



Adopted: July 22, 2014

Revised: October 13, 2022

Reviewed: February 8, 2024

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in Woodbury Leadership Academy. The step-by-step procedures suggested by this Policy will provide guidance to Woodbury Leadership Academy staff in creating crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

Woodbury Leadership Academy will, to the extent possible, engage in ongoing emergency planning within Woodbury Leadership Academy and with first responders and other relevant community organizations. Woodbury Leadership Academy 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

Woodbury Leadership Academy'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 Director can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

Woodbury Leadership Academy's Director 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, which will be presented and approved by the Board of Directors. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the 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. 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. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. All IEP and 504 plans will be honored in crisis management plans.

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 Director or their 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/phrase. Provisions for emergency evacuation should be maintained even in the event of a lock-down. The Director 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 Director or their designee. The 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 Director or designee., as appropriate. 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 Director or their designee will announce the need for sheltering over the public address system or other designated system. Each Director 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 the Director to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition

The Director 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 Director. The building will maintain a current list of school emergency response team members, which will be updated annually. The Director, and their 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 Woodbury Leadership Academy office.

b. Leaders

The building administrator or their 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 source 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 Woodbury Leadership Academy's Crisis Management Policy and their own building's crisis management plan. The school's 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/Guardians

Students and parents shall be made aware of Woodbury Leadership Academy's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school'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 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 or otherwise in danger.
2. The 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.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. Woodbury Leadership Academy will have prearranged sites for emergency sheltering and transportation as needed.
8. The Director will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). Woodbury Leadership Academy also will designate the Director or their designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

The building 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 maintained by the Director and on file in Woodbury Leadership office. A copy of any facility diagrams and site plans will be kept by the school's authorizer; Volunteers of America. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. 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 in The Woodbury Leadership Academy office, as well as with the school's authorizer, and updated annually.

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

School 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

Woodbury Leadership Academy 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 Director 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. The 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 Director 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 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.

H. Grief-Counseling Procedures

Grief-counseling procedures will set forth the procedure for initiating grief counseling plans. The procedures will utilize available resources including contracted psychologist or counselors, community grief counselors, or others in the community. Grief-counseling procedures will be used whenever the administration 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. Administrator will meet with relevant persons 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. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, and janitorial closets. Schools must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.

B. Visitors

1. Woodbury Leadership Academy shall implement procedures mandating visitor sign in and visitors in school building.
2. Woodbury Leadership Academy shall implement procedures to minimize outside entry into the school building except at designated check-in points and assure that all doors are locked prior to and after regular building hours.