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Sartell-St. Stephen School District
Policy 806

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806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members as to how to address a wide range of potential emergency situations in the school district. The step-by-step procedures suggested by this Policy provide guidance in drafting emergency management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district.

II. GENERAL STATEMENT OF POLICY

The Superintendent will be responsible for directing the development of a comprehensive Emergency Plan, which will serve as a guide for employees, students and parents. When approved by the school board, the Crisis Management Policy will be available for review upon request from the Superintendent's office.

III. PROVISIONS OF THE CRISIS MANAGEMENT POLICY

A. The Crisis Management Policy will conform to state and federal laws, Minnesota Department of Children, Families and Learning rules, and guidelines set forth by the Minnesota Department of Public Safety, Division of Emergency Services.

The provisions of the Emergency Plan will be compatible with those of the local municipalities in which the school district is located. Appropriate officials from the local municipalities will be requested to review and comment on the Crisis Management Policy during the development process.

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.

B. Students will receive specific instruction on plan implementation, and will participate in a required number of drill and practice sessions throughout the school year.

C. Parents will be made aware of the Crisis Management Policy through each building specific student handbook. If the School District uses the Crisis Management Policy parents will be notified through the District's communication software.

IV. WARNING SYSTEMS

A. The school district will maintain a warning system designed to inform students, employees, and visitors in the facilities of an emergency. This system will be maintained on a regular basis under the maintenance plan for all school district buildings.

B. It will be the responsibility of the building principal to inform students and employees of the system and the means by which the system is used to identify the specific type of emergency involved.

V. EMERGENCY ACTIONS

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, trespassing, disturbance, or at the discretion of the building administrator or designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. The alert will be made using a pre-selected code word. Provisions for emergency evacuation should 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 Policy.

B. Evacuation Procedures. Classroom, building, and campus evacuations may be implemented at the discretion of the building administrator or designee. Each building's Crisis Management Policy 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, as appropriate. Safe areas may change depending on the emergency.

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 a building as part of the building-specific Crisis Management Policy.

VI. PLANNING COMPONENTS

A. Early School Closure. The Superintendent will make decisions about closing a school or any school district building. Such decisions will be made by the Superintendent as early in the day as possible. The early school closure procedures will describe potential reasons for early school closure (weather-related or a crisis situation), will specify how the decision will be communicated to staff, students, families and the school community (including means such as broadcast media, local authorities, or a phone tree), and will discuss factors to be considered in closing and reopening a school or school district 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. The Superintendent has the authority and discretion for notifying parents and guardians and the school community in the event of a crisis or early school closure.

C. Grief-Counseling. The recommended grief counseling procedures will provide for initiating a grief-counseling plan utilizing available resources such as the school psychologist, counselor, community grief counselors, or others in the community. The grief-counseling procedures will be used whenever determined by the Superintendent or the building administrator to be necessary, such as after an assault, a hostage situation, shooting, or suicide.

D. Facility Diagrams and Site Plans. School buildings 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. The facility diagrams and site plans will be available in the office of the building administrator and in appropriate rooms and will be kept on file in the school district office.

E. Emergency Telephone Numbers. Each building will maintain a current list of emergency telephone numbers and the names and addresses of local and county personnel who are likely to 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 for each building will be kept on file in the school district office and will be updated annually.

F. Crisis Response Teams.

1. Composition. The building administrator in each school building will select a crisis response team trained to respond in an emergency. All team members will be trained to carry out the building's Crisis Management Policy and have knowledge of procedures, evacuation routes, and safe areas. Team members must be willing to be actively involved with resolving crises and be available to assist when necessary. Each building will maintain a current list of crisis response team members and update it annually. A copy of the list will be kept on file in the school district office.

2. Leaders. The building administrator or designee serves as the leader of the crisis response team and the principal contact for emergency response officials. When they are present, emergency response agents may elect to take command and control of the situation. It is critical in this situation that school officials assume a resource role and are available to the emergency response personnel.

G. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they should 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 District Crisis Management Policy and their own building's Crisis Management Policy.

V. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter 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.

    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. 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 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 or charter school 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 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.

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.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
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 on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
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:

Sartell-St. Stephen School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Sartell-St. Stephen School District Policy 413 (Harassment and Violence)
Sartell-St. Stephen School District Policy 501 (School Weapons Policy)
Sartell-St. Stephen School District Policy 506 (Student Discipline)
Sartell-St. Stephen School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Sartell-St. Stephen School District Policy 804 (Bomb Threats)
Sartell-St. Stephen School District Policy 903 (Visitors to School District Buildings and Sites)