

## **806 CRISIS MANAGEMENT POLICY**

### **I. PURPOSE**

The purpose of this Model Crisis Management Policy is to act as a guide for 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. For purposes of this Policy, the term, “school districts,” shall include charter schools. 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 district should develop tailored building-specific crisis management plans for each school building in the school district, 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 first responders and other relevant community organizations. The school district will ensure that relevant first 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 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 school district’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 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 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 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 school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

Students with special needs include not only those students who have a disability which is addressed in an IEP or a Section 504 Plan but also students who may have a known physical or mental impairment such as physical, sensory, motor, developmental and mental health challenges. These special needs may impact their ability to follow appropriate safety procedures.

The crisis management team will meet each year to ensure that there are specific procedures for the safe evacuation of each student with special needs. If an emergency situation/crisis occurs at Plainview-Elgin-Millville Independent School District #2899, it is the responsibility of the staff in charge of the activity in which a student with a disability is engaged at the time of the crisis, who is responsible for implementing the procedures established by the crisis team. If this staff person is unable to provide the necessary support, it is the responsibility of this staff person to secure help from other staff.

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.

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.

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.

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. 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 district office, or in a secondary location in single building school districts.

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 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 will receive a copy of the relevant 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 Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. 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.

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 without warning 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 Statutes § 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 school district will have pre arranged 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 so (e.g., switchboard, building engineer, etc.). 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 regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas 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. For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

#### D. Emergency Telephone Numbers

Each building 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 school district office, or at a secondary location for single building school districts, 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 building in need of emergency services.

School district 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.

#### E. Warning 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 buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings 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 building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

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 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 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. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief-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 grief-counseling procedures shall include the following steps:

1. Administrators will meet with relevant persons, including school psychologists and counselors, 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.

#### **IV. 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
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 by law enforcement. An active shooter simulation is not an active shooter drill.

## 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 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.

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.

#### 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.

#### V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

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

- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- 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
- W. Highly Contagious Serious Illness or Pandemic Flu

## **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.

### **B. Visitors**

The school district shall implement procedures mandating visitor sign in and visitors in 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.

D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

***Legal References:***

Minn. Stat. Ch. 12 (Emergency Management)

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)

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.* (No Child Left Behind)

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 School District Buildings and Sites)

***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)

***Comprehensive school safety guide***

*The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning.*

*While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at [SchoolSafety.gov](http://SchoolSafety.gov). Their [Foundation Elements of School Safety](#) can serve as a helpful framework for your planning.*

U.S. Department of Education: [Practical Information on Crisis Planning: A Guide for School and Communities](#) (January 2007) (accessed 03/10/26)  
I Love U Guys Foundation, [Standard Response Protocol](#) (accessed 03/10/26)  
[Safe and Sound Schools](#) (accessed 03/10/26)

## **Introduction**

The intent of this Crisis Management Plan is to provide guidelines, structure and a process in dealing with a range of crisis situations which may interrupt the normal operation of school at our building sites and/or in our community. The Plainview-Elgin-Millville School community is committed to preventing crisis situations by providing for the emotional health and physical safety of our school and community. This plan provides information about what the Plainview-Elgin-Millville School personnel will do to prevent and manage crises and to minimize their impact on our school and community.

It must be remembered that no matter how complete a plan is, it represents no substitute for appropriate on-going intervention and prevention of problems before they arise. It shall be the duty of the school district staff to see that a continued emphasis and follow through is placed on prevention of problems and intervention of problems at their beginning stage when, hopefully, they can be more effectively addressed.

## **Key Elements of this Crisis Management Plan**

General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering.

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. Procedures for lock-down are included with this guide. The building administrator or designee will announce the lock-down over the public address system or other designated system.

Evacuation Procedures. Evacuations of classrooms and buildings 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.

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.

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.

### School Crisis Response Teams

Composition. The superintendent will select a district emergency response team that will be trained to respond to emergency situations. (See Appendix)

Leaders. The superintendent or his designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials.

## **General Crisis Procedures**

**Routine Building Security Procedures:** The school district has in place a daily crisis building security plan/practice that applies to all building sites each day and is as follows:

### **1. Securing Exterior Doors**

- During the instructional day, all exterior doors remain locked except for designated entrances. Each building principal will establish a written security plan for maintaining individual building site security. The written security plans will be disseminated to appropriate personnel for implementation.
- Custodial staff members are responsible for limiting access to building zones not authorized for use at after school and evening activities and during those before school and after school times. Furthermore, custodial staff members at all sites are responsible to assure that all exterior doors remain locked and operational according to the prescribed plan.
- All advisors, coaches and school/community groups utilizing building space after hours and on weekends are responsible for re-securing doors, limiting participant access to the use areas of the building only, and assuring that the buildings are clear and locked prior to leaving the building site.
- No one is authorized at any time to wedge open a door to allow individuals to enter the buildings for practices, school activities, meetings, etc.

### **2. Parents, Vendors, and Other Visitors to Building Sites:**

- All visitors, parents, and substitute teachers are required to report directly to the building site administrative office to sign in and receive a pass to be eligible to remain in the building. Each visitor must return to the office to check out and return the building pass.

## **Lockdown Procedures**

- A. Building administrator or designee will order and announce: **“Attention/ALICE - This is NOT a drill. There is a threat in the building (include any additional, available information). Follow ALICE protocols.”**
- B. Bells should be disabled by the building administrator or designee.
- C. School staff should direct all students and visitors into the nearest classroom or secured space. Classes that are taking place outside of the building **SHOULD NOT** enter the building. Outside classes should be moved to a primary evacuation site by a teacher.
- D. Lock classroom doors.
- E. Exterior door **SHOULD NOT** be locked.
- F. Move people away from classroom doors and windows and turn lights off.
- G. **DO NOT** respond to anyone at the door until **“all clear”**.

## **Evacuation Procedures**

- Instructions for evacuation will be given over the intercom. Do not trip the fire alarm.
- The emergency message will be: **“Attention! This is an emergency message! Teachers take your students to your designated area outside of the building. All persons are to leave the building at once. Do not go to lockers for your coat or books.”**
- Teachers should take their **grade book, seating chart or class list** with them and take attendance when they reach their designated area.
- Students are not to go to lockers for anything.
- Nothing is to be touched in rooms or halls. Leave lights, windows and doors as they are. Leave everything as is.
- Each teacher should momentarily look around the room or area for unusual objects-but do not touch. Report any significant item to authorities after you have reached your designated area.

### **Sheltering of Students**

All students in the PK-3 building and the high school, at the direction of the teacher, are to proceed to St. Joachim’s Catholic Church. All students in the 4-6 building, at the direction of the teacher, are to report to the Middle School building first. All students in the 7-8 building, at the direction of the teacher, are to report to the 4-5 building first. Each teacher should stay with his/her students until all are returned to the building or sent home. Take count of your students and report absences to principals. Any staff not assigned to students and willing to help should assist other teachers with their students. In the case that students are sent home, the central meeting place for staff will be St. Joachim’s church. No one will be allowed back into the building until the police have secured the building and then staff will only be allowed access to retrieve their belongings and complete essential tasks. All activities will be canceled and the buildings will be closed for the remainder of the day.

## **Immediate Crisis Response to Any Incident**

1. Students and staff notify the building administrator or designee with specific information.
2. Building administrator will:
  - Verify information.
  - Notify the superintendent-determine if the incident requires convening the Site Crisis Response Team and/or immediately calling together the District Response Team to assist the team leader in the analysis of the crisis, its management, and the district response.
  - Call 911 if necessary.
  - Seal off any high risk area.
  - Convene the Crisis Response Team and implement crisis response procedures.
  - Notify students and staff (depending on the emergency, students may be notified by their teacher).
  - Evacuate students and staff or relocate to a safe area within the building if necessary.
  - Refer media to the superintendent or designee.
  - Notify community agencies if necessary.
  - Implement post crisis procedures.
  - Keep detailed notes of the crisis event.
  - Notification of parents/guardians will be handled in accordance with district policies by building administrator or designee.
3. Teachers/staff will:
  - Verify information.
  - Lock classroom doors, unless evacuation orders are issued.
  - Warn students if advised.

- Account for all students.
- Stay with students during an evacuation or relocation.
- Take a class roster.
- Refer media to the superintendent or designee.
- Keep detailed notes of crisis events.
- Keep staff and students on site, if possible, for local investigators so interviews and accurate documentation of the events can be completed, if warranted.

4. Site Crisis Response Team will:

- Verify the information received and determine the scope and size of the team needed to manage/respond to the crisis.
- Identify and notify the remaining district crisis response team members to meet to identify and implement the crisis response plan of action.
- Prepare the plan of action to respond to the crisis situation.
- Prepare a written statement relative to the event for all staff, students, school board, parents, and others which shall include factual information about the events as well as the school's plan for assistance to staff and students.
- *The superintendent will be assigned the primary responsibility of managing the media and will serve as the primary media contact person. In the absence of the superintendent, the building team leaders shall function in that capacity.*
- *All critical decisions during the crisis will involve at a minimum all members of the core Crisis Response Team. Only in a situation where an incident requires immediate response with this be waived.*

5. District Response Team

After being called together, the District Crisis Response Team will receive an update of the information from the core team and share other relevant information with each other regarding the incident/crisis. All Crisis Team members will be issued and wear badges identifying their role.

Following the update, the team will pursue the following:

- Analysis of the level or degree of the incident/crisis to create the plan of action covering at least the first three days of the crisis will be developed for the site/district to implement.
- Review of previously established policies regarding the privacy of the individuals involved and the media management will be discussed and determined.

6. Communication Procedures

- Parent/Family
  - Depending on the specific crisis situation, parents and/or other family members will be notified by one or more of the following means:
    - Area radio and TV stations
    - Instant Alert
    - Phone call to home or business
    - School district website
  - An Information Center will be established for parents/family members to report to for more information.
- Media
  - All staff must refer media to the superintendent or designee.
  - The superintendent serves as the district spokesperson unless he/she designates someone else.
  - The building administrator relays all factual information to the superintendent.
  - Update the media regularly. Never use "No comment."

- Do not argue with the media.
- Maintain a log of all telephone inquiries. Use scripted responses to inquiries.
- Media Statement:
  - Create a general statement before an incident occurs. Adapt the statement during the crisis.
  - Emphasize the safety of students and staff first.
  - Issue a brief statement consisting only of the facts.
  - Respect the privacy of victim(s) and family of victim(s). Do not release names to the media.
  - Refrain from exaggerating or sensationalizing the crisis.
  - The district or site response team will distribute verified information to staff and students for the purpose of containing gossip and speculation and protect the privacy of the person(s) involved to the extent possible. This assures that valid information about the crisis is quickly provided to the community via the local media.

## **Crisis Specific Procedures**

### **Fire**

Practice of building evacuation must be done periodically by every school in Minnesota. When the fire alarm is activated each teacher should do the following:

- Move students out of the building as rapidly as possible.
- Teachers should take their grade book, seating chart or class list with them and take attendance.
- Move students to sidewalks parallel to the school.
- Permit no foolishness to develop while waiting for the all-clear signal from the school.
- Remain with your class until the all-clear signal to reenter the building.

\*Each room should have a map or directions for exiting the building.

### **Hazardous Materials Incident**

If a hazardous materials incident occurs close enough to the school to be a threat to the safety of the occupants, local emergency responders will notify school officials. Examples of such incidents would include an overturned truck/tanker, train derailment, fire involving chemicals or other hazardous substances; i.e.: ruptured fuel lines, etc.

- With the help of the police and/or fire personnel, the principal will determine the need to evacuate the building.
- If evacuation is not ordered, be aware of any changing health conditions of students or staff, particularly respiratory problems. If changes do occur, monitor the frequency and severity of the problems that arise. Seek consultation with public health officials. The superintendent will then reevaluate the decision for the school to remain open. Administer first aid as necessary.
- School officials should implement further actions as directed by the public safety officials. Students and staff must not return to the school until emergency response officials have declared the area safe.
- The superintendent will make a determination whether or not to cancel school and send students home.

### **Severe Weather: Tornado/Severe Thunderstorm/Flooding**

- Public warning signal-5 minute steady blast on the Civil Defense Siren-repeated if necessary.
- Tune in radio to local commercial broadcast or NOAA Weather Alert System.
- Tornado warning alert will be disseminated to the superintendent from Local Warning Point.
- The superintendent will disseminate a warning to the remaining school.

### **Tornado Protection Procedure for School Students:**

Should area officials give a tornado warning while you are in the school building, the **signal is a series of 3 short rings**. Classes may return when the bell rings **one long ring**.

### **Emergency Plans for a Tornado Drill**

Teachers have an evacuation plan for the room in which they teach. This plan should be posted and practiced. For tornadoes students should be escorted to their designated area.

### **Early School Dismissal**

In the event of severe weather, utility failure, or a crisis situation the superintendent or his/her designee will make decisions about closing school or buildings as early in the day as possible. Closure decisions will be communicated to staff via email, printed bulletin, or public announcement. Closure decisions will be communicated to staff, students, families, and the school community via designated broadcast media and the school district websites.

### **Intruder**

Definition: Any unauthorized person who enters school property.

Minnesota Statute #609.605 subd. 4 gives a school building administrator the authority to have persons removed from school property as trespassers if they are not authorized to be there.

### **Staff Procedures**

- Politely greet the intruder and identify yourself. If another staff person is present, ask him/her to approach the intruder with you.
- Inform the intruder that all visitors must register at the main office. Ask the intruder for the purpose of their visit. Try to identify the individual.
- If the intruder's purpose is not legitimate, ask for him/her to leave the school and contact the building administrator. If the building administrator is not available, accompany the intruder to the nearest exit and call the superintendent and/or law enforcement (e.g., School Police Liaison). Try to get a description of what the intruder looks like along with the vehicle plate and direction of travel of the intruder vehicle.

### **What Staff Should Do if Intruder Refuses to Leave the Building**

- Immediately notify the building administrator. Make sure to get a full detailed description of the intruder for law enforcement. Pay attention to hair color, male/female, clothing, tattoos, height, etc.
- Back away from the intruder if he/she indicates a potential for violence. **Always** allow an avenue of escape. To the extent possible, maintain visual contact. Beware of the intruder's actions at this time (whether he/she is located in the school building, whether he/she is carrying a weapon or package, etc.). Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

***At any time the building administrator may decide to initiate lock-down procedures should the situation escalate quickly.***

**The “I Can” rule for staff encountering strangers at school:**

- Intercept
- Contact
- Ask
- Notify

**Bomb Threat**

- Usually threats will be received over the phone. Anyone taking the call should remember the line on which the call came in and the exact time that the call was received. This will help the phone company to trace the call.
- Notify the building principal immediately. He/she will contact local law enforcement.
- Students and staff are not to touch anything suspicious. Make note of what these items are and their location and report them to the building administrator.
- Radios and other frequency emitting devices are not to be used during the threat.
- Each site will have a designated area off school grounds for students to go. Refer to evacuation procedures.
- If buildings have been evacuated, the superintendent will have the final say about either canceling or continuing school.

**Fight/Disturbance**

- Ensure the safety of students and staff first.
- Notify building administrator/resource officer/law enforcement. Work as a team, especially when separating participants.
- Don't let a crowd invite participants. Disperse onlookers and keep others from congregating in the area.
- When participants are separated, do not allow further visual or verbal contact.
- Document all activities witnessed by staff.
- Deal with events according to the school's discipline policy.
- Building administrator notifies parents/guardians of students involved in the fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
- Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

For fights or disturbances that elevate to possible assault level, refer to **Assault** guidance.

**Assault**

- Ensure the safety of students and staff first.
- Notify the building administrator. Work as a team.
- Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault, or there is a physical injury that causes substantial pain.
- Seal off area to preserve evidence and disperse onlookers.
- If the victim requires medical attention, follow **Medical emergency** procedures.
- **Do not leave the victim alone.**
- Notify parents/guardians and superintendent per district policy.
- Document all activities witnessed by staff.
- Assess counseling needs and implement post-crisis procedures as needed.

## **Hostage**

### **Witness to a hostage situation:**

#### **If the hostage-taker is unaware of your presence, NO NOT INTERVENE!**

- Notify the building administrator. Building administrators may wish to initiate lockdown procedures or evacuation.
- Call 911. Give dispatcher details of situation
- Seal off area near hostage scene.
- Police will take control of the hostage scene; building administrators coordinate with police for safety and welfare of students and staff.
- Document all activities.

#### **If taken hostage:**

- Cooperate with hostage-takers to the fullest extent possible.
- Try not to panic. Calm students if they are present.
- Treat the hostage-taker as normally as possible.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.

## **Demonstration**

### **If demonstrators are near but not on school property:**

- Building administrator notifies staff and the superintendent's office.
- Monitor the situation. Notify law enforcement if necessary.

### **If demonstrators are on school property:**

- Ensure safety of students and staff, particularly safe entry into and exit from the building.
- Building administrator notifies staff and the superintendent's office.
- Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
  - If demonstrators leave, continue to monitor the situation.
  - If demonstrators do not leave, notify law enforcement. Building administrator may initiate a "lockdown with warning." (**See Lockdown Procedures**)

## **Medical Emergency**

### **Life-threatening injury or illness, or death:**

- Notify office staff/building administrators to make emergency calls. If unable to reach the office immediately, call **911**. **Work as a team.**
- Give full attention to the victim(s)
- Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- Help stop bleeding.
  - Applying pressure on wound or elevating wound may help stop or slow bleeding
  - Protect yourself from body fluids. Use gloves if available.
- Check for vital signs. Initiate first aid, if you are trained.
- Comfort the victim(s) and offer reassurance that medical attention is on the way.
- After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

### **Non-life-threatening injury or illness:**

- For all non-life-threatening illnesses and injuries, call the office/nurse.

**Administrator:**

- In case of traumatic medical emergency or death at school
  - Notify superintendent
  - Notify the victim's parents, guardians, or family.
  - Activate post-crisis procedures if necessary.
- In all other medical emergencies, assess individual's need for post-crisis intervention

**Shooting**

**If a person displays a firearm or begins shooting:**

- Move to or seek safe shelter. Go to lockdown procedures
- Notify building administrator/law enforcement.
- Call **911**.

**If you hear gunshots:**

- If possible, determine where shooting is taking place.
- Seek safe shelter
  - If outside, stay as low to the ground as possible, and find any kind of cover
  - If inside, go to lockdown procedures
- Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

**Building administrator/school resource officer/law enforcement**

- Building administrators may order lockdown procedures.
- Assess the situation as to:
  - The shooter's location
  - Injuries
  - Potential for additional shooting
- Call **911** and give as much detail as possible about the situation
- Secure the school, if appropriate
- Help students and staff find safe shelter
- Care for the injured *if it is safe* to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger
- Notify the superintendent's office
- Refer media to district spokesperson per media procedures
- Initiate post-crisis procedures

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

**Weapons**

**Staff or students who are aware of a weapon brought to school:**

- Give the following information
  - Name of person suspected of bringing the weapon
  - Location of the weapon
  - Whether the suspect has threatened anyone
  - Any other details that may prevent the suspect from hurting someone or himself/herself
- Teacher who suspect that a weapon is in the classroom; STAY CALM
  - Do not call attention to the weapon

- Notify the building administrator and school resource officer or a neighboring teacher as soon as possible
- Teacher should not leave the classroom

#### **Building Administrator:**

- Call law enforcement to report that a weapon is suspected in school
- Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
  - Consider the best time and place to approach the person, taking into account these factors if possible:
    - Need for assistance from law enforcement
    - Type of weapon
    - Safety of person in the area
    - State of mind of the suspected person
    - Accessibility of the weapon
- Separate student/staff member from weapon, if possible
- If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- Follow district procedures if you need to conduct a weapons search.
- Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
- If the suspect is a student, notify parent(s)/guardian(s) according to district policy

#### **Chemical or Biological Threat**

If a telephone threat references a chemical or biological device or package, complete the “Telephone Threats” procedures and refer to safety procedures for “Bomb Threat” and “Hazardous Materials Incident” sections. This section addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

##### When sorting mail or receiving delivered packages:

- Look for characteristics that make you suspicious of the content like
  - excessive postage, excessive weight
  - misspellings of common words
  - oily stains, discolorations, odor
  - no return address or showing a city or state in the postmark that does not match the return address
  - package not anticipated by someone in the school or not sent by a known school vendor

##### If a letter/package is opened and contains a written threat but *no suspicious substance*:

- Notify the building administrator and law enforcement.
- Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- Ask the person who discovered /opened the letter or package to place it into another container, such as a plastic bag.
- Turn the letter/package over to law enforcement. Document all activities.

##### If a letter or package is opened and contains some type of suspicious substance:

- Notify the building administrator and law enforcement.
- Isolate the people who have been exposed to the substance. The goal here is to prevent /minimize spreading contamination.
- Limit access to the area in which the letter/package was opened.
- Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

Building administrator:

- The building administrator and emergency officials determine whether evacuation is necessary.
- The building administrator notifies the superintendent. Notification is made to parents/guardians by JMC.
- Implement post crisis procedures as necessary.

**Electrical Power Failure**

- Areas of the school will be equipped with battery-powered emergency lights.
- Flashlights with spare batteries should be kept in the administrative offices and other important areas of the building.

**Gas Line Break**

- The principal will evacuate the building.
- Do not use any electrical switches or equipment.
- A crisis team member will notify the gas company and the fire department.

**Telephone Threats**

- If a threatening phone call is received, do not call 911. You should follow this procedure:
  - Report the call to the superintendent's office immediately.
  - Note the time the call came in.
  - If you have "record" capabilities on your phone, press the record button immediately.
- A call for the buildings to be evacuated will come from the superintendent's office through each principal's office.

**Untimely Deaths (suicide, accident, illness, etc.)**

- **Day 1 Response:** A script will be prepared for teachers to read to their students, simultaneously. This announcement will include the funeral arrangements (if known).
- **Student List:** A list of students more affected by the crisis, including close friends of the deceased, and a secondary group of students who may experience great difficulty in dealing with the death will be identified by the appropriate staff members. Those teachers and students will be contacted and encouraged to participate in a grief support group to help them cope with the crisis.
- **Attendance at Funeral:** Students will be allowed to go to the funeral via parent permission. They will be encouraged to attend the funeral with their families.
- **All Staff Meeting:** A meeting will be held. The following points will be covered:

- An update with the latest information relating to the death.
- What specifically the students can be told about the situation.
- Expected student responses should be discussed along with the skills in dealing with distressed students and identifying the high-risk students.
- All staff members who are having a difficult time should be identified and spoken to individually to see if they can continue with their day. If they need support sharing the information with their students, a member of the crisis team will be made available to assist.
- **Subsequent Days:**
  - Support services for the affected students/staff will continue.
  - Crisis team members will meet again before school to receive updated information and review the plan for the next few days. Information and requests for information should continue to be directed to the crisis team.
  - The grief/comfort rooms and individual meetings with district staff/students should continue. Students experiencing difficulty should not be left alone.
  - A staff meeting will be held after school on day #2. Information will be updated and all staff will be asked to identify any students they are concerned about. The staff will be given an opportunity to share their feelings.
- **Funeral Day:**
  - School should continue as usual. Students need to have parent permission to attend the funeral.
  - Support specialists, social workers, counselors, and others should be available to meet with students.

## **Crisis Team membership**

Our crisis procedure calls for the formulation of teams of support staff and individuals who will help to plan, implement, and revise our policies and practices. Each building site will establish a team of the individuals who work in various roles. Depending upon each building's situation, substitutes, additions or deletions to the following lists may be allowed.

### **Site-Level Team**

- Building Administrator
- District Administrator (superintendent)
- School Resource Officer
- Secretaries
- School Social Worker
- Counselors
- 1-3 Staff Members
- School Nurse
- Custodial/Maintenance Representative

### **K-3 Building Team**

|                        |                                     |
|------------------------|-------------------------------------|
| Building Administrator | Jon Wright                          |
| School Secretary       | <a href="#">Michelle Gostonczik</a> |

|                      |                |
|----------------------|----------------|
| School Social Worker |                |
| School Nurse         | Holly Todd     |
| Teacher              | Molly McDonald |
|                      |                |
|                      |                |
|                      |                |

#### **4-5 Building Team**

|                        |                 |
|------------------------|-----------------|
| Building Administrator | Clark Olstad    |
| Building Secretary     | Shannon Olstad  |
| School Social Worker   | Darlene Gilbeck |
| Teacher                |                 |
| Teacher                | Kate Lund       |
| Teacher                | Lisa Schultz    |
| Teacher                | Marc Melcher    |
|                        |                 |
|                        |                 |

#### **Middle School Building Team**

|                        |                   |
|------------------------|-------------------|
| Building Administrator | Clark Olstad      |
| Building Secretary     | Jasmine Klavetter |
| Teacher                | Ben Peter         |
| Teacher                | Marc Melcher      |
|                        |                   |
|                        |                   |
|                        |                   |
|                        |                   |

## 9-12 Building Team

|                         |                |
|-------------------------|----------------|
| Building Administrator  | Mike Walton    |
| Building Secretary      | Janet McGuire  |
| Athletic Director       | Scott Flattum  |
| Athletic / HS Secretary | Michelle Heins |
| Guidance Counselor      |                |
| Counseling Services     | Emily Grobe    |
| Teacher                 | Mike Andring   |
| Nurse                   | Holly Todd     |

### **District-Level Team**

- Superintendent
- All Building Administrators
- District Office Staff
- Head of Maintenance
- Counselors
- Social Workers
- School Resource Officer

### **Resource People**

- School Psychologist
- Church Official
- School Nurse/Medical Personnel
- District Transportation
- Law Enforcement
- Parents
- City Mayor
- City Works Administrator

Team leaders, supervisors, and other agency leaders are responsible for developing and maintaining crisis-calling chains in their respective sites and/or agencies. This JMC will be used to notify all stakeholders of the crisis and preliminary plans.

## **Summary**

It will continue to be the responsibility of the crisis team to provide the building and district level leadership in the areas of prevention and intervention.

This plan will be revised and updated regularly as changes and new information becomes available.



## Emergency Telephone Directory

*If 911 cannot be reached, dial "0" for the operator. State the type of emergency. Give the exact location (address or intersection). Do not hang up until your information is understood.*

|                                                      |                              |
|------------------------------------------------------|------------------------------|
| Ambulance                                            | 911                          |
| Fire Department                                      | 911                          |
| Police Department                                    | 911                          |
| Sheriff Department                                   | 911                          |
| Elgin City Hall                                      | 507-876-2911                 |
| Plainview City Hall                                  | 507-534-2229                 |
| Millville City Hall?                                 |                              |
| Electric Service (507) 367-7000                      |                              |
| Gas Service (800) 889-9508                           |                              |
| Telephone Company: Century Link (800) 786-6272       |                              |
| Bus Company - Minnesota Coaches, Inc. (507) 710-4220 |                              |
| Radio Stations                                       |                              |
| KROC-106.9                                           | 507-286-1010                 |
| KWEB/KRCH-101.7/FOX-102.5                            | 507-288-3888                 |
| KNXR-94.5                                            | 507-288-7700                 |
| KFIL-1430                                            | 507-765-3856                 |
| Television Stations                                  |                              |
| KTTC Channel 10                                      | 800-204-7604 or 507-280-5152 |
| WCCO Channel 4                                       | 612-330-2655                 |
| KSTP Channel 5                                       | 888-707-7669                 |
| FOX 9/KMSP                                           | 952-995-1828                 |
| KARE 11                                              | 888-546-4093                 |
| Newspapers                                           |                              |
| Rochester Post Bulletin                              | 800-562-1758                 |
| Plainview News                                       | 507-534-3121                 |