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I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for the 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. 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 within the district shall develop a tailored building-specific crisis management plan, 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.

Adopted with revisions from MSBA Policy 806. Orig. 1999, Rev. 2007, 2011, 2012, 2015, 2018, 2019, 2020, 2023, 11/14/23, 8/24/26
Transferred from KDE, JFI, EBCB, EBCC, EBCE, EC, ECA, ECAB, ECAC

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II. GENERAL INFORMATION

A. The Policy and Plans

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

The administration of each building shall present tailored building-specific crisis management plans to the superintendent for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Each building's procedures and the plans will be maintained and updated.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. Each building's Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The policy designates the individual or team who will determine when these actions will be taken. Each building's 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 alternate 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 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. 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 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. 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. (State law requires a minimum of five school lock-down drills each school year. See Minnesota Statute

section 121A.035.)

b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or 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 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. (State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minnesota Statute section 121A.035.)

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.

3. School Emergency Response Teams

a. 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. 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 kept updated. 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.

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. 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 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 have access to the electronic building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's communication plan in the event of a crisis. 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. Planning and Preparing for Fire

1. Designate a safe area at least fifty (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. 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.

3. 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.

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 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 Statute, section 299F.30. See Minnesota Statute section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do. The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

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 Telephone Numbers

Each building will maintain a current list of emergency telephone numbers.

School district employees will receive training on how to make emergency contacts, including 911 calls.

Each building's 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.

E. Warning and Notification Systems

Each building 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.

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.

F. School Closure Procedures

The superintendent will make decisions about late start, early dismissal, or closing school or buildings as early as possible in the event of hazardous weather, epidemics, or other emergencies which threaten the safety or health of students or staff members. The school closure will be communicated to staff, students, families, and the school community via designated broadcast media, local authorities, mass notification system, e-mail, and/or district or school building web sites.

A variety of factors, including a wind-chill of approximately -50^{o} Fahrenheit, will be used as criteria for closing of schools because of cold weather.

G. Media Procedures

The superintendent or designee 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 designee will notify the media in the event of a crisis or school closure.

H. Behavioral Health Crisis Intervention

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 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.

I. 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.

IV. ACTIVE SHOOTER DRILL

ISD 318 complies with State legislation as it applies to active shooter drills.

V. BUILDING CRISIS PLANS SHALL INCLUDE PROCEDURES FOR BELOW LISTED HAZARDS/EMERGENCIES

A. Fire
B. Hazardous Materials
C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
D. Medical Emergency
E. Fight/Disturbance
F. Assault

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G. Intruder
H. Weapons
I. Shooting
J. Hostage
K. Bomb Threat
L. Chemical or Biological Threat
M. Check list for Telephone Threats
N. Demonstration/Strikes
O. Suicide
P. Lock-down Procedures
Q. Shelter-In-Place Procedures
R. Evacuation/Relocation
S. Media Procedures
T. Post-Crisis Procedures
U. School Emergency Response Team
V. Emergency Phone Numbers
X. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS CRISIS PREVENTION MEASURES

A. 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.

B. Visitors

The school district shall implement procedures mandating visitor sign in for all school buildings pursuant to the school district's Visitors to School District Buildings and Sites policy.

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. Student Victims of Criminal Offenses at or on School Property

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.

VII. Access To Buildings

A. Great care will be taken to ensure the absolute security of all District 318 buildings.

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Keys designated as "Grand Masters" will be given out only with the express permission of the Superintendent. No one else will be allowed to carry a Grand Master key or have access to it. A strict accounting of these master keys will be kept in the office of the supervisor of Buildings and Grounds.

Any keys which allow a person to enter a designated building and/or a room(s) within the same building will be issued only with the combined agreement of the supervisor of buildings and grounds and the building principal. These building/room keys will be issued through the office of the school principal or the supervisor of buildings and grounds and a strict accounting will be kept in the office.

Keys and/or fobs may be issued by a building principal to any school employee or person with legal business within the school. These keys/fobs must be turned back into the school office immediately following the time of usage. A strict accounting of these keys/ fobs will be kept in the office of the principal.

Teachers within a building may be issued an outside door key/ fob to enter their particular building. A strict accounting of these keys /fobs will be kept in the office of the principal. These keys/fobs must be turned in prior to the teacher leaving employment with the district or the teacher transferring to another building. If a staff member is transferred to a different building within the district, a new key/fob for that building will be issued. Classroom keys for teachers will be issued by the building principal and a strict accounting will be kept of these keys in the office of the principal. These classroom keys must be turned in upon the teacher leaving the district or transferring to another building within the district.

Keys for special equipment such as filing cabinets, teacher desks, room closets, phy. ed. lockers, equipment lockers, etc., must be turned in to the office along with the teacher key at the end of a school term or activity term. These keys should be labeled so that they may be used in an emergency by people not familiar with particular areas.

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)

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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: Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

Resources: MDE: Model Cardiac Emergency Response Plan [Rev. 11/25] (accessed 03/10/26)
MN Department of Public Safety: School Safety Resources (accessed 03/10/26)