

**I. PURPOSE**

The purpose of this Crisis Management 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 crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Please note that, pursuant to this Policy, tailored crisis management plans will be developed 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.

**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 likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor a crisis management plan to meet that building's specific situation and needs.

The school district administration and/or the administration of each building shall present tailored crisis management plans to the school board for review and approval. These 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 year to year.

**B. Elements of the District Crisis Management Policy.**

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, campus evacuation, and sheltering. It 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 the building-specific crisis management plans. Each building will have access to a copy of the Emergency/Disaster Preparedness Planning Guide. This guide will assist in development of the building-specific crisis management plans.

- 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 plan.
  - 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 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, 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 plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed so that building administrators can tailor response procedures when creating building-specific crisis management plans.
  3. Additional Procedures. The school district administration will present recommended early school closure, media and grief counseling procedures to the school board for review and approval. Upon approval, such procedures will be an addendum to this policy.
    - a. Early School Closure Procedures. 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 Procedures. 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 Procedures. 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. The grief-counseling procedures should include the following steps.
  - (1) Meet with school counseling staff to determine the level of intervention for students and staff (was the crisis on campus, were there student or staff witnesses, etc.).
  - (2) Designate specific rooms as private counseling areas.
  - (3) Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counselors.
  - (4) Prohibit the media from questioning students or staff.
  - (5) Follow-up with students and staff who receive counseling.
  - (6) Resume normal routines as soon as possible.

Upon approval, such grief counseling procedures will be an addendum to this policy.

- 4. 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, hoses and water spigots. The facility diagrams and site plans will be available in

the office of the building administrator and in appropriate areas and will be kept on file in the school district office.

*[Note: The Uniform Fire Code promulgated pursuant to Minn. Stat. § 299F.011 does not specifically require posting of facility diagrams for school buildings. See Uniform Fire Code, §§ 13.03.3.1 (requiring emergency plans) and 13.03.4.1 (requiring certain floor maps and site plans as part of an emergency plan).]*

5. 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.

6. Crisis Response Teams.

- a. 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 plan 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.
  
- b. 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.

7. 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 plan.

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Independent School District #110  
Waconia, MN

