

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this 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 the school district. This policy will provide guidance to each school building in drafting emergency response guides to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation in the school district. Pursuant to this policy, tailored emergency response guides will be developed for each school building in the school district and sections or procedures may be added or deleted in those emergency response guides based on building needs.

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 heretofore referred to as the "Crisis and Emergency Guide," 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

The school district's ~~Crisis Management Policy and Emergency Operations and Recovery Guide~~ Emergency Operations Manual has ~~have~~ 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.

The School district administration shall present the district's Emergency Operations Manual and Recovery Guide to the School Board for annual review. The Manual ~~district Emergency Operations and Recovery Guide~~ and resultant Emergency Response Guides Building Crisis Plans will include general crisis procedures and crisis specific procedures for each building. The district Emergency Operations Manual and Recovery Guide and building-specific plans will be the responsibility of the crisis management coordinator. Development of building-specific plans are created in collaboration with building leadership and the crisis management coordinator. The Crisis Management Policy and resulting building specific crisis management plans developed by administration will be maintained and updated on an annual basis.

B. Elements of the Emergency Operations Manual and Recovery Guide

1. General Crisis Procedures. The district's Emergency Operations Manual and Recovery Guide establishes clear procedures for addressing a wide range of emergencies that may disrupt normal school operations or impact the surrounding community. Rooted in national, state, and local best practices, the guide ensures that the district's preparedness and response efforts are coordinated, effective, and compliant with legal standards—always placing the highest priority on the health and safety of those in our care. In accordance with I Love U Guys standard response protocol (SRP), the following types of emergencies/ critical event procedures included are:
 - a. Lock-Down Procedures (~~utilize ALICE~~)
 - b. Secure Procedures
 - c. Hold Procedures
 - d. Shelter Procedures
 - e. Evacuate Procedures
2. Building Crisis and Emergency Response Teams

a. 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.

b. 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, the designee list should include more than one alternative designee and may include members of the emergency response team.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. All staff shall be aware of the school district's crisis policy and their own building-specific crisis management plan. 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 school district's Crisis Management Policy and District protocols. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.
3. School Board. The Board shall be annually updated during a closed session about issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructures and facilities.

B. Planning and Preparing for Fire Drills, Lock-Downs, and Tornadoes

1. Fire, lock-down, ~~and~~ tornado drills, and cardiac emergency response plan 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, consistent with Minnesota Statutes section 299F.30, five school lock-down drills, ~~and~~ one tornado drill, and a minimum of two cardiac emergency response plan drills each school year. See Minnesota Statutes, section 121A.035.
2. A record of the drills conducted at the building will be maintained in the building administrator's office as directed by the manager of facilities, operations, and safety.

C. 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, 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 updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school and district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Warning and Notification Systems

The school district 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. The school district will implement 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. Media Procedures

The superintendent has the authority and discretion to notify the media as well as parents or guardians and the school community in the event of a crisis or early school closure. With regard to the media, including social media, the superintendent 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.

F. 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.

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

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter 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 shooter drill is

not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter 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 shooter simulation is not an active shooter 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 shooter 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 shooter 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 shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter 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 shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter 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 shooter 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 must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter 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 Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

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

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) 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, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district or charter school must ensure that students 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

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. PROCEDURE DEVELOPMENT

To reduce the disruptive effects of a crisis, the superintendent and/or designee will develop an emergency operations manual and recovery plan. Development of the plan shall involve local emergency agencies, school safety personnel, staff, parents, students, and other interested persons.

The plan shall include reasonable steps to ensure student and staff safety, and minimize property damage, such as:

- Written procedures for taking action in the event of an incident or emergency. The procedures include evacuation, lockdown, shelter-in-place, severe weather, and hold-in-place.
- Written procedures for communicating with local law enforcement agencies, community emergency services, parents, students, staff, and media in the event of a crisis.

- Development of building emergency response teams and a district emergency response team with specific response protocols under the National Incident Management System's (NIMS) Incident Command System (ICS) structure.
- A plan for emergency management training of all staff.
- Designation of specific management and reporting responsibilities of each staff person during a crisis.

The superintendent shall appoint a district-wide emergency ~~management~~ safety coordinator to work with the superintendent to develop the emergency operations and recovery plan, recruit and supervise district and building level emergency response teams, coordinate in-service programs for teams and all staff, serve as a liaison between central office and staff, and serve as a liaison between the district and local emergency agencies.

The coordinator shall be responsible for providing copies of current plans developed under this policy to local emergency agencies on a regular basis.

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.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. 121A.241 (Cardiac Emergency Response Plan)
Minn. Stat. 13D.05 (Meetings Having Data Classified as Not Public)
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 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)

Cross References:

Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students from School Grounds)
Policy 903 (Visitors to School District Buildings and Sites)
Minnesota School Safety Center - Resources (mn.gov)

Resources:

MDE: [Model Cardiac Emergency Response Plan](#) [Rev. 11/25]
(accessed 03/10/26)

MN Department of Public Safety: [School Safety Resources](#)
(accessed 03/10/26)

[NOTE: The Minnesota Department of Public Safety has the following on its website:

Comprehensive school safety guide

The Minnesota Department of Homeland Security Emergency Management offers valuable guidance for school emergency planning. While the MnSSC Comprehensive School Safety Guide is being updated, we encourage you to explore resources from our partners at SchoolSafety.gov. Their [Foundation Elements of School Safety](#) can serve as a helpful framework for your planning efforts.

[Practical Information on Crisis Planning: A Guide for Schools and Communities](#) [January 2007] (accessed 03/10/26)

I Love U Guys Foundation, [Standard Response Protocol](#)
(accessed 03/10/26)

[Safe and Sound Schools](#) (accessed 03/10/26)