# 806 CRISIS MANAGEMENT

## 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 school district will 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.

## II. GENERAL STATEMENT OF POLICY

This policy has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor an emergency management plan to meet that building's specific situation and needs.

## III. GENERAL EMERGENCY PROCEDURES

The emergency procedures include general emergency plans for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. ~~In addition,, and an online cyber attack.~~ These districtwide procedures may be modified by a building principal when creating the building specific emergency management plans. The plans should designate the individual(s) who will determine when these actions will be taken and must include assigned duties for employees.

All general emergency 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.

## IV. CYBER ATTACK RESPONSE

In the event of a cyber attack, the Director of Technology will lead the response in accordance with documented department procedures, tailored to the specific incident and affected systems.

## V. EMERGENCY MANAGEMENT ELEMENTS

A. In the event of an emergency after dialing 911, the principal or administration will immediately contact the superintendent or designee with the status of the emergency situation and begin implementation of the emergency plan as determined by the assessment

of the situation.

B. The superintendent or designee will implement a command team if the emergency necessitates such action. The team will take action as required.

C. The school's emergency procedures will be kept on file, and be readily available in the school buildings to address emergencies, not limited to the following:

1. Fire
2. Hazardous Materials
3. Severe Weather: Tornado/Severe Thunderstorm/Flooding
4. Medical Emergency
5. Fight/Disturbance
6. Assault
7. Intruder
8. Weapons
9. Shooting
10. Hostage
11. Bomb Threat
12. Chemical or Biological Threat
13. Checklist for Telephone Threats
14. Demonstration
15. Suicide/Death
16. Media Procedures
17. Highly Contagious Serious Illness or Pandemic Flu
18. Prairie Island Nuclear Response Plan
19. Other (as determined to be necessary by the building administration)

D. In addition, the school's emergency procedures will address the following plans and documents:

1. Lockdown Procedures

2. Shelter-In-Place Procedures
3. Evacuation/Relocation/Reunification
4. Crisis Communication Plan
5. Post-Crisis Procedures
6. Staff Training
7. Facility Diagrams
8. Offsite Locations
9. Emergency Contacts

## VI. TRAINING AND PREPARATION FOR EMERGENCIES

A. The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. The building principal is responsible for training school employees and students on emergency response procedures at each site.

B. Required school safety drills will be coordinated at each site by the building principal, in cooperation with local emergency management agencies. (Required school safety drills include five lock-down drills, five fire drills, and one tornado drill.)

C. Each school site will have employees certified in cardiopulmonary resuscitation (CPR) who will serve as the ~~emergency care team~~Cardiac Emergency Response Team (CERT) that will respond to a medical emergency. The team training and medical emergency procedures will be coordinated by the health services coordinator.

## VII. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" or “Lockdown drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life

shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a) A statistically significant effect on relevant outcomes based on any of the following:

      (i) Strong evidence from one or more well-designed and well-implemented experimental studies;

      (ii) Moderate evidence from one or more well-designed and well-implemented quasi-experimental studies; or

      (iii) Promising evidence from one or more well-designed and well-implemented correlational studies with statistical controls for selection bias; or

   b) A rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

1. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

2. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. Accessible;

2. Developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. Culturally aware;

4. Trauma-informed; and

5. Inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter 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.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a) How to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b) The importance of taking threats seriously and seeking help; and

   c) The steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a) Student opportunities for leadership related to prevention and safety;

   b) Encouragement and support to students in establishing clubs and programs focused on safety; and

   c) Providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled summer ~~school board~~ work session~~meeting~~, a school board of a district that has conducted an active shooter drill must consider the following:

1. The effect of active shooter drills on the safety of students and staff; and

2. The effect of active shooter drills on the mental health and wellness of students and staff.

## VII. SPECIAL NEEDS PROCEDURES FOR STAFF AND CHILDREN

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 as well as transporting necessary medications and medical equipment used by

students and staff during the school day. In addition, all staff at each site will be trained on specific procedures for evacuating students and staff with special needs.

## VIII. ANNUAL REVIEW

The district's Cardiac Emergency Response Plan (CERP) is adopted as an addendum to, and incorporated into, this policy. The School Board shall annually review and evaluate the effectiveness of the CERP.

***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 Part 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:*** *ISD 200 Policy 413 (Harassment and Violence)*
*ISD 200 Policy 501 (School Weapons Policy)*
*ISD 200 Policy 506 (Student Discipline)*
*ISD 200 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)*
*ISD 200 Policy 903 (Visitors to School District Buildings and Sites)*
*806.1PR Cardiac Emergency Response Plan (CERP)*
~~*Comprehensive School Safety Guide*~~¶
~~*Minnesota School Safety Center - Resources (mn.gov)*~~

***Resources:*** *MDE:*
Model Cardiac Emergency Response Plan
*MN Department of Public Safety:*
*School Safety Resources*
*MN Department of Homeland Security Emergency Management:*
*Minnesota School Safety Center - Resources (mn.gov)*
*I Love U Guys Foundation, Standard Response Protocol:*
*https://iloveuguys.org/The-Standard-Response-Protocol.html*
*Safe and Sound Schools:*
*https://safeandsoundschools.org/*

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