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UBAH ACADEMY

Crisis Management (806)

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for charter school and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the charter school. 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 charter school should develop tailored building-specific crisis management plans for each school building in the charter school, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

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

II. GENERAL INFORMATION

A. The Policy and Plans

The charter school's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in the event of a school emergency. It is designed so that each building administrator can tailor a crisis management plan to meet that building's specific situation and needs.

The charter school's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the Charter School Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general

crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These charter school-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. 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. The alternative designees may include members of the 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. Each building in the charter school will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in development of the building-specific crisis management plans.

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.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations that may result in harm 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/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. Provisions for emergency evacuation will be maintained even in the event of a lock-down. The administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and the building shall be implemented at the discretion of the building administrator or his/her 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 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.

- c. 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 depending on the emergency. The building administrator or 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.
- 2. 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 charter school-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
- 3. Additional Procedures. The charter school administration will present recommended early school closure, media, and grief counseling procedures to the school board for review and approval. Upon approval, such procedures will be an addendum to this policy.
 - a. Early School Closure Procedures. The executive director and assistant director will make decisions about closing school. Such decisions will be made as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (weather-related, utility failure, or a crisis situation), will specify how the decision will be communicated to staff, students, families and the school community (designated broadcast media, local authorities, e-mail, school website, or a phone tree), and will discuss factors to be considered in closing and reopening the charter school building. The early school closure procedures also will include a process for reminding parents and guardians to listen to designated radio and TV stations for school closing announcements, where possible.
 - b. Media Procedures. The executive director and assistant director have the authority and discretion to notify parents, guardians and the school community in the event of a crisis or early school closure. The executive director and assistant director shall receive training to ensure that the charter school is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.
 - c. Behavioral Health Crisis 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 executive director, assistant director, 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 counseling staff, to determine the level of intervention for students and staff (was the crisis on campus, were there student or staff witnesses, etc.).
- (2) Designate specific rooms as private counseling areas.
- (3) Escort siblings and close friends of the victim(s) as well as others in need of emotional support to the counseling areas.
- (4) Prohibit the media from 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.

d. 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.

e. Facility Diagrams and Site Plans. The charter school building will have a facility diagram and site plan showing at least the following: the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, 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 the building. The facility diagram and site plan will be available in the office of the building administrator and in other areas as appropriate. It will also be kept on file in the charter school office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

Emergency Telephone Numbers. The charter school 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 resolving a crisis situation. The list will include numbers for agencies such as the police, fire, ambulance, hospital, the Poison Control Center, local, county, and state emergency management agencies, local public works department, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency, so that they may be contacted as appropriate. A

copy of the list will be kept on file in the charter school office, or at a secondary location for single building charter schools and will be updated annually.

Charter school employees will receive training on how to make emergency contacts, including 911 calls, when the charter school's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

Charter school 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.

4. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team 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 office, or in a secondary location in single building charter schools.
- b. 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.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. Charter School 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 should be aware of the charter school'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 shall receive a copy of the relevant building specific crisis management plan and periodically shall receive training on plan implementation.
2. Students and Parents/Guardians. Students and parents/guardians shall be made aware of the charter school's Crisis Management Policy and relevant tailored crisis management plans for each school building. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year. In the event the charter school or building administration conducts an active shooter drill, the drill must be conducted according to Minnesota Statutes, section 121A.038 The active shooter drill must be approved by administration in advance.
3. Warning Systems
 - a. The charter school 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 charter school buildings. The school should consider an alternative notification system to address the needs of staff and students with special needs, such as vision or hearing.
 - b. It shall be the responsibility of the building administrator 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. The school's crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

IV. CRISIS AREAS COVERED BY THIS POLICY

This Crisis Management Policy provides sample procedures for addressing the following crises:

- A. Fire
- B. Severe Weather
 1. Tornado/Severe Thunderstorm/Indoor Shelter
 2. Flooding/Evacuation
- C. Assault/Fight
- D. Bomb Threat

- E. Demonstration or Disturbance
- F. Hazardous Materials
- G. Intruder/Hostage
- H. Shooting
- I. Suicide
- J. Terrorism (Chemical or Biological Threat)
- K. Utility Emergency
- L. Weapons

Building-specific crisis management plans will include such procedures and any other appropriate procedures.

V. CRISIS-SPECIFIC PROCEDURES

A. Fire

Please note that specific fire evacuation plans are provided to every staff member at the beginning of the school year.

School preparation before the emergency:

1. 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.)
2. The building's facility diagram and site plan will 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.
3. Teachers and staff will receive training regarding 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.
4. 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.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (i.e., 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.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The charter school will have prearranged for emergency sheltering and transportation as needed.
8. The charter school 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 charter school also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

Procedures at the time of the emergency:

1. Pull the fire alarm, notify building occupants of the evacuation, and evacuate the building.
2. The first person who is aware of the fire should contact the building administrator and attempt to evacuate the area. Check facility diagrams for the nearest evacuation route and safe area.
3. The building administrator will call **911** and notify the executive director and assistant director.
4. Designate a responsible adult or administrator to meet with local fire or law enforcement agents upon arrival. Give them an update, a facility diagram, and a site plan when they arrive.
5. The building administrator, executive director or assistant director will report the incident (even if it is a false alarm) to the local fire service as required by state law. (Minn. Stat. § 299F.452).

Procedures for teachers:

1. During an evacuation, take the class roster. Make sure all students and adults have left the room. Close the classroom door, but leave it unlocked.
2. Lead all students in an orderly manner to the safe area. Do not allow students to stop at lockers to get books, sweaters, jackets, or other personal belongings.
3. The first person to reach any door should feel the door to see if it is hot. If it is **not** hot, open it and proceed slowly and low to the floor. If it **is** hot, the teacher will quickly find an alternate route and lead the students in an orderly manner along the alternate route.

At the safe area:

When the group arrives at the safe area, check for any missing students and report them to the building administrator.

1. Do not block any door or gate that may be used by emergency response personnel.
2. While at the safe area, teachers supervise the group closely.
3. Do not re-enter any school buildings until fire department officials declare them safe.
4. Transport students as needed.

B. Severe Weather

Please note that specific severe weather evacuation plans are provided to every staff member at the beginning of the school year.

1. Tornado/Severe Thunderstorm/Indoor Shelter. These procedures are for any weather situation in which students and staff should remain in the building and seek shelter.

Procedures before the emergency:

- a. The charter school will identify both potential problem areas on the campus and areas with the highest degree of safety for students and staff. *Unsafe* areas include rooms with large unsupported roof spans, large windows, or rooms located where they will receive the full force of the wind such as upper floor gymnasiums and auditoriums. *Safe* areas include small rooms with few windows, on the lowest floor of the building, and at the interior of the building, such as restrooms, locker/shower areas, basement gymnasiums, and closets.
- b. Facility diagrams will be prepared for each classroom/office/work area showing the most direct evacuation route to the safest areas of the building.
- c. The charter school will provide training to appropriate staff, including the crisis response team, on how to deal with inoperative communication systems, absence of natural light in a power outage, inoperative devices in a building with students who have special needs, and inoperative refrigeration systems, alarms, heating and cooling systems.
- d. Review “drop and tuck” procedures with students.
- e. Keep a record of all tornado drills performed at the building in the building administrator’s office.

Procedures when a tornado/severe thunderstorm watch has been issued:

A tornado/severe thunderstorm watch is issued when weather conditions are prime

for the formation of a tornado or severe thunderstorm, but none have been spotted so far.

- a. Monitor Emergency Alert Stations.
- b. Bring all persons inside the building. Keep students, staff, and visitors inside the building.
- c. Review tornado drill procedures and the location of the closest safe areas.
- d. Review “drop and tuck” procedures with students.

Procedures when a tornado/severe thunderstorm warning has been issued:

A tornado/severe thunderstorm warning is issued when a tornado or severe thunderstorm has developed and has been spotted in the area. This is a more imminent threat.

- a. Evacuate unsafe classrooms and offices. Teachers take class rosters. Close the classroom door but do not lock it.
- b. Move along inside walls to the safest areas of the building.
- c. Ensure that students are in the “tuck” position.
- d. Account for all students and staff. Report any missing students or staff to the building administrator, when it is safe to do so.
- e. The central office administration will monitor any changes in the weather.
- f. Remain in the safe area in the tuck position until the warning expires or emergency response personnel have issued an all-clear signal.

Procedures after the emergency:

- a. Notify the utility company if a break is suspected in the building gas, water, or electrical lines.
- b. Check utilities and electrical devices for damage due to any outage.

2. Flooding/Evacuation. These procedures are for any weather situation which requires students and staff to evacuate the building.

Procedures for the building administrator if a building is in an area where a flood watch has been issued:

- a. Monitor weather conditions by using weather alert radios, an AM/FM radio, or contact local emergency management officials regarding the emergency condition.
- b. Keep staff posted of changes or emergencies.
- c. Review evacuation procedures with staff and prepare students.
- d. Check relocation centers and secure transportation to them.

Procedures for buildings in an area where a flood warning has been issued:

- a. If advised by local emergency management officials to evacuate, do so immediately.
- b. Follow evacuation procedures; teachers take class rosters.
- c. Turn off utilities in the building and lock the doors.
- d. Take attendance after evacuation to the shelter. Report any missing students to the building administrator.
- e. Notify parents or guardians per charter school policies.
- f. Stay with the students until released to a parent or guardian.

C. Assault/Fight

These procedures apply to close contact physical confrontations including fist-fights, knife assaults, and the use of other weapons which require close proximity to result in a significant physical threat.

Procedures:

- 1. Ensure the safety of all students and staff.
- 2. Contact the building administrator, police liaison, or **911**, if necessary.
- 3. Approach in a calm and controlled manner. If possible, address the combatants by name and use a distraction to defuse the situation.
- 4. Control the scene and demand that the combatants stop; clear onlookers.
- 5. Contact CPR/first aid certified persons in the school building to handle medical emergencies until local law enforcement agents arrive, if necessary.
- 6. Escort the combatants to the office keeping them away from each other and other students.
- 7. Seal off the area where the assault took place.
- 8. Notify the building administrator.

The building administrator will:

- 1. Notify the executive director, assistant director and combatants' parent(s) or guardian(s), as appropriate.
- 2. Investigate by means such as obtaining statements from the

combatants and witnesses; deal with the situation in accordance with charter school discipline and harassment and violence policies, as appropriate.

3. Notify law enforcement or school liaison officer, as appropriate, if a weapon was used, the victim has a physical injury causing substantial pain or impairment, or the assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, including touching of those areas covered by clothing).
4. Assess counseling needs of victim(s) or witness(es). Initiate the grief-counseling plan, if necessary.
5. Document all activities.

D. Bomb Threat

A bomb threat should always be considered a real and immediate danger to students and staff and requires an immediate response by the person receiving the bomb threat message. Consequently, all staff should be familiar with the bomb threat procedures established by the charter school. No bomb threat will be disregarded as being a prank call.

It is important that all staff be knowledgeable in the procedures to initiate evacuation, in the notification of local law enforcement agencies and appropriate personnel, and in the steps to take before the site is cleared for reentry. All staff should be aware of the location of bomb threat procedures.

If the building administrator determines it is necessary to evacuate the campus, the executive director, assistant director, and local law enforcement agents should be consulted to determine how parents and guardians can be notified, school facilities can be protected, and crowd control can be provided, if needed.

At least one bomb threat drill should be conducted each school year. Because evacuation of the students and staff is the response used for a number of other crises in addition to bomb threats, staff members will probably not be aware they are evacuating because of a bomb threat. Therefore, it is good practice that whenever exiting the classrooms or work areas for any kind of drill, all personnel should quickly inspect their work area for anything unusual or out of place and be aware of any unusual or suspicious persons on the site. Never attempt to touch, move, dismantle, or carry any object that is suspicious.

Procedures for bomb threat recipient:

1. ***If you receive a bomb threat by written message***, preserve the note for the police by touching it as little as possible and placing it in a document protector or plastic bag, if available. Go to Step 2.

If you receive a bomb threat by telephone:

- a. Record exactly what the caller says. Activate caller ID where available. Complete the “*Bomb Threat Phone Report*” and the “*Caller Identification Checklist*” if available.
 - b. Remain calm, be firm, keep the caller talking. Listen carefully to the caller’s voice, speech patterns, and to noises in the background.
 - c. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
2. Notify the building administrator.
3. Call **911** and report the bomb threat.
4. Call the executive director and assistant director to report the incident and any action taken so far.
5. DO NOT activate the fire alarm since the noise may detonate some bombs. A public address announcement should be made to initiate building evacuation; do not mention “bomb threat.”
6. Students and staff may be evacuated from the building and proceed to the designated safe area away from the building. Close the classroom door but leave it unlocked. Teachers take class rosters. Once evacuated, roll call should be taken. Notify the building administrator of any missing students or staff.
7. If the bomb threat message contained a specific time of detonation, the buildings will not be cleared for reentry until a significant period of time has lapsed after that time, no matter how thorough a check was conducted.
8. When reentry is permitted, staff should once again visually inspect their classrooms and work areas for unusual items before allowing students to enter.
9. Notify parents and guardians per charter school policies.

E. Demonstration or Disturbance

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

Procedures:

1. Notify the building administrator of the disturbance.
2. During the disturbance, the building administrator will take corrective action, such as:
 - a. Ask the demonstrators to disperse.
 - b. Notify the executive director and assistant director.
 - c. Notify the local law enforcement agency, if necessary.

- d. Contain the disturbance by sealing off the area, to the extent possible.
 - e. Secure the building, if necessary.
 - f. Shut off bells, if appropriate.
 - g. Relocate people involved in the disturbance to an isolated area, to the greatest extent possible.
3. During the disturbance, teachers should:
- a. Keep students in classrooms and lock the door. Do not allow students out of the classroom until the building administrator gives an all-clear signal.
 - b. Make a list of students absent from the class.

F. Hazardous Materials

If a major chemical accident necessitates student and staff evacuation, the fire department or other appropriate agency will be consulted and may take command and control of the situation.

Procedures for reporting chemical accidents should be posted at key locations (i.e., chemistry labs, art rooms, pool area, janitorial closets). School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff are aware of where to access these sheets in the case of a chemical accident.

Procedures for on-site chemical accidents:

1. Determine the name of the chemical, where it is located, and whether or not it is spreading rapidly. Attempt to contain the spill or area around it. Close doors. School personnel should not attempt to clean up or remove the spill – leave that for trained personnel. Refer to the M.S.D.S. for guidance.
2. Notify the building administrator about the accident.
3. Relocate students and staff to safe areas, upwind of the accident. Teachers bring the class roster. Take roll call and immediately report any missing students to the building administrator.
4. Call **911** (the fire department will contact the local hazardous materials team). Seek treatment for any students or staff exposed to the chemical through inhalation, skin exposure, swallowing, or eye exposure. Designate a responsible adult or administrator to meet with fire or law enforcement agents upon arrival. Give them an update, a facility diagram, and a site plan when they arrive.
5. Notify the executive director and assistant director.

Procedures for off-site chemical accidents:

1. When evacuation of the area is necessary, students and staff will be directed to a specific relocation area by local emergency management officials involved.

2. If students are evacuated, notify parents and guardians per charter school policies.
3. Evacuation may be made to a relocation center designated in advance by a building administrator if a specific alternative assignment is not made by response agency officials.

G. Intruder/Hostage

Please note that lock down procedure plans are provided to every staff member at the beginning of the school year.

Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without a legitimate purpose. It may be a law enforcement agency who notifies the school or charter school of the dangerous situation, or it may be school personnel who first recognize the danger.

Procedures before the emergency:

1. Implement lock-down procedures to secure the school building by keeping the students inside and the danger outside away from students and staff.

Procedures for the staff member who sees an unauthorized intruder:

1. If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.
2. Politely greet the intruder and identify yourself.
3. Ask the intruder to identify himself or herself and to state what is the purpose of his or her visit.
4. Inform the intruder that all visitors must register at the main office.
5. If the intruder's purpose is not legitimate, ask him/her to leave and accompany intruder to the exit if possible, or arrange for someone else to accompany the intruder.
6. If the intruder refuses to leave or is a repeat offender, warn him or her of the consequences of staying on school property. Inform him or her that the police will be contacted.
7. If the intruder still refuses to comply, notify the building administrator or police liaison and give as

complete of a description of the person as possible.

8. Walk away from the intruder if the intruder indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Monitor the intruder leaving campus, if possible.
9. Call **911** and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).

Witness to a hostage situation:

1. If the hostage taker is unaware of your presence, do not intervene.
2. Call **911** immediately, if possible. Give the dispatcher details of the situation, ask for assistance from the hostage negotiation team.
3. Seal off the area near the hostage situation, to the extent possible.
4. Notify the building administrator who may elect to evacuate the rest of the building.
5. The police or hostage negotiation team will assume command and control of the situation when they arrive.

If taken hostage:

1. Follow instructions of the hostage taker.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage taker as normally as possible. Be respectful. Ask permission to speak. Do not argue or make suggestions.

Procedures after the emergency:

1. Designate a spokesperson to handle media calls, questions, and contacts.
2. Prepare a news/information release, as appropriate.
3. Prepare a parent and guardian letter, as appropriate.
4. Hold an information meeting with all staff.
5. Initiate the grief-counseling plan, if appropriate.

H. Shooting

These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder or from participants in a demonstration.

Procedures for staff and students if a person threatens with a firearm or begins shooting:

- a. **If outside**, staff and students should go inside the building as soon as possible. If staff or students cannot get inside, they should make themselves as compact as possible, put something between themselves and the shooter, and not gather in groups.
- b. **If inside**, staff, students and visitors should turn off the lights, lock all doors and windows, and close the curtains, if it is safe to do so.
- c. Staff, students, and visitors should crouch under desks without talking and remain there until an all-clear signal is given by the building administrator.
- d. If safe to do so, staff should check the halls for wandering students who are not the threat and bring them immediately into a classroom, even if they are from another classroom. When it is safe to do so, staff should notify the office if students from another class are in their room.
- e. Take roll call and notify the building administrator of any missing students or staff, when it is safe to do so.

Procedures for the building administrator or police liaison if a person threatens with a firearm or begins shooting:

1. Assess the situation as to:
 - a. Shooter's location,
 - b. Injuries, and
 - c. Potential for additional shooting.
2. Call **911** and give them as many details as possible about the situation.
3. Secure the school building, if appropriate.
4. Assist students and staff in evacuating from immediate danger to a safe area.

5. Care for the injured to the extent practicable until emergency personnel arrive.
6. Refer media calls, contacts, and questions to the charter school spokesperson.
7. Meet with the executive director and assistant director to prepare a news or information release.
8. Notify parents and guardians per charter school policies, if appropriate.
9. Hold an information meeting with all staff, if appropriate.
10. Initiate the grief-counseling plan, if appropriate.

I. Suicide

Procedures for a suicide attempt:

- a. Intervene prior to an attempted suicide, as appropriate. Try to calm the suicidal person.
- b. Prevent others from witnessing a traumatic event, if possible. Isolate the suicidal person or victim from other persons. Remain calm and reassure students.
- c. Call **911** if the person dies, needs medical attention, has a weapon, or needs to be restrained.
- d. Notify the school psychologist or counselor, building administrator, or appropriate crisis intervention or mental health hotline.
- e. The building administrator will activate the crisis response team.
- f. Stay with the person until counselor/suicide intervention arrives.
DO NOT LEAVE A SUICIDAL PERSON ALONE.
- g. Designate a responsible adult to meet with emergency personnel upon arrival.
- h. The building administrator will notify the executive director, assistant director, and the parent(s) or guardian(s) if the suicidal person or victim is a student, or a family member if the person is a staff member.
- i. The building administrator may arrange a meeting with parents and the school psychologist or counselor to determine a course of action.
- j. Determine a method of notifying students, staff,

and parents/guardians, as appropriate.

- k. Initiate the grief-counseling plan, if appropriate.

J. Terrorism (Chemical or Biological Threat)

Upon receiving a chemical or biological threat phone call:

- a. Complete the “*Chemical/Biological Threat Phone Report*” and “*Caller Identification Checklist*” if available.
- b. Listen closely to the caller’s voice, speech patterns, and noises in the background.
- c. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
- d. Notify the building administrator who is responsible for notifying the local law enforcement agency.
- e. The building administrator may order an evacuation of all persons inside the school building(s), or other actions, per charter school policies.
- f. If evacuation occurs, teachers should take the class roster.

Upon receiving a chemical or biological threat letter:

- 1. Minimize the number of people who come into contact with the letter by immediately limiting access to the area in which the letter was discovered.
- 2. Seal the letter in a zip-lock bag or another envelope.
- 3. Call **911** first, then the Minnesota Duty Officer at 1-800-424-8802.
- 4. Separate “involved” people from the rest of the students and staff for investigation. Involved people are those who had direct contact with the letter or were in the immediate area when the letter was opened.
- 5. Remove “uninvolved” people from the immediate area. Uninvolved people had no contact with the letter and were not in the immediate area when the letter was opened.
- 6. Ask “involved” people to remain calm until emergency response officials arrive.

7. Ask “involved” people to minimize their contact with the letter and the surrounding area; the area should now be considered a crime scene.
8. Get advice of emergency response officials regarding decontamination and change of clothing for persons who opened or handled the letter without gloves.

Evacuation procedures:

1. The building administrator should notify staff and students of evacuation.
2. Lead students calmly to the nearest designated safe area away from the school building.
3. Teachers take roll call after the evacuation. Immediately report any missing students to the building administrator.
4. Students and staff who were “involved” in receiving the threat (by telephone or letter) will be evacuated as a group, separate from “uninvolved” students and staff.
5. The building administrator will announce the termination of the emergency after consulting with emergency response officials.
6. Notify parents and guardians per charter school policies.
7. Notify the media per charter school policies, if appropriate.

K. Utility Emergency

In the event of a utility emergency, students will be evacuated to designated shelter areas. An announcement over the PA system will be made to notify teachers.

L. Weapons

If a student or staff member is aware of a weapon brought to school:

- a. Immediately notify the building administrator, teacher, or police liaison.
- b. Tell them the name of the person suspected of bringing the weapon, where the weapon is located, if the suspect has threatened anyone, or any other details that may prevent the suspect from hurting someone or himself or herself.
- c. If a teacher suspects that a weapon is in the classroom, he or she should confidentially notify a neighboring teacher or the building administrator. Do not leave the classroom.

Procedures for the building administrator if a weapon is suspected:

1. Call the local law enforcement agency if a weapon is reasonably suspected to be in the building or on school grounds.
2. Isolate the suspect from the weapon, if possible. If the suspect threatens with the weapon, do not try to disarm the suspect. Back away with arms up. Stay calm.
3. Ask another administrator or police liaison to join in questioning the suspected student or staff member.
4. Accompany the suspect to a private office and wait for local law enforcement agents.
5. Inform the suspect of his or her rights before you conduct a search of their property, if appropriate.
6. Document the incident and report it, if appropriate. (Minn. Stat. § 121A.06 – Reports of dangerous weapon incidents in school zones.)
7. Notify parents or guardians if the suspect is a student and explain to them why a search was conducted and the results of the search.

VI. MISCELLANEOUS PROCEDURES

A. Visitors

The charter school shall implement procedures mandating visitor sign in and visitors in school buildings. See Ubah Academy's Policy 903 (Visitors to School District Buildings and Sites).

The charter school 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.

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

The charter school shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school.

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
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)

Minn. Rules Ch. 7511 (Fire Code)

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)

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 Charter school Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://mn.gov/schoolsafetycenter/resources)

MSBA/MASA Model Policy 806
Orig. 2022 (as Charter Policy)
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