Adopted:_____

Revised:_____

MSBA/MASA Model Policy 806
Orig. 1999
Rev. 2026 (October)

806 CRISIS MANAGEMENT POLICY

[Note: The Commissioner of the Minnesota Department of Education (Commissioner) is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes, section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school ~~employees~~staff, students, school board members, and community members to address a wide range of potential crisis situations in the school district. 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 the school district, and sections or procedures may be added or deleted in those crisis management plans 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 and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. DEFINITIONS

A. "Crisis Management Plan" or "Emergency Operations Plan" is a key component of emergency management program that establishes overall roles and functions performed during incidents, either sudden or unexpected.

B. "Evacuate" is a procedure used when a need arises to move people from one location to another for safety reasons.

C. "Hold" is a procedure used in situations that require students and staff to remain in their classroom or stay out of hallways and access areas.

D. "Lockdown" is a procedure used when there is a threat or hazard inside of a school building requiring staff and students to lock classroom doors, turn off lights, and stay out of sight.

E. "Regional Crisis Response Team" is a team of professionals, including administrators, guidance counselors, psychologists, social workers, teachers, nurses, security experts, media relations professionals, and other related positions who are tasked with responding to crises within their region of Minnesota to relieve school emergency

response teams or support schools where a school emergency response team does not exist.

F. "School Emergency Response Team" is a team of professionals at a school, including administrators, guidance counselors, psychologists, social workers, teachers, nurses, security experts, media relations professional, and other related areas who are responsible for responding in an emergency or crisis.

G. "Secure" is a procedure used when a threat or hazard exists outside of the school building to keep students and staff safe inside of the school building.

H. "Shelter" is a procedure used when specific protective actions are needed to keep students and staff inside of the school building based on a threat or hazard such as severe weather or hazmat spill.

III. GENERAL INFORMATION

A. The Policy and Plans

This ~~school district's~~ 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 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.

B. Building Level Plans

The school district's administration and/or the administration of each building shall present ~~tailored~~ building-specific crisis management plans to the school board for review and approval. Public-facing information shall be separated, when practicable, from operational information classified as not public under applicable law.~~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.~~

C. School Emergency Response Teams and School Community

1. School Emergency Response Teams

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 as deemed necessary by the building administrator. Each building will maintain a current roster of school emergency response team members which will be updated annually. The building administrator or designees will know the location of the roster in the event of a school emergency. A copy of the list will be accessible.

2. Administration

The building administrator or 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. School district officials shall assume a resource role and be available as necessary to emergency response officials.

3. Staff

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 staff~~personnel~~ who have direct contact with students. All staff shall be informed of this 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. Staff will receive a copy of relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

4. Students and Parents/Guardians

Students and parents or guardians shall be informed of this policy and that relevant tailored crisis management plans exist for each school building. Each school district building-specific crisis management plan shall set forth how students and parents or guardians are made aware of the district and school-specific plans. Students shall receive instruction on emergency procedures and shall participate in the required number of drills and practice sessions throughout the school year.

5. Visitors

a. Entrance Procedures

The school district shall implement a visitor management systems to track a visitor's arrival to and departure from school buildings ~~and visitors in school buildings~~ pursuant to the school district's Visitors to School District Buildings and Sites policy.

b. Building Entrances

The school district 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.

IV. GENERAL CRISIS PROCEDURES

This ~~Crisis Management P~~policy includes general crisis procedures for securing classrooms and buildings, classroom and~~evacuation,~~ building evacuation, campus evacuations, lock-downs, and sheltering. This 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. Building-specific plans shall use plain-language protective actions, including locally selected terminology developed with emergency responders.

Procedures shall identify primary and alternate decision-makers, primary and redundant communications, accountability methods, transition among protective actions, and authority of responding public safety agencies.

Procedures shall provide students, employees, and visitors with disabilities equal access to alerts, evacuation, sheltering, transportation, reunification, and recovery. Planning shall address mobility; hearing, vision, speech, and communication; developmental, behavioral, mental-health, and sensory needs; medications, durable medical equipment, assistive technology, service animals, and accessible transportation. Individual accommodations shall be coordinated, as applicable, with an individualized education plan (IEP), Section 504 plan, individualized health plan, emergency care plan, or employee accommodation without unnecessarily disclosing private data.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges. This may include students who do not have a 504 plan or an IEP. The evacuation or sheltering procedures should also address transporting necessary medications and medical equipment used by students and staff during the school day.

The school's crisis management team will meet each year to ensure that specific procedures exist for the safe sheltering/evacuation of each student and staff member with special needs. Staff will be trained to execute specific procedures for evacuating students and staff with special needs.

V. SPECIFIC PROCEDURES, PLANS, AND DRILLS

This 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 when creating building-specific crisis management plans.

A. Behavioral Health Crisis Intervention

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.

B. Cardiac Emergency Response Plan

Beginning in the 2026-2027 school year, a school district must develop a cardiac emergency response plan consistent with the model plan developed by the Commissioner of the Minnesota Department of Education under Minnesota Statutes, section 121A.035, subdivision 1, for cardiac emergencies that occur on school property.

[Note: Adoption of this paragraph does not fulfill the statutory requirement to adopt a cardiac emergency response plan, which involves a separate process.]

C. Chemical Accident

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Safety Data Sheets~~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 Safety Data Sheets~~M.S.D.S.~~ in the event of a chemical accident.]

D. Early School Closure

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.

E. Evacuation

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 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.

F. Fire Drills

School staff shall instruct and train such students or other persons to quickly and expeditiously leave the premises in case of fire or other emergency by means of drills or rapid dismissals while school is in operation. Records of such drills shall be posted so that such records are available for review by the state fire marshal at all times and shall include the drill date and the time required to evacuate the building. 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 (5) fire drills each school year, consistent with Minnesota Statutes, section 299F.30. Consistent with Minnesota Statutes, section 121A.03, each superintendent, principal, or other person in charge of a public school shall keep all doors and exits of such school unlocked so that persons can leave by such doors or exits at any time during the hours of normal operation.

G. Holds

Hold procedures will be used in situations, including a medical emergency or altercation, when hallways need to remain clear. Classroom instruction should continue as normal, if feasible, and students and staff should remain in the classroom until the hold is lifted.

H. Lock-Down

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 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. ~~Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.~~ Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan. A record of lock-down drills conducted at the building will be maintained in the building administrator's office.

[Note: Minnesota law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

I. Long-Term Recovery Intervention

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.

J. Media

The superintendent 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 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.

K. Seizure Action Plan

1. A seizure action plan is a written individualized health plan designed to acknowledge and prepare for the health care needs of a student with a seizure

disorder diagnosed by the student's treating licensed health care provider.

2. The school district shall develop a seizure action plan when an enrolled student's parent or guardian notifies the school district that the student has a diagnosed seizure disorder and has seizure rescue medication or medication prescribed by the student's licensed health care provider to treat seizure disorder symptoms approved by the United States Food and Drug Administration. The parent or guardian of a student with a diagnosed seizure disorder must collaborate with school personnel to implement the seizure action plan.

3. A seizure action plan must:

a. identify a school nurse or a designated individual at each school site who is on duty during the regular school day and can administer or assist with the administration of seizure rescue medication or medication prescribed to treat seizure disorder symptoms approved by the United States Food and Drug Administration;

b. require training on seizure medications for an employee identified under Subparagraph a., recognition of signs and symptoms of seizures, and appropriate steps to respond to seizures;

c. be provided to the person identified under Subparagraph a.; and

d. be filed in the office of the school principal or licensed school nurse or, in the absence of a licensed school nurse, a professional nurse or designated individual.

4. A school district employee or volunteer responsible for the supervision or care of a student with a diagnosed seizure disorder must be given notice and a copy of the seizure action plan, the name or position of the employee identified under Subparagraph a., and the method by which the trained school employee may be contacted in an emergency.

L. Sheltering

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 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 submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

M. Suicide Prevention Information

A school district that issues an identification card to students in middle school, junior high, or high school must provide contact information for the 988 Suicide and Crisis LifeLine (988 LifeLine), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school's student handbook and the student planner if a student planner is custom printed by the school for distribution to students in grades 6 through 12.

VI. PREPARATION BEFORE AN EMERGENCY

A. Communication System Plan and Procedures

1. The school district shall maintain a communication system plan designed to inform students, staff, visitors, and emergency response personnel, as needed, of a crisis or emergency. This system shall be tested on a regular basis as set forth in the emergency operations plan for all school buildings. The school district will implement a notification system to address the needs of staff and students with special needs, such as vision or hearing and translated as needed. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

   A communication procedure will be in place that enables a building administrator or designee to be alerted in the event of a potential crisis, setting forth the method to contact the building administrator or designee, the provision of at least two (2) designees when the building administrator or designee is unavailable, and the method to convey contact information to the appropriate staff persons or community partners. The alternative designees may include members of the school's emergency response team.

2. Notification of the Communication System to Staff and Students

   It shall be the responsibility of the building administrator or designee to inform students and staff of the communication system and how 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 communication system information to students and staff.

3. Notification of Crisis or Emergency to Parents and Guardians

   It shall be the responsibility of the building administrator or designee to inform parents and guardians of communication methods that will be used in a crisis or emergency to relay information. Each school's building-specific crisis management plan shall include the communication methods and frequency of dissemination of the communication methods to legal guardians.

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, 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 district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building school districts and, ~~such as~~ charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes, section 13.37,

school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

C. Emergency Telephone Numbers

Each 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 school district office, or at a secondary location for single building school districts and will be updated annually.

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

School district 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.

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 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~~ staff 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~~staff.

VII. 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.

   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.

[Note: The Minnesota legislature enacted the addition to 2.c in 2025 (Session Law Chapter 35).]

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.

VIII. REVIEW

The policy and plans shall be reviewed at least annually and after a significant incident or exercise.

IX~~VI~~. 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 related to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

~~C. Student Victims of Criminal Offenses at or on School Property~~

~~The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district~~

Legal References: Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.037 (School Safety Drills)
Minn. Stat. § 121A.038 (Students Safety Drills at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.24 (Seizure Training and Action Plan)
Minn. Stat. § 121A.241 (Cardiac Emergency Response Plan)
Minn. Stat. § 121A.35 (Suicide Prevention Information; Identification Cards)
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. § 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:

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

Resources:

MN Department of Education

- Crisis Management
- Model Cardiac Emergency Response Plan [Rev. 11/25]

MN Department of Health

- Managing Seizures in School: Implementation Toolkit
- Suicide Prevention for Schools

MN Department of Public Safety: School Safety Resources

- Trauma-informed, resilience-oriented schools
- Planning and preparedness toolkit
- Supporting children and students toolkit
- Responding to trauma and tragedy
- Returning to school after a crisis guide
- Supporting recovery toolkit
- Guide to talking to your kids about school shooting

MN State Fire Marshal

- Classroom fire safety
- Delayed and staged evacuations for schools
- Evacuating mobility impaired students
- Security device and barricades
- Special exiting for younger students

U.S. Department of Education

- ~~Practical Information on Crisis Planning: A Guide for Schools and Communities [January 2007]~~
- Ready.gov: Emergency Management Resources
- ReadyKids.gov: Ready Kids Emergency Management

U.S. Department of Health – Substance Abuse and Mental Health Services Administration

- Readiness and Emergency Management for Schools (REMS) Technical Assistance Center

I Love U Guys Foundation: Standard Response Protocol
National Association of School Psychologists: School Safety and Crisis
Safe and Sound Schools

Note: The Minnesota Department of Public Safety posted 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.*]