806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this policy is to provide a guide for School District and building administrators, other 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.

It is the policy of the School District to have in place a crisis management plan for every building in the District to address potential crisis situations. Thorough crisis management should result in increased security for staff and students; minimization of damage and loss in the event of a crisis; and the return of the school/District to a normal functional level as soon as possible after a crisis.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. PLANNING AND IMPLEMENTATION

The Superintendent’s Designee(s), under the direction of the Superintendent, are responsible for crisis management planning and implementation.

III. PROVISIONS OF THE POLICY

The Crisis Management Policy will include:

A. Development of a predetermined plan of action which will be used to respond to emergencies or distress at the District and the site levels.

B. Establishment of a group of specifically selected and trained individuals who collectively have the knowledge, skills, and sensitivity to act in a crisis situation.

C. Development of an information sharing system to prevent escalation of the crisis.

D. Utilization of District and community resources and creation of a partnership with parents/guardians following crisis events.
E. Provision of guidelines for responding to the media during a crisis.

F. Development of stress management and debriefing procedures for crisis workers.

IV. PROCEDURES

A. Organization

In preparation for crisis response:

1. The Superintendent and Designee(s) will identify coordinators of the District Crisis Response Team.

2. The district will train a group of District personnel who can function as a District Crisis Response Team.

3. The Superintendent’s Designee(s), in coordination with other District personnel and community emergency response agencies, will develop a crisis management response procedure which will be maintained and updated annually.

4. The school principals will identify and train a Site Crisis Response Team.

5. Each site will develop a crisis response plan, utilizing the District prototype. This plan will be updated annually.

6. Each site will file an updated copy of their Crisis Response Plan with the Superintendent’s Designee(s) before the beginning of each school year.

7. The site response plan will be reviewed with all staff members at the beginning of each school year. Orientation to these crisis response procedures must be included in any new employee’s orientation at the site.

8. Students and parents/guardians will be made aware of the school crisis response plan.

9. Students will receive specific instructions on plan implementation and will participate in a required number of drills throughout the year.

10. Warning Systems

a. The School District will maintain a warning system designed to inform students, employees, and visitors in the facilities of a crisis or 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 administrator to inform
students and employees of the system and the means by which the system is used to identify the specific crisis or emergency involved.

B. Responsibility

In the event of a crisis within the District, the District Crisis Management coordinators assume responsibility for organizing the District’s response and/or coordinating the District’s response with other emergency agencies within the community at the direction of the Superintendent’s Designee(s).

C. Functions of the Site Crisis Response Team

1. Work with the site administrator in maintaining and updating the site Crisis Response Plan on an on-going basis.

2. Provide training to the staff in fulfilling their designated roles in the event of a crisis (beginning of school year, midyear, and new employees).

3. Respond in the event of a crisis.

4. Develop individual site plans for each building as follows:
   a. Identification of a permanent Crisis Response Team (CRT)
   b. Identification of support members for CRT
   c. Identification of a command location
   d. Identification of an alternate command location
   e. Site map with evacuation routes
   f. Site map with alternate evacuation directions
   g. Evacuation plan
   h. Reunification plan
   i. Directions and responsibility list for identified crisis situations
   j. Emergency telephone list (including evacuation sites)
   k. Maintained auto telephone dialer lists
   l. Two-way radio communication
D. The District Crisis Response Team will develop procedures for the following situations:

1. Active Threat
2. Assault
3. Bomb Threat
4. Cyber Attack
5. Death: Student or Staff (on/off campus)
6. Demonstration
7. Evacuation/Relocation
8. Elopement
9. Explosions/Gas Leak
10. Fire
11. Hazardous Materials
12. Infectious Disease
13. Medical Emergency
14. Missing Student
15. Reverse Evacuation
16. Severe Weather/Storm/Tornado/Winter
17. Shelter in Place
18. Utility Emergency
19. Weapons

V. ACTIVE THREAT DRILL

A. Definitions

1. "Active Threat 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 threat drill is not an active threat simulation, nor may an active threat drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active threat 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 threat simulation is not an active threat drill.

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

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

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

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

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

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

B. Criteria

An active threat 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 threat 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 threat drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active threat 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 threat drill to every student's parent or legal guardian before an active threat drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active threat 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 threat drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active threat 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 Threat Drills
Any student in early childhood through grade 12 must not be required to participate in an active threat drill that does not meet the Criteria set forth above.

F. **Active Threat Simulations**

A student must not be required to participate in an active threat simulation. An active threat 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 threat simulation.

G. **Violence Prevention**

1. Students in middle school and high school will receive 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.

3. Students will 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**

Annually, at a regularly scheduled school board meeting, the school board will be provided information regarding active threat drills and school safety measures.
VI. MISCELLANEOUS PROCEDURES

A. Radiological Emergencies at Nuclear Generating Plants

School districts within a 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. Ch. 12A (Natural Disaster; State Assistance)
- Minn. Stat. § 121A.031 (School Student Bullying Policy)
- Minn. Stat. § 121A.035 (Crisis Management Policy)
- Minn. Stat. § 121A.037 (School Safety Drills)
- Minn. Stat. § 121A.038 (Students Safe at School)
- Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
- Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
- Minn. Stat. § 326B.02, Subd. 6 (Powers)
- Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
- Minn. Stat. § 609.605, Subd. 4 (Trespasses)
- Minn. Rules Ch. 7511 (Fire Code)
- 20 U.S.C. § 1681, et seq. (Title IX)
- 20 U.S.C. § 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)

Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)

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