NORMAN COUNTY EAST

HIGH SCHOOL

CRISIS MANAGEMENT
&
SAFETY RESPONSE

HANDBOOK

In accordance with federal law this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint, please contact Norman County East Supt. Mark Lundin at 218-584-5151 or write Norman County East, Supt. Mark Lundin, Box 420, Twin Valley, MN 56584. Norman County East is an equal opportunity provider and employer.

This Handbook and its contents was adopted by the School Board at its regular meeting on 11/15/10
TABLE OF CONTENTS

INTRODUCTION
COMMUNICATION IN A TIME OF CRISIS
WHO IS IN CHARGE WHEN THE PRINCIPAL IS AWAY?
EMERGENCY SCHOOL CLOSING
ROUTINE BUILDING SECURITY
EVACUATION / RELOCATION CENTER
LOCKDOWN PROCEDURE
SHELTER-IN-PLACE PROCEDURES
BLOODBORNE PATHOGENS
FIRE DRILL / EVACUATION
TORNADO DRILL / SEVERE WEATHER
HAZARDOUS SUBSTANCE SPILL ON-SITE / OFF-SITE
BOMB THREAT PROCEDURE
BOMB THREAT CHECKLIST
DEMONSTRATION / DISTURBANCE
OUT-OF-CONTROL STUDENT
ASSAULT / FIGHT
SUSPECTED WEAPONS POSSESSION
UNAUTHORIZED INTRUDER
ATTEMPTED ABDUCTION / HOSTAGE
SHOOTING / ARMED INTRUDER
ATTEMPTED SUICIDE
LEGAL ISSUES IN SUICIDE INTERVENTION
STUDENT SUICIDE or OTHER DEATH

APPENDICES

Student Assistance Team
High School Calling Tree
School District Directory
Accident Report
Bomb Threat Checklist
High School Floor Plan
Warning Signs That A Student May Be At-Risk For Suicide
Dos And Don’ts Related To Suicidal Threats
Myths And Facts About Suicide
Community/Regional Resources
School Emergency Response Team
Accident Report
Twin Valley/Gary Area Ministerial Association
INTRODUCTION

The intent of the Norman County East Schools crisis management plan is to provide staff with guidelines, structure and a process for dealing with a range of situations which may interrupt the normal operation of the school day. This manual provides information about what the Norman County East Schools will do to prevent and manage crises and to minimize the impact on the school community.

The key elements of this plan involve:
- procedures for health and safety emergencies and evacuations
- intervention procedure for intruder and suicide prevention
- death and loss management guide
- general suicide material

A crisis is defined as any significant event, whether emotional or physical, which impacts persons within the Norman County East Public Schools’ community to the extent that the normal school routine becomes affected. The crisis management team, defined as the High School Student Assistance Team or SAT, may be called upon to assist during a crisis. The duties of the crisis management team are as follows:
- to accumulate and evaluate information, make recommendations, and formulate a plan of action based on the procedure outline in the crisis management policy.
- to ensure that confidentiality of information will be maintained to determine and implement appropriate intervention procedures in the event of a crisis.

It must be remembered that each crisis has different circumstances and must be treated accordingly. This handbook was designed with the support of the SAT, as a guideline for action. In general, the following guidelines will apply to a crisis situation:
- the Student Assistance team will implement crisis policy
- an attempt will be made to keep the school day as normal as possible
- staff members will be kept informed and will be encouraged to be honest and accurate with students
- community resource people may be called upon to meet with individual or small student groups on an as needed basis
COMMUNICATION IN A TIME OF CRISIS

The most important, and first, consideration in any crisis is the health, safety and welfare of students and staff. However, crises, by their very nature, generate both media and public interest. Be prepared for such attention.

In the event of a crisis, the superintendent should be notified immediately. The superintendent, principal and/or other administrators will determine the immediate communication needs. The primary goal of communication during a crisis will be to keep people informed, while trying to: maintain the privacy of students and staff; minimize the disruption of the educational process; avoid compromising any investigation or emergency procedures.

The superintendent (or designee) shall:

1. As soon as possible VERIFY THE FACTS.
2. COMMUNICATE THE FACTS, as known, to other administrators as necessary.
3. DESIGNATE A SPOKESPERSON. This may be the superintendent, principal or some other administrator, depending on the situation. No other school officials should make statements to the media unless coordinated through the superintendent (or designee).
4. CONTACT PARENTS of students who need extra support.
5. RESTRICT PUBLIC AND MEDIA ACCESS TO THE BUILDING. Weighing the public's right to know against individuals' right to privacy, and the obligation we have to provide a non-disruptive educational environment, is sometimes difficult. The superintendent, in consultation with school and law enforcement officials as appropriate, will determine access limitations and the best location(s) or media.
6. PREPARE INITIAL STATEMENTS. In most crisis situations, the media will be aware of the incident immediately and will be on the scene shortly thereafter. An initial statement, providing the basic facts, can help control conjecture. This statement should be given outside the school or building.
7. DESIGNATE INDIVIDUAL(S) TO ANSWER PHONES and provide these individuals with a factual statement of what has happened, what is being done and the time of a press conference.
8. PREPARE FACT SHEETS for distribution to staff members and others as appropriate, including the media.
9. PREPARE LETTERS TO BE SENT HOME to ensure that parents understand what has occurred and what is being done.
10. PLAN A PRESS CONFERENCE if necessary and desirable. Prepare statements for the designated spokesperson for the press conference.
11. KEEP A LOG of what has occurred and files of all communications.
WHO IS IN CHARGE WHEN THE PRINCIPAL IS AWAY?

Under district policy, it is understood that the principal of a school is charged with the responsibility of students and staff. Therefore, it is the responsibility of the principal to designate a staff member to be responsible and to make decisions during a crisis in his/her absence.

DESIGNEES ARE:  

Cassandra Hoseth  
Nathaniel Messick

HOME PHONE:  
567-8218  
945-3761

It is advisable that this list be posted in the office, lounge and other accessible locations.

Persons in charge when the principal is away shall have a copy of the School Safety Response/Crisis Management Plan or shall be made aware of the location of the Plan assigned to the school.

Teachers and other building staff members need to be informed as to who is in charge when the principal is away.

Persons in charge when the principal is away need to be thoroughly familiar with crisis situations and how to use this manual.
EMERGENCY SCHOOL CLOSINGS

Should school be called off because of weather conditions, announcements of such closing will be made through the following radio stations:

- WDAY 970 AM in Fargo
- KFGO 790 AM in Fargo
- KRJB 106.3 FM in Ada
- KROX 1260 AM in Crookston

and the following television stations:

- WDAY channel 6
- KXJB channel 4
- KVLY channel 11.

If school is closed, staff will not report unless otherwise announced.

Make-up days will follow the negotiated agreement for that year’s calendar.

Bus transportation will be arranged prior to any early closing.
ROUTINE BUILDING SECURITY PROCEDURES

The school district has in place a daily non-crisis building security plan/practice which applies to all building sites each day and is as follows:

1. Securing Exterior Doors:
   1.1 During the instructional day, all exterior doors remain locked except for the main entrances of all building sites.
   1.2 Custodial staff members are responsible for limiting access to building zones not authorized for use at after school and evening activities and during those before school and after school times. Furthermore, custodial staff members at all sites are responsible to assure that all exterior doors remain locked and operational.
   1.3 All advisors, coaches and school/community groups utilizing building space after hours and on weekends are responsible for re-securing doors, limiting participant access to the use areas of the building only, and assuring that the buildings are clear and locked prior to leaving the building site.
   1.4 No one is authorized at any time to wedge open a door to allow individuals to enter the building for practices, school activities, meetings, etc.

2. Parents, Vendors, and Other Visitors to Building Sites:
   2.1 All visitors are required to report directly to the building site administrative office to sign in and receive a visitor pin to be eligible to remain in the building. Each visitor must return to the office, check out and return the visitor pin issued at the time of entry to the building site.
   2.2 Student visitors from other schools, family members, or other student guests must report immediately to the office, sign in and receive a visitor pin from the office staff, identifying the individual as a visitor. Upon completing the school visit, the individual must report to the office and return the visitor pin prior to leaving the building.
   2.3 Parents must also check in at the administrative office prior to visiting with a teacher or visiting a classroom. Visitor pins will be issued by the office to the parents while visiting the school site.
   2.4 Each building site will install directional signage to assure visitors ready access to administrative offices.
LOCK-DOWN PROCEDURES

One means of securing the school is to implement lock-down procedures. Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

1. Building administrator will issue lock-down procedures by announcing warning over the PA system or using designated system(s).

2. PA announcement will be a basic announcement, “Code Red!” Only respond if announced by office staff or other school authority.

3. All classroom or other room doors are to be locked immediately.

4. During a lockdown, do NOT respond to any other emergency alarm.

5. Any student in a restroom should remain there; go into a stall, step up on the toilet rim and squat down out of sight; remain silent until the all clear is given.

6. Classes in the gym go into the ball storage room and lock the door; those in the media center or computer lab should be brought into room 27, 29 or 31.

7. High School office staff goes into the mail room, cover windows and lock the doors.

8. Kitchen staff locks all doors and remain out of sight of the door window.

9. Any class that is outside should remain outside; move away from the building, stay in a group and get out of sight; if at the athletic fields, go to the storage shed, if on the west side of the building go into the Pine to Prairie shop and lockdown.

10. Close window blinds of classroom windows; cover the class room door window.

11. Turn off the lights; NO NOISE.

12. Move all persons away from windows and doors; sit on the floor against a wall and remain silent.

13. Allow no one to enter or leave classrooms until all-clear signal is given “Code Green!”

14. In case of a real event, staff and students should NOT talk to the media.
SHELTER–IN–PLACE PROCEDURES

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

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

Shelter areas may change depending on the emergency.

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
  - Seal door.
  - Open or close windows as appropriate.
  - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.
EVACUATION/RELOCATION CENTERS

Evacuation:

Notify building administrator.

Call 911, if necessary.

Building administrator issues evacuation procedures.

Building administrator determines if students and staff should be evacuated outside of building or to relocation centers. Superintendent coordinates transportation if students are to be sent home.

Building administrator notifies relocation center.

Direct students and staff to follow Fire Drill procedures and route.

Close doors, turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.

Notify parents/guardians per district policy and/or guidance.

Teachers:
1. Direct students to follow normal fire drill procedures unless building administrator alters route.
2. Take class roster for that class period
3. Close classroom doors and turn out lights.
4. When clear of the building, account for all students. Inform building administrator immediately if student(s) is/are missing.
5. If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

Relocation Center:

Twin Valley Community Center: Route – go one block east on Main Street, turn south (right) go one block, turn east (left) go 1 ½ blocks to the Center. Phone: 584-5323 or City Clerk: 584-5254
BLOODBORNE PATHOGENS

PATHOGEN: A microorganism that causes disease.

BLOODBORNE PATHOGENS: Diseases that are transmitted through contact with blood or other body fluids. In the school setting, it is not possible to know who may be a carrier of an infectious disease. Therefore, consider every person, all blood and body fluids as a potential carrier of infectious disease. In addition, use "UNIVERSAL PRECAUTIONS" while at school and in any situation that involves blood or other body fluids to help protect yourself and prevent the spread of infectious diseases.

UNIVERSAL PRECAUTIONS: Precautions/procedures that help prevent contact with blood and certain other body fluids.

UNIVERSAL PRECAUTIONS INCLUDES THE FOLLOWING ACTIONS:

1. Wash your hands with soap and running water at regular times during the day.
2. Handle blood or other body fluids with protective equipment such as rubber gloves. Always wash hands thoroughly with soap and running water when finished. If gloves are not available, use some type of barrier to protect you from coming in direct contact with blood or other body fluids.
3. Whenever possible, notify someone who is trained in bloodborne pathogens safety to administer first-aid.
4. Avoid punctures with objects that may contain blood of others.
5. Promptly remove any blood or body fluid from your skin by washing with soap and running water.
6. Notify a custodian for proper disposal of trash that contains body wastes or sharp objects.
7. Notify a custodian or person trained in cleaning up all body fluid spills. For cleaning surfaces, use an Environmental Protection (EPA) approved disinfectant.
8. Persons responsible for administering first-aid to others should have current training in first-aid and CPR.
9. An exposure incident, such as a needle stick or a blood splash in the eye, must be reported to your building administrator for the proper follow-up care.
FIRE DRILL / EVACUATION

Fire drills are conducted throughout the year. Each teacher is responsible for informing students of the rules and procedures for each of their classrooms; exit routes are posted in each room. Some drills will require the use of alternate routes.

1. Leave books and wraps where they are when the alarm sounds.
2. Walk; do not run, single file along your side of the hall to the designated exit.
4. Walk out away from the building.
5. Please do not loiter, stop at the drinking fountain or enter lavatories. This may not be a drill!

In the event of an actual fire evacuate to the Community Center under supervision of the classroom teachers.

In the Community Center, each grade level will be gathered in a designated area and class advisors will take attendance. Class lists will be provided by the Administration.

Students and staff will remain in the Community Center until the building is deemed safe by the police or the Administration arranges transportation home for students and staff.

Parents will be notified according to the Communications Procedure. Student directory will be provided by the Administration for telephoning parents.
TORNADO DRILL

A tornado drill will be conducted in conjunction with the State Tornado Drill exercise each spring. The warning will be announced over the PA system.

1. Leave books and wraps where they are when the warning sounds.
2. Rooms with outside walls:
   A. The first student out the door holds it until the last student is out.
   B. Walk; do not run, to the hall immediately outside the class room.
   C. Sit with your back to the wall, knees bent, head between your knees (tuck position); stay away from windows and doors.
3. Rooms with inside walls only:
   A. Sit with your back to a wall, knees bent, head between your knees (tuck position); stay away from windows and doors.
4. In the event of an actual tornado, the Principal will determine when and if the building is to be evacuated and the exits to be used.

SEVERE WEATHER

Tornado/Severe Thunderstorm/Flooding

Tornado/Severe Thunderstorm Watch has been issued in an area near school:

1. Monitor Emergency Alert Stations (see EAS section) or NOAA Weather Radio (National Weather Service)
2. Bring all persons inside building(s).
3. Close windows and blinds.
4. Review tornado drill procedures and location of safe areas.
5. Tornado safe areas are in interior hallways away from exterior walls and windows, and away from large rooms with high span ceilings. Get under a desk, if possible.
6. Review "drop and tuck" procedures with students

Tornado/Severe Thunderstorm Warning has been issued in an area near school, or tornado has been spotted near school:

1. Move students and staff to safe areas.
2. Close classroom doors.
3. Teachers take class rosters.
4. Ensure that students are in "tuck" positions.
5. Account for all students.
6. Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.
Flood Watch has been issued in an area that includes your school:

1. Monitor Emergency Alert Stations, NOAA Weather Radio, and stay in contact with local emergency management officials.
2. Review evacuation procedures with staff and prepare students.
3. Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
4. Line up transportation resources.

Flood Warning has been issued in an area that includes your school:

1. If advised by emergency responders to evacuate, do so immediately.
2. Teachers take class rosters.
3. Move students to designated relocation center quickly.
4. Turn off utilities in school and lock doors.
5. Teachers take role upon arriving at relocation center. Report missing students to building administrator.
6. Notify parents/guardians according to district policy.
HAZARDOUS SUBSTANCE SPILL ON-SITE

PURPOSE:
The purpose of this plan is to provide guidance whenever there is a spill of hazardous materials inside the facility.

PROCEDURE:
1. Contact Custodian
2. Contact principal
3. Dial 9-1-1 emergency services, if necessary

EVACUATION:
Principal will determine if evacuation is necessary. If full evacuation is necessary, use FIRE EVACUATION PLAN. Be sure to specify an assembly area far enough away so it is out of any possible threat area.

LIST OF SUBSTANCES:
A list of substances and specific information on how to handle each substance/spill [Materials Safety Data Sheet (MSDS)] is located in areas where hazardous chemicals are stored. A copy of this list and all Material Safety Data Sheets (MSDS) will be kept in the main custodial office, as well.

HAZARDOUS SUBSTANCE SPILL OFF-SITE

In the event that there is a hazardous chemical spill off-site that may effect student/staff safety, the District will rely on local Police and Fire Department officials to determine if an evacuation is necessary or if to implement the shelter in place procedures.
If evacuation is required, we will follow the Fire Evacuation plan with an announcement as to a designated safety assembly area.
Teachers will remain with their class groups until the Principal determines it is safe to return to the building or bus transportation is arranged.
OUT-OF-CONTROL STUDENT

1. The first priority is to defuse the situation and calm the student(s).

2. At this time do not be confrontational, judgmental or critical; do not try to find out specifics about the incident; give the student(s) space and find a cooling-off place for each.

3. Use a calm, quiet tone of voice; do not shout; use an even rate or rhythm when giving instructions; do not show excitement or anger.

4. Contact the Principal’s office or designee, also Special Ed. if appropriate.

5. If the student is physically violent, do not attempt to restrain him/her unless trained in CPI; notify the Principal’s office, SAT member or Special Ed. teachers.

6. Remove other students from the scene; keep other students away from the out-of-control individual.

7. Ask any witnesses to write down what happened, date and sign the paper and give it to the Principal.
SERIOUS INJURY

1. Call 911. Do not leave the victim unattended.


3. If possible, isolate affected student/staff member.

4. Initiate first aid if trained. Do not move victim except if evacuation is absolutely necessary.

5. Notify building administrator.


7. Activate school SAT.

8. Designate staff person to accompany injured/ill person to hospital.

9. Building administrator notifies parent(s)/guardian(s) of affected student.

10. Direct witness(es) to school psychologist/counselor., if necessary. Get statements from witnesses.

11. Determine method of notifying students, staff and parents (see Media Section).
ASSAULT / FIGHT

A. DEFINITION: Fight: Physical attack by one or more persons on a non-consenting person or persons, including mutual contact in which one or the other party or both contributed to the situation by verbal and/or physical action.

ACTION TO BE TAKEN BY STAFF MEMBER ANYWHERE ON SCHOOL PROPERTY:

1. Intervene to stop the confrontation, if possible. This is a personal decision. Use Out-of-Control Student protocol.

2. If unable to intervene call the Principal or designee
   a. by phone
   b. by designated messenger
   c. by personal contact

3. If blood and/or body fluids are present, use universal precautions and follow bloodborne pathogens protocol.

4. If possible, involved parties should be escorted to the office and placed in separate areas.

5. Statements (written, signed, dated) should be taken from individuals who intervened, also from students involved.

6. Parents will be notified of the situation and consequences by an administrator.

7. Police referrals will be made if deemed necessary by the Principal.

8. Injury and incident reports will be completed by the intervening staff member.
SUSPECTED WEAPONS POSESSIONS

Staff or student who is aware of a weapon brought to school:

1. Immediately notify building administrator, designee or teacher.

2. Tell building administrator, designee or teacher the name of suspected person who brought the weapon, type of weapon if known, where the weapon is located, if the suspect has threatened anyone or any other details that may prevent the suspect from hurting someone or himself/herself.

3. If teacher suspects that weapon is in classroom, he/she should confidentially notify a neighboring teacher. Teacher should not leave classroom.

Building administrator:

1. Call police if a weapon is suspected, as viewed by a reasonable person, to be in school.

2. Ask another administrator or teacher to join you in questioning suspected student or staff member.

3. Isolate student from weapon, if possible. If the suspect threatens you with the weapon, do not try to disarm him/her. Back away with your arms up. Stay calm.

4. Accompany suspect to private office to wait for police.

5. Inform suspect of his/her rights and why you are conducting search.

6. Keep detailed notes of all events and why search was conducted.

7. Notify parent(s)/guardian(s) if suspect is a student. Explain why search was conducted and results of the search.

8. Document the incident, per reporting requirements established in Minnesota Statutes.
BOMB THREAT PROCEDURE

In the event of a bomb threat, do not hang up the phone, lay it on the counter. Use another line to call 911 to report the call to the police. Local law enforcement will then handle the situation.

At least one Bomb Threat drill will be conducted each year.

While caller is on the line, get as much information as possible: Use the attached checklist on the following page.

If the principal is not present notify the Superintendent.

The principal/superintendent and police will decide if the building needs to be evacuated and how instructions to do so will be given.

EVACUATION PROCEDURES:

Notification to evacuate will be given by PA system, fire alarm or room by room as determined by the police.

Prior to evacuating the building, each staff member will do 3 visual walk-around checks of their work area/classroom; 1st walk-around visually check everything from the floor to knee height, 2nd check from knee to shoulder and 3rd from shoulder to ceiling; document anything unusual or out of place; upon evacuation tape the documentation or a note stating “checked OK” to the outside of the classroom door.

Students will evacuate according to the fire evacuation procedure and proceed to the Community Center under the supervision of their classroom teachers.

Teachers be sure to take a class roster with you for that class period.

In the Community Center, each grade level will be gathered in a designated area and class advisors will take attendance.

Students and staff will remain in the Community Center until the building is deemed safe by the police or the Administration arranges transportation home for students and staff.

Parents will be notified according to the Communications Procedure. Student directory will be provided by the Administration for telephoning parents.
BOMB THREAT CHECKLIST

Call received by: _________________________________________    Date: _____________

QUESTIONS TO ASK:
1. When is the bomb supposed to explode?

2. Where is it?

3. What does it look like?

4. What kind of bomb is it?

5. What will cause it to explode?

6. Did you place the bomb?

7. Why?

8. What is your name?

9. What is your address?

To assist you in documenting information on the caller, the following areas have been identified.

Caller was:   _____Male Adult   _____Male Child
              _____Female Adult   _____Female Child

Estimate Age:  _____Pre-Teen  _____Teenager   _____20-40
                _____40-50     _____Over 50

Caller's Voice:

___Calm   ___Laughing   ___Lisp   ___Disguised
___Angry   ___Crying   ___Raspy   ___Familiar
___Excited   ___Normal   ___Deep
___Slow   ___Distinct   ___Ragged
___Rapid   ___Slurred   ___Clearing Throat
___Soft   ___Nasal   ___Deep Breathing
___Loud   ___Stutter   ___Cracking Voice

Background Noises:

___Traffic   ___Office Machinery   ___Train
___PA System   ___House Noises   ___Bus
___Voices   ___Clear   ___Local
___Motor   ___Long Distance   ___Static

Did you recognize the voice?   ____YES   ____NO
If so, who did it sound like?

Any other information that might help:
DO NOT HANG UP THE PHONE; LAY IT ON THE COUNTER
UNAUTHORIZED INTRUDER

PROCEDURES FOR THE STAFF MEMBER WHO SEES AN UNAUTHORIZED INTRUDER:

1. If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.

2. Politely greet the intruder and identify yourself.

3. Ask the intruder to identify himself or herself and to state what is the purpose of his or her visit.

4. Inform the intruder that all visitors must register at the main office and obtain a VISITOR PIN.

5. If the intruder's purpose is not legitimate, ask him/her to leave and accompany intruder to exit if possible, or arrange for someone else to accompany the intruder.

6. If the intruder refuses to leave or is a repeat offender, warn him or her of the consequences of staying on school property. Inform him or her that the police will be contacted.

7. If the Intruder still refuses to comply, notify building administrator and give as complete a description of the person as possible.

8. Walk away from the intruder if the intruder indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Monitor the intruder leaving campus, if possible.

9. Call 911 and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).
ATTEMPTED ABDUCTION

Attempts by an individual to remove students from the school grounds without appropriate authorization will require building sites to initiate the following:

1. The building administrator will verify that such an incident occurred, law enforcement will be notified and investigate the incident.

2. Upon validation by law enforcement, the building site where the incident occurred should notify all building sites.

3. As determined by the building administrator, other area school sites may also be notified of the alleged attempt to abduct a child.

4. Should the situation not be resolved prior to students leaving the building site, the building administrator may see the need to notify parents and/or community of the alleged incident.

HOSTAGE

Witness to hostage situation:

1. If hostage taker is unaware of your presence, do not intervene.
2. Notify building administrator. (Building administrator may wish to lockdown or evacuate rest of building.)
3. Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
4. Seal off area near hostage scene.
5. Give control of scene to police and hostage negotiation team.
6. Keep detailed notes of events.

If taken hostage:

1. Follow instructions of hostage taker.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage taker as normally as possible.
4. Be respectful to hostage taker.
5. Ask permission to speak and do not argue or make suggestions.
SHOOTING / ARMED INTRUDER

RESPONSE TO A PERSON WITH A WEAPON OR SIMILAR THREAT:

When a threat of harm to students or staff is identified at any of the building sites, a “LOCK DOWN” situation will be implemented immediately. A “LOCK DOWN” is implemented at the sole discretion of the building administrator or designee in emergency situations; the building administrator/designee will then invoke the building crisis management/safety response team (SAT) to assist in engaging the incident/crisis:

I. If a staff member/student hears gun shots or sees someone with a weapon in the building

   1. Do not investigate the matter; call into the office immediately to report the incident, give a description of the person and your location in the building. Building administrator will implement a “LOCK DOWN”.
      1.1 Lock the classroom door.
      1.2 Follow the lockdown procedures.

II. Armed individual comes into the classroom

   1. If possible notify the building administrator
   2. Do as the gunman demands
      2.1 Do not make sudden moves that could frighten subject (Ask permission to move)
      2.2 Never argue
      2.3 Take your time
      2.4 Keep your students as calm as possible
      2.5 Physical force should not be used unless someone's life is in imminent danger
   3. Talk to the gunman
      3.1 Learn as much as you can about the gunman
      3.2 Keep the gunman's attention on you, not on your students
      3.3 If more than one person is involved, concentrate on only the one person
   4. Be observant
      4.1 Mentally record a detailed description of the individual and the weapon
      4.2 Identify a distinctive feature and continue to concentrate on that one item
      4.3 Remember what objects the intruder touches and preserve them for law enforcement
      4.4 It is critically important to preserve the crime scene and never touch or move or disturb any possible evidence or objects at that site.
   5. If the gunman starts shooting
      5.1 Tell students to get down and lie on the floor
      5.2 Take cover on the floor and/or behind equipment
ATTEMPTED SUICIDE

1. Intervene prior to an attempted suicide, as appropriate. Try to calm the suicidal person.

2. Prevent others from witnessing a traumatic event, if possible. Isolate the suicidal person or victim from other persons. Remain calm and reassure students.

3. Call 911 if the person dies, needs medical attention, has a weapon, or needs to be restrained.

4. Notify the school psychologist or counselor, building administrator, or appropriate crisis intervention or mental health hotline.

5. The building administrator will activate the Student Assistance Team.

6. Stay with the person until counselor/suicide intervention arrives. DO NOT LEAVE A SUICIDAL PERSON ALONE.

7. Designate a responsible adult to meet with emergency personnel upon arrival.

8. The building administrator will notify the superintendent and the parent(s) or guardian(s) if the suicidal person or victim is a student, or a family member if the person is a staff member.

9. The building administrator may arrange a meeting with parents and the school psychologist or counselor to determine a course of action.

10. Determine method of notifying students, staff and parents, as appropriate.

11. Initiate the grief/counseling plan, if appropriate.
LEGAL ISSUES INVOLVED IN SUICIDE INTERVENTION

In cases of imminent life-threatening crises, a student's welfare (protection of life and health) is addressed by Minnesota Statute 144-344. (Consent of Minors for Health Services). This statute authorizes emergency treatment for a variety of life threatening medical or mental health crises. Suicide intervention is authorized by this statute.

When a student is imminently and seriously at risk, emergency interventions must be implemented by the building staff. In such situations, staff are urged to rely on their best professional judgement in protecting the life of the student. The goal of notifying the parents of the student at risk is primarily one of eliciting their support in obtaining needed services for the child. Notifying the parents also serves to protect the school district from liability. It is good policy to document notification by use of the SAT referral form. Parents who refuse to follow through on a recommendation for treatment services in the community must be told that it is neglectful not to get treatment for a suicidal child and that the school would be forced to call child protection services in the county. Obviously, this will happen in very rare circumstances. It is more likely that the parent will be relieved to know what is going on or will be shocked and confused and looking for help. It is important to give them help in finding resources that can assist their child.

Obtaining a release of information from the parent is required in order for the school staff to share any information with a treatment agency concerning the students suicidal behavior or school adjustment.
STUDENT SUICIDE or OTHER DEATH

1. The building administrator needs to obtain the facts regarding the incident immediately. The superintendent must be contacted and appraised of the situation and kept informed of progress. The Student Assistance Team (SAT) must be mobilized immediately.

2. School personnel must contact the police if the suicide occurs on school property during the school day or at a school sponsored activity. The scene must be secured immediately.

3. Notify staff members involved with the deceased, members of the SAT and community resource personnel. The SAT should meet as soon as possible to discuss and develop an appropriate plan of action that takes into consideration both the wishes of the family and the needs of the school. The team will offer to assist the victim's family in any way possible and assure them that confidential information, including relations with the press, is being protected.

4. Refer any inquiries from parents, community leaders or members of the press to the building Principal or designee. Requests for information should be handled by the single spokesperson that has accurate information on the suicide. No one else from the school should provide any formal public statements. The building Principal or designee may discuss with the victim's parents which details about the death will be shared with the students and others outside the school. Explain that the students should not talk to members of the media if asked.

5. Hold an emergency faculty meeting and ask that all support staff (cooks, janitors, secretaries, etc.) be in attendance. Present the facts, as you know them at that time. Encourage staff members to deal with such feelings as shock, grief, anger and guilt; help to prepare them to deal effectively with the students.

6. The team and or building Principal should prepare a written statement about the facts and information about the crisis. The teachers should read this statement to their classes at an appointed time; typically, the first two class periods of the day. It is important that this statement inform the students about the situation in a manner that does not glamorize the suicide. If teachers would like the support of a SAT member in their classroom to read the statement or to be there for silent support, they need to notify the office and someone will be sent to the class.

7. The team or building Principal will designate a quiet room for use by students and staff.

8. Substitute teachers should be present throughout the day on an as needed basis.

9. Allow for small group sessions to take place on an as needed basis in the quiet room or another room for peers and staff. These meetings should be facilitated by SAT members as appropriate.
10. An after school follow-up staff meeting should be held to share concerns and provide support.

11. The SAT will compose a letter to be sent home with students. It will include a description of the day's events and recommendations for parents.

12. Provide opportunities for students to see a support person individually.

13. Funeral arrangements should be announced from the principal's office after consulting with the deceased's family. This information can also be included in the parent letter. Students should attend with an adult rather than en masse without adult support.

14. Representatives from the building SAT should visit family members as soon as possible.

15. Arrangements will be made for team members to meet with classes the deceased attended to discuss the grief process and student reaction.

16. Clean out the deceased student's locker, desk, cubby, etc. as soon as is practical during the first day. This should be done by a building SAT member and/or building Principal. A family member may want to be present. If a suicide note, weapon or other indicator of suicide is found, it should be turned over to the police and the parents should be notified.

17. An evening meeting for parents may be held after the funeral with appropriate speakers and involved SAT members available to answer questions and hear comments.

18. The superintendent should keep the school board informed of progress during the process.

19. The SAT should establish a cut-off time for allowing students to come to the quiet room and meet in small groups. A return to normalcy is the primary goal at this point.

20. The team should meet as soon as possible to evaluate the process and make recommendations for the future.

**Additional tips:**
DO NOT dismiss school or encourage funeral attendance during school hours.
DO NOT provide a bus or other transportation to the service.
DO NOT dedicate a memorial to the deceased in the event of a suicide.
DO NOT have a large school assembly.
DO give facts to students as you know them.
DO emphasize no one is to blame for suicide.
DO emphasize that help is available and that there are alternatives to suicide.
DEMONSTRATION OR DISTURBANCE

These procedures are for dealing with anyone causing or participating in a demonstration or disturbance at the building: individual students, student groups, or outside individuals or groups not associated with the building.

PROCEDURES:

1. Notify the building administrator of the disturbance.

2. During the disturbance, the building administrator will take corrective action, such as:
   a. Ask the demonstrators to disperse.
   b. Notify the superintendent.
   c. Notify the local law enforcement agency, if necessary.
   d. Contain the disturbance by sealing off the area, to the extent possible.
   e. Secure the building, if necessary.
   f. Shut off bells, if appropriate.
   g. Relocate people involved in the disturbance to an isolated area, to the greatest extent possible.

3. During the disturbance, teachers should:
   a. Keep students in classrooms and lock the door. Do not allow students out of the classroom until the building administrator gives an all-clear signal.
   b. Make a list of students absent from the class.
   c. Try to conduct business in as normal a way as possible.
APPENDICES

SAT Members
Staff Skills Inventory
High School Calling Tree
District Staff Directory
Accident Report
Grief Counseling Procedures
Bomb Threat Checklist
High School Building Floor Plan
Warning Signs of Suicide Risk
Dos & Don’ts Related to Suicidal Threats
Myths and Facts About Suicide
Community/Regional Resources
School Emergency Response Team
Accident Report
Twin Valley/Gary Area Ministerial Association
Student Assistance Team

Mark Lundin – team leader
Rhoda Handedk
Stacy Hanson
Nathaniel Messick
Matt Johnson
Miriah Sannes
Cassandra Hoseth

OTHER RESOURCE PERSONNEL:
Terri Nelson, School Psychologist ASEC 218-773-0315
Home 218-439-6351
Grief-Counseling Procedures

Grief-counseling procedures will provide for initiating a grief-counseling plan utilizing resources such as the school psychologist, counselor, community grief counselors, or others in the community.

Grief-counseling procedures will be used whenever the Superintendent or building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide.

Superintendent or Building Administrator:

- Meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
- Designate specific rooms as private counseling areas.
- Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
- Prohibit media from interviewing or questioning students or staff.
- Provide follow-up services to students and staff who receive counseling.
- Resume normal school routines as soon as possible.
WARNING SIGNS THAT A STUDENT MAY BE AT-RISK FOR SUICIDE

1. Deep depression
2. Withdrawal from family and friends
3. Drop in grades, accompanied by disinterest or helplessness expressed by the student
4. Major loss of a steady boy friend / girl friend
5. Drop in activity (on hobbies, sports, and other activities)
6. A drastic change in eating or sleeping habits
7. Outbursts of unusual or risk-taking behavior
8. Giving away of treasured possessions
9. Writing a suicide note
10. Preoccupation with the subject of death
11. Talk of suicide or worthlessness
12. Sudden calm after a period of upset
13. Neglect of personal hygiene
14. Collecting pills, razor blades, knives, ropes, or firearms
15. Prevailing sadness, lack of energy, difficulty in concentrating
16. Disharmony or disruption in the family
17. Recent death or suicide attempt of loved ones
18. Previous suicide attempt by the student
19. Stories, essays, or art projects depicting themes of death
DOs AND DON'Ts RELATED TO SUICIDAL THREATS

The publications of many organizations and governmental agencies contain advice for people who want to help suicidal youngsters. That advice follows:

DOs

LISTEN to what the student is saying and take his/her suicidal threat seriously. Many times a student may be looking for just that assurance.

OBSERVE the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.

ASK whether the student is really thinking about suicide. If the answer is “yes”, ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.

GET HELP by contacting a counselor or administrator. Never attempt to handle a potential suicide by yourself.

STAY with the student. Take the student to a counselor or administrator stay with that student for a while. The student has placed trust in you, so you must help transfer that trust to the other person.

DON'Ts

DON'T leave the student alone for even a minute

DON'T act shocked or be sworn to secrecy.

DON'T underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it"). The student may already feel rejected and unnoticed, and you should not add to that burden.

DON'T let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.
DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to trained professional. Under no circumstances should you attempt to counsel the student.

MYTHS AND FACTS ABOUT SUICIDE

**MYTH:** People who talk about suicide don't commit suicide.
**FACT:** Most people who commit suicide have given clues of some type to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

**MYTH:** Suicide happens without warning.
**FACT:** While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

**MYTH:** Suicidal people are fully intent on dying.
**FACT:** Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

**MYTH:** Once suicidal, a person is suicidal forever.
**FACT:** Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

**MYTH:** Once a person attempts suicide, the humiliation and pain will prevent future attempts.
**FACT:** Eighty percent of persons who commit suicide have made at least one prior attempt (Hafen & Frandsen, 1986). It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they have made an attempt have a better prognosis than those who were intervened upon following an attempted suicide.

**MYTH:** Suicide occurs more often among the wealthy.
**FACT:** Suicide knows no socioeconomic boundaries.

**MYTH:** Suicidal behavior is inherited.
**FACT:** As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping. In a family
where someone has committed suicide, suicide may be viewed as acceptable in times of distress.

**MYTH:** People who attempt or commit suicide are mentally ill/psychotic.  
**FACT:** Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does increase the risk of suicide.

**MYTH:** Talking about suicide can encourage a person to attempt it.  
**FACT:** On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain she/he is experiencing and, by so doing, provide significant relief. It is highly unlikely that discussing suicide would influence a non-suicidal person to become preoccupied with the idea.

**MYTH:** People who attempt suicide just want attention.  
**FACT:** Suicide should be considered a "cry for help." Persons overwhelmed by pain may be unable to let others know they need help and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much needed help.

**MYTH:** Suicide is most likely to occur at night as well as over the holiday season.  
**FACT:** Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however, are most likely to occur in the spring, and second most likely to occur in the fall. Most childhood and adolescent suicides occur at home on weekends or between the hours of 3 P.M. and midnight (Eyeman, 1987; Indiana State Board of Health, 1985).

**MYTH:** When depression lifts, there is no longer any danger of suicide.  
**FACT:** This is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high.
COMMUNITY/REGIONAL RESOURCES

Twin Valley Police 911 or 584-5444
Norman County Sheriff 911 or 218-784-7114
Mahnomen County Sheriff 911 or 218-935-2255
Twin Valley Clinic 548-5142
Twin Valley Rescue 911
Norman County Ambulance 911 or 218-784-4112
Norman County Social Services 218-784-7136
Wild Rice Counseling Service 218-784-2525
Multi-County Nursing
  Norman County 218-784-7499
  Mahnomen County 218-935-2527
Northwest Mental Health Center
  Crookston Clinic 218-281-3940
  24 Hour Hotline 800-282-5005
Northwest Medical Center, TRF 218-681-4240
Glenmore Recovery Center, Crkstn 218-281-9511 or 800-584-9226
White Earth Mental Health Center 218-983-3285
White Earth Health Center 218-983-4300
Prairie Psychiatric Center 701-476-7249
Lutheran Social Services 218-784-4010 or 218-281-5574
Rape & Abuse Crisis Center 701-293-7273
Violence Prevention Project 218-784-3535
  24 Hour Hotline 800-660-6667
United Way Crisis line 701-232-4357

NATIONAL TOLL FREE HOTLINES

National Council on Alcoholism 800-622-2255
AIDS Hotline 800-342-2437
Childhelp Hotline 800-422-4453
Childfind 800-426-5678
Cocaine Hotline 800-262-2463
Health Information Hotline 800-336-4797
### SCHOOL EMERGENCY RESPONSE TEAM

Build the school’s emergency response team with people who can perform the functions identified below. Back up personnel should be assigned to each function, and key personnel should be cross trained in critical requirements of the functions. Staff members who are not responsible for students should fill in as many of the functions as possible. **Depending on the emergency, one person may be able to perform multiple assignments.**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STAFF ASSIGNED</th>
<th>BACK UP STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Commander</strong> (Person in charge)</td>
<td>Mark Lundin</td>
<td>Cassandra Hoseth</td>
</tr>
<tr>
<td>Safety</td>
<td>Nathaniel Messick</td>
<td>Ryan Christiansen</td>
</tr>
<tr>
<td>Public Information</td>
<td>Jolee Habedank</td>
<td>Todd Clow</td>
</tr>
<tr>
<td>Liaison</td>
<td>Stacy Hanson</td>
<td>Ramona Aune</td>
</tr>
<tr>
<td><strong>Operations Chief</strong></td>
<td>Joel Pearson</td>
<td>Mark Lundin</td>
</tr>
<tr>
<td>Medical</td>
<td>Diane Anderson</td>
<td>Nathaniel Messick</td>
</tr>
</tbody>
</table>
|                                 | The following staffs are certified in CPR and First Aid:  
|                                 | Stacy Hanson          | Nathaniel Messick   |
| Site Security/Facility Check     | Joel Pearson          | David Prestegord    |
| Student Release Coordinator      | Cassandra Hoseth      | Stacy Hanson        |
| **Logistics Chief** (handling of details) | Steve Ness          | Sandy Thompson      |
| Communications                   | Kathy Varty           | Steve Ness          |
| Transportation                   | Joel Pearson          | LaVon Olson         |
| **Planning Chief**               | Mark Lundin           | Cassandra Hoseth    |
ACCIDENT REPORT

Date: ____________

NAME OF STUDENT: ________________________ CLASS: ____________

DESCRIPTION OF ACCIDENT: ________________________________

____________________________________

____________________________________

NATURE OF INJURIES: ________________________________

____________________________________

WERE PARENTS CALLED? ___________, TIME OF CALL: ________________

PARENT’S RESPONSE: ________________________________

____________________________________

SUPERVISING TEACHER: ________________________________

SIGNATURE: ______________________ DATE: ____________
Twin Valley/Gary Area Ministerial Association

Al Brooks  
Wild Rice Lutheran Parish  
1507 Co. Hwy. 36  
Twin Valley, MN  56584  
584-8686

Ben Carpenter  
Walworth Baptist Church  
39281 120th Ave.  
Ulen, MN 56585  
567-8244

Kelly & John Ahola  
Gary-Rindal Lutheran Parish  
202 Thorpe St.  
Gary, MN 56545  
356-8236

Norm Gullingsrud  
Good News Church  
2457 410th St.  
Gary, MN 56545  
356-8699

Bill W. Helland  
Jevnaker Lutheran Church  
1004 Co. Hwy. 26  
Borup, MN 56519  
582-3350

Kristy May  
Circles of Faith U.C.C.  
473-2966 or 473-3111

Anne Pairan  
Zion Lutheran Church  
212 Pleasant Ave. S.W.  
Twin Valley, MN 56584  
584-5105

Father Tom Friedl  
St. Williams Catholic Church  
500 Lincoln Ave. N.W.  
Twin Valley, MN 56584  
218-784-4131

Wayne Thom  
Christian Outpost  
Rt. 2 Box 101  
Twin Valley, MN 56584  
584-5300

Robert Behling  
Trinity Lutheran Church  
Hwy. 32 South  
Twin Valley, MN 56584  
584-8440 or 584-5403