Welcome to Mitchell Hamline School of Law

It is my pleasure and privilege to welcome you to Mitchell Hamline School of Law and to express my appreciation for the work you perform on behalf of the law school. Your contribution to your profession and, in particular, to the students at Mitchell Hamline is deeply appreciated. You are an essential part of our teaching faculty! We appreciate the efforts you put forth in preparing for class, dashing from work to class, teaching, being responsive to students in and out of class, and grading exams.

This handbook is developed to give you a general description of our policies and programs. Please familiarize yourself with its contents. I hope it will answer many questions you might have about your employment. If you need additional information, please contact Meg Daniel, the Administrative Coordinator, and she will be happy to assist you.

We hope you will take pride in being a member of our community. We are delighted and proud to welcome you to our campus.

Welcome to Mitchell Hamline School of Law!

Sincerely,

Mark Gordon
President and Dean
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A. GENERAL INFORMATION

Purpose of this Handbook

This handbook is intended as a reference guide for adjunct faculty. It contains general information about the law school, policies that apply only to adjunct faculty, and policies and procedures that apply to adjunct faculty, faculty, and staff. Some of the policies are printed in full; but most are summarized.

The policies and programs outlined in this handbook are those presently in effect as of August 2017. It is likely that the policies will change from time to time. It is impossible to anticipate every question that might arise in the course of employment. While this handbook provides information about topics most often of interest to adjunct faculty, there may be questions or concerns that are not addressed in the handbook. If that occurs, employees should direct their questions to the Associate Dean for Academic Affairs Peter Knapp (651) 290-6423 or the Administrative Coordinator, Meg Daniel (651) 290-6425.

The History of the Mitchell Hamline School of Law

Mitchell Hamline School of Law was formed in 2015 by the combination of William Mitchell College of Law and Hamline University School of Law. This extraordinary union brought together two law schools that have shaped Minnesota’s legal landscape for more than a combined 155 years, creating the top law school in the Midwest for students seeking a rigorous, practical, and problem-solving approach to legal education.

Mitchell Hamline is a top law school for dispute resolution and health law and a nationally recognized pioneer in clinical programs. It offers a multitude of legal education programs, combining legal theory and training with other professions, such as business and public health. Always committed to access, the law school provides the most enrollment options in the nation. In addition to its full- and part-time programs, Mitchell Hamline has the only online/on-campus hybrid J.D. program at an ABA-approved school and is one of only two law schools to offer a weekend J.D. program.

Mitchell Hamline’s 19,000 alumni are leaders in the profession, working in the state’s largest law firms, Fortune 500 companies, judiciary, government, and nonprofit organizations. More than half of all district court judges in Minnesota are Mitchell Hamline alumni.

Standing on the shoulders of its founding law schools, Mitchell Hamline continues to shape the future of legal education, while always meeting the needs of our students and the legal community.
General Information

Employment Relationship

Adjunct professors are hired for a specific semester to teach a specific course or to undertake a specific project or to assist with a specific skills/clinical component only. There is no promise of a recurring appointment.

Nothing in this handbook, or any other written or unwritten policy or practice of the law school, should be construed as creating a contract, covenant or representation between the law school and any member of the adjunct faculty. It is not intended to be a legal statement nor a comprehensive explanation of policies and practices. It is designed to help adjunct faculty members become familiar with the law school and with its policies and practices.

As a condition of employment at Mitchell Hamline School of Law, you agree to abide by all applicable policies. In recognition of your relationship with Mitchell Hamline, you may use the title of Adjunct Professor for the academic semester in which you teach. At all other times, you may refer to yourself as a former adjunct professor at Mitchell Hamline.

You are not authorized to incur any expenses on behalf of Mitchell Hamline School of Law without prior approval from the Associate Dean of Academic Affairs.

You are not eligible for employee benefits, except those required by law.

Before you begin to teach, Mitchell Hamline is required to verify eligibility for employment in the United States.

Payroll Administration

Employees have the option and are encouraged to deposit their payroll checks automatically in their personal checking and/or savings accounts. Participation in direct deposit is voluntary. Please contact the Finance department for enrollment forms.

Compensation will be paid to adjuncts according to the option selected in your contract at the end of the semester. Compensation is subject to applicable state and federal withholding.
B. SERVICES

Email Account

Every doctrinal adjunct is assigned a Mitchell Hamline email account. New adjuncts will receive account information from our Information Technology department, giving them their email address, initial password, and log in information. Having a discrete email for communications with students is helpful, and our course management software (Blackboard) is tied to these Mitchell Hamline email accounts. Your Mitchell Hamline email is also the primary means by which the law school will communicate with you.

If you prefer to maintain communications by using a personal or work email, you should talk to the IT support staff about setting up automatic forwarding from your Mitchell Hamline email account to the account you use more often, so that communications from students and the law school will not be interrupted.

Parking

Adjunct faculty members will be sent a parking permit form to complete or you may pick one up from the Security Desk. Be sure to complete the license plate, make, model, and color information and return it to the Security Desk. When we receive the completed form, you will be issued a parking permit. You may pick the permit up at the Information Desk by identifying yourself by name and as an adjunct professor. If you have not sent the form back, you may bring it directly to the Security Desk, and the permit will be issued to you.

A bank of parking spaces is reserved for adjunct faculty after 5 p.m. and is located in the main parking lot in the row closest to Summit Avenue at the end closest to the main building entrance. However, your permit allows you to park in any available spot in either the Summit or Grotto parking lots.

Special Summer Note: Because of the diminished activity on campus during the summer, parking permits are not required from the date that spring semester exams end until the date when fall student orientation begins (generally mid-May through mid-August).

Identification and Key Card Access

If you do not already have a photo identification access card, you should arrange to have your photo taken. This quick and simple process can be arranged through the Administrative Coordinator in Human Resources (Abby.Eggen@mitchellhamline.edu; (651) 290-6447), who will provide you with your six-digit identification number. Media Services in room 221 will need you
to stop by with your name and identification number, at which time they will take your photo and generate your access card. Security then activates your card, usually within 24-48 hours of it being issued.

This card identifies you as a Mitchell Hamline adjunct professor and grants you access to the building, classrooms, the adjunct workroom, and the faculty lounge.

If you are having problems with your existing card, please contact David Hellermann or Security at (651) 290-6330 giving them your name along with the five-digit number printed on the back bottom corner of the card. This number identifies the electronic chip in your card allowing for reprogramming by Security.

Lost cards should be immediately reported to Security.

Mail

Doctrinal adjunct faculty members have a mailbox located in Room 170 (Mailroom/Purchasing) during each semester that they teach. Please check your mailbox before each class as the Registrar and Administrative Coordinator will use the mailboxes for printed communications and as a drop box for class copies. Also, note that mailboxes for faculty, staff and student organizations are located in the same room.

Campus Wireless Access

If you are going to be on campus, simply select the mitchellhamline network and click Accept to connect to the unsecured wireless service.

Photocopying

Photocopying is available to all Mitchell Hamline faculty. Faculty members may have law school-related work photocopied by emailing or faxing the materials to Kate in the Document Service Center: dsc@mitchellhamline.edu; tel. (651) 290-7523. Finished copying jobs will be left in your adjunct faculty mailbox in room 170.

Faculty members may also use the copier/printer/fax machines on campus; those easiest to access are in the mailroom (room 170) and near the elevator on the third floor of the 1931 building (outside offices 335 and 337). You will need to set up access to on-campus Uniflow printing once your ID card is available. See the Library staff for assistance the first time. After that first time, you only need to scan your ID card to access your print job from any on-campus copier/fax machine.
Adjunct Workroom

The adjunct faculty workroom is located in Room 237 and has several desks, a desktop computer, printer, and phone available for your use, as well as a beverage station for water, coffee, and teas. You may gain access to the room by scanning your college-issued photo identification card against the electronic security pad at the door; when the light turns green, you can open the door. Do not prop the door open for others, or an alarm will ring. For those who are new and waiting for your identification card to be activated, the Security staff will admit you.
C. LIBRARY

The Warren E. Burger Library offers many services to assist you in your classroom teaching. Please feel free to contact us for any services listed here, or other assistance you may need. When using the library, it is helpful if you identify yourself as an adjunct faculty member so we can provide you with the correct level of service.

Library Borrowing Privileges
Circulating materials may be checked out for a semester and are due back at the end of the semester in which they are checked out.

Non-circulating materials may be checked out by faculty for one-day use in the building and are due back by closing time on the day they are checked out.

Reserve materials may be checked out for a one-week period.

Please identify yourself as an adjunct professor so you are accorded faculty borrowing privileges.

Interlibrary Loan
If there is an item you need that is not available in our collection, we can borrow it or get a copy of it from another library for your use. See the Interlibrary Loan policies on the library website http://mitchellhamline.edu/library/interlibrary-loan/ for information on setting up an account and requesting materials.

Computer Access
The library has a computer lab for use by Mitchell Hamline community members (students, faculty, and staff). The computers in these labs can be accessed with your network login, and have internet access and Microsoft Office. These computers are used by students as well, so DO NOT save any course materials to them and always log off after you are done using them.

Printing and Photocopying
There are four printer/copiers in the library copy room (to the right of the circulation desk). To photocopy, hold your college ID card near the black sensor on the machine, and select “Main Menu” or the “arrow” button on the touchscreen to access the copy options.

To print from a campus computer when logged in with your personal network login, select the “\brown\SecurePrint” option from the print menu. At any of the library printers, hold your college ID near the black sensor on the machine. This will bring up your print queue from which you can print and delete your print jobs. A print job will be deleted automatically 24 hours after it has been sent, even if it has not been printed.
To print from the wireless network or from home/office, send your document as an attachment from your Mitchell email account to: printing@mitchellhamline.edu. Your document will then be in your print queue when you swipe in at any campus printer.

More information can be found here: http://mitchellhamline.edu/library/printingscanningcopying/

**Faxing:** Mitchell Hamline implemented a new process for faxing in 2017, RightFax, which allows faxing from your desktop.

Information and directions on faxing can be found here: http://mitchellhamline.edu/technology/rightfax-new-system-for-faxing-from-your-desk/

**Bloomberg Law, Lexis Advance, and WestlawNext**

Adjunct professors are eligible for access to Bloomberg Law, Lexis Advance, and WestlawNext through Mitchell Hamline’s educational use accounts. These accounts are restricted to educational research only, such as preparing for class, assessing student assignments, and research for academic writing. They will work from any internet accessible computer, not just on campus.

Adjunct passwords are set to expire after a semester or year, but can be reactivated if you are still teaching. If you need new passwords or your previous passwords are no longer active, or if you have other Bloomberg, Lexis, or Westlaw related questions, please contact Sonya Huesman.

**Course Reserve**

Materials needed for a course may be put on reserve in the library to help ensure that resources needed by many students are available for all. These may be items already in our collection, or personal copies provided by the faculty member. Reserve materials are kept behind the circulation desk, and students may check them out for 2 hours at a time. They may also go out overnight if they are checked out less than two hours before closing time. Overnight checkouts must be returned the next day the library is open, one hour after the library opens.

To put items on reserve, fill out a course reserve form, which is available at the circulation desk. This should be done two weeks prior to the date the item will be needed to allow for processing time. Materials on course reserve will be taken off at the end of the semester and returned to the collection or faculty member, unless otherwise indicated on the form.

**Reference Assistance**

Reference service is available by appointment, email, and chat. Students and faculty are encouraged to make an appointment with any librarian they choose, or they can consult the librarian on call between the hours of 10:00 a.m. and 6:00 p.m. Monday through Thursday. There are no staffed reference service on Friday, but again, librarians will generally be available to meet with patrons if they make an appointment in advance. Walk-ins will be referred by the Circulation Desk Staff to the Librarian on Duty. Walk-in availability hours are
limited to on call hours during the day, Monday through Thursday. Weekend hours are Saturdays from 11:00 a.m. to 4:00 p.m. Contact information for librarians is found on the law library home page.

Collection Development
The library acquisitions department is dedicated to developing a collection that will meet the research and teaching needs of our faculty. We would be happy to help you learn about the materials we currently have, and materials that may be available elsewhere to support your course curriculum. We welcome recommendations for materials you think would be useful additions to our collection. Suggestions may be made by contacting Jane Polson, Assistant Director, Collection Resources (651) 290-6304.
D. PRE-SEMESTER

Book Orders and Texts
The bookstore (651) 290-6334 will need your book orders by May 1 for fall semester, by November 1 for spring semester, and by April 1 for summer session. You will be asked to supply the author, title, edition, publisher, and ISBN for books you have selected for use in your class, and to specify whether each book is required or optional. If you are unable to provide this information, the bookstore manager or library staff will be able to assist you. You need not worry about the number of texts to order; the bookstore manager will determine the number of copies to order using enrollment information obtained from the Registrar. You may also email the Follett bookstore manager at 0878mgr@follett.com.

Most legal publishers offer complimentary copies of textbooks to both full-time and adjunct professors. If you are looking for a particular text, contact Jane Polson (651) 290-6304, who can contact the publisher on your behalf.

In addition to textbooks, the bookstore has a number of items for sale such as clothing (T-shirts, sweatshirts, etc.), greeting cards, small-sized toiletries and over-the-counter medicines, and snacks. The bookstore is located in the lower level of the 1931 building below the Great Room.

Copyright Permission
Please be mindful of the necessity to seek copyright permissions for class materials that do not fall within the “fair use” exceptions. Any photocopied course materials that are sold to students at the Mitchell Hamline bookstore must have copyright permissions attached before the bookstore will stock them. If you need assistance obtaining copyright permissions, please contact Jean Boos, reference librarian (651) 290-8655. Meg Daniel, the Administrative Coordinator, is also available. Keep in mind that seeking copyright permissions takes time, especially when most colleges begin their semesters at similar times.

Blackboard Course Page
Every Mitchell Hamline course automatically generates a course page in Blackboard. You will have access to these course pages once you are hired and entered into the system; students gain access to these course pages seven to ten days before each semester.

Blackboard course pages can be used for email correspondence with your students, to generate course rosters, to post syllabi and supplemental readings, and to post and collect assignments; they have other features as well, such as discussion boards. Your course page is the preferred method of communicating with the students in your class because it regularly syncs with our registration system. When students add or drop your course, they are automatically added to or dropped from the Blackboard course page.
At a minimum, your course page should contain a copy of your course syllabus and your preferred contact information so that all students who are registered in your course have easy access to that information.

**Syllabus and First Assignment**

Syllabi and first assignments should be posted on your Blackboard course at least a week before the first day of the semester. If you are not comfortable posting to Blackboard, please send your syllabus and first assignment to Meg Daniel. It will then get posted and your students will be notified by email of its location and availability.

All syllabi should contain the following information:

- Professor’s contact information
- Required textbook(s)
- Learning outcomes for the course
- Policy on attendance and class participation
- Assessment methods used (e.g. written assignments, final exam, class participation, the percent of the grade that will be based on each form of assessment, and penalties that will be assessed for late work)
E. EARLY AND MID-SEMESTER

Schedules
Class schedules are available online. The link, course and room schedules, is found on the “Current Students” page on the Mitchell Hamline website.

You will receive an “Exam Reporting Request” form from the Registrar’s office early in the semester. The type of exam you will be giving students – scheduled, self-scheduled, or take-home – will be posted on the web for students. You may also indicate whether a paper or other assignment is required in lieu of an exam.

Syllabus
A syllabus is required of all faculty members and adjuncts and should be handed out to students during the first week of classes. Please provide a copy to the adjunct support Administrative Coordinator, Meg Daniel. Information on the syllabus should include the reading assignments and the means for determining the final grade for the class, whether it will be an exam, a paper, class participation, a combination of factors, or otherwise.

Attendance
Adjunct faculty are required to take attendance by a means of their choice in each class session as regular and punctual class attendance is required to satisfy American Bar Association residency and class hours’ requirements. You will be given an attendance sheet with your students’ names. You may pass around the attendance sheet for students to initial or you may complete the sheet yourself. A student is subject to a grade of “F,” administrative withdrawal from the course, or dismissal from the law school if the student’s attendance is so irregular (usually four or more absences) that the Dean of Student Affairs and Student Life and the relevant professor(s) deem it unwise for the student to continue in the course or in the law school. (See Student Handbook, Section 10.) Two hours of class per credit hour (e.g. 4 hours for a 2-credit course and 6 hours for a 3-credit course) is considered a violation of the school’s “excessive absence” policy. Please report the name of any student who has missed two or more classes to Lynn LeMoine, Dean of Student Affairs and Student Life at (651) 695-7668; as soon as possible after the student’s second absence, so that the Dean may contact the student and discuss the reasons for the absences.

If you deem it appropriate, you may impose stricter attendance standards for your class than those stated above. Students should be advised of the stricter standard during the first week of class and in your syllabus.

Drop/Add Period Procedures and Full Classes
All additions and student schedule changes must be handled through the Registrar. An adjunct professor does not have the authority to allow a student into a closed or full class. A first-come/first-served waiting list is automatically generated for classes once they reach their cap,
Early & Mid-Semester

and the Registrar will add in students per the list as slots become available through dropped registrations or increased class-size caps.

Students may drop classes during the first week of the semester without it appearing on their records. Thereafter, a student must obtain written permission from the Associate Dean for Academic Affairs to withdraw from a class; students may drop a class up to two weeks before final exams, but a “W” will appear on their records.

Generally, students add classes during the first week of the semester, but not thereafter. If you wish to impose more stringent limitations on students who wish to add or drop your courses, you must have a justifiable reason for doing so, and you must notify the Registrar, Colleen Clish (651) 290-6449.

Class Cancellations and Make-ups

If you need to cancel a class unexpectedly, please send an email via Blackboard to your class. If Blackboard is unavailable, please call the switchboard (651) 227-9171 and give the Receptionist the name, room number, and time of the class. Try to keep class cancellations at a minimum, as they are disruptive to students’ schedules. When possible, give advance notice of a class cancellation and the make-up date directly to your class.

You must make up all canceled classes, and whenever possible you should do so as soon as possible after the cancellation. When possible, avoid scheduling make-ups for the last two weeks of the semester, since students will be focusing on final exams. Meg Daniel, Administrative Coordinator for Doctrinal Adjuncts, can assist you in finding a time, date, and classroom for the make-up.

To assist students who are unable to attend a make-up class, consider recording the class and posting it on Blackboard. Directions can be found in the Appendices. Please contact Media Services directly (651) 290-6373 for assistance in audio-recording.

Media Services

The law school has a number of technology-equipped classrooms that include a PC, projection system, document camera, combination DVD/VHS player, and allow a laptop to be hooked in as well, all operable from a touch-screen on the front teaching table. These rooms are 123, 125, 188, 219, 223, 225, 231, 319, 323, 325, and 331. Rooms 201, 205, 215, and 217 (mock courtrooms/seminar rooms) have full-range technology including PCs, ELMO projectors, DVD/VHS players, video cameras, and sound systems, while classrooms 234 and 240 each have a PC, VHS/DVD player, and document camera. If you would like training on how best to use the equipment, please contact either Media Services (651) 290-6373. A variety of other audiovisual equipment is available for use, such as video viewing and recording systems, portable document cameras, laptop computers, LCD projectors, and portable PA systems. All parts of the building support wireless internet access. Should you wish to receive wireless
internet via your personal laptop while on campus, again please visit Media Services in room 221 and they will set the configuration.

For the more technologically intrepid, it is possible to make MP3 audio recordings of class sessions held in the high-tech classrooms. These files can then be posted to Blackboard. Refer to Appendix I for instructions and note that these instructions are also available in a binder in each classroom. You may also call or email Media Services to arrange to have someone meet you at the beginning of a class you wish to record to help set this up.

Please note that one-week advance notice is preferred for any special Media Services requests. Again, you may either email or phone Media Services, or you can submit your request in writing by placing it in the Audiovisual/Media Services mailbox in the mailroom (170). For emergency assistance, there are hallway telephones on campus. For Media Services assistance, pick up the phone and press 2.

**Handouts**
You may distribute handouts totaling up to 25 pages per class session without charge to your students. If possible, handouts should be passed out in class. If necessary, handouts may be left in Student Services (room 119) for students to pick up.

If your handouts will routinely exceed 25 pages, you are expected to compile these into packet form which will be sold in the Bookstore. Contact Meg Daniel for assistance getting your packet through this process. Copyright permission needs to be included. Even if the material is self-authored, you must indicate your own copyright (i.e. © John Doe 2017).

A third option for your consideration is to post your materials on your Blackboard course. Students may then choose whether or not to print the materials themselves.

**Counseling Students**
Lynn LeMoine is the primary contact person for students in trouble. You may refer students with academic difficulties to Academic Excellence faculty for tutoring and other assistance. Mitchell Hamline School of Law also has on-campus Counseling Services offering short-term psychotherapy and counseling. If you have questions about academic rules or discipline, you may also contact Associate Dean Peter Knapp.

- Lynn LeMoine, Dean for Student Affairs and Student Life (651) 695-7668,
- Dena Sonbol, Dean of Academic Excellence (651) 290-6398,
- Kathy Connolly in Counseling Services (651) 290-8658,
- Peter Knapp, Associate Dean for Academic Affairs/Faculty, (651) 290-6423

**Student Conferences**
Please advise students of how to reach you and of times available for conferences. Some adjunct faculty members allow students to call them at their offices and others set times...
immediately before and/or after class to meet. Faculty may arrange conference times at their convenience but should make every effort to meet with students who request it. Suggestions for locations to meet include the Adjunct Lounge on second floor, a quiet corner in the law school library or in the Commons.

**Student Handbook**

The [Student Handbook](#) is available on the Mitchell Hamline website on the Current Students webpage. The Student Handbook contains much information you may find useful and has been extensively updated. It is prudent for you to become familiar with the material in it.

**Student Medical Emergencies**

Medical emergencies may be handled either by calling 911 from a cell phone, dialing 4911 from a hallway or office phone, or by calling Security at (651) 290-6330 or the Security two-way radio at (651) 224-8763. If you call 911 from a cell phone, please call Security (6330) so they may direct emergency medical personnel to the proper location within the building.

For emergencies, use the hallway telephones located on campus. **They will provide a quick link to the Security staff or the Media Services staff in the event of a problem.** For Security assistance, pick up the phone and press 1. All Security staff personnel are trained in CPR, as are a number of other staff members, and have access and training in using any of the several defibrillators located on campus.

**Advanced Research and Writing Credit/Independent Research Projects**

Students must fulfill their Advanced Research and Writing Requirement (“long paper”) before graduation by writing a research paper. Supervision by an adjunct faculty member is permitted only if the paper is completed as a part of an ARW-designated course taught by that adjunct faculty member. That faculty member must agree to supervise the paper before any drafts are written. It is a student’s responsibility to complete the required forms, which are available online or in Student Services (room 119) and provide the Advanced Research and Writing Requirement sign-off form to the faculty member with their final draft. The recently updated policy for long papers is available in the Student Handbook.

**The Docket**

*The Docket* is published by Student Services and is updated as needed. We recommend that you read it weekly to keep up on campus news for students. A link can be found on the Current Students web page towards the bottom. You may submit announcements for publication by emailing [Deb Lange](mailto:Deb.Lange@Hamline.edu) or dropping them off at Student Services.

**Student Services Hours**

The Student Services’ office hours during:

- Fall and spring semester semesters are 9:00 a.m. to 6:30 p.m., Mondays through Thursdays, and 9:00 a.m. to 5:00 p.m. on Fridays.
Early & Mid-Semester

- Final exam periods, summer and J-term are 9:00 a.m. – 5:00 p.m., Mondays through Fridays
- Weekends: 11:00 a.m. to 1:00 p.m.
- Any changes to this schedule will be posted outside the office (Room 119).

Weather-Related or Other Emergency School Closing
There may be times when weather conditions or other situations make it necessary to close the college. The law school will post an announcement on the web site, KSTP Television (Channel 5), WCCO Television (Channel 4), and WCCO Radio (830 AM) to announce such closings. In addition, an e2Campus message may be sent. We encourage you to register for emergency alerts via e2Campus and have messages directed to your mobile phone, PDA, pager, or email.

You may also call the Mitchell Hamline weather information line at (651) 227-9171 and select option 3 or toll free 1-888-962-5529 and select option 3.

Special Events, Advanced Educational Training and Teaching Assistance
As a member of the adjunct faculty, you will receive invitations to Mitchell Hamline-sponsored special events including Commencement, special lectures and Morning CLE programs. You are encouraged to attend as your schedule allows and take advantage of these opportunities to be a part of the Mitchell Hamline academic community. Some of these programs are designed to assist you in improving your teaching effectiveness, and some carry CLE credit.

If you would like to discuss your teaching with an administrator or full-time faculty member, you may call the person of your choice directly, or you may call Associate Dean Peter Knapp at (651) 290-6423 who will provide a suitable contact/mentor for you.

If you are having difficulty with your class, we encourage you to ask for help promptly.
F. END OF SEMESTER

Teaching Evaluations
Toward the end of the semester, you will receive information regarding course evaluations. We use an online system, and encourage you to set aside class time during the last two weeks of classes to permit students to complete evaluations.

If you are in one of your first two semesters teaching here at Mitchell, a faculty member may be asked to visit your class and serve as an informal mentor. The purpose of the class visit is twofold: to provide a peer evaluation (the professor should critique your teaching) and to provide suggestions for possible ways to improve your teaching. These evaluations are then reviewed by the associate deans when considering future offers for adjuncts.

Exams
You will receive an exam reporting request from the Registrar’s office early in the semester to report the type of exam you will be giving: scheduled in-class, self-scheduled, or take-home. We rely on this information to build a final exam schedule. Changes to your exam schedule will only be made in very limited circumstances.

- **Scheduled in-class exams** are offered in a classroom at a time determined by the Office of Student Affairs.
  - Student Affairs staff will proctor these exams to ensure anonymity.
  - Scheduled in-class exams must not exceed 3.5 hours in length.
  - The “limited materials” in a scheduled exam (e.g. a rules supplement, a one-page summary of the course outline, etc.) must be communicated to Student Affairs staff and clearly defined on the cover sheet.
  - ExamSoft is required for essay exams, and it can be set to block the internet but allow access to notes etc. on the student’s computer (partially blocked); block both the internet and access to the student’s computer (fully blocked); or allow access to both the internet and the student’s computer (fully open).
  - If you want to use Scantron (bubblesheets grader) for multiple-choice questions, there is a limit of 5 multiple choice options per question.

- **Self-scheduled exams** are submitted to Student Affairs by instructors at the beginning of exam period. Staff are responsible for copying the exams. Students can take their exam in a classroom at the law school on any day during the exam period.
  - The Student Affairs staff will proctor self-scheduled exams.
  - Self-scheduled exam period can be no longer than 3.5 hours.
  - Self-scheduled exams may be open book, or closed book; we cannot accommodate permissions for students to access limited materials.
  - ExamSoft exam software will be used to administer these exams.
• **Take-home exams** may be taken by students at any location, and students may have more than 3.5 hours to complete them. Take-home exams should be made available to students on your Blackboard course page, and students should also submit them via Blackboard.

Regardless of the type of final exam you choose, the Student Affairs Office will need a copy of your exam in advance so that they can make appropriate accommodations for students with disabilities. Direct any student needing an accommodation for exams to contact the Office of Student Affairs directly.

**Grading**
You must announce in your syllabus the basis for grading in your course, carefully stating the grading criteria you employ. You may base the grade solely on a final examination, or on any combination of activities, class participation, written papers, quizzes, presentations, etc. We try to maintain anonymous grading wherever possible, and the Registrars’ office can assist you in converting and combining both non-anonymously and anonymously graded factors for your final grades.

You will receive a grade reporting form for each class from the Registrar’s office via your MH email address towards the end of the semester. The form will automatically compute the mean, but you are responsible for calculating your final grades and submitting them to the Registrar’s office, as directed on the form. Timely grading is important to our students. When a faculty member submits grades late, a number of negative consequences may ensue to students, including inaccurate class ranks, inability to obtain (or sometimes even apply for) internship and similar programs, student lawyer certification, and tuition reimbursement. If you have difficulty meeting the grade submission deadline, please contact Peter Knapp.

**Presumptive Mean**
Mitchell Hamline has a policy that the mean (average) grade point for your class is presumed to fall between 2.7 and 3.3. If your mean falls outside the presumptive range, you must email Peter Knapp at peter.knapp@mitchellhamline.edu with an explanation of why your grade falls outside the range, and he must approve it before your grades are entered. Such factors include, but are not limited to: Class size (i.e., very small); Method of evaluation (e.g., exercises rather than final exams); Average GPA of class members (e.g., higher than the mean); Class objectives (e.g., to master rather than simply practice specific skills); Nature of student work required (e.g., team or group work).

Grades are calculated according to the grade points listed in the table below:
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Honor Code Violations
Report all complaints or concerns about violations of the Student Conduct Code promptly to Associate Dean Peter Knapp (651) 290-6423; Violations may include plagiarism or dishonest conduct in completing examinations or assignments, or other forms of cheating.

Payroll
Per policy, doctrinal adjunct professors will not be paid until their grades have been submitted to the Registrar’s Office. Because payroll processing involves several steps at the end of the exam period, checks will be mailed on a “rolling” basis every two weeks on the second and fourth Fridays.
### Academic Calendar, all programs, 2017-2018

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**Note:**

- N/A: Not applicable
- Dates in parentheses indicate extended weeks or breaks.

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**Executive Ed:**
- Summer 2017
- Fall 2017
- Winter 2018
B. CONTACT LIST

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<td>Deans’ Offices</td>
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<tr>
<td>President and Dean</td>
<td>Mark Gordon</td>
<td>359</td>
<td>Call Lynette Fraction</td>
<td>(651) 290-6310</td>
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<tr>
<td>Executive Assistant</td>
<td>Lynette Fraction</td>
<td>359</td>
<td>-Assistant to Dean Gordon</td>
<td>(651) 290-6310</td>
</tr>
<tr>
<td>Associate Dean for Academic Affairs</td>
<td>Peter Knapp</td>
<td>359</td>
<td>-Oversight of curriculum development &amp; academic programs</td>
<td>(651) 290-6423</td>
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<td></td>
<td>-Oversight of faculty development</td>
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<td>Associate Dean for Strategic Initiatives</td>
<td>Greg Duhl</td>
<td>359</td>
<td>-Oversight of centers, institutes, HYBRID Program, blended programs</td>
<td>(651) 290-6456</td>
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<tr>
<td>Administrative Coordinator</td>
<td>Meg Daniel</td>
<td>359</td>
<td>-Assistant to Associate Deans Knapp and Duhl</td>
<td>(651) 290-6425</td>
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<td>-Doctrinal adjunct support</td>
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<td>All Audio Visual needs</td>
<td>Matt Utecht</td>
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<td>-Photo ID</td>
<td>(651) 290-6373</td>
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<td>-Overhead projectors, TV/VCR’s</td>
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<td>WMCL Bookstore</td>
<td>Helen Hansen</td>
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<td>-Class textbooks and materials; study aids; miscellaneous stationery needs</td>
<td>(651) 290-6334</td>
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<td>-Used textbooks and study aids</td>
<td>(651) 290-6378</td>
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<td>Kate</td>
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<td>-Photocopying</td>
<td>(651) 290-7523</td>
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<td>-Switchboard duties</td>
<td>(651) 227-9171</td>
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<td>Mitchell Hamline Information Line</td>
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<td>-Directions, bad weather, commencement, registration</td>
<td>(651) 290-6446</td>
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## Appendices

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<td>Andrea Bien</td>
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<tr>
<td>Benefits Specialist</td>
<td>Erin Punzenberg</td>
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<td>Benefits questions</td>
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<td>Abby Eggen</td>
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<td>General questions</td>
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<td>Jean Backes</td>
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<td>Clinics</td>
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<td>Externships</td>
<td>(651) 695-7672</td>
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<td>Sue McKenzie</td>
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<td>Advocacy</td>
<td>(651) 290-6332</td>
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<td>Practicum</td>
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<td>Paro Pope</td>
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<td>Legal Writing and Representation</td>
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<td><strong>Institutional Advancement</strong></td>
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<td>Vice President for Institutional</td>
<td>Jodi Glaser</td>
<td>171 LEC</td>
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<td>(651) 290-6355</td>
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<td>(651) 290-6375</td>
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<td>(651) 290-6360</td>
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<td>Circulation Desk</td>
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<td>Put materials on hold for students</td>
<td>(651) 290-6443</td>
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<td>Sharon Van Leer</td>
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<td>FILL, SPI programs; general questions on programs</td>
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<td>Officer on Duty</td>
<td></td>
<td>137</td>
<td>-Security issues</td>
<td>(651) 290-6330</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean, Student Affairs and Student Life</td>
<td>Lynn LeMoine</td>
<td>110</td>
<td>-Title IX Assistant Coordinator</td>
<td>(651) 695-7668</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Student counseling and discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Exam accommodations</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Deb Lange</td>
<td>119</td>
<td>-General questions</td>
<td>(651) 290-6319</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Class and/or exam schedules</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Address/phone number changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Commencement</td>
<td></td>
</tr>
<tr>
<td>VP, Operations &amp; Community Partnerships</td>
<td>Christine Szaj</td>
<td>337</td>
<td>Title IX Coordinator</td>
<td>(651) 290-6362</td>
</tr>
<tr>
<td>Registrar</td>
<td>Colleen Clish</td>
<td>119</td>
<td>-Class schedules</td>
<td>(651) 290-6328</td>
</tr>
<tr>
<td>Dean and Director of Admissions</td>
<td>Emily Dunsworth</td>
<td>110</td>
<td></td>
<td>(651) 290-6434</td>
</tr>
<tr>
<td>Assistant Director - Admissions</td>
<td>Annie Gemmell</td>
<td>110</td>
<td>-Admissions questions</td>
<td>(651) 290-7601</td>
</tr>
<tr>
<td>Admissions Counselor</td>
<td>Tina Scaramuzzo</td>
<td>110</td>
<td></td>
<td>(651) 290-6349</td>
</tr>
<tr>
<td>Admissions Counselor</td>
<td>Anne Wolsfeld</td>
<td>110</td>
<td></td>
<td>(651) 290-6380</td>
</tr>
<tr>
<td>Admissions Coordinator</td>
<td>Natasha Sinha</td>
<td>110</td>
<td>-Admissions support</td>
<td>(651) 290-6476</td>
</tr>
</tbody>
</table>
C. Student Conduct Code: Prohibited Conduct

Academic Conduct. The following rules govern academic conduct.

11.4.1 Violation of instructions
Students must follow an instructor’s general and specific instructions concerning any assignment or examination. That is, in writing an examination or preparing an assignment a student may not use sources or collaborate with or enter into discussions with other people except as the instructor has authorized, nor may a student otherwise act contrary to the instructor’s instructions. In addition, students must follow instructions given by administrators.

11.4.2 Plagiarism
Plagiarism, as described in Section 12, is a violation of the Student Conduct Code. In writing any paper or document other than a bluebook examination, a student may not borrow an idea or lift language from another source without giving full and accurate attribution by means of well-placed citations and, where there is a direct quote, accurate quotation marks. Not only direct quotes, but also paraphrased language, whether in text or footnotes, must be cited to the source the student used. A citation must appear every time a source is used; a citation that appears in one place does not serve as a citation to later use of the source. Sources include not only published material, but also electronic sources, unpublished manuscripts, briefs, and the like. This rule applies to papers and documents written for courses, independent study projects, the long paper requirement, student competitions, research projects for instructors, articles for The Opinion, or any other Law School-related activity. This rule is subject to specific instructions by a faculty member or supervisor of the particular activity in question. In articles written for The Opinion, and similar publications, accepted journalistic standards may dictate different requirements.

11.4.3 Classroom conduct
Students must not disrupt a class by inappropriate noise or distracting activity.

11.4.4 Library rules
Students must follow all library rules published on the library website or otherwise publicly promulgated. A violation of any library rule is a violation of this Student Conduct Code. For specific rules related to the Library, see www.wmitchell.edu/library.

Other Conduct. The following rules govern all aspects of student conduct.

11.4.5 Respect for person and property of others
Students and student organizations must respect the person and property of others. A student and student organizations must not assault, must not harass, threaten, or otherwise attempt to intimidate, or intrude upon the rights of, any other person. A student and student organizations must not purposely damage, or knowingly take, the property of any other person.

11.4.6 Honesty and integrity
A student and student organizations may not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation.

11.4.7 Other Law School rules
From time to time, the Law School may issue specific or general rules. When these rules are announced through the Docket or otherwise widely published, they become binding on all students. A student who violates any such rule also violates the Student Conduct Code.
Plagiarism

The law school’s Student Conduct Code prohibits the following conduct:

1. To use any sources that is forbidden by the instructor to complete an exam, written assignment, or other requirement for graduation;
2. To submit the work of another as one’s own;
3. To engage in any conduct that tends to give an unfair advantage to any students in any academic matter.

A student with knowledge of any violations of this section should report the violation promptly. See Student Conduct Code above.

The prohibition against “submitting the work of another as one’s own” includes a prohibition against plagiarism. There has been an increase in the number of disciplinary cases brought against students for this breach of the student conduct code. This prompts a reminder that the Student Conduct Code applies to all work completed as a student, and an explanation of the severity with which this breach is dealt.

In recent years, the Internet and other online research tools have made it easy to “cut and paste” from other sources. Regardless of the source, the rule for proper attribution to any source is relatively simple—cite the source. The following is additional commentary contained in the Lawyering Manual:

“When students derive an idea from a source he or she has read or from discussion with an authoritative person (such as an instructor), the student is obligated to so indicate in written work. If a student quotes the source or person, he or she must signify that the text is a quotation. Whether one uses a direct quotation or a paraphrase, an appropriate citation to the source must be provided.”

The consequences for breach of the Honor Code are severe. Students typically receive a grade of “F” in the course and may be expelled from the law school, suspended for a period of time, dismissed from the class, or otherwise penalized by the law school. Additionally, the disciplinary action is placed in the student's file and reported to the board bar examiners in every state where the student applies to take the bar examination.”
Frequently Asked Questions Regarding Plagiarism:

Q: Have I committed plagiarism if I fail to provide attribution in only one or two sections of my paper?
   A: If you have neglected to provide citations in one or two instances, your instructor will most likely treat the lapse as a failure to cite authorities properly, which should rightly result in a lower grade. If you consistently fail to cite your sources throughout your paper, your instructor rightly would find that lapse to constitute plagiarism in violation of the Student Conduct Code.

Q: Have I committed plagiarism if I read and take ideas from source A, but cite only source B, which is cited in the footnotes of source A?
   A: Yes. You are obligated to cite source A, the source you use. You may and should also note that it cites source B. Ordinarily, it is better to read and evaluate source B and then cite it directly.

Q: If I borrow ideas from a source, but then reorganize those ideas using my own words, must I cite the source I used?
   A: Yes. As stated in the Lawyering Manual, when you use an idea (which may be quoted or paraphrased) from the work of another, you must cite the source you use.

Q: Must I cite well-known facts?
   A: You are not obligated to cite well-known facts (e.g., the Bill of Rights was first adopted in 1791), but you must cite the sources from which you derived new ideas, information, or not so well-known facts.

Q: If I find information or ideas in several sources, must I cite all of them?
   A: If you find the same idea or information in several sources, you are permitted to select an illustrative source, which you should cite. You are permitted to note that there are other sources by using the designation “e.g.” The central point in this question is that you must indicate the idea is not your own, but is derived from other sources. See Bluebook Rule 1.2.

Q: If I am uncertain as to how I cite a source or whether I should cite a source, where I can I go for assistance?
   A: When in doubt, consult the Bluebook, ask an instructor, and cite the source as best you can.
FAX NUMBERS
Admissions (Rm 110)..............651-290-7535
Bookstore-Follett (Rm LL45).......651-290-8643
Career Dev. (Rm 103)..............651-290-6465
Dean’s Suite (Rm 359)..............651-290-6426
Facilities/IT (Rm 374)..............651-290-6461
Finance (Rm 276)..................651-290-8657
Financial Aid (Rm 120).............651-290-6437
General Fax (Info. Desk)..........651-290-6414
Human Resources (Rm 274)........651-290-7502
Inst. Advancement (Rm 171)......651-290-7528
Legal Practice Ctr. (Rm 254).....651-290-6407
Library-Circulation Desk.........651-290-8646
Library-2nd Floor.................651-290-6318
PHLC (Rm 271)....................651-290-7515
Student Services (Rm 119).......651-290-7538
Third Floor Copier (Rm 335).....651-290-6427

CONFERENCE ROOMS
Chief Justice Office................6043
Faculty Lounge......................7637
Room 155..........................8659
Room 229..........................6268
Conference phone...................6266
Room 320..........................6267
Conference phone...................6237
Room 370..........................7610

TENANTS
Bookstore - Follett (LL45).........6334
Manager: Helen Hansen............7534
Assistant Manager................6188
Food Service – Taber
Manager: Carol
Cafeteria...........................7519
Emergencies (Pat Wood)...........612-965-8109

ORGANIZATIONS
Law Review (Rm 159)................6450
Student Life Office (SLO) (Rm 153).....6378
Student Bar Association............6444

EMERGENCY NUMBERS
SECURITY
Office...............................6330
Escort Service......................6330
Radio..................................651-224-8763
ST. PAUL POLICE.................651-291-1111
FIRE /PARAMEDICS................4911

OTHER EMERGENCY NUMBERS
IT Help Line........................6411
IT Student Help Desk (1st fl Library)...6451
Multimedia Services.................6373

FACILITIES DEPT. CELL PHONES
NOTE: The following cell phone numbers are not for release to students or outside callers:

Dave Hellermann - Head of Security
Cell Phone.........................612-599-6061
Colleen Koehler - Lead Custodian
Cell Phone.........................612-599-4504
Rick Plumer - Lead Maintenance
Cell Phone.........................612-599-7540

QUICK REFERENCE LIST
Accounts Receivable (Rm 276).....6383
Adjunct Work Room (Rm 237).....8644
Admissions (Rm 110)................6476
Bookstore (LL 1931 Bldg.).........6334
Cafeteria...........................7519
Career Development (Rm 103)......6326
Center for Law and Business......7674
Center for Negotiation & Justice......6419
Counseling Services (LEC-LL 71).......8656
Dispute Resolution Institute......7676
Diversity & Inclusion (Rm 115)....6399
Document Srvs Center (LEC-LL47).....7523
Finance (Rm 276).................7529
Financial Aid (Rm 120)...............6403
Health Law Institute.................7675
Human Resources (Rm 274)........6447
Imigration Clinic (Rm 254)........6351
Indian Law Clinic..................7643
Institutional Advancement (Rm 171)......6370
Inventor Assistance Program.......7648
IT Help Line........................6411
IT Student Support..................6451
Kelley Boardroom (KBB) (Kitchen)....6157
Law Review (Rm 159)................6450
Legal Practice Center (Rm 254)
Recepist.............................7672
Clinics & Externships..............7672
Praetorium..........................6314
Writing & Representation (WRAP)....6568
Library
Circulation Desk..................6333
Reference Desk....................6424
Mail Room (Rm 170)................7523
Maintenance Office (Rm 374)......6453
Maintenance Shop (LL 20)........6459
Mektns & Alumni Rhts. (Rm 171)....6452
Mediation Center (Rm 159), 612-216-5171
Minnesota Justice Foundation (Rm 253)
Anna Beadle.......................8658
Law Clerk............................8640
Minnesota Public Defender (Rm 254)
LAMP Clinic.......................6413
Brad Colbert.......................8651
Joanna Woolman..................8653
Multimedia Services (Rm 221).....6373
Payroll (Rm 276)...................6470
Public Health Law Center (Rm 271)....7506
Purchasing (Rm 170)...............6376
Registrar (Rm 119)................6842
Room Setups (Via Email)
facilitiesdept@mitchellhamline.edu
Student Laideship Off. (SLO) (Rm 153).....6378
Security...........................6530
Student Bar Association............6444
Student Services (Rm 119)........8642
World without Genocide (Rm 189)....7621
20. EMERGENCY OPERATIONS PLAN

Introduction and How to Use the Emergency Operations Guide (EOP)

Please keep this booklet in a secure location where you can get to it quickly.

This EOP (Emergency Operations Guide) focuses on preparedness, response and to some extent, recovery from an emergency incident. This guide and all communication in an emergency should use plain English. This improves coordination with outside agencies and first responders.
SCHOOL EMERGENCY RESPONSE TEAM

See next page for descriptions of emergency response team functions.

<table>
<thead>
<tr>
<th>FUNCTION†</th>
<th>STAFF ASSIGNED</th>
<th>BACK-UP STAFF</th>
</tr>
</thead>
</table>
| Incident Commander | David Hellermann  
Office: (651) 290-6457  
Cell: 612-599-6061 | TBD  
Office:  
Cell: |
| Safety | David Hellermann  
Office: (651) 290-6356  
Cell: 612-599-6060 | TBD  
Office:  
Cell: |
| Public Information Officer (PIO) | Doug Belden  
Office: (651) 290-6360  
Jodi Glaser  
Office: (651) 290-6355 | |
| Operations Chief | David Hellermann  
Office: (651) 290-6457  
Cell: 612-599-6061 | TBD  
Office:  
Cell: |
| Medical | Security Guard on Duty²  
Office: (651) 290-6330 | |
| Site Security/ Facility Check | David Hellermann  
Office: (651) 290-6457  
Cell: 612-599-6061 | TBD  
Office:  
Cell: |
| Student Release Coordinator | Lynn LeMoine  
Office: (651) 695-7668 | |
| Logistics Chief | Andrea Bien  
Office: (651) 290-6322  
Cell: 952-212-5978 | TBD  
Office:  
Cell: |
| Communications | Doug Belden  
Office: (651) 290-6360 | TBD  
Office:  
Cell: |
| Transportation | Lynn LeMoine  
Office: (651) 695-7668 | |
| Planning Chief | David Hellermann  
Office: (651) 290-6457  
Cell: 612-599-6061 | TBD  
Office:  
Cell: |
| Financial Recordkeeping | Art Berman  
Office: (651) 290-7522  
Cell:  
Deb Kessler  
Office: (651) 290-6415  
Cell: 952-994-2519 | |

<table>
<thead>
<tr>
<th>Security</th>
<th>Back-up Staff</th>
</tr>
</thead>
</table>
| First Aid/CPR Responders: | If Emergency Dial 4911  
(651) 224-8763 (Radio)  
(651) 290-6330 (Office) | (651) 227-9171 (Switchboard) |

1 These functions mirror the National Incident Management System (NIMS) used by emergency responders
2 Contact Security for first-aid/CPR responders
SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within schools. Incident management functions below are described in the context of a school setting. Staff members who are not responsible for students should fill as many of the functions as possible. Depending on the emergency, one person may be able to perform multiple assignments.

<table>
<thead>
<tr>
<th>Role</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>Activates school’s emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter–in–place; notifies school authorities and provides situation updates; requests resources.</td>
</tr>
<tr>
<td>Safety</td>
<td>Responsible for safety and security of the site; stops operations if conditions become unsafe.</td>
</tr>
<tr>
<td>Public Information</td>
<td>May be designated site spokesperson; cooperates with the other agencies on joint news releases; coordinates media briefings as necessary.</td>
</tr>
<tr>
<td>Operations Chief</td>
<td>Directs actions, i.e., lockdown, evacuation, site security, first aid or medical care, cleanup, control of utilities.</td>
</tr>
<tr>
<td>Medical</td>
<td>Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school’s first aid/CPR responders.</td>
</tr>
<tr>
<td>Site Security/Facility Check</td>
<td>Responsible for seeing that the school building and grounds are visually inspected and secured.</td>
</tr>
<tr>
<td>Student Release Coordinator</td>
<td>Responsible for implementing school’s plan for release of students from relocation site; takes necessary documents to relocation site.</td>
</tr>
<tr>
<td>Logistics Chief</td>
<td>Estimates logistical needs; gets personnel, services and materials to support operations.</td>
</tr>
<tr>
<td>Communications</td>
<td>Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.</td>
</tr>
<tr>
<td>Transportation</td>
<td>Responsible for arranging transportation for emergency relocations.</td>
</tr>
<tr>
<td>Planning Chief</td>
<td>Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.</td>
</tr>
<tr>
<td>Financial/Recordkeeping</td>
<td>Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; monitors and records separately, expenses associated with emergency and recovery operations.</td>
</tr>
</tbody>
</table>
EMERGENCY OPERATIONS PLAN

EMERGENCY PHONE NUMBERS

All Emergencies 911

St. Paul Police  Non-emergency (651) 291-1111

Public Utilities

Electricity  Xcel Energy

24-hour emergency number(s) 1-800-895-1999

Gas  Xcel Energy

24-hour emergency number(s) 1-800-895-2999

Water  City of St. Paul Water Utility

24-hour emergency number(s) (651) 266-6868

Emergency Management Agencies

St. Paul Emergency Management Director

Rick Larkin, (651) 266-5494

Referrals

Hazardous Materials

Report hazardous materials leaks or spills to Minnesota Duty Officer

24-hour numbers  Statewide (800) 422-0798  Metro Area (651) 649-5451

Poison Control Center 1-800-222-1222

Crime Victim Services

Ramsey County Attorney’s Office, (651) 266-3222

Post-Crisis Intervention/Mental Health Hotline

Ramsey County Mental Health Crisis Adult, (651) 266-7900

Ramsey County Sexual Offense Services Crisis Line (651) 643-3006
## IMPORTANT PHONE NUMBERS

City of St. Paul Police Department  
911 (emergency)  
(651) 291-1111 (non-emergency)

City of St. Paul Fire Department  
911 (emergency)  
(651) 224-3401 (Ashland St.)

City of St. Paul Offices  
(651) 266-8989

City of St. Paul Public Works  
(651) 266-7623

## Leadership Team Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone Number</th>
<th>Home Phone Number</th>
<th>Cell Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duhl, Gregory</td>
<td>(651) 290-6409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glaser, Jodi</td>
<td>(651) 290-6355</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knapp, Peter</td>
<td>(651) 290-6423</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Facilities & Security

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone Number</th>
<th>Cell Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hellermann, Dave</td>
<td>(651) 290-6357</td>
<td>612-599-6061</td>
</tr>
</tbody>
</table>
### STAFF RESPONSE GUIDELINES - SUMMARY

<table>
<thead>
<tr>
<th>Evacuation</th>
<th>Lockdown</th>
<th>Shelter-in-Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visually check evacuation route.</td>
<td>Lock all classroom doors and doors to your area.</td>
<td>Visually check evacuation route.</td>
</tr>
<tr>
<td>Evacuate building</td>
<td>Turn off lights, pull blinds, and move away from doors and windows.</td>
<td></td>
</tr>
<tr>
<td>Turn off lights and close door. Leave doors unlocked.</td>
<td>Take steps necessary to keep everyone quiet.</td>
<td>Turn off lights and close the door as you exit. Leave doors unlocked.</td>
</tr>
<tr>
<td>Report to designated area.</td>
<td>Do not allow anyone in room. Have students lie down on the floor if gunshots are heard. Take cover behind desks or other barriers.</td>
<td>Report to designated area.</td>
</tr>
<tr>
<td>Stay in assigned area until instructed to move by Security Desk personnel or uniformed police/fire personnel.</td>
<td>Be prepared to remain in lockdown mode for a long time. Email faculty and staff list with critical or emergency information.</td>
<td>Stay in assigned area until instructed to move by Security Desk personnel or uniformed police/fire personnel.</td>
</tr>
<tr>
<td>Follow instructions from the Security Desk or uniformed police/fire personnel.</td>
<td>Follow instructions from the Security Desk or uniformed police/fire personnel.</td>
<td></td>
</tr>
</tbody>
</table>
Evacuation

- Incident Commander initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Incident Commander notifies staff of evacuation route dictated by known or suspected location of a device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- If you have a student with impaired mobility, see also the section on Accommodating Persons with Disabilities.
- Do not lock classroom doors when leaving.
- When outside the building, immediately inform Incident Commander of any missing student(s).

Relocation

- Incident Commander determines whether students and staff should be evacuated to a relocation center, i.e., a safe place other than the school itself.
- Incident Commander or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.

<table>
<thead>
<tr>
<th>Primary Relocation Center</th>
<th>Secondary Relocation Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>SteppingStone Theatre³</td>
<td>Summit Church ⁴</td>
</tr>
<tr>
<td>Victoria at Portland</td>
<td>Summit at Victoria</td>
</tr>
<tr>
<td>St. Paul, Minnesota 55104</td>
<td>St. Paul, Minnesota 55105</td>
</tr>
<tr>
<td>Tel: (651) 225-9265</td>
<td>Tel: (651) 228-0811</td>
</tr>
</tbody>
</table>

³ Directions to SteppingStone Theatre Approximate distance: 1 city block
- Exit the building and walk towards Victoria St.
- Turn north (left) at Victoria and follow across Portland Ave.
- SteppingStone is at the northwest corner of Victoria St. and Portland Ave

⁴ Summit Church Assembly of God Approximate distance: 1 city block
- Exit the building and walk towards Victoria.
- Walk south on Victoria to Summit Ave.
- Walk east on Summit across Victoria.
LOCKDOWN PROCEDURES

Note: Lockdown may also be initiated in non-threatening circumstances in order to keep people away from areas where there may be a medical emergency or disturbance.

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- **Lockdown with warning**
  - The threat is outside of the school building.
  - The school may have been notified of a potential threat outside of the building.

- **Lockdown with intruder**
  - The threat/intruder is inside the building.

- **Lockdown with warning procedures**
  - Incident Commander will order and announce “lockdown with warning” procedures.
  - Lock exterior doors.
  - Clear hallways, restrooms and other rooms that cannot be secured.
  - Pull shades. Keep students away from windows.
  - Move on announcement only.

- **Lockdown with intruder procedures (these actions happen rapidly)**
  - Incident Commander will order and announce “Lockdown with intruder.”
  - Immediately direct all students, staff and visitors into nearest classroom or secured space. Notify classes that are outside of the building NOT to enter the building. Move outside classes to primary evacuation site.
  - Lock classroom doors when possible.
  - DO NOT lock exterior doors.
  - Move people away from windows and doors. Turn off lights. Create a list of all students and adults in your area or room. Email the list to faculty and staff distribution list.
  - DO NOT respond to anyone at the door until “all clear” is announced.
  - Keep out of sight.
  - Move on announcement only.

- Summit Church is located at the northeast corner of Summit and Victoria.
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.

Know your safe areas in the Mitchell Hamline School of Law building.

Procedures

- Incident Commander announces that students and staff must go to shelter areas
- Bring all persons inside building(s)
- Close all exterior doors and windows, if appropriate
- Turn off ventilation leading outdoors, if appropriate
- All persons remain in shelter areas until an Incident Commander 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
MEDIA PROCEDURES

Faculty and staff need to refer all media inquiries to our Spokesperson and Public Information Officer.

The school, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- School spokesperson – Mark Gordon, President and Dean, (651) 290-6310
- Alternate spokesperson – Jodi Glaser, Vice President, Institutional Advancement, (651) 290-6355

Mitchell Hamline’s Public Information (PI) person helps school spokesperson coordinate media communications.

- School PI – Doug Belden, Assistant Director of Marketing, (651) 290-6360
- Alternate PI – Jodi Glaser, Vice President, Institutional Advancement, (651) 290-6355

Media checklist

- Incident Commander relays all factual information to president and public information person.
- Establish a media information center away from the affected area. Consider:
  - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
  - Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
  - Emphasize the safety of students and staff.
  - Engage media to help distribute important public information. Explain how the emergency is being handled.
  - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.
POST-CRISIS INTERVENTION PROCEDURES

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

- Assess the situation to determine the need for post–crisis interventions for staff, students and families.
- Provide post–crisis briefings for staff, students and families as appropriate.
- Re–establish school and classroom routine as quickly as possible.
- Consider interventions
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide ongoing support as necessary for staff, students and families
  - Monitor and support staff.
  - Identify and monitor at–risk students.
  - Provide individual crisis or grief counseling, if necessary.
  - Conduct outreach to families.
  - Provide follow–up referral for assessment and treatment if necessary.

Other Post-Crisis Procedures

- The President and Dean will notify the appropriate members of the Board of Trustees of the crisis, the Law school’s response, and the outcome of the situation.
- The President and Dean or Director of Marketing & Alumni Relations will coordinate communication with the media. Please refer all media queries to these individuals.
- The President and Dean and the Vice President, Student Affairs & Dean of Students will discuss the crisis support needs and see that those needs are met.
- The administrative team will meet to discuss the College’s response to the crisis and generate suggestions for improvement.
- The faculty will meet with the administration to discuss the crisis, the school’s response to the crisis and generate suggestions for improvement.
EMERGENCY OPERATIONS PLAN

- The *Incident Log* will be updated to include a written report on the crisis, the response, crisis support needs and services provided, and suggestions for the future.
- Procedures will be changed as needed.

In case of a **Student Demonstration**, the Dean of Student Affairs will thoroughly investigate the root causes of the student action and identify any factors which circumvented existing student control mechanisms. As deserved, disciplinary action will be taken against the students involved.

In case of **Death** or **Suicide**, see other sections of this EOP.
ACCOMMODATING PERSONS
WITH LIMITED ENGLISH PROFICIENCY (LEP)

Communicating with students and parents who have limited English skills is done on a case by case basis. In case of emergency, determine where persons with LEP are located in the building. Staff members with language skills may be assigned to assist.

ACCOMMODATING PERSONS WITH DISABILITIES

Emergency planning for students and parents who have disabilities is done on a case by case basis. In case of emergency, determine where persons with disabilities are located in the building. Student support staff is assigned to these persons. Arrange for transportation using personal vehicles or school buses.

See also students’ IEPs for reference.
INCIDENTS

ASSAULT

- Ensure the safety of students and staff first.
- Notify Incident Commander. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow **Medical Emergency** [App-57] procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and president per school policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement **Post–Crisis Intervention Procedures** [App-44] as needed.

BOMB OR BOMB THREAT, OR CHEMICAL THREAT

- A staff member who observes a suspicious object or package which might be a bomb should call the Security Desk immediately with the following information:
  - The location of the object
  - A general description of the object
- A staff member who receives a phone call which includes a bomb or other threat should try to get as much information as possible. Write down all responses verbatim, as much as possible. See checklist on the next page.
- The staff member receiving the threat should try to keep the caller on the line as long as possible. **Never hang up!** General impressions about the caller’s age, gender, and emotional state should also be recorded. Alert another staff member to the nature of the call as quickly as possible so that the Security Desk can be informed of the threat.
- Based on the information available, the Director of Facilities will decide the next steps.
- Campus announcement, “There is an investigation pending. Please hold all students in your classroom and please do not enter the halls.”
- Follow **Shelter-in-Place Procedures** [App-42] until you receive more information from the office.
TELEPHONE THREAT CHECKLIST (Questions to ask . . .)

- If you receive a telephone threat (bomb/chemical/other)
  - Remain calm.
  - Do not hang up. Keep the caller on the line as long as possible and listen carefully. Leave phone off hook if the caller ends the call.

- Ask the following questions:
  - Where is the bomb/chemical or other hazard? (Or: Where is the device located?)
  - When will it explode/be activated?
  - What does it look like?
  - What kind of bomb/hazard is it?
  - What will cause it to explode/activate?
  - What is your name?
  - Did you place the bomb/hazard? WHY?
  - Where are you? (Or: What is your address?)

- Exact wording of the threat:

- If voice is familiar, who did it sound like?

- Caller Characteristics, circle all that apply:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Adult</th>
<th>Juvenile</th>
<th>Age</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Distance</td>
<td>International</td>
<td>Cell Phone</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Caller ID information:

- Call origin:

- Caller’s voice: Note pattern of speech, type of voice, tone. Check all that apply.
EMERGENCY OPERATIONS PLAN

<table>
<thead>
<tr>
<th>Calm</th>
<th>Excited</th>
<th>Loud</th>
<th>Soft</th>
<th>Deep</th>
<th>Nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raspy</td>
<td>Distinct</td>
<td>Slurred</td>
<td>Normal</td>
<td>Crying</td>
<td>Laughter</td>
</tr>
<tr>
<td>Slow</td>
<td>Rapid</td>
<td>Disguised</td>
<td>Accent</td>
<td>Lisp</td>
<td>Stutter</td>
</tr>
<tr>
<td>Drunken</td>
<td>Familiar</td>
<td>Incoherent</td>
<td>Deep breathing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Background sounds: Check all that apply.

<table>
<thead>
<tr>
<th>Voices</th>
<th>Airplanes</th>
<th>Street noises</th>
<th>Trains</th>
<th>Quiet</th>
<th>Bells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>Static</td>
<td>Animals</td>
<td>Party</td>
<td>Vehicles</td>
<td></td>
</tr>
<tr>
<td>Horns</td>
<td>House noises</td>
<td>PA system</td>
<td>Music</td>
<td>Factory machines</td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>Phone booth</td>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Threat language: Check all that apply.

<table>
<thead>
<tr>
<th>Well-spoken (educated)</th>
<th>Foul</th>
<th>Taped</th>
<th>Incoherent</th>
<th>Irrational</th>
<th>Message read from script</th>
</tr>
</thead>
</table>

- Did caller indicate knowledge of the building? Give specifics: ________________________________

- Person receiving call: ________________________________

- Phone number where call received: ________________________________

**LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**
CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the Checklist for Telephone Threats procedures and refer to safety procedures in Bomb Threat and Hazardous Materials sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages
- Consider providing gloves and zip-lock bags at mail sorting areas
- Look for characteristics that make you suspicious of the content
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

If a letter/package is opened and contains a written threat but no suspicious substance:
- Notify Incident Commander and law enforcement (call 911).
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

If a letter or package is opened and contains some type of suspicious substance:
- Notify Incident Commander and law enforcement (call 911).
- Isolate the people who have been exposed to the substance. The goal here is to prevent or minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.
Incident Commander:
  - Incident Commander and emergency officials determine whether evacuation is necessary.
  - Incident Commander notifies President and Dean.
  - Implement Post-Crisis Intervention Procedures [App-44] as necessary.

DEATH WITHIN THE COMMUNITY (including suicide)

The focus of school personnel after the death of a student or staff member, either by suicide or some other cause, must be taking care of the survivors. This means insuring survivors’ physical and mental well-being to the greatest degree possible. Since different people will be affected by the death differently, and since different people grieve differently, the challenge is to provide the structure and routines which will be most helpful to many students and staff while providing those who cannot function within that structure another supervised opportunity to grieve.

Generally the response must help people move from a “poor me” focus to a focus on “How can I help those in greater need?” or “How can we keep this from happening again?” orientation. See also Post-Crisis Intervention Procedure [App-44].

Initial Response
  - President and Dean or Dean of Students will speak with key faculty members to generate a list of students most likely to be affected.
  - President and Dean or designee will notify employees of the death.
  - President and Dean or designee will plan an announcement regarding the death, if appropriate.
  - The President and Dean or designee will maintain communication with the family of the deceased both in support of them and to keep informed of funeral plans.

First School Day after the Death
  - An announcement will be made regarding what has happened, what services are available to help them, and where and when the wake and funeral will be.
  - The President’s Leadership team will meet to determine which, if any, events need to be canceled.
  - Leadership team members will meet with employees who are most impacted to determine appropriate support and resources.
  - The President and Dean or Director of Marketing & Alumni Relations will meet to determine the media response (if needed) to the situation.
DEMONSTRATION OR MASS STUDENT ACTION

If demonstrators are near but not on school property:

- Incident Commander notifies staff and President and Dean’s office.
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Incident Commander notifies staff and President and Dean’s office.
- Incident Commander asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - If demonstrators leave, continue to monitor the situation.
  - If demonstrators do not leave, notify law enforcement (call 911). Incident Commander may initiate “Lockdown with warning.” (See Lockdown Procedures, App-41.)

Generally speaking, most possible forms of student action are relatively benign and can be dealt with after the fact using the school’s disciplinary policy. However, there is always a small possibility that a mass student action will pass beyond the point where it can be controlled.

Based on the information available, the Director of Facilities will decide how to proceed.

As areas are checked, the fire doors will be closed to prevent any disturbance from spreading.
FIGHT / DISTURBANCE

- Ensure the safety of students and staff first.
- Notify Incident Commander/security/law enforcement. **Work as a team**, especially when separating participants.
- Don’t let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school’s policy.
- President and Dean and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post–crisis procedures as needed.
- For fights, or disturbances that elevate to possible assault level, refer to Assault guidance.

FIRE, SMOKE, OR GAS LEAK

When there is an uncontrolled fire in the building, the person first witnessing the fire should pull the nearest fire alarm. This activates the building alarm system and notifies the fire department.

If for some reason the alarm does not function, the person observing the fire should notify the Security Desk of the fire and its location. The Security Desk then initiates emergency procedures.

- Activate/pull fire alarms
- Call 911. Note: it is important to both pull the alarms and call 911 as more specific information can be given via a 911 call.
- If alarms do not sound staff will make an announcement over the CAMPUS system as follows: “Fire emergency. Please evacuate the building immediately.”
- Gather emergency materials.
- Follow **Evacuation Procedures** [App-40].
- Advancement staff checks to see that volunteers are evacuating.
- Assigned staff checks to see that persons with LEP or disabilities are assisted as needed.
HAZARDOUS MATERIALS

Incident occurs in school

- Notify Incident Commander/office.
- Call 911. If the type and/or location of hazardous material are known, report that information to 911.
- Evacuate to an upwind location.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional Shelter-in-Place or Evacuation actions.
- Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Incident Commander notifies President.
- Resume normal operations when fire officials approve.

Incident occurs near school property

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Resume normal operations when fire officials approve.
HOSTAGE

Witness to a hostage situation:

- If the hostage–taker is unaware of your presence, DO NOT INTERVENE!
- Notify Incident Commander. Incident Commander may initiate Lockdown Procedures or Evacuation.
- Call 911. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; Incident Commander coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage (see also Lockdown with Intruder Procedures, App-41):

- Cooperate with hostage–taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage–taker as normally as possible.
- Be respectful to the hostage–taker.
- Ask permission to speak; do not argue or make suggestions.
EMERGENCY OPERATIONS PLAN

INTRUDER (armed, violent, or otherwise)

In addition to any person who enters the school grounds with a weapon, any person who is acting in a manner which endangers the students, staff or volunteers at Mitchell Hamline School of Law should be treated as an armed intruder.

The staff member who first observes the armed intruder should immediately contact the Security Desk (ext. 3147 or 0) where Lockdown with Intruder Procedures [App-41] will be activated.

The staff member who notifies the office of the intruder should provide as much of the following information as possible:

- Location of the intruder.
- Physical description (and name if known) of the intruder.
- Weapon or dangerous behavior observed.
- Any known special circumstances.

Armed or Violent Individual in a Classroom (also see Hostage, App-55)

If possible, inform the Security Desk of the presence of the armed intruder in your area (simply letting the office know there is an uninvited guest in your room number is sufficient). Consider using the phone, a runner or email—whichever is safest. Then try to do the following.

- Do as the intruder demands
  - Do not make sudden moves which could frighten the intruder.
  - Ask for permission to move or do pretty much anything.
  - Never argue.
  - Take your time. Be deliberate in your actions (if possible).
  - Keep your students as calm as possible.
  - Avoid the use of physical force unless someone’s life is in imminent danger.

- Talk to the intruder
  - Learn as much as you can about the intruder.
  - Keep the intruder’s attention on you, not your students.
  - If there is more than one intruder involved, concentrate on the speaker or perceived leader.

- Be observant
  - Mentally record a detailed description of the individual and weapon.
  - Remember any objects the intruder touches and preserve them for law enforcement.
  - Remember that your classroom is now a crime scene. Preserve the scene to the fullest extent possible.

- If the intruder has a gun and begins to use it
  - Tell your students to “get down.”
  - Take cover on the floor and/or behind equipment.
MEDICAL EMERGENCY

Life-threatening injury or illness, or death

- Notify office staff/Incident Commander to make emergency calls. If unable to reach office immediately, call 911. **Work as a team.**
- Useful information for office/911: person’s likely age, location, current status, e.g., consciousness, breathing, bleeding, signs of shock.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he or she is in immediate danger of further injury.
- If possible, isolate the affected person. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding (note sections below on Blood and Disease Transmission and Blood or Disease Exposure Reporting).
  - Applying pressure on wound or elevating wound may help stop or slow bleeding.
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

After the injured individual’s immediate treatment needs have been met

- The President and Dean or Dean of Students will make contact with the injured individual or their family.
- The Dean of Students will investigate the events surrounding the injury and provide a written report of findings to the President and Dean.
- The faculty and staff will be notified of all available information at a meeting scheduled for late in the day.
- Appropriate announcements regarding the condition of the injured individual will be made via electronic communication.
- Based on the information available, the President and Dean will decide whether to retain legal counsel or to request a police investigation.

Blood and Disease Transmission

- Disease transmission occurs when bacteria or viruses from one person enter the body of another person. If a victim has an infectious disease and is bleeding severely, that creates a path for infection to travel.
- An employee who is assisting another in controlling bleeding can reduce the risk of infection while providing assistance by doing the following:
  1. Avoid being splashed by blood.
  2. Place a barrier between you and the victim’s blood. This can be done by wearing a disposable latex gloves and covering the wound with a dressing or plastic wrap (located in Security Office).
  3. Cover any cuts, scrapes, or skin conditions you have.
4. Wash your hands immediately after providing care, even if you wore gloves. Use a utility or rest room sink. Do not use a sink in a food preparation area.
5. Avoid eating, drinking, and touching your mouth, eyes, or nose while providing care and before you wash your hands.
6. Avoid touching objects that may have been contaminated with blood.
7. Avoid handling any of your personal items, such as pens or combs, while providing care and before washing your hands.

- These steps are safety precautions that can greatly reduce your risk of infection. Always give first aid in ways that protect both you and the victim from disease transmission.
- Note: Because infectious diseases are spread through bodily fluids, employees are not required or obligated to provide medical assistance where bodily fluids are present, unless to do so is part of the employee’s position description.

Blood or Disease Exposure Reporting

- An employee exposed to bodily fluids of another should adhere to the following procedures:
  1. Immediately wash hands and other affected skin with soap and water. Flush affected mucous membranes with water as soon as possible after contact with blood and body fluids.
  2. Contact Security.
  3. Contact your health care provider immediately.

Non-life-threatening injury or illness

- For all non-life-threatening illnesses and injuries, call security.

Administrator

- In case of traumatic medical emergency or death at school:
  o Notify security and call 911
  o Notify victim’s family.
  o Activate Post-Crisis Intervention Procedures [App-44] if necessary.

- In all other medical emergencies, assess individual’s need for post-crisis intervention.
EMERGENCY OPERATIONS PLAN

SHOOTING

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to Lockdown Procedures [App-41].
- Call 911.
- Notify Director of Facilities.

If you hear gunshots

- If possible, determine where shooting is taking place.
- Seek safe shelter.
  - If outside, stay as low to the ground as possible, and find any kind of cover.
  - If inside, go to Lockdown Procedures [App-41].
- Move people away from windows and doors. Turn off lights. Find cover. Create a list of all students and adults in your area or room. Email the list to faculty and staff distribution list.

Incident Commander/school resource officer/security/law enforcement

- Incident Commander may order Lockdown Procedures [App-41].
- Assess the situation as to:
  - The shooter’s location.
  - Injuries.
  - Potential for additional shooting.
- Call 911 and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured if it is safe to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify the Director of Facilities.
- Refer media to school spokesperson per Media Procedures [App-43].
- Initiate Post-Crisis Intervention Procedures [App-44].
SUICIDE

Suicide Threat

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify Security, Dean of Students and Associate Dean of Academic Affairs/Faculty immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without appropriate supervision.

Suicide Attempt in School

- Notify Security and Dean of Students, or other appropriate professional staff.
- **Call 911** if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Incident Commander

- Call parent(s) or family if the suicidal person is a student. Call family or emergency contact if suicidal person is a staff member.
- Notify President and Dean.
- Work with school public information officer.
- Implement *Post–Crisis Intervention Procedures* [App-44].

* See also “Warning Signs” and other professional training resources in the *Staff Handbook.*
TORNADO / SEVERE THUNDERSTORM / FLOODING

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings. Make sure your room or office has a diagram showing the route to a safe area.

Refer to Severe Weather Awareness Week postings at www.hsem.state.mn.us for more information on severe weather safety.

Tornado/severe thunderstorm WATCH has been issued in an area near school

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school

- Close doors.
- Move students and staff to Tornado Shelter areas. (See list, next page.)
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Flooding

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If school officials and emergency responders advise evacuation, do so immediately.
EMERGENCY OPERATIONS PLAN

Tornado and Tornado Drill Destinations

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEC Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use stairway F or G and proceed to the basement for shelter</td>
<td></td>
</tr>
<tr>
<td>170 Purchasing</td>
<td>LEC basement</td>
</tr>
<tr>
<td>171 Institutional Advancement</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>188 Classroom</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>271 Public Health Law Center</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>274 Human Resources</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>276 Finance</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>374 Facilities</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>376 Information Technology</td>
<td>LEC Basement</td>
</tr>
<tr>
<td><strong>Library Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use center stairwell do not use elevator</td>
<td></td>
</tr>
<tr>
<td>162 PC Lab 2</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>163 PC Lab 1</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>165 Microform</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>167 Receiving</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Main Floor General Collection</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Kelley Board Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>260 Chief Justice Chambers</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>261 Library Conference Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>268 Technical Services</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Library Study Carrels</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td><strong>1953 Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use center stairwell to lower level do not use elevator</td>
<td></td>
</tr>
<tr>
<td>103 Career &amp; Professional Development</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>110 Admissions</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>115 Multicultural Affairs</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>119 Student Services</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>120 Financial Aid</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>121 Copy/Mail Center</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>123 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>125 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>201 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>205 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>215 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>217 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>200 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>202 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>204 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>210 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
</tbody>
</table>
### EMERGENCY OPERATIONS PLAN

**1953 Building, Continued**

Use stairwell D or E to first floor and proceed to library use center library stairway to lower level. Do not use elevator.

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td>204 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>212 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>214 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>219 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>220 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>221 Multi Media</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>223 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>225 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>319 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>323 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>325 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>300-320 Offices</td>
<td>Library Lower Level</td>
</tr>
</tbody>
</table>

**1931 Building**

Use stairwells A, B or C to the lower level by the Bookstore, do not use the elevators.

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td>128 Hacheys Commons</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>131 Study Area</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>144 Food Service</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>145 Great Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>147 Conservatory</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>148 Academic Achievement</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>153 SBA/Student Organization Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>154 Staff Lounge</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>155 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>157 Prayer Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>159 Law Review/Student Law Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>229 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>230 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>231 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>240 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>243 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>245 Auditorium</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>237-259 Faculty Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>328 Faculty Lounge</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>329 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>331 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>326-358 Faculty and Faculty Support Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>359 Dean’s Suite</td>
<td>1931 Lower Level</td>
</tr>
</tbody>
</table>

**Notes:**

Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Do not move seriously injured persons. See Medical Emergency section. Escort those who can move to the Security Desk or First Aid station.
WEAPONS

Staff or students who are aware of a weapon brought to school

- Immediately notify Incident Commander, teacher or law enforcement. Give the following information:
  - Name of person suspected of bringing the weapon.
  - Location of the weapon.
  - Whether the suspect has threatened anyone.
  - Any other details that may prevent the suspect from hurting someone or himself/herself.

- Faculty who suspect that a weapon is in the classroom
  - Stay calm
  - Do not call attention to the weapon.
  - Notify the Incident Commander, the security, or a neighboring faculty member as soon as possible.

Incident Commander

- Call law enforcement (dial 911) to report that a weapon is suspected in school.
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member. Consider the best time and place to approach the person, taking into account these factors if possible:
  - Need for assistance from law enforcement.
  - Type of weapon.
  - Safety of persons in the area.
  - State of mind of the suspected person.
  - Accessibility of the weapon.
- Separate student/staff member from weapon, if possible.
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. Stay calm.
- Follow school procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the school and of Minnesota Statutes.
- If the suspect is a student, notify family according to school policy.
20. EMERGENCY OPERATIONS PLAN

Introduction and How to Use the Emergency Operations Guide (EOP)

Please keep this booklet in a secure location where you can get to it quickly.

This EOP (Emergency Operations Guide) focuses on preparedness, response and to some extent, recovery from an emergency incident. This guide and all communication in an emergency should use plain English. This improves coordination with outside agencies and first responders.
SCHOOL EMERGENCY RESPONSE TEAM

See next page for descriptions of emergency response team functions.

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>STAFF ASSIGNED</th>
<th>BACK-UP STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>David Hellermann</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6457</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 612-599-6061</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell:</td>
</tr>
<tr>
<td>Safety</td>
<td>David Hellermann</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6356</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 612-599-6060</td>
<td></td>
</tr>
<tr>
<td>Public Information Officer (PIO)</td>
<td>Doug Belden</td>
<td>Jodi Glaser</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6360</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell:</td>
</tr>
<tr>
<td>Operations Chief</td>
<td>David Hellermann</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6457</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 612-599-6061</td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td>Security Guard on Duty(^2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6330</td>
<td></td>
</tr>
<tr>
<td>Site Security/ Facility Check</td>
<td>David Hellermann</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6457</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 612-599-6061</td>
<td></td>
</tr>
<tr>
<td>Student Release Coordinator</td>
<td>Lynn LeMoine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office: (651) 695-7668</td>
<td></td>
</tr>
<tr>
<td>Logistics Chief</td>
<td>Andrea Bien</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6322</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 952-212-5978</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td>Doug Belden</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6360</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Lynn LeMoine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Office: (651) 695-7668</td>
<td></td>
</tr>
<tr>
<td>Planning Chief</td>
<td>David Hellermann</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-6457</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell: 612-599-6061</td>
<td></td>
</tr>
<tr>
<td>Financial Recordkeeping</td>
<td>Art Berman</td>
<td>Deb Kessler</td>
</tr>
<tr>
<td></td>
<td>Office: (651) 290-7522</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell:</td>
<td>Office:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cell:</td>
</tr>
<tr>
<td>First Aid/CPR Responders:</td>
<td>If Emergency Dial 4911</td>
<td>(651) 227-9171 (Switchboard)</td>
</tr>
<tr>
<td></td>
<td>(651) 224-8763 (Radio)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(651) 290-6330 (Office)</td>
<td></td>
</tr>
</tbody>
</table>

---

1 These functions mirror the National Incident Management System (NIMS) used by emergency responders
2 Contact Security for first-aid/CPR responders
SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within schools. Incident management functions below are described in the context of a school setting. Staff members who are not responsible for students should fill as many of the functions as possible. Depending on the emergency, one person may be able to perform multiple assignments.

<table>
<thead>
<tr>
<th>Incident Commander (person in charge)</th>
<th>Activates school’s emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter–in–place; notifies school authorities and provides situation updates; requests resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Responsible for safety and security of the site; stops operations if conditions become unsafe.</td>
</tr>
<tr>
<td>Public Information</td>
<td>May be designated site spokesperson; cooperates with the other agencies on joint news releases; coordinates media briefings as necessary.</td>
</tr>
<tr>
<td>Operations Chief</td>
<td>Directs actions, i.e., lockdown, evacuation, site security, first aid or medical care, cleanup, control of utilities.</td>
</tr>
<tr>
<td>Medical</td>
<td>Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school’s first aid/CPR responders.</td>
</tr>
<tr>
<td>Site Security/Facility Check</td>
<td>Responsible for seeing that the school building and grounds are visually inspected and secured.</td>
</tr>
<tr>
<td>Student Release Coordinator</td>
<td>Responsible for implementing school’s plan for release of students from relocation site; takes necessary documents to relocation site.</td>
</tr>
<tr>
<td>Logistics Chief</td>
<td>Estimates logistical needs; gets personnel, services and materials to support operations.</td>
</tr>
<tr>
<td>Communications</td>
<td>Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.</td>
</tr>
<tr>
<td>Transportation</td>
<td>Responsible for arranging transportation for emergency relocations.</td>
</tr>
<tr>
<td>Planning Chief</td>
<td>Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with incident commander.</td>
</tr>
<tr>
<td>Financial/Recordkeeping</td>
<td>Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; monitors and records separately, expenses associated with emergency and recovery operations.</td>
</tr>
</tbody>
</table>
EMERGENCY OPERATIONS PLAN

EMERGENCY PHONE NUMBERS

All Emergencies 911

St. Paul Police  Non-emergency (651) 291-1111

Public Utilities

Electricity  Xcel Energy

24-hour emergency number(s) 1-800-895-1999

Gas  Xcel Energy

24-hour emergency number(s) 1-800-895-2999

Water  City of St. Paul Water Utility

24-hour emergency number(s) (651) 266-6868

Emergency Management Agencies

St. Paul Emergency Management Director

Rick Larkin, (651) 266-5494

Referrals

Hazardous Materials

Report hazardous materials leaks or spills to Minnesota Duty Officer

24-hour numbers  Statewide (800) 422-0798  Metro Area (651) 649-5451

Poison Control Center 1-800-222-1222

Crime Victim Services

Ramsey County Attorney’s Office, (651) 266-3222

Post-Crisis Intervention/Mental Health Hotline

Ramsey County Mental Health Crisis Adult, (651) 266-7900

Ramsey County Sexual Offense Services Crisis Line (651) 643-3006
## IMPORTANT PHONE NUMBERS

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of St. Paul Police Department</td>
<td>911 (emergency)</td>
</tr>
<tr>
<td></td>
<td>(651) 291-1111 (non-emergency)</td>
</tr>
<tr>
<td>City of St. Paul Fire Department</td>
<td>911 (emergency)</td>
</tr>
<tr>
<td></td>
<td>(651) 224-3401 (Ashland St.)</td>
</tr>
<tr>
<td>City of St. Paul Offices</td>
<td>(651) 266-8989</td>
</tr>
<tr>
<td>City of St. Paul Public Works</td>
<td>(651) 266-7623</td>
</tr>
</tbody>
</table>

## Leadership Team Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone Number</th>
<th>Home Phone Number</th>
<th>Cell Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duhl, Gregory</td>
<td>(651) 290-6409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glaser, Jodi</td>
<td>(651) 290-6355</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knapp, Peter</td>
<td>(651) 290-6423</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Facilities & Security

<table>
<thead>
<tr>
<th>Name</th>
<th>Work Phone Number</th>
<th>Cell Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hellermann, Dave</td>
<td>(651) 290-6357</td>
<td>612-599-6061</td>
</tr>
</tbody>
</table>
# STAFF RESPONSE GUIDELINES - SUMMARY

<table>
<thead>
<tr>
<th>Evacuation</th>
<th>Lockdown</th>
<th>Shelter-in-Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visually check evacuation route.</td>
<td>Lock all classroom doors and doors to your area.</td>
<td>Visually check evacuation route.</td>
</tr>
<tr>
<td>Evacuate building</td>
<td>Turn off lights, pull blinds, and move away from doors and windows.</td>
<td></td>
</tr>
<tr>
<td>Turn off lights and close door. Leave doors unlocked.</td>
<td>Take steps necessary to keep everyone quiet.</td>
<td>Turn off lights and close the door as you exit. Leave doors unlocked.</td>
</tr>
<tr>
<td>Report to designated area.</td>
<td>Do not allow anyone in room. Have students lie down on the floor if gunshots are heard. Take cover behind desks or other barriers.</td>
<td>Report to designated area.</td>
</tr>
<tr>
<td>Stay in assigned area until instructed to move by Security Desk personnel or uniformed police/fire personnel.</td>
<td>Be prepared to remain in lockdown mode for a long time. Email faculty and staff list with critical or emergency information.</td>
<td>Stay in assigned area until instructed to move by Security Desk personnel or uniformed police/fire personnel.</td>
</tr>
<tr>
<td>Follow instructions from the Security Desk or uniformed police/fire personnel.</td>
<td>Follow instructions from the Security Desk or uniformed police/fire personnel.</td>
<td></td>
</tr>
</tbody>
</table>
GENERAL PROCEDURES

EVACUATION / RELOCATION

Evacuation

- Incident Commander initiates evacuation procedures.
- Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.
  - Bombs: Incident Commander notifies staff of evacuation route dictated by known or suspected location of a device.
  - Fire: Follow primary routes unless blocked by smoke or fire. Know alternate route.
  - Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- If you have a student with impaired mobility, see also the section on Accommodating Persons with Disabilities.
- Do not lock classroom doors when leaving.
- When outside the building, immediately inform Incident Commander of any missing student(s).

Relocation

- Incident Commander determines whether students and staff should be evacuated to a relocation center, i.e., a safe place other than the school itself.
- Incident Commander or school emergency response team designee notifies relocation center.
- If necessary, a school emergency response team designee coordinates transportation to relocation center.

<table>
<thead>
<tr>
<th>Primary Relocation Center</th>
<th>Secondary Relocation Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>SteppingStone Theatre</td>
<td>Summit Church</td>
</tr>
<tr>
<td>Victoria at Portland</td>
<td>Summit at Victoria</td>
</tr>
<tr>
<td>St. Paul, Minnesota 55104</td>
<td>St. Paul, Minnesota 55105</td>
</tr>
<tr>
<td>Tel: (651) 225-9265</td>
<td>Tel: (651) 228-0811</td>
</tr>
</tbody>
</table>

3 Directions to SteppingStone Theatre Approximate distance: 1 city block
- Exit the building and walk towards Victoria St.
- Turn north (left) at Victoria and follow across Portland Ave.
- SteppingStone is at the northwest corner of Victoria St. and Portland Ave

4 Summit Church Assembly of God Approximate distance: 1 city block
- Exit the building and walk towards Victoria.
- Walk south on Victoria to Summit Ave.
- Walk east on Summit across Victoria.
EMERGENCY OPERATIONS PLAN

LOCKDOWN PROCEDURES

Note: Lockdown may also be initiated in non-threatening circumstances in order to keep people away from areas where there may be a medical emergency or disturbance.

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- Lockdown with warning
  - The threat is outside of the school building.
  - The school may have been notified of a potential threat outside of the building.

- Lockdown with intruder
  - The threat/intruder is inside the building.

- Lockdown with warning procedures
  - Incident Commander will order and announce “lockdown with warning” procedures.
  - Lock exterior doors.
  - Clear hallways, restrooms and other rooms that cannot be secured.
  - Pull shades. Keep students away from windows.
  - Move on announcement only.

- Lockdown with intruder procedures (these actions happen rapidly)
  - Incident Commander will order and announce “Lockdown with intruder.”
  - Immediately direct all students, staff and visitors into nearest classroom or secured space. Notify classes that are outside of the building NOT to enter the building. Move outside classes to primary evacuation site.
  - Lock classroom doors when possible.
  - DO NOT lock exterior doors.
  - Move people away from windows and doors. Turn off lights. Create a list of all students and adults in your area or room. Email the list to faculty and staff distribution list.
  - DO NOT respond to anyone at the door until “all clear” is announced.
  - Keep out of sight.
  - Move on announcement only.

- Summit Church is located at the northeast corner of Summit and Victoria.
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.

Know your safe areas in the Mitchell Hamline School of Law building.

Procedures

- Incident Commander announces that students and staff must go to shelter areas
- Bring all persons inside building(s)
- Close all exterior doors and windows, if appropriate
- Turn off ventilation leading outdoors, if appropriate
- All persons remain in shelter areas until an Incident Commander 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
MEDIA PROCEDURES

Faculty and staff need to refer all media inquiries to our Spokesperson and Public Information Officer.

The school, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

- School spokesperson – Mark Gordon, President and Dean, (651) 290-6310
- Alternate spokesperson – Jodi Glaser, Vice President, Institutional Advancement, (651) 290-6355

Mitchell Hamline’s Public Information (PI) person helps school spokesperson coordinate media communications.

- School PI – Doug Belden, Assistant Director of Marketing, (651) 290-6360
- Alternate PI – Jodi Glaser, Vice President, Institutional Advancement, (651) 290-6355

Media checklist

- Incident Commander relays all factual information to president and public information person.
- Establish a media information center away from the affected area. Consider:
  o Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
  o Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
  o Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
  o Emphasize the safety of students and staff.
  o Engage media to help distribute important public information. Explain how the emergency is being handled.
  o Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- Maintain log of all telephone inquiries for future use.
POST-CRISIS INTERVENTION PROCEDURES

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

- Assess the situation to determine the need for post-crisis interventions for staff, students and families.
- Provide post-crisis briefings for staff, students and families as appropriate.
- Re-establish school and classroom routine as quickly as possible.
- Consider interventions
  - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency. Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
  - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. **CISD should only be conducted by trained professionals.**
  - Counseling – Provide grief counseling.
- Provide ongoing support as necessary for staff, students and families
  - Monitor and support staff.
  - Identify and monitor at-risk students.
  - Provide individual crisis or grief counseling, if necessary.
  - Conduct outreach to families.
  - Provide follow-up referral for assessment and treatment if necessary.

Other Post-Crisis Procedures

- The President and Dean will notify the appropriate members of the Board of Trustees of the crisis, the Law school’s response, and the outcome of the situation.
- The President and Dean or Director of Marketing & Alumni Relations will coordinate communication with the media. Please refer all media queries to these individuals.
- The President and Dean and the Vice President, Student Affairs & Dean of Students will discuss the crisis support needs and see that those needs are met.
- The administrative team will meet to discuss the College’s response to the crisis and generate suggestions for improvement.
- The faculty will meet with the administration to discuss the crisis, the school’s response to the crisis and generate suggestions for improvement.
EMERGENCY OPERATIONS PLAN

- The *Incident Log* will be updated to include a written report on the crisis, the response, crisis support needs and services provided, and suggestions for the future.
- Procedures will be changed as needed.

In case of a **Student Demonstration**, the Dean of Student Affairs will thoroughly investigate the root causes of the student action and identify any factors which circumvented existing student control mechanisms. As deserved, disciplinary action will be taken against the students involved.

In case of **Death** or **Suicide**, see other sections of this EOP.
ACCOMMODATING PERSONS
WITH LIMITED ENGLISH PROFICIENCY (LEP)

Communicating with students and parents who have limited English skills is done on a case by case basis. In case of emergency, determine where persons with LEP are located in the building. Staff members with language skills may be assigned to assist.

ACCOMMODATING PERSONS WITH DISABILITIES

Emergency planning for students and parents who have disabilities is done on a case by case basis. In case of emergency, determine where persons with disabilities are located in the building. Student support staff is assigned to these persons. Arrange for transportation using personal vehicles or school buses.

See also students’ IEPs for reference.
INCIDENTS

ASSAULT

- Ensure the safety of students and staff first.
- Notify Incident Commander. **Work as a team.**
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If victim requires medical attention, follow *Medical Emergency* [App-57] procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and president per school policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement *Post–Crisis Intervention Procedures* [App-44] as needed.

BOMB OR BOMB THREAT, OR CHEMICAL THREAT

- A staff member who observes a suspicious object or package which might be a bomb should call the Security Desk immediately with the following information:
  - The location of the object
  - A general description of the object
- A staff member who receives a phone call which includes a bomb or other threat should try to get as much information as possible. Write down all responses verbatim, as much as possible. See checklist on the next page.
- The staff member receiving the threat should try to keep the caller on the line as long as possible. **Never hang up!** General impressions about the caller’s age, gender, and emotional state should also be recorded. Alert another staff member to the nature of the call as quickly as possible so that the Security Desk can be informed of the threat.
- Based on the information available, the Director of Facilities will decide the next steps.
- Campus announcement, “There is an investigation pending. Please hold all students in your classroom and please do not enter the halls.”
- Follow *Shelter-in-Place Procedures* [App-42] until you receive more information from the office.
EMERGENCY OPERATIONS PLAN

TELEPHONE THREAT CHECKLIST (Questions to ask . . .)

- If you receive a telephone threat (bomb/chemical/other)
  - Remain calm.
  - Do not hang up. Keep the caller on the line as long as possible and listen carefully. Leave phone off hook if the caller ends the call.

- Ask the following questions:
  - Where is the bomb/chemical or other hazard? (Or: Where is the device located?)
  - When will it explode/be activated?
  - What does it look like?
  - What kind of bomb/hazard is it?
  - What will cause it to explode/activate?
  - What is your name?
  - Did you place the bomb/hazard? WHY?
  - Where are you? (Or: What is your address?)

- Exact wording of the threat: ______________________________________________________________
  ______________________________________________________________

- If voice is familiar, who did it sound like? ______________________________________________

- Caller Characteristics, circle all that apply:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Adult</th>
<th>Juvenile</th>
<th>Age</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Distance</td>
<td>International</td>
<td>Cell Phone</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Caller ID information: ______________________________________________________________

- Call origin: ______________________________________________________________

- Caller’s voice: Note pattern of speech, type of voice, tone. Check all that apply.
EMERGENCY OPERATIONS PLAN

Calm | Excited | Loud | Soft | Deep | Nasal
---|---|---|---|---|---
Raspy | Distinct | Slurred | Normal | Crying | Laughter
Slow | Rapid | Disguised | Accent | Lisp | Stutter
Drunken | Familiar | Incoherent | Deep breathing

- Background sounds: Check all that apply.

<table>
<thead>
<tr>
<th>Voices</th>
<th>Airplanes</th>
<th>Street noises</th>
<th>Trains</th>
<th>Quiet</th>
<th>Bells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>Static</td>
<td>Animals</td>
<td>Party</td>
<td>Vehicles</td>
<td></td>
</tr>
<tr>
<td>Horns</td>
<td>House noises</td>
<td>PA system</td>
<td>Music</td>
<td>Factory machines</td>
<td></td>
</tr>
<tr>
<td>Motor</td>
<td>Phone booth</td>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Threat language: Check all that apply.

<table>
<thead>
<tr>
<th>Well-spoken (educated)</th>
<th>Foul</th>
<th>Taped</th>
<th>Incoherent</th>
<th>Irrational</th>
<th>Message read from script</th>
</tr>
</thead>
</table>

- Did caller indicate knowledge of the building? Give specifics: ________________________________
  ________________________________
  ________________________________
  ________________________________
  ________________________________
  ________________________________

- Person receiving call: ________________________________

- Phone number where call received: ________________________________

**LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.**
CHEMICAL OR BIOLOGICAL THREAT

If a telephone threat references a chemical or biological device or package, complete the Checklist for Telephone Threats procedures and refer to safety procedures in Bomb Threat and Hazardous Materials sections.

This page addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

When sorting mail or receiving delivered packages

- **Consider providing gloves and zip-lock bags at mail sorting areas**
- **Look for characteristics that make you suspicious of the content**
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

**If a letter/package is opened and contains a written threat but no suspicious substance:**

- Notify Incident Commander and law enforcement (call 911).
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

**If a letter or package is opened and contains some type of suspicious substance:**

- Notify Incident Commander and law enforcement (call 911).
- Isolate the people who have been exposed to the substance. The goal here is to prevent or minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.
EMERGENCY OPERATIONS PLAN

Incident Commander:
- Incident Commander and emergency officials determine whether evacuation is necessary.
- Incident Commander notifies President and Dean.
- Implement Post-Crisis Intervention Procedures [App-44] as necessary.

DEATH WITHIN THE COMMUNITY (including suicide)

The focus of school personnel after the death of a student or staff member, either by suicide or some other cause, must be taking care of the survivors. This means insuring survivors’ physical and mental well-being to the greatest degree possible. Since different people will be affected by the death differently, and since different people grieve differently, the challenge is to provide the structure and routines which will be most helpful to many students and staff while providing those who cannot function within that structure another supervised opportunity to grieve.

Generally the response must help people move from a “poor me” focus to a focus on “How can I help those in greater need?” or “How can we keep this from happening again?” orientation. See also Post-Crisis Intervention Procedure [App-44].

Initial Response
- President and Dean or Dean of Students will speak with key faculty members to generate a list of students most likely to be affected.
- President and Dean or designee will notify employees of the death.
- President and Dean or designee will plan an announcement regarding the death, if appropriate.
- The President and Dean or designee will maintain communication with the family of the deceased both in support of them and to keep informed of funeral plans.

First School Day after the Death
- An announcement will be made regarding what has happened, what services are available to help them, and where and when the wake and funeral will be.
- The President’s Leadership team will meet to determine which, if any, events need to be canceled.
- Leadership team members will meet with employees who are most impacted to determine appropriate support and resources.
- The President and Dean or Director of Marketing & Alumni Relations will meet to determine the media response (if needed) to the situation.
DEMONSTRATION OR MASS STUDENT ACTION

If demonstrators are near but not on school property:

- Incident Commander notifies staff and President and Dean’s office.
- Monitor situation. Notify law enforcement if necessary.

If demonstrators are on school property:

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Incident Commander notifies staff and President and Dean’s office.
- Incident Commander asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - If demonstrators leave, continue to monitor the situation.
  - If demonstrators do not leave, notify law enforcement (call 911). Incident Commander may initiate “Lockdown with warning.” (See Lockdown Procedures, App-41.)

Generally speaking, most possible forms of student action are relatively benign and can be dealt with after the fact using the school’s disciplinary policy. However, there is always a small possibility that a mass student action will pass beyond the point where it can be controlled.

Based on the information available, the Director of Facilities will decide how to proceed.

As areas are checked, the fire doors will be closed to prevent any disturbance from spreading.
**FIGHT / DISTURBANCE**

- Ensure the safety of students and staff first.
- Notify Incident Commander/security/law enforcement. **Work as a team**, especially when separating participants.
- Don’t let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with event according to school’s policy.
- President and Dean and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post–crisis procedures as needed.
- For fights, or disturbances that elevate to possible assault level, refer to Assault guidance.

**FIRE, SMOKE, OR GAS LEAK**

When there is an uncontrolled fire in the building, the person first witnessing the fire should pull the nearest fire alarm. This activates the building alarm system and notifies the fire department.

If for some reason the alarm does not function, the person observing the fire should notify the Security Desk of the fire and its location. The Security Desk then initiates emergency procedures.

- Activate/pull fire alarms
- Call 911. Note: it is important to both pull the alarms and call 911 as more specific information can be given via a 911 call.
- If alarms do not sound staff will make an announcement over the CAMPUS system as follows: “Fire emergency. Please evacuate the building immediately.”
- Gather emergency materials.
- Follow *Evacuation Procedures* [App-40].
- Advancement staff checks to see that volunteers are evacuating.
- Assigned staff checks to see that persons with LEP or disabilities are assisted as needed.
HAZARDOUS MATERIALS

Incident occurs in school

- Notify Incident Commander/office.
- Call 911. If the type and/or location of hazardous material are known, report that information to 911.
- Evacuate to an upwind location.
- Seal off area of leak/spill. Close doors.
- Fire officer in charge will determine additional Shelter-in-Place or Evacuation actions.
- Shut off heating, cooling and ventilation systems in contaminated area to reduce the spread of contamination.
- Incident Commander notifies President.
- Resume normal operations when fire officials approve.

Incident occurs near school property

- Fire or law enforcement will notify school officials.
- Consider closing outside air intake, evacuating students to a safe area or sheltering students inside the building until emergency passes or relocation is necessary.
- Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- Follow procedures for sheltering or evacuation.
- If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- Resume normal operations when fire officials approve.
HOSTAGE

Witness to a hostage situation:

- If the hostage–taker is *unaware of your presence*, DO NOT INTERVENE!
- Notify Incident Commander. Incident Commander may initiate Lockdown Procedures or Evacuation.
- Call 911. Give dispatcher details of situation.
- Seal off area near hostage scene.
- Police will take control of hostage scene; Incident Commander coordinates with police for safety and welfare of students and staff.
- Document all activities.

If taken hostage (see also *Lockdown with Intruder Procedures, App-41*):

- Cooperate with hostage–taker to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage–taker as normally as possible.
- Be respectful to the hostage–taker.
- Ask permission to speak; do not argue or make suggestions.
INTRUDER (armed, violent, or otherwise)

In addition to any person who enters the school grounds with a weapon, any person who is acting in a manner which endangers the students, staff or volunteers at Mitchell Hamline School of Law should be treated as an armed intruder.

The staff member who first observes the armed intruder should immediately contact the Security Desk (ext. 3147 or 0) where Lockdown with Intruder Procedures [App-41] will be activated.

The staff member who notifies the office of the intruder should provide as much of the following information as possible:

- Location of the intruder.
- Physical description (and name if known) of the intruder.
- Weapon or dangerous behavior observed.
- Any known special circumstances.

Armed or Violent Individual in a Classroom (also see Hostage, App-55)

If possible, inform the Security Desk of the presence of the armed intruder in your area (simply letting the office know there is an uninvited guest in your room number is sufficient). Consider using the phone, a runner or email—whichever is safest. Then try to do the following.

- Do as the intruder demands
  - Do not make sudden moves which could frighten the intruder.
  - Ask for permission to move or do pretty much anything.
  - Never argue.
  - Take your time. Be deliberate in your actions (if possible).
  - Keep your students as calm as possible.
  - Avoid the use of physical force unless someone’s life is in imminent danger.

- Talk to the intruder
  - Learn as much as you can about the intruder.
  - Keep the intruder’s attention on you, not your students.
  - If there is more than one intruder involved, concentrate on the speaker or perceived leader.

- Be observant
  - Mentally record a detailed description of the individual and weapon.
  - Remember any objects the intruder touches and preserve them for law enforcement.
  - Remember that your classroom is now a crime scene. Preserve the scene to the fullest extent possible.

- If the intruder has a gun and begins to use it
  - Tell your students to “get down.”
  - Take cover on the floor and/or behind equipment.
MEDICAL EMERGENCY

Life–threatening injury or illness, or death

- Notify office staff/Incident Commander to make emergency calls. If unable to reach office immediately, call 911. **Work as a team.**
- Useful information for office/911: person’s likely age, location, current status, e.g., consciousness, breathing, bleeding, signs of shock.
- Give full attention to the victim(s).
- Do not attempt to move a person who is ill or injured unless he or she is in immediate danger of further injury.
- If possible, isolate the affected person. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding (note sections below on Blood and Disease Transmission and Blood or Disease Exposure Reporting).
  - Applying pressure on wound or elevating wound may help stop or slow bleeding.
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

After the injured individual’s immediate treatment needs have been met

- The President and Dean or Dean of Students will make contact with the injured individual or their family.
- The Dean of Students will investigate the events surrounding the injury and provide a written report of findings to the President and Dean.
- The faculty and staff will be notified of all available information at a meeting scheduled for late in the day.
- Appropriate announcements regarding the condition of the injured individual will be made via electronic communication.
- Based on the information available, the President and Dean will decide whether to retain legal counsel or to request a police investigation.

Blood and Disease Transmission

- Disease transmission occurs when bacteria or viruses from one person enter the body of another person. If a victim has an infectious disease and is bleeding severely, that creates a path for infection to travel.
- An employee who is assisting another in controlling bleeding can reduce the risk of infection while providing assistance by doing the following:
  1. Avoid being splashed by blood.
  2. Place a barrier between you and the victim’s blood. This can be done by wearing a disposable latex gloves and covering the wound with a dressing or plastic wrap (located in Security Office).
  3. Cover any cuts, scrapes, or skin conditions you have.
4. Wash your hands immediately after providing care, even if you wore gloves. Use a utility or rest room sink. Do not use a sink in a food preparation area.
5. Avoid eating, drinking, and touching your mouth, eyes, or nose while providing care and before your wash your hands.
6. Avoid touching objects that may have been contaminated with blood.
7. Avoid handling any of your personal items, such as pens or combs, while providing care and before washing your hands.

- These steps are safety precautions that can greatly reduce your risk of infection. Always give first aid in ways that protect both you and the victim from disease transmission.
- Note: Because infectious diseases are spread through bodily fluids, employees are not required or obligated to provide medical assistance where bodily fluids are present, unless to do so is part of the employee’s position description.

**Blood or Disease Exposure Reporting**

- An employee exposed to bodily fluids of another should adhere to the following procedures:
  1. Immediately wash hands and other affected skin with soap and water. Flush affected mucous membranes with water as soon as possible after contact with blood and body fluids.
  2. Contact Security.
  3. Contact your health care provider immediately.

**Non-life-threatening injury or illness**

- For all non-life-threatening illnesses and injuries, call security.

**Administrator**

- In case of traumatic medical emergency or death at school:
  - Notify security and **call 911**
  - Notify victim’s family.
  - Activate *Post-Crisis Intervention Procedures* [App-44] if necessary.

- In all other medical emergencies, assess individual’s need for post–crisis intervention.
EMERGENCY OPERATIONS PLAN

SHOOTING

If a person displays a firearm or begins shooting:

- Move to or seek safe shelter. Go to *Lockdown Procedures* [App-41].
- Call 911.
- Notify Director of Facilities.

If you hear gunshots

- If possible, determine where shooting is taking place.
- Seek safe shelter.
  - If outside, stay as low to the ground as possible, and find any kind of cover.
  - If inside, go to *Lockdown Procedures* [App-41].
- Move people away from windows and doors. Turn off lights. Find cover. Create a list of all students and adults in your area or room. Email the list to *faculty and staff distribution list*.

Incident Commander/school resource officer/security/law enforcement

- Incident Commander may order *Lockdown Procedures* [App-41].
- Assess the situation as to:
  - The shooter's location.
  - Injuries.
  - Potential for additional shooting.
- Call 911 and give as much detail as possible about the situation.
- Secure the school, if appropriate.
- Help students and staff find safe shelter.
- Care for the injured if it is safe to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- Notify the Director of Facilities.
- Refer media to school spokesperson per *Media Procedures* [App-43].
- Initiate *Post-Crisis Intervention Procedures* [App-44].
SUICIDE

Suicide Threat

- Consider any student reference to suicide as serious.
- Do not leave the student alone.
- Notify Security, Dean of Students and Associate Dean of Academic Affairs/Faculty immediately.
- Stay with the student until suicide intervention staff arrives.
- Do not allow the student to leave school without appropriate supervision.

Suicide Attempt in School

- Notify Security and Dean of Students, or other appropriate professional staff.
- **Call 911** if the person needs medical attention, has a weapon, needs to be restrained or parent/guardian cannot be reached.
- Try to calm the suicidal person.
- Stay with the suicidal person until suicide intervention staff arrives.
- Isolate the suicidal person or the area, if possible.
- Initiate first aid.
- Do not allow the student to leave school without parent, guardian or other appropriate adult supervision.

Incident Commander

- Call parent(s) or family if the suicidal person is a student. Call family or emergency contact if suicidal person is a staff member.
- Notify President and Dean.
- Work with school public information officer.
- Implement *Post–Crisis Intervention Procedures* [App-44].

* See also “Warning Signs” and other professional training resources in the *Staff Handbook.*
EMERGENCY OPERATIONS PLAN

TORNA DO / SEVERE THUNDERSTORM / FLOODING

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings. Make sure your room or office has a diagram showing the route to a safe area.

Refer to Severe Weather Awareness Week postings at www.hsem.state.mn.us for more information on severe weather safety.

Tornado/severe thunderstorm WATCH has been issued in an area near school

- Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
- Close windows.
- Review tornado drill procedures and location of safe areas.

Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school

- Close doors.
- Move students and staff to Tornado Shelter areas. (See list, next page.)
- Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Flooding

- Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- Review evacuation procedures with staff.
- Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- Check transportation resources.
- If school officials and emergency responders advise evacuation, do so immediately.
# EMERGENCY OPERATIONS PLAN

## Tornado and Tornado Drill Destinations

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEC Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use stairway F or G and proceed to the basement for shelter</td>
<td></td>
</tr>
<tr>
<td>170 Purchasing</td>
<td>LEC basement</td>
</tr>
<tr>
<td>171 Institutional Advancement</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>188 Classroom</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>271 Public Health Law Center</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>274 Human Resources</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>276 Finance</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>374 Facilities</td>
<td>LEC Basement</td>
</tr>
<tr>
<td>376 Information Technology</td>
<td>LEC Basement</td>
</tr>
<tr>
<td><strong>Library Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use center stairwell do not use elevator</td>
<td></td>
</tr>
<tr>
<td>162 PC Lab 2</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>163 PC Lab 1</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>165 Microform</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>167 Receiving</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Main Floor General Collection</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Kelley Board Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>260 Chief Justice Chambers</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>261 Library Conference Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>268 Technical Services</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>Library Study Carrels</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td><strong>1953 Building</strong></td>
<td></td>
</tr>
<tr>
<td>Use center stairwell to lower level do not use elevator</td>
<td></td>
</tr>
<tr>
<td>103 Career &amp; Professional Development</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>110 Admissions</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>115 Multicultural Affairs</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>119 Student Services</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>120 Financial Aid</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>121 Copy/Mail Center</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>123 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>125 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>201 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>205 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>215 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>217 Court Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>200 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>202 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>204 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>210 Video/interviewing Room</td>
<td>Library Lower Level</td>
</tr>
</tbody>
</table>
## 1953 Building, Continued

Use stairwell D or E to first floor and proceed to library use center library stairway to lower level. Do not use elevator

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td>204 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>212 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>214 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>219 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>220 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>221 Multi Media</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>223 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>225 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>319 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>323 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>325 Classroom</td>
<td>Library Lower Level</td>
</tr>
<tr>
<td>300-320 Offices</td>
<td>Library Lower Level</td>
</tr>
</tbody>
</table>

### 1931 Building

Use stairwells A, B or C to the lower level by the Bookstore, do not use the elevators

<table>
<thead>
<tr>
<th>Location when alarm sounds</th>
<th>Move to</th>
</tr>
</thead>
<tbody>
<tr>
<td>128 Hachey Commons</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>131 Study Area</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>144 Food Service</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>145 Great Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>147 Conservatory</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>148 Academic Achievement</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>153 SBA/Student Organization Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>154 Staff Lounge</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>155 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>157 Prayer Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>159 Law Review/Student Law Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>229 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>230 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>231 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>240 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>243 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>245 Auditorium</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>237-259 Faculty Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>328 Faculty Lounge</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>329 Conference Room</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>331 Classroom</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>326-358 Faculty and Faculty Support Offices</td>
<td>1931 Lower Level</td>
</tr>
<tr>
<td>359 Dean’s Suite</td>
<td>1931 Lower Level</td>
</tr>
</tbody>
</table>

**Notes:**

Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Do not move **seriously injured persons.** See *Medical Emergency* section. Escort those who can move to the Security Desk or First Aid station.
WEAPONS

Staff or students who are aware of a weapon brought to school

• Immediately notify Incident Commander, teacher or law enforcement. Give the following information:
  ○ Name of person suspected of bringing the weapon.
  ○ Location of the weapon.
  ○ Whether the suspect has threatened anyone.
  ○ Any other details that may prevent the suspect from hurting someone or himself/herself.

• Faculty who suspect that a weapon is in the classroom
  ○ *Stay calm*
  ○ Do not call attention to the weapon.
  ○ Notify the Incident Commander, the security, or a neighboring faculty member as soon as possible.

Incident Commander

• Call law enforcement (dial 911) to report that a weapon is suspected in school.
• Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member. Consider the best time and place to approach the person, taking into account these factors if possible:
  ○ Need for assistance from law enforcement.
  ○ Type of weapon.
  ○ Safety of persons in the area.
  ○ State of mind of the suspected person.
  ○ Accessibility of the weapon.

• Separate student/staff member from weapon, if possible.
• If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. *Stay calm.*
• Follow school procedures if you need to conduct a weapons search.
• Document all activities related to a weapons incident according to reporting requirements of the school and of Minnesota Statutes.
• If the suspect is a student, notify family according to school policy.