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807 CRISIS MANAGEMENT POLICY

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 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. GENERAL INFORMATION

A. The Policy and Plans

The school district'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 each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

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. 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 year to year.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, 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. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency 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. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

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.

- 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 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 should 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.
- b. 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 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 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.

- 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 building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School 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. 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 alternative 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. [Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

- 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. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. 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 staff shall be aware of the school district's 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 school district's 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 a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (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.)
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.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

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

D. 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 updated annually.

School district employees 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.

E. 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 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.

F. 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.

G. Media Procedures

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.

H. 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.

I. 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.

J. Grief-Counseling Procedures

The recommended grief counseling procedures will provide for initiating a grief-counseling plan utilizing available resources such as the school psychologist, counselor, community grief counselors, or others in the community. The grief-counseling procedures will be used whenever determined by the superintendent or the building administrator to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures should include the following steps.

1. Meet with school counseling staff to determine the level of intervention for students and staff (was the crisis on campus, were there student or staff witnesses, etc.).
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counselors.
4. Prohibit the media from questioning students or staff.
5. Follow-up with students and staff who receive counseling.
6. Resume normal routines as soon as possible.

Upon approval, such grief counseling procedures will be an addendum to this policy.

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.
 - 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 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 hour, or one 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.

V. CRISIS AREAS COVERED BY THIS POLICY

This Crisis Management Policy provides sample procedures for addressing the following crises:

- A. Fire
- B. Severe Weather
 - 1. Tornado/Severe Thunderstorm/Indoor Shelter
 - 2. Flooding/Evacuation
- C. Assault/Fight
- D. Bomb Threat
- E. Demonstration or Disturbance
- F. Hazardous Materials
- G. Intruder/Hostage
- H. Radiological Incident
- I. Serious Injury/Death
- J. Shooting
- K. Suicide
- L. Terrorism (Chemical or Biological Threat)
- M. Weapons

Building-specific crisis management plans will include such procedures and any other appropriate procedures.

VI. CRISIS-SPECIFIC PROCEDURES

These sample procedures are to be used by building administrators when tailoring response procedures in the building-specific crisis management plans. As provided in Section II, A of this policy, tailored crisis management plans for each building will be presented to the school board for review and approval and then will become an addendum to this policy that will be maintained and updated year to year.

A. Fire

School preparation before the emergency:

1. Designate a safe area at least 100 feet away from the building and away from fire lanes. (Minn. Stat. 299F.391 and 299F.011; Uniform Fire Code 1303.3.3.1)
2. Each building's facility diagram and site plan will be available in appropriate areas of building showing the most direct evacuation routes to the designated safe areas, and the location of fire alarms, fire extinguishers, hoses, and water spigots.
3. Teachers and staff will be trained regarding the main emergency evacuation routes and routes from various points in the building. The school district will develop a universal signal to indicate a blocked entrance. When this signal is given, the responsible adult must immediately identify an alternate route.
4. The school district will conduct fire drills which include practicing how to move safely through blocked entrances and using alternate alarm systems. Fire drills will also include instruction/review of the use of fire extinguishers. The drills will emphasize the use of fire extinguishers to assist in evacuation.
5. Fire drills will be conducted periodically and at irregular times without warning (i.e., lunchtime, recess, and during assemblies). State law requires a minimum of nine drills each school year. (Minn. Stat. 299F.30; Uniform Fire Code 1303.3.3.2.)
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will arrange for emergency shelter sites and transportation as needed.

Procedures at the time of the emergency:

1. Pull the fire alarm, notify building occupants of the evacuation, and evacuate the building.
2. The first person who is aware of the fire should contact the building administrator and attempt to evacuate the area. Check facility diagrams for the nearest evacuation route and safe area.
3. The building administrator will call **911** and notify the superintendent.

4. Designate a responsible adult or administrator to meet with local fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
5. The building administrator or superintendent will report the incident (even if it is a false alarm) to the local fire service as required by state law. (Minn. Stat. 299 F.452).

Procedures for teachers:

1. During an evacuation, take the class roster. Make sure all students and adults have left the room. Close the classroom door but leave it unlocked.
2. Lead all students in an orderly manner to the safe area. Do not allow students to stop at lockers to get books, sweaters, jackets, or other personal belongings.
3. The first person to reach any door should feel the door to see if it is hot. If it **is not** hot, open it and proceed slowly and low to the floor. If it **is** hot, the teacher will quickly find an alternate route and lead the students in an orderly manner along the alternate route.

At the safe area:

1. When the group arrives at the safe area, check for any missing students and report them to the building administrator.
2. Do not block any door or gate that may be used by emergency response personnel.
3. While at the safe area, teachers supervise the group closely.
4. Do not re-enter any school buildings until fire department officials declare them safe.
5. Transport students as needed.

B. Severe Weather

1. Tornado/Severe Thunderstorm/Indoor Shelter. These procedures are for any weather situation in which students and staff should remain in the building and seek shelter.

Procedures before the emergency:

- a. The school district will identify both potential problem areas on the campus and areas with the highest degree of safety for students and staff. Unsafe areas include rooms with large unsupported roof spans, large windows, or rooms located where they will receive the full force of the wind such as upper floor gymnasiums and auditoriums. Safe areas include small rooms with few windows, on the lowest floor of the building, and at the interior of the building, such as restrooms, locker/shower areas, basement gymnasiums, and closets.
- b. Facility diagrams will be prepared for each classroom/office/work area showing the most direct evacuation route to the safest areas of the building.
- c. Provide training to appropriate staff, including the crisis response team, on how to deal with inoperative communication systems, absence of natural light in a power outage, inoperative devices in a building with students who have special needs, and inoperative refrigeration systems, alarms, heating and cooling systems.
- d. Review drop and tuck procedures with students.
- e. Keep a record of all tornado drills performed at the building in the building administrator's office.

Procedures when a tornado/severe thunderstorm watch has been issued:

A tornado/severe thunderstorm watch is issued when weather conditions are prime for the formation of a tornado or severe thunderstorm, but none have been spotted so far.

- a. Monitor Emergency Alert Stations.
- b. Bring all persons inside the building. Keep students, staff, and visitors inside the building.
- c. Close windows and blinds.
- d. Review tornado drill procedures and the location of the closest safe areas.
- e. Review drop and tuck procedures with students.

Procedures when a tornado/severe thunderstorm warning has been issued:

A tornado/severe thunderstorm warning is issued when a tornado or severe thunderstorm has developed and has been spotted in the area. This is a more imminent threat.

- a. Evacuate unsafe classrooms and offices. Teachers take class rosters. Close the classroom door but do not lock it.
- b. Move along inside walls to the safest areas of the building.
- c. Ensure that students are in the tuck position, when safe zone is deemed a hallway.
- d. Account for all students and staff. Report any missing students or staff to the building administrator, when it is safe to do so.
- e. The central office administration will monitor any changes in the weather.
- f. Remain in the safe area in the tuck position if in a hallway, until the warning expires or emergency response personnel have issued an all-clear signal.

Procedures after the emergency:

- a. Notify the utility company if a break is suspected in the building gas, water, or electrical lines.
- b. Check utilities and electrical devices for damage due to any outage.

2. Flooding/Evacuation

These procedures are for any weather situation which requires students and staff to evacuate the building.

Procedures for the building administrator if a building is in an area where a flood watch has been issued:

- a. Monitor weather conditions by using weather alert radios, an AM/FM radio, or contact local emergency management officials regarding the emergency condition.
- b. Keep staff posted of changes or emergencies.
- c. Review evacuation procedures with staff and prepare students.

- d. Check relocation centers and secure transportation to them.

Procedures for buildings in an area where a flood warning has been issued:

- a. If advised by local emergency management officials to evacuate, do so immediately.
- b. Follow evacuation procedures; teachers take class rosters.
- c. Turn off utilities in the building and lock the doors.
- d. Take attendance after evacuation to the shelter. Report any missing students to the building administrator.
- e. Notify parents or guardians per school district policies.
- f. Stay with the students until released to a parent or guardian.

C. Assault/Fight

These procedures apply to close contact physical confrontations including fist-fights, knife assaults, and the use of other weapons which require close proximity to result in a significant physical threat.

Procedures:

- 1. Ensure the safety of all students and staff.
- 2. Contact the building administrator, police liaison, or **911**, if necessary.
- 3. Approach in a calm and controlled manner. If possible, address the combatants by name and use a distraction to defuse the situation.
- 4. Control the scene and demand that the combatants stop; clear onlookers.
- 5. Contact CPR/first aid certified persons in the school building to handle medical emergencies until local law enforcement agents arrive, if necessary.
- 6. Escort the combatants to the office keeping them away from each other and other students.
- 7. Seal off the area where the assault took place.
- 8. Notify the building administrator. The building administrator will:

- a. Notify the superintendent and combatants parent(s) or guardian(s), as appropriate.
 - b. Investigate by means such as obtaining statements from the combatants and witnesses; deal with the situation in accordance with school district discipline and harassment and violence policies, as appropriate.
 - c. Notify law enforcement or school liaison officer, as appropriate, if a weapon was used, the victim has a physical injury causing substantial pain or impairment, or the assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, including touching of those areas covered by clothing).
9. Assess counseling needs of victim(s) or witness(es). Initiate the grief-counseling plan, if necessary.
10. Document all activities.

D. Bomb Threat

A bomb threat should always be considered a real and immediate danger to students and staff and requires an immediate response by the person receiving the bomb threat message. Consequently, all staff should be familiar with the bomb threat procedures established by the school district. No bomb threat will be disregarded as being a prank call.

It is important that all staff be knowledgeable in the procedures to initiate evacuation, in the notification of local law enforcement agencies and appropriate personnel, and in the steps to take before the site is cleared for reentry. All staff should be aware of the location of bomb threat procedures.

If the building administrator determines it is necessary to evacuate the campus, the superintendent and local law enforcement agents should be consulted to determine how parents and guardians can be notified, school facilities can be protected, and crowd control can be provided, if needed.

At least one bomb threat drill should be conducted each school year. Because evacuation of the students and staff is the response used for a number of other crises in addition to bomb threats, staff members will probably not be aware they are evacuating because of a bomb threat. Therefore, it is good practice that whenever exiting the classrooms or work areas for any kind of drill, all personnel should quickly inspect their work area for anything unusual or out of place and be aware of any unusual or suspicious persons on the site.

Never attempt to touch, move, dismantle, or carry any object that is suspicious.

Procedures for bomb threat recipient:

1. **If you receive a bomb threat by written message**, preserve the note for the police by touching it as little as possible and placing it in a document protector or plastic bag, if available. Go to Step 2.

If you receive a bomb threat by telephone:

- a. Record exactly what the caller says. Activate caller ID where available. Complete the “Bomb Threat Phone Report” and the “Caller Identification Checklist.”
 - b. Remain calm, be firm, keep the caller talking. Listen carefully to the caller's voice, speech patterns, and to noises in the background.
 - c. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
2. Notify the building administrator.
 3. Call 911 and report the bomb threat.
 4. Call the superintendent to report the incident and any action taken so far.
 5. DO NOT activate the fire alarm since the noise may detonate some bombs. A public address announcement should be made to initiate building evacuation; do not mention “bomb threat.”
 6. Students and staff may be evacuated from the building and proceed to the designated safe area away from the building. Close the classroom door but leave it unlocked. Teachers take class rosters. Once evacuated, roll call should be taken. Notify the building administrator of any missing students or staff.
 7. If the bomb threat message contained a specific time of detonation, the buildings will not be cleared for reentry until a significant period of time has lapsed after that time, no matter how thorough a check was conducted.
 8. When reentry is permitted, staff should once again visually inspect their classrooms and work areas for unusual items before allowing students to enter.
 9. Notify parents and guardians per school district policies.

E. Demonstration or Disturbance

These procedures are for dealing with anyone causing or participating in a demonstration or disturbance at the building: individual students, student groups, or outside individuals or groups not associated with the building.

Procedures:

1. Notify the building administrator of the disturbance.
2. During the disturbance, the building administrator will take corrective action, such as:
 - a. Ask the demonstrators to disperse.
 - b. Notify the superintendent.
 - c. Notify the local law enforcement agency, if necessary.
 - d. Contain the disturbance by sealing off the area, to the extent possible.
 - e. Secure the building, if necessary.
 - f. Shut off bells, if appropriate.
 - g. Relocate people involved in the disturbance to an isolated area, to the greatest extent possible.
3. During the disturbance, teachers should:
 - a. Keep students in classrooms and lock the door. Do not allow students out of the classroom until the building administrator gives an all-clear signal.
 - b. Make a list of students absent from the class.

F. Hazardous Materials

If a major chemical accident necessitates student and staff evacuation, the fire department or other appropriate agency will be consulted and may take command and control of the situation.

Procedures for reporting chemical accidents should be posted at key locations (i.e., chemistry labs, art rooms, pool area, janitorial closets). School buildings 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 are aware of where to access these sheets in the case of a chemical accident.

Procedures for on-site chemical accidents:

1. Determine the name of the chemical, where it is located, and whether or not it is spreading rapidly. Attempt to contain the spill or area around it. Close doors. School personnel should not attempt to clean up or remove the spill -- leave that for trained personnel. Refer to the M.S.D.S. for guidance.
2. Notify the building administrator about the accident.
3. Relocate students and staff to safe areas, upwind of the accident. Teachers bring the class roster. Take roll call and immediately report any missing students to the building administrator.
4. Call **911** (the fire department will contact the local hazardous materials team).
5. Seek treatment for any students or staff exposed to the chemical through inhalation, skin exposure, swallowing, or eye exposure.
6. Designate a responsible adult or administrator to meet with fire or law enforcement agents upon arrival. Give them an update, a facility diagram and a site plan when they arrive.
7. Notify the superintendent.

Procedures for off-site chemical accidents:

1. When evacuation of the area is necessary, students and staff will be directed to a specific relocation area by local emergency management officials involved.
2. If students are evacuated, notify parents and guardians per school district policies.
3. Evacuation may be made to a relocation center designated in advance by a building administrator if a specific alternative assignment is not made by response agency officials.

G. Intruder/Hostage

Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without

a legitimate purpose. It may be a law enforcement agency who notifies the school or school district of the dangerous situation, or it may be school personnel who first recognize the danger.

Procedures before the emergency:

1. Implement lock-down procedures to secure the school building, to keep students inside and keep the danger outside of the building away from students and staff. A code word should be predetermined to alert staff when the school building will be secured and lock-down procedures initiated.

Procedures for the staff member who sees an unauthorized intruder:

1. If possible, have another staff person accompany you when approaching an intruder that does not indicate a potential for violence.
2. Politely greet the intruder and identify yourself.
3. Ask the intruder to identify himself or herself and to state what is the purpose of his or her visit.
4. Inform the intruder that all visitors must register at the main office.
5. If the intruder's purpose is not legitimate, ask him/her to leave and accompany intruder to exit if possible, or arrange for someone else to accompany the intruder.
6. If the intruder refuses to leave or is a repeat offender, warn him or her of the consequences of staying on school property. Inform him or her that the police will be contacted.
7. If the intruder still refuses to comply, notify building administrator or police liaison and give as complete a description of the person as possible.
8. Walk away from the intruder if the intruder indicates a potential for violence. Do not attempt to disarm anyone with a weapon or physically restrain anyone who may be capable of inflicting bodily harm. Monitor the intruder leaving campus, if possible.
9. Call 911 and provide law enforcement agents with as much identifying information as possible (physical description, location in the school building, where the person is going, if the intruder is armed).

Witness to a hostage situation:

1. If the hostage taker is unaware of your presence, do not intervene.
2. Call **911** immediately, if possible. Give the dispatcher details of the situation, ask for assistance from the hostage negotiation team.
3. Seal off the area near hostage situation, to the extent possible.
4. Notify the building administrator who may elect to evacuate the rest of the building.
5. The police or hostage negotiation team will assume command and control of the situation when they arrive.

If taken hostage:

1. Follow instructions of the hostage taker.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage taker as normally as possible. Be respectful. Ask permission to speak. Do not argue or make suggestions.

Procedures after the emergency:

1. Designate a spokesperson to handle media calls, questions, and contacts.
2. Prepare a news/information release, as appropriate.
3. Prepare a parent and guardian letter, as appropriate.
4. Hold an information meeting with all staff.
5. Initiate the grief-counseling plan, if appropriate.

H. Radiological Incident

Procedures:

1. The building administrator will notify staff if an accident/incident has occurred that affects the ability of students to return to their homes (if they live within the 10-mile radius of an affected nuclear power plant).
2. The building administrator will activate procedures for the release of students to the emergency contact person, as established by the parent(s) and guardian(s) at the beginning of the school year, or keep students at the school building until a parent or guardian or designee picks them up.

3. Teachers stay with the students until an authorized individual picks them up, if they are not going to an alternate (emergency) location.

I. Serious Injury/Death

Procedures:

1. Call 911, but do not leave the victim unattended.
2. Contact a first aid provider (school nurse) or a member of the crisis response team.
3. Clear onlookers and isolate the victim.
4. Perform preliminary first aid, if trained.
5. Do not move the victim unless an immediate emergency situation dictates evacuation.
6. Notify the building administrator.
7. Designate a staff person to accompany the injured or ill person to the hospital.
8. Administrative follow-up may include the following:
 - a. Notify parent(s) or guardian(s) of an injured or ill student or a family member of an injured or ill employee.
 - b. Notify the superintendent.
 - c. Determine method of informing staff, students, and parents, if appropriate.
 - d. Prepare an accident report.
 - e. Initiate the grief-counseling plan, if appropriate.
 - f. Prepare a news media release with the superintendent, if appropriate.

J. Shooting

These procedures apply to snipers inside or outside of the school building or any other firearm threat that poses an immediate danger. The threat may also result from an intruder or from participants in a demonstration.

Procedures for staff and students if a person threatens with a firearm or begins shooting:

1. If outside, staff and students should go inside the building as soon as possible. If staff or students cannot get inside, they should make themselves as compact as possible, put something between themselves and the shooter, and not gather in groups.
2. If inside, staff, students and visitors should turn off the lights, lock all doors and windows, and close the curtains, if it is safe to do so.
3. Staff, students and visitors should crouch under desks without talking and remain there until an all-clear signal is given by the building administrator.
4. If safe to do so, staff should check the halls for wandering students who are not the threat and bring them immediately into a classroom, even if they are from another classroom. When it is safe to do so, staff should notify the office if students from another class are in their room.
5. Take roll call and notify the building administrator of any missing students or staff, when it is safe to do so.

Procedures for the building administrator or police liaison if a person threatens with a firearm or begins shooting:

1. Assess the situation as to:
 - a. shooters location,
 - b. injuries, and
 - c. potential for additional shooting.
2. Call 911 and give them as much detail as possible about the situation.
3. Secure the school building, if appropriate.
4. Assist students and staff in evacuating from immediate danger to a safe area.
5. Care for the injured to the extent practicable until emergency personnel arrive.

6. Refer media calls, contacts, and questions to the school district spokesperson.
7. Meet with the superintendent to prepare a news or information release.
8. Notify parents and guardians per school district policies, if appropriate.
9. Hold an information meeting with all staff, if appropriate.
10. Initiate the grief-counseling plan, if appropriate.

K. Suicide

Procedures for a suicide attempt:

1. Intervene prior to an attempted suicide, as appropriate. Try to calm the suicidal person.
2. Prevent others from witnessing a traumatic event, if possible. Isolate the suicidal person or victim from other persons. Remain calm and reassure students.
3. Call 911 if the person dies, needs medical attention, has a weapon, or needs to be restrained.
4. Notify the school psychologist or counselor, building administrator, or appropriate crisis intervention or mental health hotline.
5. The building administrator will activate the crisis response team.
6. Stay with the person until counselor/suicide intervention arrives. DO NOT LEAVE A SUICIDAL PERSON ALONE.
7. Designate a responsible adult to meet with emergency personnel upon arrival.
8. The building administrator will notify the superintendent and the parent(s) or guardian(s) if the suicidal person or victim is a student, or a family member if the person is a staff member.
9. The building administrator may arrange a meeting with parents and the school psychologist or counselor to determine a course of action.
10. Determine method of notifying students, staff and parents, as appropriate.

11. Initiate the grief-counseling plan, if appropriate.

L. Terrorism (chemical or biological threat)

Upon receiving a chemical or biological threat phone call:

1. Complete the “Chemical/Biological Threat Phone Report” and “Caller Identification Checklist.”
2. Listen closely to the caller’s voice, speech patterns, and to noises in the background.
3. After hanging up the phone, immediately dial the callback service in your area to trace the call, if possible.
4. Notify the building administrator who is responsible for notifying the local law enforcement agency.
5. The building administrator may order an evacuation of all persons inside the school building(s), or other actions, per school district policies.
6. If evacuation occurs, teachers should take the class roster.

Upon receiving a chemical or biological threat letter:

1. Minimize the number of people who come into contact with the letter by immediately limiting access to the area in which the letter was discovered.
2. Seal the letter in a zip-lock bag or another envelope.
3. Call 911 first, then the Minnesota Duty Officer at 1-800-422-0798.
4. Separate “involved” people from the rest of the students and staff for investigation. Involved people are those who had direct contact with the letter or were in the immediate area when the letter was opened.
5. Remove “uninvolved” people from the immediate area. Uninvolved people had no contact with the letter and were not in the immediate area when the letter was opened.
6. Ask “involved” people to remain calm until emergency response officials arrive.
7. Ask “involved” people to minimize their contact with the letter and the surrounding area; the area should now be considered a crime scene.

8. Get advice of emergency response officials regarding decontamination and change of clothing for persons who opened or handled the letter without gloves.

Evacuation Procedures:

1. The building administrator should notify staff and students of evacuation.
2. Lead students calmly to the nearest designated safe area away from the school building.
3. Teachers take roll call after the evacuation. Immediately report any missing students to the building administrator.
4. Students and staff who were “involved” in receiving the threat (by telephone or letter) will be evacuated as a group, separate from “uninvolved” students and staff.
5. The building administrator will announce the termination of the emergency after consulting with emergency response officials.
6. Notify parents and guardians per school district policies.
7. Notify the media per school district policies, if appropriate.

M. Weapons

If a student or staff member is aware of a weapon brought to school:

1. Immediately notify the building administrator, teacher, or police liaison.
2. Tell them the name of the person suspected of bringing the weapon, where the weapon is located, if the suspect has threatened anyone, or any other details that may prevent the suspect from hurting someone or himself or herself.
3. If a teacher suspects that a weapon is in the classroom, he or she should confidentially notify a neighboring teacher or the building administrator. Do not leave the classroom.

Procedures for the building administrator if a weapon is suspected:

1. Call the local law enforcement agency if a weapon is reasonably suspected to be in the building or on school grounds.

2. Isolate the suspect from the weapon, if possible. If the suspect threatens with the weapon, do not try to disarm the suspect. Back away with arms up. Stay calm.
3. Ask another administrator or police liaison to join in questioning the suspected student or staff member.
4. Accompany the suspect to a private office and wait for local law enforcement agents.
5. Inform the suspect of his or her rights before you conduct a search of their property, if appropriate.
6. Document the incident and report it, if appropriate. (Minn. Stat. 121A.06 - Reports of dangerous weapon incidents in school zones.)
7. Notify parents or guardians if the suspect is a student and explain to them why a search was conducted and the results of the search.

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

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites). 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.

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. 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, Pt. 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: 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 IEP's from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Minnesota School Safety Center - Resources (mn.gov)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

Resources: I Love U Guys Foundation, *Standard Response Protocol*
<https://iloveuguy.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)