

## **806 CRISIS MANAGEMENT POLICY**

### **A. PURPOSE**

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### **B. GENERAL INFORMATION**

#### **a. Elements of the District Crisis Management Policy**

i. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans.

1. Communication System. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons and/or community partners. The alternative designees may include members of the school district’s emergency/first responder response team. A secondary method of communication should be included in the plan for use when the primary method of

- communication is inoperable (i.e. power loss).
2. Resource. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.
  3. Special Needs Procedures for Staff and Children. All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges. Building level administration will ensure that there are specific procedures for the safe sheltering/evacuation of each student and staff member with special needs. If an emergency situation/crisis occurs at Holdingford School, appropriate staff will be trained on specific procedures for evacuating students and staff with special needs.
    - a. The evacuation and sheltering procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program.
    - b. The evacuation or sheltering procedures should also address transporting necessary medications and medical equipment used by students and staff during the school day.
  4. Violent Critical Incident (VCI) Procedures. Holdingford Public School instructs students and staff on the ALiCE methods to react to all possible VCI occurrences at the school. ALiCE is an acronym for Alert, Lockdown (Enhanced), Inform, Counter, and Evacuate. Staff are informed that the methods are not sequential and should be used as research based methods to use in VCI events.
    - a. Alert. Staff are instructed to use the variety of communication methods available. Clearly understood language (not codes) is the recommended method of communication.
    - b. Lock-Down Procedures (Enhanced). Lock-down procedures will be used in possible violent critical incidents where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Enhanced lockdown may include barricading using whatever methods are available. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each

building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

- i. Minn. Stat. § 121A.035. requires school perform a minimum of five school lock-down drills each school year. A record of lockdown drills conducted at the building shall be maintained by the building administrator or designee.
  - c. Inform. Staff will use multiple communication methods to provide a continuation of “Alert”. Specific information should include “What, Where, When, Who, or How”.
  - d. Counter. Engagement with the individual responsible for the VCI should always be a last resort. Methods of countering will be instructed and will be age appropriate. Counter does not mean fighting.
  - e. Evacuation Procedures. Evacuations of classrooms and buildings—shall be implemented at the discretion of the building administrator or his or her designee. In the event of a VCI, staff has the discretion to evacuate if necessary or appropriate. Each building’s crisis management plan will include procedures for transporting students and staff to a rally point/designated area which is a safe distance from harm Students may then be transported to a reunification site until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
  - f. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
- ii. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management

plans.

iii. School Emergency Response Teams

1. Purpose. The school's emergency response team serves as a first responder for school emergencies and assists building and district administration in developing and revising district and building level emergency plans. The school emergency response team implements the building level crisis management plan to respond to threats and active emergency situations. A school, depending upon its size and individual need, may have more than one team to manager various responsibilities and needs in an emergency.
2. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
3. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

**C. PREPARATION BEFORE AN EMERGENCY**

a. Communication of the Crisis Management Plan

- i. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis

management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

- ii. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

b. Visitors

- i. Entrance Procedures. The school district shall implement procedures mandating visitor sign-in and sign-out at specific locations as well as the use of an identifying visitor badge while in the building.
- ii. Building Entrances. The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

c. Facility Diagrams and Site Plans

- i. Individual School Building Diagram and Site Plan. All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

d. Emergency Communication Information

i. External Communication

- 1. Emergency Response Contact Information. Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.
- 2. Staff Training on Making Emergency Calls. School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main

telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

- ii. Internal Communication. School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

e. Warning and Notification Systems

- i. Maintenance of the District Warning System. The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.
- ii. Notification of the District Warning System to Staff and Students. The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.
- iii. Notification of Crisis or Emergency to Parents/Guardians. It shall be the responsibility of the building administrator to inform parents/ guardians of communication methods that will be used in a crisis or emergency to relay information.

f. Early School Closure Procedures

- i. Decision Making by Superintendent. The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.
- ii. External Communication Methods for Parents/Guardians. Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

g. Media Procedures

- i. The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent or a designee who will notify the media in the

event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

h. Behavioral Health Crisis Intervention Procedures

i. Short-Term Intervention Procedures. Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

ii. Long-Term Recovery Intervention Procedures. Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

**D. PLANNING AND PREPARING FOR FIRE**

- a. Fire Evacuation Plans. Fire evacuation plans will include the following:
- i. Emergency egress routes.
  - ii. Procedures for assisted rescue for persons unable to use the general means of egress unassisted.
  - iii. Procedures for accounting for employees and occupants after evacuation has been completed.
  - iv. Identification and assignment of personnel responsible for rescue or emergency medical aid.
  - v. The preferred and any alternative means of notifying occupants of a fire or emergency. Note: activation of the building's fire alarm system, where provided, will be the primary means of notification.
  - vi. The preferred and any alternative means of reporting fire and other

emergencies to the fire department or designated emergency response organization. Note: Do not assume that the fire alarm system is monitored and the fire department will be notified automatically.

- b. Safe Area. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
- c. Accessibility of Building Facility Diagram and Site Plan. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
- d. Staff Training on Evacuation Routes. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
- e. Additional Staff Training. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
- f. Conducting Fire Drills. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035. The State Fire Marshal advises schools to defer fire drills during the winter months.
- g. Fire Drill Schedule and Log. A record of fire drills conducted at the building will be maintained in the building administrator's office.
- h. Preparation and Planning Sites. The school district will have prearranged sites for emergency sheltering and transportation as needed.
- i. Essential Staff Functions. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

**E. PROCEDURES INCLUDED IN THIS POLICY**

- a. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy. The district Emergency Response Plan provides procedures for addressing the following crises, but not limited to:
  - i. Fire
  - ii. Hazardous Materials
  - iii. Severe Weather: Tornado/Severe Thunderstorm/Flooding

- iv. Medical Emergency
- v. Fight/Disturbance
- vi. Assault
- vii. Intruder
- viii. Weapons
- ix. Shooting
- x. Hostage
- xi. Bomb Threat
- xii. Chemical or Biological Threat
- xiii. Checklist for Telephone Threats
- xiv. Demonstration
- xv. Suicide
- xvi. Lock-down Procedures
- xvii. Shelter-In-Place Procedures
- xviii. Evacuation/Relocation
- xix. Media Procedures

**F. MISCELLANEOUS PROCEDURES**

a. Chemical Accidents

- i. Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

b. Student Victims of Criminal Offenses at or on School Property

- i. The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

c. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

- i. School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.
- ii. Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

**G. *Legal References:***

- Minn. Stat. Ch. 12 (Emergency Management)
- Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
- Minn. Stat. Ch. 13 (Government Data)
- Minn. Stat. § 121A.035 (Crisis Management Policy)
- Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)  
Minn. Rules Ch. 7511 (Fire Safety)  
20 U.S.C. § 1681, *et seq.* (Title IX)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

H. ***Cross References:***

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>