806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and site 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 site in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored site specific crisis management plans for each school site in the school district, and sections or procedures may be added or deleted in those crisis management plans based on site needs.

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 site 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 INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy and the District Emergency Operations Plan (EOP) have 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 site administrator can tailor a site specific crisis management plan to meet that site's specific situation and needs.

The school district's administration and/or the administration of each site shall present tailored site specific crisis management plans to the District Emergency Operations Committee (EOC) for review and approval. The site specific crisis management plans will include crisis-specific procedures. Upon approval by the EOC, such crisis management plans shall be an addendum to the District Emergency Operations Procedure Manual (EOP). This EOP and the site specific plans will be maintained and updated on an annual basis.

B. District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by site administrators when creating their site 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 Site Emergency Operations Committee. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each site in the school district will have access to a copy of the Emergency Operations Plan (EOP) to assist in the development of 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.

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 district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

Note: The Emergency Operations Plan can be found on the district staff website at https://www.isd709.org/staff/emergency-planning-management

3. School Emergency Response Teams

a. Composition. The administrator at each site will select a school emergency response team (Site Emergency Operations Committee or EOC) that will be trained to respond to emergency situations. All Site EOC members will receive ongoing training to carry out the District EOP and Site Specific EOP and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability Site EOC 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 site administrator. Each site will maintain a current list of Site EOC members which will be updated annually. The site administrator, and 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.

[Note: The Emergency Operations Plan has a sample Site Emergency Operations Committee list.]

b. Leaders. The site administrator or designee will serve as the leader of the Site EOC and will be the primary contact for emergency response officials. 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 EOP and their own Site EOP. Each school's Site EOP shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant Site EOP and shall receive periodic training on plan implementation.

2. Students and Families The District's EOP shall set forth how students and families are made aware of the district's Emergency Procedures. 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. Training and Preparation for Emergencies

The Emergency Operations Plan includes training procedures and requirements for students and staff.

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2. Required safety drills will be coordinated and documented at each site by the site facilities staff and school administrator.

C. Facility Diagrams and Site Plans

All school sites 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 site. Facility diagrams and site plans will be maintained by the site 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 site will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the Site Specific EOP, and updated annually.

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

School district plans will set forth a process to internally communicate an emergency to rapidly convey emergency information to multiple site designees. Each plan will identify multiple methods of communication for both internal and district wide use.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school sites. 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, and to plan for the needs of areas where a public address system may not be heard clearly.

F. Early School Closure Procedures

The Superintendent or designee will make decisions about closing school or sites 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 site web sites), and will discuss the factors to be considered in closing and reopening a school or site.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

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

H. District and School Mental Health Recovery Teams

The District and/or School Mental Health Recovery Team procedures will set forth the procedure for initiating Crisis Response Recovery Plans. The procedures will utilize available resources including the social workers, counselors, community crisis recovery teams, or others in the community. The District and/or School Mental Health Recovery Team procedures will be used whenever the Superintendent or the site administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or death by suicide.

IV. ACTIVE SHOOTER DRILL

Duluth Public Schools does not perform Active Shooter Simulations. We conduct lockdown drills, referred to below and by state statute as "active shooter drills". The district would follow state statute if active shooter simulations were ever used.

A. Definitions

1. "Active shooter drill," called a Lockdown Drill in Duluth Public Schools, 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 or lockdown 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.

4. "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.

5. "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.

Note: Duluth Public Schools does not conduct Active Shooter simulations.

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 twenty-four (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. Each site will publish tentative drill dates at the beginning of the school year. These tentative dates may be shared via school newsletter and will also appear on the calendar on the school website.

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. If a parent or guardian chooses to opt their child out of active shooter drills (lockdown drills) the parent or guardian will be required to meet with administration to discuss the importance of the drills and how drills are being conducted in an age appropriate, trauma informed manner. If the parent or guardian still chooses opt-out as their preference, the student then will go through the information with a principal, social worker, counselor, case manager, or other appropriate staff member. Other alternative education opportunities may be presented to teach the skill without using a drill format.

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. If a parent or guardian has chosen to opt their child out of drills, at the meeting with administration the team will determine what the child will do while the school is conducting a drill. Options include allowing the student to sit in an office or conference room during a drill, keeping the student out of school during a drill, or other alternatives as determined by the parent or guardian and administrator.

F. Active Shooter Simulations

Duluth Public Schools will not conduct Active Shooter Simulations.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) 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 or charter school 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 school board 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.

VI. MISCELLANEOUS PROCEDURES

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.

Note: Additional specific procedures can be found in the Emergency Operations Plan located on the district staff website at https://www.isd709.org/staff/emergency-planning-management

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school sites 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 sites except at designated check-in points and assure that all doors are locked prior to and after regular site 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.

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)
ISD 709 Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
ISD 709 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)
ISD 709 Emergency Operations Plan
ISD 709 Emergency Site Specific Operations Plan

Resources:

MN Department of Public Safety: School Safety Resources (accessed 03/10/26)

I Love U Guys Foundation, *Standard Response Protocol*
https://iloveuguys.org/The-Standard-Response-Protocol.html (012325)

National Association of School Psychologists
PREPaRE Model

Replacing:	Policy 5123, 4040, 4040R
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