



ATHLOS

**CRISIS, EMERGENCY SAFETY & WELLNESS
PROCEDURES
(*CESW Plan*)**

ATHLOS ACADEMY

ST. CLOUD, MN

ISD #4250-07

<https://athlosstcloud.org/>

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ADVISED BY ALABP

CESW PLAN PLANNING, ORGANIZATION & IMPLIMENTATION ADVISORY TEAM

We, the members of the school's CRISIS, EMERGENCY SAFETY, & WELLNESS TEAM created the following plan for the safety of our Athlos Academy Family. We have made every effort to collaborate with the Minnesota Department of Health, the Minnesota Department of Education and local authorities to protect and serve our Athlos school community to the best of our ability and knowledge.

DELEGATED ADVISORY TEAM:

Jennifer Geraghty	Executive Director
Rachel Barrett	School Nurse
Kate Hill	Business & Personnel Director
Tracee Cahalan	Principal
Tim Flatz	Facilities & Security Coordinator
Jeremy Wilson	Facilities and Security Director
Noah Baker	Teacher

MEMBERS AS NEEDED:

Tiffany Daniels	Assistant Principal
Sarah Cunningham	Food & Nutrition Director
Rachel Mushel	Lead Social Worker
Elizabeth Webb	Enrollment & Student Systems Coordinator
Chloe Smith	Special Education Coordinator
Kelsey Kiefer	Special Education Director

LOCAL AUTHORITIES AND REFERENCES

Department/Agency	Point of Contact	Phone Number
Fire Department	<i>general</i>	320-650-3500
	<u>Fire Marshal</u> : Mike Post	320-255-7284
	<u>Fire Chief</u> : Matthew Love	320-650-3528
Police Department	<u>Chief of Police</u> : William Anderson	320-345-4200
	<u>Assistant Chief of Police</u> : Jeffrey Oxtan	320-345-4412
	<u>Commander of Operations Division</u> : Brett Mushatt	320-345-4477
Police Non-Emergency	<i>general</i>	320-251-1200
Crime Prevention	<i>general</i>	320-345-4324
Poison Control	American Association of Poison Control	1-800-222-1222
Department of Child and Family Services	<i>general</i>	320-656-6000
Public Health Division	<i>general</i>	320-203-6942

STATEMENT OF PURPOSE

The purpose of this plan is to provide a framework for communication, assessment, organization, decision-making and follow-up during a crisis. A crisis may be defined as a traumatic circumstance affecting a school, the school district, and/or community that may require intervention in order to return the school community to a stable condition. The primary goal is to return the affected individuals, schools and/or communities to a stable, pre-incident condition.

The School Safety Plan is designed to respond to four major concerns during emergencies:

1. Safety of students and staff.
2. Clearly assigned responsibilities
3. Adequate communication with staff, students, families, community, and media.
4. Appropriate support services for students, staff, and families.

The purpose of the CESW Team is to efficiently come together to handle any kind of school-wide emergency or threat. Common threats and hazards typically fall into one of three categories: Natural, Biological, and Human. Although protocols are in place, each crisis is unique and requires flexibility so that the best interest of the students, families, staff, and community are served. This plan provides guidelines for all individuals involved. In a real emergency, teachers will need to follow instructions as close as possible but may need to exercise their best judgement if necessary. The Principal is expected to modify procedures as needed when unique situations occur.

GUIDELINES

In the event of a crisis at Athlos Academy of St. Cloud, the Principal and other members of the CESW may be taking some of the following steps:

1. A CESW team is established and roles are clearly outlined for each person.
2. Students will be reunited with their families as soon as possible according to safety protocols.
3. If possible, the Principal will hold a debriefing check in with the staff once the crisis ends.
4. Within 48 hours of a crisis, the CEWS Team will meet and will develop a plan addressing the continuation of academics, the financial next steps, the physical security of the building, the emotional/psychological impact on students and faculty, as well as communication to the community.
5. All inquiries from the media will be channeled through the Principal who will work with members of the CESW team and the School Board Chair to address questions and alleviate concerns.
6. The Principal will serve as the liaison to media officials, police, fire, health officials, and to community representatives during a crisis. They will share only factual and unprotected information with the school community.
7. A crisis headquarters will be established at an appropriate location, if necessary.

8. A crisis communication system is in place and utilizes: emergency informational meetings, written communications with parents, as well as press releases and conferences. Follow-up communications with staff, students, and families will occur as appropriate. Families may receive these communications via email, text messages, or the media as the Principal is able to do so.

GENERAL ROLES AND RESPONSIBILITIES

1. Role of the School Leader

- In the event of an immediate, life-threatening crisis, the Principal or designee will secure the building and activate a predetermined action plan over the intercom system.
- The appropriate public safety department will be contacted to enact emergency procedures.
- The Principal will notify the School Board Chair and Executive Director, other members of the CESW Team, as necessary.
- The Principal will coordinate the Initial CEWS Team meeting.
- The Principal, after consulting with the Board Chair, will determine if the crisis is such that any communication to the media will occur.
- If the crisis occurs outside of the school day, the Principal will notify staff of the crisis, the time and location of the faculty meeting, and will conduct the faculty meeting.
- The Principal will prepare for the media and develop a formal statement. (If the School Leader is unable to perform their job, the Executive Director will become the sole person to communicate with the media.)
- The Principal prepares a statement for administrative staff to use when dealing with media inquiries.
- The Principal's office will prepare a message to be sent to the families if appropriate. This should include information on the crisis, a description of the School Safety Plan and suggestions on how families might best help their children.
- **Should the crisis involve a death or severe injury**, the Principal will contact the student or staff member's family. They will:
 - Inform staff and students about funeral arrangements and other information as it becomes available.
- CESW Team meetings will be held during the year to update the Safety Plan and prepare for staff in-service on Crisis Intervention.

2. Role of Teachers

- Be well informed on all CESW plan procedures and know the extent of one's duties with regard to maintaining order and monitoring student safety.
- During a crisis, be able to assess the situation, follow the appropriate functional procedures as instructed by the Principal or designee, and in unique situations, use one's own judgment.
- Remain calm.
- Account for all students and provide or obtain first aid for injured students.

3. Role of Other Staff

- Be aware of all prevention and functional procedures for possible threats/hazards
- Maintenance: Aid in the sealing and securing of the building including the management of the HVAC and other ventilation systems
- Cafeteria: Aid in the evacuation or shelter-in-place procedures with students in your area
- Transportation: Accurately communicate with the information officer to understand your role in moving students, staff, and visitors away from the crisis
- Assist teachers and other staff in maintaining order and following functional procedures
- Remain calm and follow directions from the Principal
- Aid in accounting for all students

4. Role of Students and Visitors or Volunteers

- Be familiar with prevention activities and functional procedures
- Follow directions from teachers and other authority figures to maintain safety
- Remain calm
- Follow recovery procedures as directed by administration
- Ask for help or services if needed

5. Role of Parents

- Be aware of school's crisis plan and reunification action plan
- Ensure child is familiar with prevention activities and action plans
- Remain calm
- Follow the reunification procedure as necessary
- Ensure student(s) receives help or services if needed

COMMUNICATION SYSTEM

Communication before, during, and after a crisis is both crucial and delicate. Internal communication must be clear, concise, and efficient, while external communication must be accurate and released in a controlled manner. The following information describes the communication systems at Athlos Academy of St. Cloud.

1. Responsibility for sending out mass communication lies with the:
 - Principal or designee
 - Employment and Benefits Coordinator, if he/she is immediately available.
2. The responsibility of evaluating threats and deeming an anticipated incident as an emergency falls on the most senior person present (in terms of crisis management):
 - The order of seniority will go to Principal or designee.
3. The Principal or designee are responsible for monitoring local news station such as WJON, for early warnings.
4. Fire alarms, the intercom system, and a mass text/email sent through Powerschool are the emergency warning tools that will be employed by the following individuals:
 - Principal or designee
 - Facilities and Security Director

- Facilities and Security Coordinator
5. Mass communication is made to the public through the various means:
 - Mass text through PowerSchool
 - Mass email through PowerSchool
 - Social Media
 - Local radio and television stations
 6. During a crisis, local emergency personnel are expected to contact the individuals below in the following order until someone is reached:
 - Call the Principal and Executive Director on their cell phone, text and email (both in and out of school hours)
 - Call one of the Vice Principal on their cell phone (both in and out of school hours)
 - Call the Facilities and Security Director (both in and out of school hours)
 - Call the Facilities and Security Coordinator (both in and out of school hours)
 - If phone service is down, emergency personnel will come to the school directly.

CONTINUITY OF OPERATIONS

Within 48 hours of an emergency, administration will meet to develop a recovery plan and that plan will be communicated to families, staff, and stakeholders. The four types of recovery after a crisis may be Academic, Physical, Fiscal, and Emotional/Psychological.

1. Academic Recovery

The academic recovery plan considers what steps to take to return students to learning, and establishes a plan in case an alternative learning facility or alternative curriculum resources are needed.

- Determination on whether an extended closure is necessary and how long a closure will last.
- If the building is unable to be occupied, but it is safe to resume learning, classes will:
 - be held at an alternative location, or
 - an online platform for classes will be made available, or
 - a combination of online and in person will be coordinated by the School Leader.
- If a teacher's regular curriculum is unavailable (i.e. damaged equipment) the following are recommended options for lesson plans:
 - Student's online accounts
- The Principal will ensure that all employees are informed when to return to work.

2. Physical Recovery

The physical recovery plan considers the steps to take in case of damaged equipment and/or facilities.

- The Principal will initiate a review.
 - The IT contracted service provider will conduct an asset review of IT items.
 - The Principal or delegate will coordinate an asset review of all other property. (furniture, curriculum, etc.)

- The Principal or delegate will work with the appropriate staff to file any required reports to the state or to the insurance company.
- The plan will be reported to the School Board for replacement and/or repair of any damaged equipment.

3. Fiscal Recovery

The fiscal recovery plan ensures that the school will continue to operate.

- The Principal will ensure that all employees are informed when to return to work and how any crisis may affect pay.
- The Principal and school finance team will ensure that all vendors are informed of the situation and whether any delays in payment are anticipated.

4. Emotional/Psychological Recovery

The emotional/psychological recovery plan ensures the availability of counseling and psychological aid and provides resources for teachers and administration in providing a supportive and calming environment for students. Grief support resources for faculty also exists in the Resources and Forms section of this School Safety Plan.

RECOVERY PLAN

INITIAL CRISIS TEAM RECOVERY MEETING

1. The Principal, appropriate members of the CESW team and School Board may meet to determine next steps:
 - Next steps will be determined in the following four areas:
 1. Academic (returning to a normal school day)
 2. Physical (security of building/school grounds)
 3. Financial (damage costs, continuation of processes)
 4. Physiological/Emotional (counseling)
 - The Principal or designee will be responsible for getting updated information out to the school community.
2. Someone is assigned to keep minutes and determine which staff are responsible for implementing various items below. Minutes of the meeting should be sent to the Principal.
3. The Principal or designee may follow up with the families affected by the crisis contact appropriate contact will be arranged.
4. The Principal or designee may hold a staff meeting
 - Inform staff to direct media inquiries to the spokesperson (Principal).
 - Information to be given - the packet should include: the facts of what happened, steps taken thus far, suggestions for responding to students, and what might be expected over the next few days.
5. The Principal or designee will be assigned to contact outside counseling services, if necessary, to help in crisis-counseling at the school.
6. The Principal or designee may set up a designated space for families or employees, if needed:
 - Determine whether additional staff is needed from other buildings or agencies.
 - Assign rooms to be used and an appropriate designee for each room.
 - Remind outside counseling personnel that contacts should be brief and should focus on students trying to be aware of their feelings and still make it through the day. If students cannot accomplish this, families should be contacted for permission to send the student home.
7. The CESW Team should keep brief written summaries of the contacts with students and families. Names of students seen and a record of other contacts should be maintained by the CESW Team (police, concerned families, community, etc.).
8. Assign appropriate administration to classrooms that may have at risk children to assist classroom teachers.
9. Remember to notify support service staff as appropriate, e.g., secretarial, maintenance, cafeteria, transportation, playground supervisors, etc.

INITIAL FACULTY MEETING

1. Provide faculty with official statement and verbal information about the crisis.
2. Provide copies of the CESW Plan.
3. Gather additional information known by the staff and caution staff about sharing more than just relevant, factual information with students and parents due to data privacy.
4. Inform staff of guidelines for responding to student's reactions.
5. Offer staff the option of having an administrator to read the statement to the class and/or help with discussion in the classroom.
6. Discuss modifications of lesson plans and classroom activities.
7. Inform staff when the next meeting will be held. It is essential to debrief the staff and the CESW Team at the end of the day and for as many days thereafter as necessary.

PUTTING THE PLAN INTO ACTION

1. Assigned administrators talk with children in their classrooms, using activities and verbal suggestions. They may talk individually or in small groups with the teachers or administrators, if deemed appropriate, or as a whole group.
2. Teachers/administrators identify "at risk" students and refer them to the appropriate department.
3. Assigned administrators talk to students individually and small groups as needed.
4. The students are referred for continued counseling in school or with an outside resource. Family contacts are made as needed.
5. Students may be assessed for their ability to remain in school. They may be sent home if their level of grief does not allow them to continue with the routine of the day.
6. These activities continue as many days as necessary as determined by the Principal.

Incident Form

Time of Incident: ____am/pm Date. _____

Person completing report: _____

Fill out for each student involved in incident. Add additional pages if necessary.

Student Name	Grade	Spec. Ed. Status	Role in Incident (victim/offender)	Current Status (location, physical injury)

Fill out for each adult involved in incident. Add additional pages if necessary.

Adult Name	Current Status (location, physical injury, etc.)

Please provide a complete description of the incident. Be sure to describe the events in chronological order: _____

Was there an emergency responder or utility called? _____

Outcome of Incident: Describe in detail the incident and actions taken. _____

Parents Contacted: ____ Yes ____ No (If contacted by phone, keep a log)

Signature of person completing report: _____ **Date:** _____

School Leader Signature: _____ **Date:** _____

ACTION PLANS

1. Evacuation
2. Lockdown
3. Shelter-in-Place
4. Return to School
5. Family Reunification

I. EVACUATION

Planning Team should consider the following when creating the action plan:

- How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
- How to evacuate when the primary evacuation route is unusable.
- How to evacuate students who are not with a teacher or staff member.
- How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

Goals:

- Protect students, staff, and visitors from outside threat/hazard

Objectives:

- Emergency evacuation drills should follow basic **orderly evacuation** methods. Call 911 in the event of an actual emergency.
- Drills should be conducted at different times of the day and on different days of the week.
- Drills should be conducted for fire as well as other emergency evacuation situations.
- Two **obstructed exit** drills should be conducted each year. Close or block exists so that students and staff must use alternate routes to exit the building.
- Office staff completes the **Evacuation Drill Record**.

Action Plan:

1. All personnel should evacuate. Teachers should always evacuate with their student roster, emergency kit, and emergency folder.
2. Close doors upon leaving **if time allows**.
3. Assigned personnel should see that all restrooms and non-classrooms are evacuated.
4. Do not re-enter the building to retrieve possessions. Students should evacuate quickly, which may not allow them to take coats or personal possessions.
5. **Order and control are most essential when evacuating an area.**
6. Roll should be taken. Missing students' names should be given directly to designated person.
7. Students already outside the school or away from their assigned class should be taken by a staff member to their regularly designated area.
8. Enter the building only after attendance has been taken and an **all - clear** message has been received.

In the case of an actual Emergency and Evacuation, due to a fire, bomb threat, or some event that requires leaving the building:

1. Designated individual notifies Principal of the need to evacuate.
2. Designated individual contacts the bus company for emergency buses.
3. Principal responds to designated individual's call to evacuate by gathering and delivering supplies and equipment for the purpose of safety and welfare.
4. Principal assists staff members in the distribution of supplies and equipment as appropriate.

Supplies and Equipment

- Emergency kit
- Bullhorns for Designee and Team Leaders to communicate to staff and students (Cell phones/radios may also be used, except during a bomb threat)
- Poncho's
- Tarps for covering and warmth
- Cases with rollers for the supplies and equipment

Designated on-site safe area: Sports Field on north side of school

Designated off-site safe area: Klein Landscaping, 4040 33rd St S, St. Cloud, MN 56301

II. LOCKDOWN

Lockdowns protect staff and students from a threat around or inside the building such as an armed intruder, and should be used when it is safer to stay in an area that can be secured than it is to move through the building where the potential threat may be.

Planning Team should consider the following when creating the action plan:

- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.
- What to do when a threat materializes inside/around the school.

Goals:

- Protect students, staff, and visitors from outside threat/hazard

Objectives:

- Maintain a calm environment
- Identify level of lockdown required
- Secure individuals in school buildings or rooms

Action Plan:

1. Calmly instruct students to designated area of the classroom or the nearest secure room.
2. Lock doors and cover windows.
3. Keep individuals away from doors and windows and sitting silently on the floor.
4. Try to contact the office immediately if the emergency is in your room.
5. Keep doors locked until notified by law enforcement or by the School Leader accompanied by law enforcement. **Only open the door during an actual emergency to law enforcement.**

III. SHELTER-IN-PLACE

Shelter-in-Place is used to move students and staff to a specified location inside the building when it is safer to remain in the building than to evacuate. Shelter-in-Place is used when a threat/hazard exists outside the building such as chemical spills or extreme weather. The safe area may vary depending on the type of threat/hazard. Shelter-in-Place may occur in the classroom or in the gym depending on the level of the crisis.

CESW Team should consider the following when creating the action plan:

- What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).
- How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.
- How to move students when the primary route is unusable.
- How to locate and move students who are not with a teacher or staff member.
- Consider the need for and integration of “safe rooms” for protection against extreme wind hazards in order to provide immediate life-safety protection when evacuation is not an option.

Goals:

- Protect students, staff, and visitors from injury due to outside threat/hazard

Objectives:

- Maintain a calm environment
- Determine the threat/hazard and appropriate safe area(s) – classroom or gym
- Control movement of individuals to safe area
- Secure individuals in safe areas

Shelter-in-Place “Classroom” Action Plan:

1. Teachers check the hallway briefly for students.
2. Close the door and all windows.
3. Await further direction over the PA system from the School Leader.
4. If possible, continue normal school activities in the classroom.
5. If necessary, ensure safe areas/classrooms have needed supplies (e.g., water).
6. Wait for the “**all-clear**” before opening the door or windows.

Shelter-in-Place “Gym” Action Plan:

1. Teachers take student roster, emergency kit, and emergency folder, and move in a calm, orderly fashion to the gym.
2. Follow the designated primary route, unless blocked, then use designated alternate route.
3. Students with special needs move along designated accommodation routes and are accompanied by an appropriate member of staff.
4. Teachers stay with students and keep them together.
5. Office staff monitors student medicine log and delivers medicines for regular long-term use to students.
6. Account for all individuals.
7. If necessary, turn off HVAC system for main and auxiliary buildings

8. Close all exterior doors and windows
 - Seal gaps as necessary with wet towels and cover openings with plastic sheeting and tape.
9. Remain in designated area until notified by a school authority or emergency responders
10. Chemical or Biological Hazard:
 - If necessary, cover mouth and nose with handkerchief, cloth, paper towels, or tissues
11. Severe Weather:
 - Safe area(s) should be within the most structurally sound parts of the building and away from windows and other potentially dangerous structures or objects

IV. RETURN TO SCHOOL

Reverse evacuation is used to get students and staff back into the building by a route designed to avoid contact with a potential threat, when the location of the potential threat is known, allowing an entrance route away from the threat.

Planning Team should consider the following when creating the action plan:

- How to safely move students and visitors to designated areas within the building from outside.
- How to enter the building when the primary entrance route is unusable.
- How to enter individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

Goals

- Safely and efficiently return all students, staff, and visitors into the building.

Objectives

- Maintain a calm environment
- Prevent injury or harm
- Control the movement of persons

Courses of Action

- Once the Return to School Action Plan is announced, enter the building immediately in orderly fashion using the designated primary route posted on the evacuation map.
 - Use a designated alternate route if the primary route is blocked.
- Teachers should refer to their student roster and have access to their emergency kit.
- Students who are not with a teacher or staff member should move to the safe area.
 - Check common areas for students, if safe to do so.
- The Special Ed Leader and the office staff take the list of individuals with special needs.
 - These individuals enter the building along designated route that accommodates their various needs.
- Office staff monitors the student medicine log and delivers medicines for regular long-term use to students
- Move to designated spot within the building.
- Account for all students.

- Await further instructions.
- Remain in the designated area until notified of an “**all clear**” signal by the designee.

Designated on-site safe area: Sports Field on north side of school

Designated off-site safe area: Klein Landscaping, 4040 33rd St S, St. Cloud, MN 56301

V.FAMILY REUNIFICATION (REGULAR DISMISSAL AND OFFSITE DISMISSAL) Reunification refers to getting students reunited with their parents or legal guardians in an efficient and orderly manner. Reunification can occur as an early regular dismissal or as an offsite dismissal in an unfamiliar location. In the former case, the dismissal process is the daily routine familiar to students and their parents/guardians. In the latter case, a secure reunion area is designated, students are only released to the authorized individuals on the students’ Emergency Cards, and release logs are completed.

Planning Team should consider the following when creating the action plan:

- How to inform families about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.
- How to verify that an adult is authorized to take custody of a student.
- How to facilitate communication between the parent check-in and student assembly.
- How to ensure students do not leave on their own.
- How to protect the privacy of students and parents from the media.
- How to reduce confusion during the reunification process.
- How frequently families will be updated.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, and parents.

Goals

- Prevent harm to students and parents

Objectives

- School Leader, or designee, announces an emergency early release
- Parent/guardians are notified through mass communication (text/email, etc.)
- Transportation services are notified
- Students are released for the day

Action Plan: Regular Dismissal

- School Leader, or designee, announces an emergency early release
- Parent/guardians are notified through mass communication (text/email, etc.)
- Transportation services are notified
- Students are released for the day

Action Plan: Offsite Dismissal

- School Leader, or designee, initiates the Evacuation Action Plan
- Parent/guardians are notified through mass text
- Teachers lead students to the off-site location and account for all students.
- All staff are trained in the correct dismissal procedures

- Students are **never** released to anyone other than their parent/legal guardian and those listed on their Emergency Cards
- Front office staff are responsible for maintaining and using the dismissal permission files

THREATS HAZARDS & PROTOCOLS

I. Natural Hazards

- Animal Attack
- Earthquake
- Fire
- Flooding
- Mudslide (rare)
- Severe Weather

II. Technological Hazards

- Airplane crash
- Infrastructure failure

III. Biological Hazards

- Contaminated food outbreak
- Hazardous Material
- Infectious disease

IV. Human Hazards

- Bomb Threat/Bomb Emergency
- Child Abuse or Domestic Violence
- Death/Severe Injury
- Intruder
- Missing Student
- Suicide Threat/Attempt
- Shooting Incident/Active Shooter
- Weapon Found on Property
- Weapon Suspected on Student

NATURAL HAZARDS

ANIMAL ATTACK OR THREAT

Action Plan:

1. When a wild animal (mountain lion, snake, raccoon, etc.) is spotted, move students away from the animal threat.
2. Initiate Shelter-in-Place "Classroom" in order for school activities to resume while securing students.
3. Office Manager may contact emergency services, if necessary.
4. Do not try to scare the animal away as the animal may become alarmed and react aggressively
5. If safety permits, assign staff to keep track of the animal until it moves off school property or emergency assistance arrives.

EARTHQUAKE

Action Plan:

If you feel tremors in the building of moderate to violent shaking:

1. Instruct staff, when informed via the P.A. system, to Shelter-in-Place.
2. Stand away from windows, loose objects and shelf storage areas with heavy or glass objects.
3. Teachers instruct students to take cover under tables, desks, counters, in a corner of room, doorway, hallways, stairways or areas without cover.
4. Instruct custodians to shut off gas line and electrical system via main breakers.
5. Attend to any injuries or fires (call 911 if telephone is working).
6. Evacuate if necessary to offsite location away from structures.
7. Account for all students.
8. Wait for the "**all clear**" signal from designated individual.

FIRE

Action Plan:

1. Alarm sounds --- if staff sees a fire, pull alarm at the nearest fire alarm pull box.
2. Follow evacuation map - posted in each room or classroom.
3. Bring your student roster, emergency kit, and emergency folder.
4. Assigned personnel should see that all restrooms and non-classrooms are evacuated.
5. Teachers and students face away from the building once in designated location.
6. Account for all students.
 - a. Raise one hand if all students are present.
 - b. Raise two hands if there is a problem.
7. Wait for the "**all clear**" signal from designated individual.
8. School Leader and Crisis Team are informed.
9. Parents notified by mass text and Family Reunification Action Plan is initiated.

SEVERE WEATHER

Action Plan:

1. Conduct classroom review for extreme weather. Instruct students, staff, and parents to reference local radio stations such as WJON for weather related closings.
2. Listen to the radio/television for weather reports and emergency information. Based upon reports, evaluate the feasibility of transporting students, the need for early dismissal of school, the need to hold students at school beyond the normal dismissal time, or the need to cancel after school activities.
3. Before dismissing students instruct them to:
 - Go directly home after being dismissed; and
 - Be careful when crossing streets.
4. For severe cold, watch for signs of frostbite and hypothermia.
 - If frostbite symptoms are detected, seek medical help immediately. If you must wait for help, slowly re-warm affected areas. However, if the person is also showing signs of hypothermia, **warm the body core before the extremities.**
 - If hypothermia symptoms are detected, take the person's temperature. If below 95°F, seek medical help immediately. Meanwhile, begin warming the person.
 - Warm the body core (trunk) first.
 - If needed, use your own body heat to help.
 - Get the person into dry clothing and wrap them in a warm blanket covering the head and neck.
 - Do not give the person alcohol, drugs, coffee, or any hot beverage or food: warm broth is better.
 - Do not warm extremities (arms and legs) first. This drives the cold blood to the heart and can lead to heart failure.

TECHNOLOGICAL HAZARDS

INFRASTRUCTURE FAILURE

If a power line is down on or near school grounds and/or there is a utility failure (electrical power loss, gas shut-off, water shut-off, sewer leak), the following procedures should be implemented:

Action Plan:

1. School Leader is immediately informed.
2. School Leader will inform all of the staff immediately.
3. Office Manager initiates appropriate communication contacts:
 - Law enforcement, fire departments, etc.
4. Consider Shelter-in-Place and resume regular school activities if possible.
5. Staff should be assigned to supervise outdoors to ensure students stay inside.
6. Account for all students.
7. Wait for the "**all clear**" signal from designated individual

BIOLOGICAL HAZARDS

CONTAMINATED FOOD

If a number of students become ill due to possible food poisoning, implement the following steps:

Action Plan:

1. Bring ill students to a central location that can be monitored, e.g., the gym.
2. Contact health support personnel
3. Assign staff to monitor ill students
4. Food and Nutrition Services staff should save ALL foods in the kitchen
5. Keep accurate records of involved students (e.g., on-set of symptoms, what was eaten, if symptoms are severe; what hospital students were taken to)
6. Department determine the level or if there is an issue related to food borne illness from Food and Nutrition Services or if the contamination came from a different source.
 - It is important to remember Food and Nutrition Services is not the only place students encounter foods on school campuses.
 - Caution must be used not to assume where the contaminant came from and careful communication is necessary to control misinformation and rumors.
7. Keep the School Leader informed at all stages.
8. Contact parents/guardians of students who have been affected.

HAZARDOUS MATERIAL

Action Plan:

1. Determine what the spill is and notify the correct authorities.
 - Do not clean up the spill
2. If the spill is located inside the building, follow the Evacuation action plan as necessary.
3. If the spill is located outside the building, follow the Lockdown or Shelter-in-Place action plan as necessary.
4. Account for all individuals.
5. Wait for the "all clear" signal from designated individual.
6. Parent/guardians notified by mass text.

INFECTIOUS DISEASE

The spread of communicable and infectious disease can routinely be prevented through good health habits and the practice of the following steps which will be stressed to students:

- Thorough and frequent hand washing
 - At least 20 seconds of cleansing and scrubbing with soap and water – always after restroom use, before eating, after sneezing or blowing your nose, after touching animals, and after exposure to another persons' blood or bodily fluid.
- Treat all bodily fluids as potentially infectious
 - Always keep a barrier (gloves, plastic) between you and another persons' blood or bodily fluids.
- Respiratory hygiene
 - Cover your mouth and nose with a tissue when coughing or sneezing

- Do not share food or eating utensils

Additionally, during any potential outbreak of disease (the flu for example), Athlos Academy of St. Cloud will coordinate their plans to maximize the protection of lives while minimizing educational and social disruption and preventable illness or death.

HUMAN HAZARDS

BOMB THREAT AND BOMB EMERGENCY

A bomb threat exists when a suspected bomb or explosive device has been reported, but not located. A bomb emergency exists if a bomb has been located or an explosion has occurred. Staff members are the first line of defense in the event of a bomb threat. Staff can look for items which are suspicious or out of place, which can be reported to the Police or Fire Department.

Action Plan – Bomb Threat:

1. Remain calm and listen for any possible clues about the caller and bomb location.
2. Record the time and contact the School Leader immediately.
3. Call 911.
4. Complete the Bomb Threat Report form.
5. The School Leader and/or Emergency Response Personnel will decide when/if building needs to be evacuated. In the event of an evacuation, the fire alarm system should be activated.

Action Plan – Bomb Emergency (possible bomb located):

1. The School Lead will call 911. Police will dispatch emergency service.
2. Account for students and evacuate in an orderly manner.
3. Call the School Leader's office.
4. Cease radio communications – use telephones!
5. Do not push, touch, pick up, move, or in any way handle a suspected explosive device.
6. The Principal and/or Emergency Response Personnel will decide when/if building needs to be evacuated. In the event of an evacuation, the fire alarm system should be activated.
7. Evacuate students a maximum safe distance from the building or explosive site and account for all students.
8. Make arrangements to call the bus company and parents for early dismissal from school (follow Family Reunification Action Plan). Move students to designated emergency Shelter-in-Place.
9. Make arrangements for food service to deliver food, if necessary, for students in emergency shelters.
10. No one may re-enter the building until an “**all-clear**” signal is called.

CHILD ABUSE OR DOMESTIC VIOLENCE

Reference *Personnel Policy 4003* for further direction on handling cases of suspected child abuse or domestic violence. Immediately report suspicions to the School Leader.

DEATH OR SEVERE INJURY

Action Plan:

1. Call 911 immediately to alert all necessary emergency responders if you witness a death or serious injury to an individual.
2. Evacuate and secure the immediate area.

3. The Special Ed Leader and/or designated individuals attend to the immediate medical needs of individuals until emergency services arrive.
4. Maintain communication lines to staff, students, parents, and the media with information that is consistent and accurate to prevent the spread of rumors.
 - Be conscious of the privacy of the family and friends involved and do not share any unnecessary information.
5. Await further direction from School Leader/Crisis Team.

INTRUDER

This procedure should be followed if an unidentified and/or potentially menacing person is discovered in the building. Upon identifying a stranger who is not wearing a readily visible visitor's badge, the staff member should:

- A. If not feeling threatened by the person, politely ask if he/she needs assistance and then escort him/her to the office.
- B. If Option A is not viable, the staff member should call the office immediately, using a coded message.

Action Plan – Intruder:

1. The School Leader or designee should call the police immediately using the 911 emergency line when the coded message is used.
2. The School Leader and the building custodian should investigate the intruder.
3. If the School Leader does not return or otherwise notify the office manager, then the office manager will issue a Lockdown.
4. Upon hearing the message, staff members should immediately direct all students into the classroom, taking responsibility for any students in the immediate area of their classrooms.
5. The staff member should lock the classroom door and instruct students to sit away from the classroom door window(s).
6. Staff members should remain in this position until the “**all-clear**” signal.

MISSING STUDENT

Action Plan:

1. Notify Principal and Executive Director **IMMEDIATELY**.
2. Principal will notify police **IMMEDIATELY**.
 - a. Give police student information
 - i. Name, gender, age, address, description of clothing, general physical description, and any other requested information.
 - ii. Medical status if appropriate.
 - iii. Time last seen
Designee will notify families.
 - b. Inform them of incident
 - c. Inform them of steps taken
 - d. Inform them of police department handling situation
3. Complete incident report.

SUICIDE THREAT OR ATTEMPT

Action Plan - If a person is in immediate danger:

1. Notify designee.
2. Designee should assign someone to call 911
 - a. Ask that police or emergency response be made without sirens.
3. Talk calmly with the person until appropriate personnel arrive and relieve you
 - a. Be positive
 - b. Engage person in conversation
 - c. Do NOT become confrontational.
 - d. Do NOT make fast movements towards the individual
4. When trained personnel arrive, defer to their judgment on the course of action to be taken.
5. Advise the School Leader of the situation and the actions taken
6. Designee will write up an incident report and forward to School Leader.

Action Plan - If a person is NOT in immediate danger but has expressed the thought of suicide:

1. Escort person to trained School Counselor/Psychologist/Social Worker or have School counselor/Psychologist/Social Worker come to escort person to their office for intervention.
2. Notify Designee of the situation and action taken.
3. Designee will write up incident report, forward to School Leader's office, and notify other appropriate agencies and persons.

SHOOTING INCIDENT/ACTIVE SHOOTER

Action Plan:

1. Notify all classrooms to implement school Lockdown action plan.
2. The following actions should be taken immediately.
 - a. Teachers quickly scan for any students into the hallway and get them into a classroom.
 - b. Lock down all classrooms and offices.
 - c. Move the students away from windows and doors to avoid being seen.
3. Designee calls 911 and School Leader.
4. Office staff monitors intercom system.
5. Do not go through the building. Wait for police.
6. Allow police to handle the situation upon their arrival.
7. Complete incident report when appropriate and forward copy to the School Leader.
8. Prepare communications with the School Leader.

WEAPON FOUND ON PROPERTY

Action Plan:

A weapon on school property is a crime. Any weapon found on school property is considered evidence and should be handled with extreme care.

1. DO NOT handle unless absolutely necessary.
 - a. If necessary to handle, do so with care.
 - b. Wear rubber gloves or use a cloth to touch.
2. Have a staff member stay with the weapon.
3. Notify Principal or designee.

4. Police will be contacted.
5. Cover the weapon from view of the public (Use a cloth, wastebasket, box, coat, etc.).
6. Close off student traffic from the area of the weapon.
7. Designee will assign someone to meet police to lead to weapon location.
8. Designee will notify School Principal's Office.
9. Designee will complete incident report and forward to Principal.
10. Principal will decide on communication staff, students, families, community, and media.

WEAPON SUSPECTED ON A STUDENT

Possession of a weapon on school property is a crime and is best handled by law enforcement. The safety of students and staff is always first. Apprehension of violators and weapons retrieval is second. All actions should be planned with the following in mind:

1. Treat all weapon related information to be accurate and plan appropriately.
2. Do NOT put anyone in harm's way.
3. When faced with a suspected weapon on a person, school personnel should consider the type of weapon, the age of the suspect, the mental state of the suspect, the risk factor, the past history of the suspect (if known), and the suspected location of the weapon.

Action Plan:

1. Notify Principal or designee.
2. Police will be contacted.
3. DO NOT attempt to stop the suspect from leaving the building if it is attempted.
4. Attempt (in a non-confrontational way) to get the suspect to an office near an exit.
5. Do NOT allow student access to backpacks, purses, etc. without first checking contents.
6. Avoid a confrontation.
7. Designee will complete incident report, forward to School Leader.