

The final step in the planning process is communicating, training and practicing the plan. School districts must determine the best training methods within each school building. In smaller districts, district teams may be able to assist on a school-by-school basis. Larger school districts may need a systematic, coordinated training plan.

Drills and exercises are essential elements for testing the plan and training staff and students. Most schools are skilled at practicing fire and severe weather drills. They may not be as well-rehearsed for events such as hazardous materials, bomb threats, intruders and other emergencies.

To create effective responses to emergencies, schools need to plan the drills and exercises. In planning, schools should change the elements of each drill or exercise scenario by:

- Changing the times of drills
- Blocking evacuation routes
- Including a hazardous material scenario in a fire drill
- Hosting a community emergency response drill using a school emergency scenario

Based on the results of the drills and exercises, it is important to update plans, procedures and future trainings.

National Incident Management System Incident Command System in Schools

The (NIMS) was adopted by the U.S. Department of Homeland Security for use by all local, state and federal agencies when responding to emergencies. The Incident Command System (ICS) is the organizational structure within NIMS that is used by community response agencies for managing their response to all emergencies. The system provides an integrated and coordinated management structure, common terminology and flexibility to add or decrease functions depending on the scope of the emergency.

Incident command functions necessary for emergency response in the community are also necessary for emergencies within the schools. School building and district response teams are structured according to incident command functions. The organization of the Incident Command System (ICS) is built around the following key management roles:

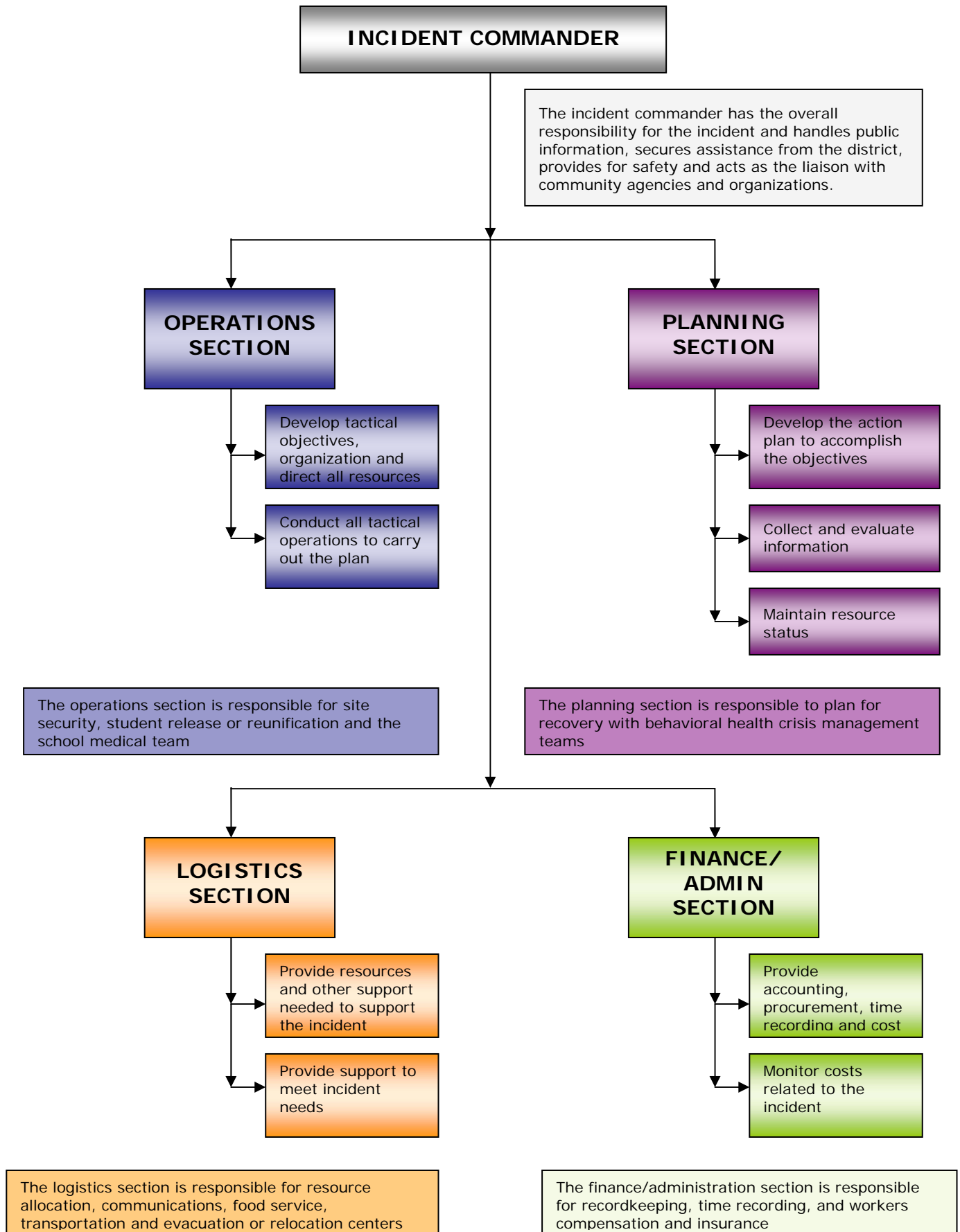
Command:	Has overall responsibility for managing the incident or event and has direct responsibility for public information, safety and liaison with community response agencies
Operations:	Provides incident response by directing actions, developing objectives, organizing and directing resources
Logistics:	Identifies and provides resources and services necessary to support the incident or event needs
Planning:	Develops action plans, collects and evaluates information, identifies issues and makes recommendations for future actions
Finance:	Manages financial aspects of an incident, monitors costs, provides for recordkeeping and coordinates with insurance

In building effective school emergency response teams, identify people to perform each of the five major functions and have at least one backup for every position. Key personnel should be cross-trained in the critical requirements of all of the functions.

The Incident Command System can be expanded or contracted according to the management needs of each incident. **Only those functions necessary to manage the incident or event need to be filled.**

Team members may be assigned to more than one function in the Incident Command System, but the roles and responsibilities in these functions are not combined.

NIMS COMMAND STRUCTURE FOR SCHOOLS



SCHOOL EMERGENCY RESPONSE TEAMS

Teams of trained people in each school building serve as first responders for emergency incidents within their building. Teams at the school district level assist building teams and perform functions that are typically handled at the district level. An emerging practice includes teams at a community level. These teams include school officials working collaboratively with law enforcement and emergency responders. All levels of trained teams comprise a structured response system to facilitate safe environments for students, staff and the community.

Members of the school's emergency response teams may also have emergency go-kits tailored to their specific roles with supplies needed to carry out their assigned responsibilities (for more information, see Emergency Go-Kit Tool Kits).

Community emergency response agencies have adopted the National Incident Management System (NIMS) for use in managing responses to all types of emergencies. School emergency response teams are structured according to the Incident Command System (ICS) which is a part of NIMS and is a standardized, on-scene, all hazard incident management approach. Understanding and practicing ICS enables school personnel to coordinate their response with local emergency responders by using the same terminology and structure.

DISTRICT RESPONSE TEAMS

District response teams include school district administrators and staff. District response teams assist building response teams and perform ICS functions that are more typically reserved for district-level response (i.e. response to media, financial needs, determination of insurance coverage, behavioral health crisis intervention). They may also set district policies and procedures in partnership with building teams. The district response teams should consider forming a community response team that includes community emergency agencies.

SCHOOL BUILDING RESPONSE TEAMS

Each school facility should have an emergency response team consisting of staff trained to perform ICS functions. Team members are building administrators and staff who review and practice the building's emergency procedures and respond to emergencies in their building. They are assisted and supported by district level emergency response teams.

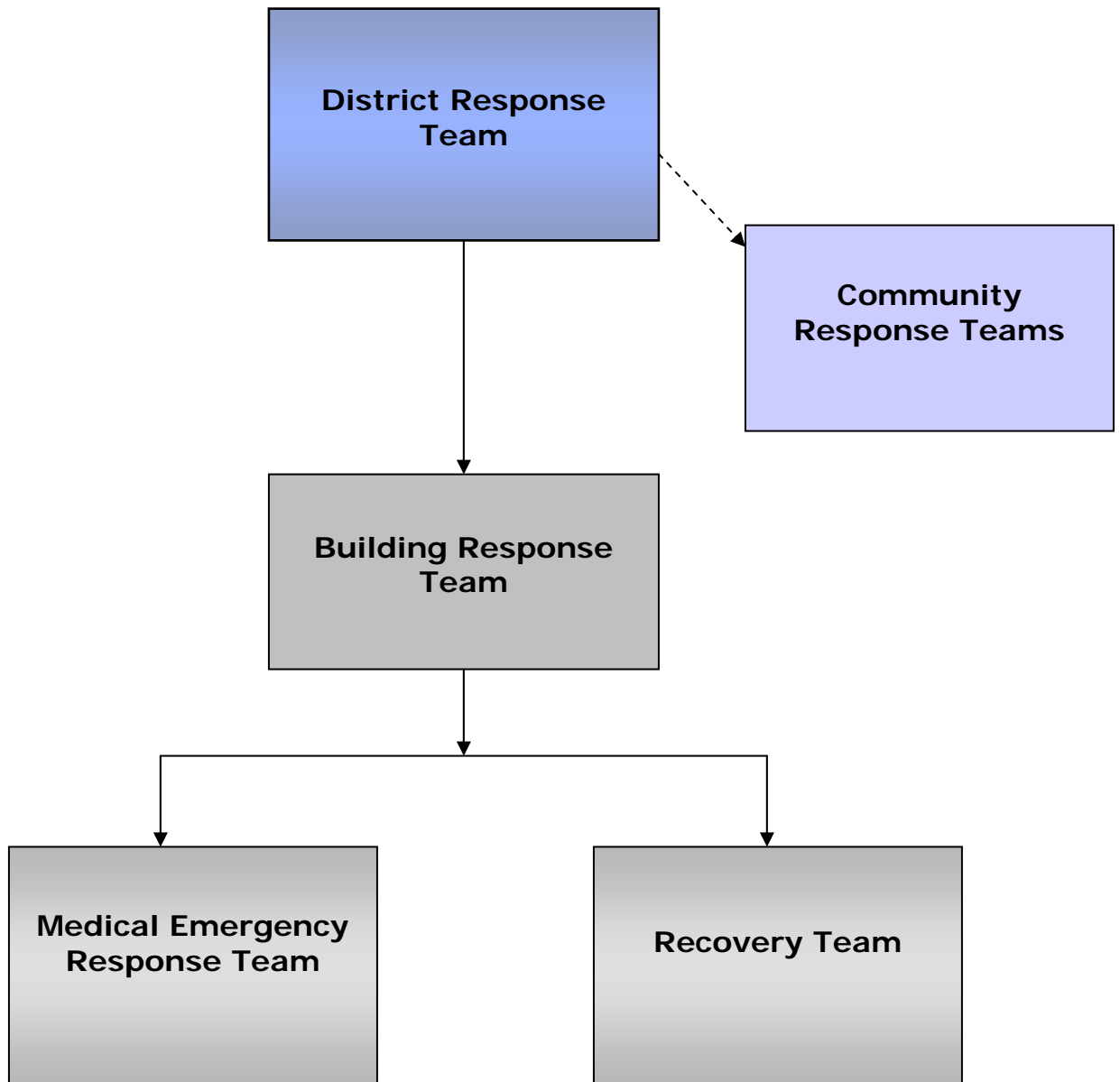
MEDICAL EMERGENCY RESPONSE TEAM

Buildings may also want to have team members who are trained in first aid, CPR and AED as part of a medical response team. Team members provide medical assistance and are often the first on the scene for medical emergencies or other emergency situations until emergency responders arrive.

RECOVERY TEAM

The recovery team has the primary responsibility of developing and implementing a recovery plan that reestablishes the learning environment and restores the infrastructure of the school as soon as possible. It is essential that these teams are established as a part of the planning process and not during an emergency. Team members consist of staff from the school building, district and community agencies that can assist with the all components of recovery: emotional, academic, physical/structural and business/fiscal.

SCHOOL EMERGENCY RESPONSE STRUCTURE





Minnesota Departments of **Public Safety** and **Education**

School Safety Toolkits



SCHOOL SAFETY TOOLKITS: AN OVERVIEW

A variety of elements are necessary for the successful development of school emergency plans. All plans need to address prevention, preparedness, response and recovery. As schools approach the development of comprehensive plans, the task may appear to be daunting. Several school safety toolkits have been developed to provide guidance for the planning process.

- ➡ **The school safety toolkits are not intended as substitutes for training; they are to be used as supplemental materials for planning and responding.**

The *Comprehensive School Safety Guide, Version 1* includes the following toolkits:

- Drills
- Emergency Go-Kits
- Threat Assessment

In each of these toolkits you will find essential information and resources that include planning guidance, practical tools (e.g. checklists, guides and forms), best practices and classroom tips.

A complete set of toolkits will be included in the final version of the *Comprehensive School Safety Guide* (to be released in Spring 2009), toolkits under development include:

- Accommodations for Special Populations
- Bus/Transportation
- Crisis Communications
- Non-Public Schools Considerations
- Prevention Planning and Programming
- Recovery Planning and Procedures
- Student Reunification and Release
- School Safety Self-Assessments
- Weather Related Emergencies

Additional topics may also be included in the final release.

DRILLS

Schools and districts are required by Minnesota Statutes 121A.037 and 123B.90 to conduct at least five school lock-down drills, five school fire and one tornado drill each year. There is an expectation that students be present and participate and receive training on bus evacuation procedures.

PURPOSE FOR DRILLS

The purpose of drills is to demonstrate a school's commitment to prepare for crises, emergencies and disasters. Drills test universal procedures (e.g. lockdowns, evacuation, shelter-in-place), build staff and student awareness, and provide training to students and staff. Drills are a crucial component of emergency planning and preparedness but they are not the only component of testing a school emergency plan.

Drills provide schools with the opportunity to:

- Test the universal procedures
- Reveal weaknesses in procedures
- Improve response and coordination
- Clarify roles and responsibilities
- Improve individual performances

➡ **Drills test procedures not the staff or students.**

PLANNING FOR DRILLS

At the beginning of each school year schools, in compliance with district policy, should create a drill schedule. As you schedule drills, consider changing the elements of each drill scenario by:

- Varying the times of drills
- Blocking evacuation routes
- Including a hazardous material scenario in a fire drill
- Hosting a community emergency response drill using a school emergency scenario

DOCUMENTING DRILLS

Documentation is necessary in the follow-up to every drill. It identifies steps to be taken to improve procedures and corrective actions to be implemented. Documentation includes, but is not limited to, drill logs and after action reports.

Drill logs provide necessary documentation for compliance with statutory obligation. They are a record of the planned drill schedule and implementation dates. Other relevant information can also be recorded within the drill logs. A sample drill log is included in the toolkit.

After action reports allow for a detailed analysis of the drills. The reports document the process; identify successes, challenges and failures; and make recommendations. A sample after action report is included in the toolkit.

SAMPLE: DRILL SCHEDULE AND LOG

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

School: _____

Principal: _____

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

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

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

Date Scheduled	Date Conducted	Number of Occupants	Student Participation	Response Time	Comments:

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

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

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

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

OTHER DRILLS OR PRACTICE: Drills such as reverse evacuation, shelter in place.

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

SAMPLE: AFTER ACTION REPORT FORM

Name of person completing report: _____

School: _____ **Date:** _____

☐ **Drills/Exercises [check one]**

OR

☐ **Incident response [check one]:**

☐ Drill [check one]:

☐ Fire

☐ Lockdown

☐ Evacuation

☐ Tornado

☐ Other (specify): _____

☐ Table-Top

☐ Functional or full-scale exercise

☐ Other (specify): _____

☐ Fire

☐ Tornado

☐ Lockdown

☐ Intruder

☐ Bomb threat

☐ Other (specify): _____

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

Start time: _____

End time: _____

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

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

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

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

EMERGENCY GO-KITS

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

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

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

RECOMMENDED ADMINISTRATION GO-KIT CONTENTS

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



OTHER SPECIFIC ITEMS FOR HEALTH SERVICES EMERGENCY GO-KIT

Any of the above, plus:

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

CLASSROOM EMERGENCY GO-KIT CONTENTS

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



THREAT ASSESSMENT

The primary purpose of a threat assessment is to prevent targeted violence. Targeted violence is defined as any incident of violence where a known or knowable attacker selects a particular target prior to their attack. Through the implementation of a threat assessment process, schools have an opportunity to build capacity for violence-reduction strategies that create healthy cultures of safety, respect, and emotional support for students and staff.

When gathering information about a student of concern during a threat assessment inquiry, it is essential that school district policies and procedures are in place to allow for the collection of valuable information while protecting the rights of all students involved. If policies do not exist, the development of policies is crucial.

- ➡ The threat assessment toolkit is supplemental material and NOT to be used as a substitute for threat assessment training.

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

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

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

THREAT ASSESSMENT PROCESS

A threat assessment process is a fact-based approach that primarily relies on the assessment of behaviors, rather than on stated threats or traits, as the basis for determining the level of concern. The process, designed by the U.S. Secret Service and the U.S. Department of Education, provides a method for school administrators and law enforcement officials to incorporate a threat assessment process in investigating, evaluating and managing targeted violence into strategies that prevent school violence.

The principles of a threat assessment process are:

- Targeted violence is the end result of a process of thinking and behavior
- Targeted violence stems from interaction among the individual, situation, setting and the target
- An investigative, skeptical, inquisitive mindset is critical
- Facts-based rather than based on characteristics or traits
- An “integrated systems approach” should guide the process
- The central question to be answered is: does the student of concern *pose* a threat, not whether the student has *made* a threat

Threat assessment processes are most effective as part of larger violence prevention strategies and when the policies and programs are authorized, developed and implemented by local officials using a multi-disciplinary approach. The components of an effective school threat assessment process include:

- Authority to conduct an assessment
- Capacity to conduct an assessment
- Systems relationships (e.g. law enforcement, mental health)

It is important to understand that not all threat assessments require extensive and elaborate gathering and analysis of data. Whether an assessment is limited in scope or not is determined by the facts of the situation and information developed about a student of concern. Many assessments are resolved after initial information gathering and evaluation.

Including law enforcement or other community agencies may aide in the process of effective and appropriate interventions. The involvement of law enforcement should be determined on a case-by-case basis and by school district policies. A school threat assessment team should initiate the threat assessment process and determine the appropriate time for law enforcement involvement.

IDENTIFY STUDENTS OF CONCERN

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

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

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

CONDUCTING A THREAT ASSESSMENT

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

The analysis should answer the following questions:

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

During the assessment research and interviews should be guided by the following key questions established through the *Safe Schools Initiative*:

- What are the student's motives and goals?
- Have there been any communications suggesting ideas or intent to attack?
- Has the subject shown inappropriate interest in school attacks or attackers; weapons (including recent acquisition of relevant weapons); or incidents involving mass violence (terrorism, workplace violence, mass murderers)?
- Has the student engaged in attack related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation and/or despair?
- Does the student have a trusting relationship with at least one responsible adult?
- Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?
- Is the student's conversation and "story" consistent with his or her actions?
- Are other people concerned about the student's potential for violence?
- What are the circumstances that might affect the likelihood of an attack?

This information can be gathered through:

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

Documenting all details and actions is critical to the threat assessment process. Well-documented records indicate the student's thinking and action at a specific point in time. The information gathered at this time may help future investigations determine how the student's behaviors and thinking have changed during the interim and will be useful if the student comes to the attention of the threat assessment team in the future. Also, should the situation rise to the level of prosecution, a well-documented threat assessment file is important in demonstrating the threat assessment was conducted in compliance with applicable laws, policies and procedures.

- ➡ **Included in this toolkit are worksheets and guidelines that may assist in the information gathering and analysis components of the threat assessment along with the documentation.**

CONCLUDING THE THREAT ASSESSMENT

The threat assessment team should have enough information to determine the credibility of the threat once all the information gathering and analysis has been completed. The student may still be in need of additional assistance and support even if the threat assessment team concludes the threat is not credible. The priority of the threat assessment team should be to make the appropriate referrals to prevent any future actions of violence.

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

- ➡ **Accurate documentation is essential for historical reference in future investigatory or prosecutorial situations that may arise.**

TOOLS FOR THE THREAT ASSESSMENT PROCESS

The U.S. Secret Service and the U.S. Department of Education developed several resources to assist schools to implement and conduct a threat assessment. These documents contain in-depth details for implementing and conducting a threat assessment. They can be used in training school threat assessment teams.

The Final Report and Findings of the Safe Schools Initiative: Implications for Prevention of School Attacks in the United States

The U.S. Secret Service and the U.S. Department of Education reviewed and examined 37 acts of targeted school violence between December 1974 and May 2000. The study attempted to answer the questions of, “Could we have known these attacks were being planned?” and “What could we have done to prevent the attacks from occurring?” The study provides ten key findings and their implications for schools and communities.

Threat Assessment in Schools: A Guide to Managing Threatening Situation and Creating Safe School Climates

The U.S. Secret Service and the U.S. Department of Education reviewed several acts of targeted school violence as part of the *Safe Schools Initiative*. Through this study, both agencies developed and recommended the use of a threat assessment protocol to prevent future acts of targeted violence. This guide provides an in-depth description of the threat assessment process.

A Safe School and Threat Assessment Experience: Scenarios Exploring the Finding of the Safe School Initiative

This CD is a complimentary piece of the threat assessment guide. It provides interactive scenarios to practice conducting a threat assessment.

Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack

In the first *Safe Schools Initiative* study one key finding was that other students knew of the potential for targeted school violence prior to the event. This pilot study interviewed by-standers and highlighted the critical nature of positive school climate in preventing school violence.

Worksheets

Several worksheets are included in the **Threat Assessment Toolkit** to aide in the threat assessment process.

Threat Assessment: Sources of Information Guidelines

This guideline assists with gathering additional information from a variety of sources including conducting interviews with staff, other students, and/or parents or legal guardians.

Threat Assessment: Inquiry Worksheet

This worksheet aids in the collection and documentation of information regarding the student or situation of concern.

Threat Assessment: Information Analysis Worksheet

This worksheet assists in the analysis of the threat assessment inquiry and the documentation of decisions made and actions taken.

THREAT ASSESSMENT: SOURCES OF INFORMATION

A school threat assessment inquiry should start with what is known about the student from school records, staff interviews and other information accessible from school officials. Follow school policies and relevant laws regarding information sharing

Questions that can be answered through school data include:

- Is the student of concern well known to any adult at school?
- Has the student of concern come to attention for any behavior of concern? If so, what?
- Has the student of concern experienced serious difficulties, stress or been in distress?
- Is there anyone with whom the student of concern confides (e.g. shares worries, frustrations, and/or sorrows)?
- Has the student of concern expressed suicidal thoughts?
- Has the student of concern been the victim and/or initiator of hostile, bullying or harassing behavior directed toward other students, teachers or other staff?
- Does the student of concern have an interest in weapons? If so, has the student made efforts to acquire or use weapons? Does the student live at a home where there are weapons?

SCHOOL RECORDS

A variety of information about a student of concern can be identified through school administrative records. These records contain information about the student's background, academic performance, disciplinary issues and any other areas of concern. This data will provide a foundation for the threat assessment interview.

STAFF AND STUDENT INTERVIEWS

Students, staff and other adults who know the student of concern should be interviewed as part of the threat assessment inquiry. They should be asked about communications or other behaviors that may indicate the student of concern's intent or ideas. Interviews should also be conducted with bystanders, witnesses and other people who were present when the student engaged in the behaviors of concern or made threatening statements.

Questions that should be answered through the staff and student interviews include:

- What was said or written? To whom?
- What was done?
- When and where did this occur?
- Who else observed this behavior? Did the student of concern say why he or she acted in that manner?
- Have there been any changes recently in the student's attitudes and behaviors? Do any of these changes cause concern?

The focus of any staff or student interviews is factual. Individuals interviewed should not be asked to characterize the student or interpret the meanings of communications that the student of concern may have made. These statements may not accurately reflect the student's intent and are unlikely to be useful to the threat assessment inquiry.

PARENT OR GUARDIAN INTERVIEWS

The parent or guardian of the student of concern should be included in the interview process. The threat assessment team needs to be aware of the potential reactions when approaching the parent or guardian. Parents or guardians may be protective of their child or embarrassed about the inquiry. The threat assessment team should communicate the objective of the threat

assessment inquiry to the student's parent or guardian. The purpose is not only to prevent a targeted act of violence and to minimize the chances that the student or others would be harmed, but also to provide assistance to their child.

The threat assessment team should seek assistance from the student's parent or guardian to understand the student's actions and interests. The interview should focus on the student's behaviors and communications, especially those related to attack-behaviors. Questions should explore the student's interest in weapons and access to weapons in the home. It may be useful to conduct a home visit to observe the student of concern's behavior at home.

POTENTIAL TARGET INTERVIEWS

Another source of information is the potential targets of the student of concern. Interviews with potential targets should be conducted with great sensitivity. Care must be taken during the interview not to unduly alarm the potential target while still gathering valuable information. If the threat assessment team believes that a target is at risk of violence, assistance and support should be offered to the target.

When conducting interviews with potential targets, let them know the primary purpose of the interview is to gather information about a possible situation of concern. The target should be questioned about their relationship to the student of concern and recent interactions with that student. The interview should include questions about potential grievances or grudges that the student of concern may have against a target or others.

STUDENT OF CONCERN INTERVIEWS

A variety of legal concerns need to be considered when conducting either interviews or searches. Policies and procedures need to be in place as part of the threat assessment process to reflect legal issues that may arise during this process.

Key questions that should be addressed in any policy include:

- Should parents or guardians be notified of the interview?
- Should parents or guardians be present during the interview?
- Should information gathered during the interview be used for criminal proceedings?
- Should the student be allowed, offered or provided legal representation?

It also may be essential to the threat assessment process to search the student of concern, his/her property or the property of another student. Since there are a variety of legal considerations to student searches, policies and procedures related to such searches must be enforced by school personnel.

The threat assessment team must have completed gathering relevant school data prior to conducting an interview with the student of concern. The team must review this data to prepare for the student interview. The purpose of this interview is to identify the student's thinking, motives and behavior. The tone of the interview must be professional, neutral and non-confrontational – not accusatory or judgmental. In general, the student should be asked directly about his or her intentions as adolescents typically respond frankly to a direct question.

The interview should provide the student of concern with opportunities to be heard and to tell his/her personal stories. The team should draw attention to the fact that school personnel have noticed his/her concerning behavior. During the interview, it should be clear that the team is concerned about his/her welfare. Gathering key information will result in a better understanding of the risk of violence and may lead to further inquiry.

While the student interview can provide beneficial information, the data gathered may be incomplete, misleading or inaccurate. Therefore, data must be corroborated through other sources to determine if a threat is credible.

SUMMARY

It is essential that school district policies and procedures are in place that allow for the collection of valuable information, while protecting the rights of all students involved. If policies do not exist, developing policies is essential.

Valuable information can be gathered from student records and through interviews. Interviewing staff, students, parents or guardians of the student of concern, potential targets and the student of concern provides insight into the situation, motives, intentions and risk for potential violence that the student of concern may have. All interviews must focus on the facts and behaviors, not the *interpretations* of student of concern's behavior or comments. Throughout the process data gathered should be corroborated through multiple sources.

Interview questions need to be tailored to the interview subject. This will help gather the best information without unduly alarming or offending anyone. Appropriate accommodations may also need to be considered based on the interviewee's needs. The offer of assistance should be provided to anyone interviewed.

THREAT ASSESSMENT INQUIRY WORKSHEET

A Threat Assessment Inquiry is to be conducted by the school threat assessment team. For assistance in collecting the variety of information needed to complete the Threat Assessment Inquiry, consult the *Threat Assessment Sources of Information Guidelines*.

Provide the facts that identified a student, the situation or potential target(s)

Provide fact-based information: alleged accounts of behavior may be inaccurate and may be subjective interpretations of events. All information should be corroborated by multiple sources if possible.

1. What behaviors and/or communications were reported, and by whom?

2. What was the situation?

3. Who, if anyone, witnessed the reported behavior of concern?

4. What was the context for the reported behavior?

Remember that individuals who report information about possible threatening situations may have multiple motives and accounts may be inaccurate and subject to interpretation of events.

Provide identifying information about the student of concern

Name _____ Date of birth _____

Address _____

Home phone _____ Cell phone _____

Student ID _____ Social security number _____

Parent guardian _____

Parent or guardian phone numbers _____

Emergency contact info _____

Provide background information about the student of concern

1. Describe the current, known family or home situation.
2. Describe the student's academic performance.
3. Describe the student's social networks (friends).
4. Describe any history of relationships and conflicts.
5. Describe any history of harassing others or being harassed.
6. Describe any history of violence toward self or others.
7. Describe any history of having been a victim of violence or bullying.
8. Describe any known attitudes toward violence.
9. Describe any criminal behavior.
10. Describe any mental health or substance abuse history.
11. Describe any access to and use of weapons.
12. Describe any history of grievances or grudges.

Provide current life information about the student of concern

- ➡ **Note, as appropriate, whether the student has any trusting relationship with adults who are emotionally available to the student of concern or whether he or she is known to be consistently respectful to any adult.**

1. Describe the present stability of living and home situations.
2. Describe the nature and quality of current relationships and personal support.
3. Describe any recent losses or losses of status (shame, humiliation, recent breakup or loss of significant relationship).
4. Describe any current grievances or grudges.
5. Describe any perceptions of being treated unfairly.
6. Describe any known difficulty coping with a stressful event.
7. Describe any "downward" progression in social, academic, behavioral or psychological functioning.
8. Describe any recent hopelessness, desperation or despair including suicidal thoughts, gestures, actions or attempts.
9. Describe any pending crises or change in circumstances.

Provide information about attack-related behaviors

1. Describe any ideas or plans about injuring him/herself or attacking a school or persons at school.
2. Describe any communications or writings that suggest that the student has an unusual or worrisome interest in school attacks.
3. Describe any comments that express or imply the student is considering mounting an attack at school.
4. Describe any recent weapon-seeking behavior, especially if weapon-seeking is linked to ideas about attack or expressions about interest in attack.
5. Describe any communications or writings suggesting the student condones or is considering violence to redress a grievance or solve a problem.
6. Describe any rehearsals of attacks or ambushes.

Provide information about motives for an attack

- ➡ **All statements should be taken in context. Students make threats and engage in other risky behaviors for a variety of reasons. Many threatening statements do not reflect the student's actual movement on a path to attack.**

1. Has the student of concern displayed behaviors that show he or she is:
[Check all that apply]

- ☐ Seeking revenge for a perceived injury or grievance
- ☐ Yearning for attention, recognition or notoriety
- ☐ Has a wish to solve a problem otherwise seen as unbearable
- ☐ Has a desire to die or be killed
- ☐ Other (specify)

2. Provide a description of those behaviors:

Provide information about target selection

- ➡ **Information about a selected target(s) may provide insight regarding motives, planning and attack-related behaviors. Remember that a potential target may shift to another target over time.**

THREAT ASSESSMENT: ANALYSIS WORKSHEET

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

- ➡ Is the behavior of the student consistent with the movement on a path towards an attack?
- ➡ Does the student's current situation or setting incline him or her toward or away from targeted violence?

What are the student's motives and goals?

- What motivated the student to make the statements or take the actions that caused him/her to come to attention?
- Does the situation or circumstance that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result?
- Does the student feel that any part of the problem is resolved or see any alternatives?

Have there been any communications suggesting ideas or intent to attack?

- What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his or her ideas or intentions?
- Have friends been alerted or "warned away"?

Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?

Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?

Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means to access a weapon and/or carry out an attack?

Is the student experiencing hopelessness or desperation?

- Is there information to suggest that the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss or loss of status?
- Is the student known to have difficulty coping with a stressful event?
- Is the student now, or has the student ever been, suicidal or accident prone?
- Has the student engaged in behavior that suggests that he or she has considered suicide?

Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? With whom?
- Is the student emotionally connected to other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

Does the student see violence as an acceptable, desirable or only way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been dared by others to engage in an act of violence?

Is the student's conversation and story consistent with his or her actions? For example, does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is occurring?

Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

CONCLUDING A THREAT ASSESSMENT INQUIRY

The threat assessment team should determine the response to a situation based on the analysis of the information gathered and the answers to the questions above.

- ➡ **If the threat assessment team concludes there is enough reliable information and the weight of the information leads to the conclusion that the student of concern does not pose a threat, the threat assessment team may close the inquiry. An inquiry can be re-opened at a later date if new information arises.**
- ➡ **If the threat assessment team concludes that there is insufficient information to be reasonably certain that the student of concern does not pose a threat or the student of concern appears to be on a path to attack, the team should recommend the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.**



Minnesota Departments of **Public Safety** and **Education**

Universal Procedures



EVACUATION/RELOCATION

CRITICAL INFORMATION

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

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

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

❑ When implementing EVACUATION procedures:

BUILDING ADMINISTRATION

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

STAFF

- Take emergency go-kit and class roster
- Take the closest and safest way out as posted or announced
 - Use a secondary route if the primary route is blocked or hazardous
- Assist those needing special assistance
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Go to Assembly Area
- When outside the building:
 - Check for injuries
 - Account for all students
 - Immediately report any missing, extra or injured students to building administration or incident command
 - Continue to contain and maintain students
- Wait for additional instructions

❑ When implementing EVACUATION AND RELOCATION procedures:

BUILDING ADMINISTRATION

- Determine whether students and staff should be evacuated to a relocation center
- Alert school emergency response team of emergency type and evacuation
- Notify relocation center
- If necessary, coordinate transportation or student process to relocation center
- Announce evacuation
 - Specify any changes in evacuation routes based on location and types of emergency
- Notify superintendent's office and district public information office of relocation center address

- Implement student release procedures at the relocation center
 - Document the reunification of any students released to an authorized family member or legal guardian

STAFF

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

Relocation centers

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

Primary relocation center

Address:

Phone:

Secondary relocation center

Address:

Phone:



When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).

An evacuation site agreement should be set for each building in the district which details usage and availability (sample agreement is included on the following page).

SAMPLE: Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between _____ Schools,
District # _____, Address _____, of _____ County,
Minnesota ("School District") and _____, Address _____ of
_____ County, Minnesota ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School District should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School District desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School District desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School District to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein, it is agreed as follows:

1. The School District shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School District's conduct of shelter activities.
2. The School District shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School District with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understand and agree to each and every provision hereof, and hereby, acknowledge receipt of a copy hereof.

_____ **PUBLIC SCHOOLS**

By: _____
Authorized representative/position

Date

By: _____
Authorized representative/position

Date

LOCKDOWN

CRITICAL INFORMATION

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

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

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

☐ When implementing LOCKDOWN WITH WARNING procedures:

BUILDING ADMINISTRATION

- Announce "lockdown with warning"
 - Repeat announcement several times
 - Be direct. **DO NOT USE CODES**
- Bring people inside
- Lock exterior doors
- Control all movement
 - Disable all bells
 - Direct any movement by announcement only
- Announce "all clear" signal when the threat has ceased

STAFF

- Lock all exterior doors
- Cover exterior windows*
 - Keep students away from the windows
- Continue classes. Move on announcement only
- Wait for further instructions

* Check with local law enforcement agencies regarding the covering of windows and doors.

☐ When implementing LOCKDOWN WITH INTRUDER procedures: (these actions happen rapidly)

BUILDING ADMINISTRATION

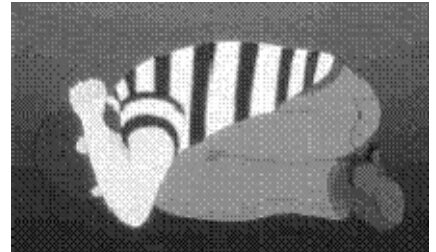
- Announce "lockdown with intruder"
 - Repeat announcement several times.
 - Be direct. **DO NOT USE CODES**
- Call 911 and notify law enforcement
- Direct all students, staff and visitors to the nearest classroom or secured space
 - Classes outside the building **SHOULD NOT** enter the building
 - Move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

STAFF

- Clear all students, staff and visitors from hallways immediately
 - Report to nearest classroom
- Assist those with special needs accommodations
- Close and lock all windows and doors
 - **DO NOT LEAVE** for any reason
 - **DO NOT OPEN THE DOOR** for any reason
 - If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible
- Shut off lights
- Stay away from all doors and windows
- Move students to interior walls and implement “drop and tuck” procedures
- **BE QUIET!**
- Wait for further instructions

☐ **When implementing “DROP and TUCK” procedures:**

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



Minnesota State Statute 121A.037 SCHOOL SAFETY DRILLS

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

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

REVERSE EVACUATION

CRITICAL INFORMATION

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

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

❑ When implementing REVERSE EVACUATION procedures:

BUILDING ADMINISTRATION

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

STAFF

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

SEVERE WEATHER SHELTER AREA

CRITICAL INFORMATION

Severe Weather Shelter Area procedures are implemented during a severe weather emergency.

"DROP and TUCK" procedures are used in severe weather emergencies e.g. tornados earthquakes or other imminent danger to building or immediate surroundings.

❑ When implementing SEVERE WEATHER SHELTER AREA procedures:

BUILDING ADMINISTRATION

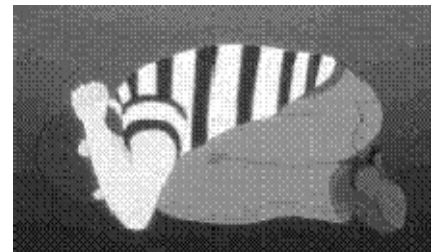
- Make an announcement or sound alarm for severe weather emergency
- Move students and staff from any portable classrooms into a permanent building
- Announce "all clear" signal when the severe weather has ceased

STAFF

- Take emergency go-kit and class roster
- Take the closest and safest route to shelter in designated safe area
 - Use secondary route if primary route is blocked or dangers
 - If outside, return to main building
 - If in a portable classroom, go to a permanent building and designated safe area
- Assist those needing additional assistance
- Do not stop for personal belongings
- Once in safe area
 - If appropriate, implement "drop and tuck" procedures
 - Take attendance
 - Report any missing, extra or injured students to building administration
- Remain in safe area until "all clear" signal is given by building administration
- Wait for additional instructions

❑ When implementing "DROP and TUCK" procedures:

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



[Minnesota State Statute 121A.037](#) requires that school practice at least one tornado drill annually.

SHELTER-IN-PLACE

CRITICAL INFORMATION

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

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

❑ When sheltering-in-place:

BUILDING ADMINISTRATION

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

STAFF

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



In planning, district and building administration should identify safe areas in each building.

STUDENT REUNIFICATION/RELEASE

CRITICAL INFORMATION

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

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

☐ When implementing STUDENT RELEASE/REUNIFICATION procedures:

BUILDING ADMINISTRATION

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



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

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



Minnesota Departments of **Public Safety** and **Education**

Emergency Response Procedures



ASSAULT

CRITICAL INFORMATION

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

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

❑ When an assault occurs:

STAFF

- Notify building administration
- Ensure the safety of students and other staff
 - Staff should work as a team in response
 - Use calm voice and low tones in addressing the assailant
 - If behavior escalates, shout "Stop!" and continue to use a calm voice
 - Disperse onlookers and keep others from congregating
 - Ensure first aid is rendered to all injured parties (see **Medical Emergency** procedures)
 - **Do not leave the victim alone**
- Seal off area to preserve evidence for law enforcement
 - Identify the assailant by name and description (e.g. clothing, height)
 - If the assailant has left the building, determine direction and mode of travel
 - If assailant leaves in a vehicle, provide description of the vehicle and license number
 - Identify any witnesses

BUILDING ADMINISTRATION

- **CALL 911** and notify law enforcement
 - Give type and number of injuries
 - Advise if assailant is still in the building or on the property
 - Give name and description of the assailant
 - Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures
- Notify district administration
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports



[Minnesota Statute 121A.582 Subdivision 1. Student Discipline: Reasonable force standard.](#)

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

BOMB THREAT

CRITICAL INFORMATION

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

☐ Upon receiving a bomb threat:

STAFF

- Notify building administration
- Preserve evidence for law enforcement
 - If written threat, place note in paper envelope to preserve fingerprints
 - If the threat is written on a wall, photograph
 - If phoned threat, document all relevant information (see *Threat Incident Report Form*)
- Complete *Threat Incident Report Form*

BUILDING ADMINISTRATION

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

☐ If the bomb threat is determined to be credible:

BUILDING ADMINISTRATION

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

STAFF

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

☐ If Evacuation Procedures are initiated:

BUILDING ADMINISTRATION

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

STAFF

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



When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has⁵⁰ been located.

DEMONSTRATION

CRITICAL INFORMATION

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

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

STAFF

- Notify building administration

BUILDING ADMINISTRATION

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

❑ If demonstration is on school property:

STAFF

- Notify building administration

BUILDING ADMINISTRATION

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

FIGHT/DISTURBANCE

CRITICAL INFORMATION

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

☐ When a fight or disturbance occurs:

STAFF

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

BUILDING ADMINISTRATION

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

FIRE

CRITICAL INFORMATION

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

☐ In the event of fire or smoke:

STAFF

- Activate fire alarm and notify building administration
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, sound booths, dark rooms, pool, locker rooms)
- Implement evacuation plan for any students needing special accommodations
- Evacuate students and other staff to designated areas
 - Take emergency go-kits and class roster
 - If primary route is blocked or dangerous, use closest, safe exit
 - If trapped by fire, implement **Shelter-in-Place** procedures
 - Once outside, assemble a safe distance from building and emergency apparatus
 - Take student attendance
 - Report missing, extra or injured students to building administration

BUILDING ADMINISTRATION

- **CALL 911** and notify emergency responders
 - Confirm address of school
 - Provide exact location of smoke or fire
- Ensure fire alarm has sounded
- Notify district administration
- Meet with fire officer
 - Identify the location of fire
 - Advise location of injured persons
 - Provide names of any missing persons
- Determine if students need to be transported to an evacuation site
- Notify parents or legal guardians of student reunification and release procedures
- Signal "all clear" when safe to re-enter school building



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

As part of your planning process:

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

HAZARDOUS MATERIALS

CRITICAL INFORMATION

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

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

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

STAFF

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

BUILDING ADMINISTRATION

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

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

STAFF

- Notify building administration
 - Report location and type (if known) of hazardous material
- Move students away from the immediate vicinity of the danger
 - If outside, implement **Reverse Evacuation** procedures

BUILDING ADMINISTRATION

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

HOSTAGE

CRITICAL INFORMATION

IF THE HOSTAGE-TAKER IS UNAWARE OF YOUR PRESENCE, DO NOT ATTRACT ATTENTION!

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

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

☐ If you witness a hostage situation:

STAFF

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

BUILDING ADMINISTRATION

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



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

INTRUDER

CRITICAL INFORMATION

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

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

Intercept Contact Ask Notify

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

STAFF

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

BUILDING ADMINISTRATION

- Respond to call for assistance from staff
 - Advise the subject that they are trespassing and need to leave the school and if they do not leave law enforcement will be notified
- ***If the subject refuses*** or his or her purpose is not legitimate,
 - Consider initiating **Lockdown with Intruder** procedures
 - **CALL 911** and notify law enforcement
 - Advise law enforcement if intruder is still in the building or on the property
 - Provide a full description of the intruder
 - Attempt to keep subject in full view until law enforcement arrives while maintaining a safe distance
 - Provide all staff with a full description of the intruder
- Notify district administration
- Document all actions taken by staff



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

MEDICAL EMERGENCY

CRITICAL INFORMATION

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. They should provide comfort to the victim and reassure him or her medical attention is on the way.

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

❑ In the event a non-responsive or life-threatening injury or illness:

STAFF

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

BUILDING ADMINISTRATION

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



For medical emergencies related to life-threatening allergies:

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

SEVERE WEATHER TORNADO/SEVERE THUNDERSTORM/FLOODING

CRITICAL INFORMATION

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

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

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

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

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

DISTRICT ADMINISTRATION

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

BUILDING ADMINISTRATION

- Monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio stations
- Activate appropriate members of the school emergency response team to be aware of a potential change in weather status
 - Notify head custodial staff of potential utility failure
- Consider bringing all persons inside building(s)
- Consider closing windows
- Review tornado drill procedures and location of shelter areas

STAFF

- Review **"Drop and Tuck"** procedures with students

- ☐ **If a tornado or severe thunderstorm WARNING has been issued near school, or a tornado has been spotted near school:**

DISTRICT ADMINISTRATION

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

BUILDING ADMINISTRATION

- Activate appropriate members of the school emergency response team of a change in weather status
- Initiate **Severe Weather Shelter Area** procedures
 - Move students and staff from any portable classrooms into a permanent building
- Notify parents and legal guardians according to district policy

STAFF

- Initiate **Severe Weather Shelter Area** procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure that students are in “tuck” positions
- Take attendance and report any missing, extra or injured students to building administration
- **Remain in shelter area until an “all clear” signal is issued**
- In the event of building damage, evacuate students to safer areas of the building or from the building
 - If evacuation does occur, do not re-enter the building until an “all clear” signal is issued

☐ If flooding is occurring near or at a school:

DISTRICT ADMINISTRATION

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

BUILDING ADMINISTRATION

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

STAFF

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



SEXUAL ASSAULT

CRITICAL INFORMATION

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

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

- A rape or sexual assault occurs on campus
- A member of the victim's family or friend request intervention
- Rumors and myths of the alleged incident are widespread and damaging

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

STAFF

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

BUILDING ADMINISTRATION

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



The sexual assault examination is an important piece of evidence in a sexual assault investigation. The sexual assault exam should be performed as soon as possible to preserve the quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence that she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

SHOOTING

CRITICAL INFORMATION

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

Do not become a victim by unnecessarily exposing yourself to danger.

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

STAFF

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

BUILDING ADMINISTRATION

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



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

SUICIDAL THREAT OR ATTEMPT

CRITICAL INFORMATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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



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

SUSPICIOUS PACKAGE OR MAIL: CHEMICAL/BIOLOGICAL THREAT

CRITICAL INFORMATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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



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

TERRORISM

CRITICAL INFORMATION

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

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

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

DISTRICT ADMINISTRATION

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

BUILDING ADMINISTRATION

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

STAFF

- Inform students of incident in an age appropriate manner
- Stay calm and address student concerns
 - Limit access to media outlet (e.g. television, radio, internet)
 - Answer student questions honestly
 - Do not allow student to speculate or exaggerate graphic details
- Decide whether or not to temporarily suspend regular learning programming
 - Alter lesson plans to include discussion and activities that address the event
- Monitor student behaviors and reactions and make referrals to the appropriate student services staff



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

THREAT

CRITICAL INFORMATION

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

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

☐ In the event of IMMEDIATE danger:

STAFF

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

BUILDING ADMINISTRATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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



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

THREAT INCIDENT REPORT FORM

ALL THREATS - INCIDENT INFORMATION

Date: _____ Time: _____ Location: _____

Recorded by: _____

Means of threat: **PHONE** **WRITTEN** **FACE-TO-FACE** **SUSPICIOUS PACKAGE**

Students involved _____ Staff involved _____

PHONE THREAT

Phone number shown on the caller ID _____

Exact words of the threat _____

Critical questions for caller

Where is the bomb, chemical or other hazard? _____

What does it look like? _____

What **kind of bomb or hazard** is it? _____

When is it going to explode or be activated? _____

What will **cause it to explode or be activated**? _____

Did **you place** the bomb or hazard? **YES** **NO**

Who did? _____

Why did you place the bomb or hazard? _____

What is your name? _____

Where are you calling from? _____

What is your address? _____

Caller's voice (circle all that apply)

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

Accent: _____

Is the voice familiar? **YES** **NO** Who does it sound like? _____

Background noises (circle all that apply)

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

WRITTEN THREAT

Describe_____

Where found?_____

Unusual markings_____

Documentation and reporting trail_____

FACE-TO-FACE THREAT

Who made the threat?_____

Exact words_____

To whom was the threat directed?_____

Documentation and reporting trail_____

SUSPICIOUS PACKAGE

Describe_____

Where found?_____

Unusual markings_____

Documentation and reporting trail_____

WEAPONS

CRITICAL INFORMATION

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

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

STAFF

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

BUILDING ADMINISTRATION

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



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



Minnesota Departments of **Public Safety** and **Education**

Behavioral Health and Recovery Procedures



BEHAVIORAL HEALTH CRISIS INTERVENTION

CRITICAL INFORMATION

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

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

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

BUILDING ADMINISTRATION

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

STAFF

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



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

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



Minnesota Departments of **Public Safety** and **Education**

Media Procedures



MEDIA PROCEDURES

CRITICAL INFORMATION

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

☐ When communicating with the media during an emergency:

DISTRICT ADMINISTRATION

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

BUILDING ADMINISTRATION

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

STAFF

- Direct all media contacts to district PIO

District Communication Contacts

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

District public information officer (PIO)

Name

Contact number

Alternate district PIO

Name

Contact number



Minnesota Departments of **Public Safety** and **Education**

APPENDICES



APPENDIX A: MINNESOTA LAWS ON SCHOOL SAFETY

ALCOHOL, TOBACCO AND OTHER DRUGS

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

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

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

M.S. 144.4165 TOBACCO PRODUCTS PROHIBITED IN PUBLIC SCHOOLS

No person shall at any time smoke, chew, or otherwise ingest tobacco or a tobacco product in a public school, as defined in section [120A.05, subdivisions 9, 11, and 13](#). This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. Nothing in this section shall prohibit the lighting of tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony. For purposes of this section, an Indian is a person who is a member of an Indian tribe as defined in section

DRILLS

M.S. 121A.037 SCHOOL SAFETY DRILLS

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

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

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

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

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

LEVIES RELATED TO SCHOOL SAFETY

M.S. 126C.44 SAFE SCHOOLS LEVY

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

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

(c) If a school district spends safe schools levy proceeds under paragraph (a), clause (6), the district must annually certify that its total spending on services provided by the employees listed in paragraph (a), clause (6), is not less than the sum of its expenditures for these purposes, excluding amounts spent under this section, in the previous year plus the amount spent under this section.

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

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

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

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

(a) A hazardous substance plan must contain provisions for the removal or encapsulation of asbestos from school buildings or property, asbestos-related repairs, cleanup and disposal of

polychlorinated biphenyls found in school buildings or property, and cleanup, removal, disposal, and repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel, oil, and special fuel, as defined in section [296A.01](#). If a district has already developed a plan for the removal or encapsulation of asbestos as required by the federal Asbestos Hazard Emergency Response Act of 1986, the district may use a summary of that plan, which includes a description and schedule of response actions, for purposes of this section. The plan must also contain provisions to make modifications to existing facilities and equipment necessary to limit personal exposure to hazardous substances, as regulated by the federal Occupational Safety and Health Administration under Code of Federal Regulations, title 29, part 1910, subpart Z; or is determined by the commissioner to present a significant risk to district staff or student health and safety as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Subd. 8. **Health, safety, and environmental management cost.** (a) A district's cost for health, safety, and environmental management is limited to the lesser of:

(1) actual cost to implement their plan; or

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

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

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

History: [1988 c 718 art 8 s 19](#); [1988 c 719 art 5 s 84](#); [1989 c 329 art 5 s 11-13](#); [1Sp1989 c 1 art 6 s 6](#); [art 9 s 4](#); [1990 c 562 art 5 s 8](#); [art 10 s 5](#); [1990 c 604 art 8 s 1,2](#); [1991 c 130 s 19,20](#); [1991 c 265 art 5 s 6](#); [1993 c 224 art 5 s 22-26](#); [1994 c 647 art 6 s 28](#); [1Sp1995 c 3 art 5 s 7](#); [art 16 s 13](#); [1Sp1997 c 4 art 4 s 17,18](#); [1998 c 299 s 30](#); [1998 c 397 art 7 s 97,98,164](#); [art 11 s 3](#); [1998 c 398 art 4 s 3](#); [1999 c 86 art 1 s 33](#); [1999 c 241 art 4 s 7,29](#); [2000 c 464 art 3 s 9](#); [2000 c 489 art 5 s 5,19,27](#); [1Sp2001 c 6 art 4 s 3-5](#); [1Sp2003 c 9 art 4 s 5-7](#); [2006 c 282 art 5 s 1](#); [2007 c 146 art 4 s 7](#)

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

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

POLICIES ON SCHOOL SAFETY

M.S. 121A.03 MODEL POLICY

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

Subd. 2. **Sexual, religious, and racial harassment and violence policy.** A school board must adopt a written sexual, religious, and racial harassment and sexual, religious, and racial violence policy that conforms with chapter 363A. The policy shall apply to pupils, teachers, administrators, and other school personnel, include reporting procedures, and set forth disciplinary actions that will be taken for violation of the policy. Disciplinary actions must conform with collective bargaining agreements and sections [121A.41](#) to [121A.56](#). The policy must be conspicuously posted throughout each school building, given to each district employee and independent contractor at the time of entering into the person's employment contract, and included in each school's student handbook on school policies. Each school must develop a process for discussing the school's sexual, religious, and racial harassment and violence policy with students and school employees.

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

M.S. 121A.035 CRISIS MANAGEMENT POLICY

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

Subd. 2. **School district and charter school policy.** A school board and a charter school must adopt a crisis management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county attorney offices, social service agencies, emergency medical responders, and any other appropriate individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section [299F.30](#), and one tornado drill.

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

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

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

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

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

M.S. 121A.65 REVIEW OF POLICY

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

M.S. 121A.69 HAZING POLICY

Subdivision 1. **Definitions.** (a) "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

(b) "Student organization" means a group, club, or organization having students as its primary members or participants.

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

Subd. 3. **School board policy.** Each school board shall adopt a written policy governing student or staff hazing. The policy must apply to student behavior that occurs on or off school property and during and after school hours. The policy must include reporting procedures and disciplinary consequences for violating the policy. Disciplinary consequences must be sufficiently severe to deter violations and appropriately discipline prohibited behavior. Disciplinary consequences must conform with sections [121A.41](#) to [121A.56](#). Each school must include the policy in the student handbook on school policies.

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

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

M.S. 121A.72 SCHOOL LOCKER POLICY

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

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

SCHOOL BUS SAFETY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (1) solicit the sale of, or promote the use of, alcoholic beverages and tobacco products;
- (2) are discriminatory in nature or content;
- (3) imply or declare an endorsement of the product or service by the school district;
- (4) contain obscene material;
- (5) are false, misleading, or deceptive; or
- (6) relate to an illegal activity or antisocial behavior.

(b) Advertisement must meet the following conditions:

- (1) the advertising attached to the school bus does not interfere with bus identification under section [169.441](#); and
- (2) the bus with attached advertising meets the school bus equipment standards under sections [169.4501](#) to [169.4504](#).

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

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

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

STUDENT DISCIPLINE

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

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

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

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

- (1) a description of each incident, including a description of the dangerous weapon involved in the incident;
- (2) where, at what time, and under what circumstances the incident occurred;
- (3) information about the offender, other than the offender's name, including the offender's age;

whether the offender was a student and, if so, where the offender attended school; and whether the offender was under school expulsion or suspension at the time of the incident;

(4) information about the victim other than the victim's name, if any, including the victim's age; whether the victim was a student and, if so, where the victim attended school; and if the victim was not a student, whether the victim was employed at the school;

(5) the cost of the incident to the school and to the victim; and

(6) the action taken by the school administration to respond to the incident.

The commissioner shall provide an electronic reporting format that allows school districts to provide aggregate data.

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

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

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

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

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

Subdivision 1. **Reasonable force standard.** (a) A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

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

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

Subd. 2. **Civil liability.** (a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a civil action for damages under section [123B.25](#).

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

Subd. 3. **Criminal prosecution.** (a) A teacher or school principal who, in the exercise of the person's lawful authority, uses reasonable force under the standard in subdivision 1, paragraph (a), has a defense against a criminal prosecution under section [609.06, subdivision 1](#).

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

Subd. 4. **Supplementary rights and defenses.** Any right or defense in this section is supplementary to those specified in section [121A.58](#), [121A.67](#), [123B.25](#), or [609.06, subdivision 1](#).

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

Subdivision 1. **Required policy.** Each school board must adopt a written districtwide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. The policy must be developed in consultation with administrators, teachers, employees, pupils, parents, community members, law enforcement agencies, county attorney offices, social service agencies,

and such other individuals or organizations as the board determines appropriate. A school site council may adopt additional provisions to the policy subject to the approval of the school board.

Subd. 2. **Grounds for removal from class.** The policy must establish the various grounds for which a student may be removed from a class in the district for a period of time under the procedures specified in the policy. The policy must include a procedure for notifying and meeting with a student's parent or guardian to discuss the problem that is causing the student to be removed from class after the student has been removed from class more than ten times in one school year. The grounds in the policy must include at least the following provisions as well as other grounds determined appropriate by the board:

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

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

- (a) rules governing student conduct and procedures for informing students of the rules;
- (b) the grounds for removal of a student from a class;
- (c) the authority of the classroom teacher to remove students from the classroom pursuant to procedures and rules established in the district's policy;
- (d) the procedures for removal of a student from a class by a teacher, school administrator, or other school district employee;
- (e) the period of time for which a student may be removed from a class, which may not exceed five class periods for a violation of a rule of conduct;
- (f) provisions relating to the responsibility for and custody of a student removed from a class;
- (g) the procedures for return of a student to the specified class from which the student has been removed;
- (h) the procedures for notifying a student and the student's parents or guardian of violations of the rules of conduct and of resulting disciplinary actions;
- (i) any procedures determined appropriate for encouraging early involvement of parents or guardians in attempts to improve a student's behavior;
- (j) any procedures determined appropriate for encouraging early detection of behavioral problems;
- (k) any procedures determined appropriate for referring a student in need of special education services to those services;
- (l) the procedures for consideration of whether there is a need for a further assessment or of whether there is a need for a review of the adequacy of a current individual education plan of a student with a disability who is removed from class;
- (m) procedures for detecting and addressing chemical abuse problems of a student while on the school premises;
- (n) the minimum consequences for violations of the code of conduct;
- (o) procedures for immediate and appropriate interventions tied to violations of the code;
- (p) a provision that states that a teacher, school employee, school bus driver, or other agent of a district may use reasonable force in compliance with section [121A.582](#) and other laws; and
- (q) an agreement regarding procedures to coordinate crisis services to the extent funds are available with the county board responsible for implementing sections [245.487](#) to [245.4889](#) for students with a serious emotional disturbance or other students who have an individualized education plan whose behavior may be addressed by crisis intervention.