

806 CRISIS MANAGEMENT

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for Skyline Math and Science Academy and the School Leader, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school.

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

II. GENERAL INFORMATION

A. The Policy and Plans

The school'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 the School Leader can tailor a building-specific crisis management plan to meet the building's specific situation and needs. The building-specific crisis management plans include general crisis procedures and crisis-specific procedures. A copy of the school's Crisis Management Policy and crisis-specific procedures are kept in the school office.

B. Elements of the School Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing the building, classroom evacuation, building evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. 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. Finally, all general crisis procedures will address specific procedures for children with special needs.

- 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 School Leader or his or her designee.

b. Evacuation Procedures. Evacuations of classrooms and the buildings shall be implemented at the discretion of the School Leader or his or her designee. The building's crisis management plan includes procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the School Leader or designee. Safe areas may change based upon the specific emergency situation. Special education staff will review specific plans and procedures for students receiving services and provide all staff with information regarding their needs in the event of an evacuation or other emergency. 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 School Leader or his or her designee will announce the need for sheltering over the public address system or other designated system. The School Leader will submit sheltering procedures for the building as part of the 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.

3. School Emergency Response Teams

a. Composition. The school emergency response team is comprised of the School Leader, the Office Director, the Office Manager, and the Student Advocate.

b. Leaders. The School Leader 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 School Leader is unavailable, the Office Director will be the primary contact. If the Office Director is unavailable, the Student Advocate or his or her designee will be the primary contact. 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. 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's Crisis Management Policy and the building's crisis management plan. All Southside staff will receive a copy of the crisis management plans and shall review and receive training on plan implementation before the start of each school year. Training shall include fire routes, making emergency calls, location of keys and phone numbers used in emergencies, and the role of building staff in the event of emergencies. New staff hired during the school year will review emergency plans and procedures with members of the emergency response team.
2. Students and Parents. Students and parents shall be made aware of the school's Crisis Management Policy and relevant crisis management plans for the school building through the inclusion of this information in the Family Handbook and on the school website. 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 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. The school building has 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 the building. Facility diagrams and site plans are available in the school office and in other appropriate areas and are easily accessible and on file. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.
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. 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 state law.
6. A record of fire drills conducted at the building will be maintained in the Office Director's office.
7. The school will have prearranged sites for emergency sheltering and transportation as needed.
8. The Office Director or her/his designee will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The School Leader will meet local fire or law enforcement agents upon their arrival.

C. Emergency Telephone Numbers

The 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 and displayed in the school office and updated annually.

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

D. Warning Systems

The school 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 building maintenance plan.

It shall be the responsibility of the School Leader 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.

E. Early School Closure Procedures

The School Leader will make decisions about closing the school as early in the day as possible. The school will close if Minneapolis Public Schools close or if there is a utility failure or neighborhood issue, pandemic outbreak, etc. that

prevents the school from providing a safe learning environment. Closure decisions will be communicated to staff, students, families, and the school community via an email from the Office Manager and alert on the school website.

F. Media Procedures

The School Leader 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 School Leader is the designated spokesperson who will notify the media in the event of a crisis or early school closure.

G. Grief-Counseling Procedures

Grief-counseling procedures will be used whenever the School Leader 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. The school emergency response team 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. RESPONSIBILITY

Any questions or concerns about the school's specific crisis management procedures should be directed to the School Leader or Office Director.

Legal References: 42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Part 7510 (Fire Safety)
Title IX, Part E, Subpart 2, Section 9532 (No Child Left Behind)

Cross References: Skyline Math and Science Academy Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Skyline Math and Science Academy Policy 413 (Harassment and Violence Prohibition: Protected Classes)
Skyline Math and Science Academy Policy 501 (School Weapons)
Skyline Math and Science Academy Policy 506 (Student Discipline)
Skyline Math and Science Academy Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

Adopted: 3.25.24

Reviewed: