806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The St. Cloud Area School District crisis management policy has been created in consultation with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school district emergency. The Superintendent or designee will design building-specific crisis response plans, and tailor the plan to meet building needs.

II. BUILDING LEVEL PLANS

The Superintendent or designee shall ensure tailored building-specific crisis response plans are developed. The building-specific crisis response plans will include general crisis procedures and crisis-specific procedures. Crisis response plans shall be referenced in the district Emergency Operations Plan. This policy and the plans will be maintained and updated by the Superintendent or designee on an annual basis.

III. DEFINITIONS

1. **"Crisis Response Plan" or "Emergency Operations Plan"** is a key component of an emergency management program that establishes overall roles and functions performed during incidents, either sudden or unexpected.

2. **"Evacuate"** is a procedure used when there is a need to move people from one location to another for safety reasons.

3. **"Hold"** is a procedure used in situations that require students and staff to remain in their classroom or stay out of hallways and access areas.

4. **"Secure"** is a procedure used when there is a threat or hazard outside of the school building to keep students and staff safe inside of the school building.

5. **"Shelter"** is a procedure used when specific protective actions are needed to keep students and staff inside of the school building based on a threat or hazard such as severe weather or hazmat spill.

6. **"Lockdown"** is a procedure used when there is a threat or hazard inside of a school building requiring staff and students to lock classroom doors, turn off lights, and stay out of sight.

7. **"Building Crisis Response Team"** is a team of building-level staff that includes administrators, guidance counselors, psychologists, social workers, teachers, nurses, campus security officers, school resource officers, and other related positions who respond to emergencies within the school building.

8. **"District Emergency Response Team"** operates under the Incident Command System (ICS) to ensure a structured and coordinator response to district-wide emergencies. ICS allows for flexibility and scalability in responding to any type of incident while maintaining clear roles and responsibilities. This team consists of district-level staff who oversee and assist during a large-scale emergency response.

9. **"School Crisis"** is a situation or event that requires action be taken by staff because of its disruption to the learning environment, or potential to harm the mental and physical health or safety of students and school staff.

IV. CRISIS MANAGEMENT POLICY

A. **General Crisis Procedures** - The Crisis Management Policy includes general crisis procedures for building holds, securing classrooms and buildings, lockdowns, classroom and building evacuations, campus evacuations and sheltering. The policy designates the individual(s) who will determine when these actions will be taken.

B. **Communication System** - The school district shall create a communication system designed to inform students, staff, visitors, emergency response personnel, as needed, of a crisis or emergency. This system shall be tested on a regular basis as set forth in the emergency operations plan for all school buildings. Emergency responders use plain language when responding to emergencies/crisis situations, and it is recommended that school district staff also use plain language rather than code words. The school district should implement a notification system to address the needs of staff and students with special needs, such as vision or hearing and translation as needed. 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).

   1. Notification of the District Communication System to Staff and Students. It shall be the responsibility of the building administrator to inform students and employees of the communication system and how 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 communication system information to students and staff.

   2. Notification of Crisis or Emergency to Legal Guardians. It shall be the responsibility of the building administrator or designee to inform legal guardians of communication methods that will be used in a crisis or emergency to relay information. Each school's building-specific crisis management plan shall include the communication methods and frequency of dissemination of the communication methods to legal guardians.

3. A communication procedure will be in place that enables a building administrator or designee to be alerted in the event of a potential crisis, setting forth the method to contact the building administrator or designee, the provision of at least two designees when the building administrator or designee is unavailable, and the method to convey contact information to the appropriate staff persons or community partners. The alternative designees may include members of the school district's emergency response team.

4. All general crisis procedures will address specific procedures for children and staff with special needs such as physical, sensory, motor, developmental, and mental health challenges. The school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe sheltering/evacuation of each student and staff member with special needs. If an emergency or crisis occurs, staff will be trained to execute specific procedures for evacuating students and staff with special needs.

    a. The evacuation or 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 (IEP).

    b. The evacuation or sheltering procedures should also address transporting necessary medications and medical equipment used by students and staff during the school day.

5. **Hold Procedures**. Hold procedures will be used when the hallways in the school building need to remain clear. Examples of situations that may require a hold procedure include a medical emergency or an altercation. During holds, classroom instruction should continue as normal, however, students and staff should remain in the classroom until the hold is lifted.

6. **Secure Procedures.** Secure procedures are called for when there is a threat or hazard outside of the school building that requires the school building to be locked and people restricted from gaining access to or leaving the school building. Incidents that may require a secure procedure include an unknown person on school property, violence or criminal activity in the immediate neighborhood, a dangerous animal on or near the school grounds, or planned police activity in the neighborhood. Classroom instruction continues as normal.

7. **Lockdown Procedures.** Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a violent incident, hostage incident, trespass, disturbance, or when determined to be necessary by the building administrator or their designee. The building administrator or designee will announce the lockdown over the public address system and other designated systems. A record of lockdown drills conducted at the building shall

be maintained by building administrator or designee. A minimum of five school lockdown drills shall be completed each school year.

8. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or their designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency. The evacuation procedures should include planning for students and staff with special needs.

9. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within school buildings 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 and other designated systems. Each building administrator will develop, maintain, and train all staff on sheltering procedures for his or her building as part of the building specific crisis management plan. At least one tornado drill shall be completed during each school year.

C. **Crisis-Specific Procedures**

1. **The Crisis Management Policy** includes emergency response 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. After approval by the school board, an adopted procedure will become an addendum to the crisis management policy.

2. **Chemical Accidents.** Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets. School buildings must maintain material safety data sheets (S.D.S.) (formerly M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to S.D.S. in the event of a chemical accident.

3. **Cardiac Emergencies.** Procedures for responding to cardiac emergencies may be adopted through the Cardiac Emergency Response Plan. After approval by the school board, an adopted plan will become an addendum to the crisis management policy.

D. **Building Crisis 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 manage 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 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 their alternate designees, will know the location of the roster and the roster will be accessible in all types of emergencies.

3. **Leaders.** The building administrator or 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 (e.g. out of the building), 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 district officials assume a liaison role and be available to emergency response officials.

4. **Crisis Affecting School Emergency Response Team.** If an emergency has a direct impact on administration or staff on the school's emergency response team, administrators are encouraged to contact their Regional Crisis Response Team for additional support in mitigating the impact of trauma and restoring the learning environment.

V. PREPARATION BEFORE AN EMERGENCY

A. Communication of the Crisis Management Plan

1. **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.

2. **Students and Legal Guardians**. Students and legal guardians shall be made aware of the school district's crisis management policy and that relevant tailored crisis management plans for each school building exist. Each school district's building-specific crisis management plan shall set forth how students and legal guardians are made aware of the district and school-specific plans. Students shall receive instruction on emergency procedures and shall participate in the required number of drills and practice sessions throughout the school year unless otherwise exempted from participating in the drill. A legal guardian may choose to have their student opt-out of an active shooter drill. The school shall provide alternative safety education for students who are opted out of participating or otherwise exempted from a drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

B. ~~**Visitors**~~

~~1. **Entrance Procedures.** The school district shall implement a visitor management system to track a visitor's arrival to and departure from the school building. Visitors shall wear visitor identification while in school buildings.~~

~~2. **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

1. **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, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, as requested.

~~2. **Districts with Single Sites** - For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's crisis management policy. Schools may file documents with a charter school sponsor, compile facility diagrams and site plans on a server, and distribute copies to first responders or share the documents with first responders during the crisis planning process.~~

D. Emergency Contact Information

1. External Communication

a. Emergency Response Contact Information. Each building will maintain a current list of emergency contact information and the names and addresses of local, county, and state personnel who may be involved in a crisis. 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.

b. Staff Training on Making Emergency Calls. District employees will receive training on how to make emergency contacts, including 911 calls.

2. **Internal Building Communication**. School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, emergency notification system, or two-way radios and other electronic devices, 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. Early School Closure Procedures

1. **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.

2. **External Communication Methods for Legal Guardians.** It shall be the responsibility of the building administrator to inform legal guardians of communication and notification methods and media outlets that will be used in the event of early school closure.

F. Media Procedures

The superintendent or director will designate a spokesperson who will notify the media in the event of a crisis or early school closure. As a best practice, crisis communication efforts should be coordinated with public safety partners during emergencies. 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.

G. Crisis Intervention and Recovery Procedures

1. **Short-Term Intervention Procedures.** 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, social workers, behavioral health crisis intervention counselors, or others in the community. If an incident has a direct impact on administration or staff on the school's emergency response team, administrators are encouraged to contact their Regional Crisis Response Team for additional support in mitigating the impact of trauma and restoring the learning environment. Counseling procedures will be offered after any emergency or crisis to anyone impacted by the incident. The behavioral health crisis intervention procedures shall include the following steps:

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

2. **Long-Term Recovery Intervention Procedures.** The following components may involve both short-term and long-term recovery planning:

    - Physical/structural recovery
    - Fiscal recovery
    - Academic recovery
    - Social/emotional recovery

VI. PLANNING AND TRAINING

A. **Planning and training for administrators, staff and students shall include**:

- Communication systems

- Fire evacuation plans
- Evacuation routes and alternative routes
- Emergency procedure responses

B. **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.

C. **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 Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035. The first emergency evacuation drill of each school year shall be conducted within 10 business days of beginning classes. The State Fire Marshall advises schools to defer fire drills during the winter months.

D. **Fire Drill Schedule and Log.** A record of fire drills conducted at the building will be maintained in the district administration office.

E. **Preparation and Planning for Sites.** The school district will have prearranged sites for emergency sheltering, relocation and reunification, and transportation as needed.

F. **Essential Staff Functions.** The school district will determine which staff will have responsibilities in responding to crises.

LEGAL REFERENCES:
42 US Code 5121 (Disaster Relief and Emergency Assistance)
Minnesota Statutes, chapter 12 and 12A (Emergency Management and Natural Disasters)
Minnesota Statutes, chapter 13 (Government Data)
Minnesota Statutes, section 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minnesota Statutes, section 121A.035 (Crisis Management Policy)
Minnesota Statutes, section 121A.038 (Student Safety Drills at School)
Minnesota Statutes, section 326B.02, subdivision 6 and 326B.106 (Fire Code and General Powers Comm. Labor and Industry)
Minnesota Rules Chapter 7511 (Minnesota State Fire Code)
Minnesota Statutes, section 299F.30 (Fire Drill in School)
Minnesota Statutes, section 609.605, subdivision 4 (Trespass on School Property)
Title IX, Part E, Subpart 2, Section 9532, and 20 US Code 7912 (Unsafe School Choice Option)

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St. Cloud Area School District 742
St. Cloud, Minnesota

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