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## **NASHA SHKOLA POLICY No. 8.3 CRISIS MANAGEMENT**

### **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 to address a wide range of potential crisis situations in Nasha Shkola Charter School. 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 Nasha Shkola Charter School, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

Nasha Shkola Charter School will, to the extent possible, engage in ongoing emergency planning within Nasha Shkola and with emergency responders and other relevant community organizations. Nasha Shkola Charter School 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. GENERAL INFORMATION**

#### **A. The Policy and Plans**

Policy. Nasha Shkola crisis management policy has been created in consultation with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school district 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.

Building Level Plans. Nasha Shkola administration and/or the administration of each building shall present 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 District Management Policy**

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings and classrooms, 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.

Communication System. 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 and/or community partners. The alternative designees may include members of the school district's emergency/first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable (i.e. power loss).

Resource. Nasha Shkola Charter School will have access to the Comprehensive School Safety Guide (2011 edition) to assist in the development of building-specific crisis management plans.

2. Special Needs Procedures for Staff and Children. All general crisis procedures will address specific procedures for children and staff with special needs such as physical, sensory, motor, developmental, and mental health challenges. The school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe sheltering/evacuation of each student and staff member with special needs. If an emergency situation/crisis occurs at Nasha Shkola, all staff should be trained on specific procedures for evacuating students and staff with special needs

*Note: More specific information on planning for children with special needs can be found in the attached [Comprehensive School Safety Guide's Preparedness/Planning Section](#), and the United States Department of Education's document entitled "[Practical Information on Crisis Planning, a Guide for Schools and Communities](#)."*

3. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a violent incident, hostage incident, 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. Each building administrator will develop, maintain, and train staff on lock-down procedures for their building as part of the building-specific crisis management plan. Emergency responders use plain language when responding to emergencies/crisis situations, thus, school district staff will use plain language rather than code words.

*Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. §121A.035. The Comprehensive School Safety Guide's*

*Preparedness/Planning Section has a sample lockdown schedule and log.*

4. 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 planning for students and staff 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.  
Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within school buildings 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 develop, maintain, and train all staff on sheltering procedures for his or her building as part of the building specific crisis management plan.

*Note: The [Comprehensive School Safety Guide's Response Section](#) has sample procedures for lock-down, evacuation, "sheltering in place," and severe weather shelter.*

5. 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 to their building when creating building-specific crisis management plans

### **C. School Emergency Response Team**

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 alternate 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.

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 (e.g. out of the building), 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 district officials assume a liaison role and be available to emergency response officials.

### **III. PREPARATION BEFORE AN EMERGENCY**

#### **A. Communication of the Crisis Management Plan**

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 Nasha Shkola staff shall be aware of the Nasha Shkola 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 Nasha Shkola 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 the required number of drills and practice sessions throughout the school year.

#### **B. 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, accessible egress routes, areas of refuge, and the location of fire alarm control panel, fire alarms, fire extinguishers, fire hydrants, hoses, water spigots, emergency vehicle access 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.

#### **C. Emergency Contact Information**

Each building will maintain a current list of emergency contact information 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/contact information 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 updated annually and kept on file in the school district office, or at a secondary location for single building school districts. School district employees will receive training on how to make emergency contacts, including 911 calls.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, two-way radios and other electronic devices, 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.

#### **D. Warning and Notification Systems**

Nasha Shkola 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. Nasha Shkola should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing 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.

#### **E. 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.

## **F. Media Procedures**

The administration 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 director 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.

## **G. Behavioral Health Crisis Intervention Procedures**

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. 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 behavioral health crisis intervention procedures shall include the following steps:

1. Administrator 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.

## **H. Long-Term Recovery Intervention Procedures**

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

#### IV. PREPARATION BEFORE AN EMERGENCY

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. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

***[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]***

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 Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

***[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]***

6. Nasha Shkola will have prearranged sites for emergency sheltering and transportation as needed.
7. Nasha Shkola will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). Progeny Academy also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

## **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. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). 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/Re location
- 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**

Nasha Shkola shall implement procedures mandating visitor sign in and visitors in school buildings.



Nasha Shkola 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**

Nasha Shkola shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within Nasha Shkola.

**D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]**

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.035 (Crisis Management Policy)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School) Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property) Minn. Rules Ch. 7511 (Fire Safety)

20 U.S.C. § 1681, *et seq.* (Title IX)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act) 20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)