



# Rockford Area Schools

## Independent School District 883

### SCHOOLS SAFETY PLAN

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## 1.0 Purpose, Authority, and Compliance

Rockford Area Schools maintains a comprehensive approach to school safety that integrates prevention, preparedness, response, and recovery. This plan establishes governance, authority, and coordination structures, while detailed emergency procedures are maintained in separate controlled operational documents.

### **District Safety Documentation Framework:**

Rockford Area Schools maintains a structured set of documents that collectively support district emergency preparedness and school safety operations. These documents establish policy authority, governance structure, operational procedures, and responder coordination resources.

The district safety documentation framework is organized as follows:

<b>Document</b>	<b>Purpose</b>
<b>School Board Policy 806 – Crisis Management</b>	Establishes the district’s official policy governing emergency preparedness, crisis management, and safety planning.
<b>Schools Safety Plan</b>	Provides the governance framework for district safety planning, legal authority, coordination with external agencies, and administrative oversight of emergency preparedness activities.
<b>Emergency Procedures Book</b>	Contains detailed operational procedures used by district staff to respond to emergencies and implement safety protocols within school facilities.
<b>Responder Materials and Facility Maps</b>	Includes verified facility maps and emergency response reference materials used by law enforcement, fire departments, and other emergency responders to support coordinated incident response.

Certain operational procedures and facility security information contained in these supporting materials may be maintained as controlled documents consistent with Minn. Stat. §13.37 (Security Information).

<b>Document</b>	<b>Classification</b>
<b>Policy 806</b>	Public
<b>Schools Safety Plan</b>	Public / TLP CLEAR
<b>Emergency Procedures Book</b>	Security Information / TLP AMBER
<b>Responder Materials / Facility Maps</b>	Security Information / TLP AMBER

This District **Schools Safety Plan** establishes Rockford Area Schools’ comprehensive approach to **all-hazards emergency preparedness, response, and recovery**. It serves as the district’s primary framework for mitigating emergencies and incidents in order to protect life, health, and

property. The plan also supports recovery operations to ensure a timely return to pre-emergency conditions and is designed to facilitate coordination with local first responders and emergency management agencies.

Rockford Area Schools maintains a separate **Emergency Procedures Book** that provides detailed, building-level and hazard-specific response procedures supporting this Schools Safety Plan. The Emergency Procedures Book is **incorporated by reference** into this plan and serves as the district’s primary operational guide for staff during emergencies. Due to the sensitive and tactical nature of the information contained therein, the Emergency Procedures Book is maintained as a **controlled document** and is distributed through secure means.

In the event of a conflict, this Schools Safety Plan governs **policy, authority, and compliance**, while the Emergency Procedures Book governs **tactical response actions**, unless otherwise directed by the Incident Commander or responding agencies.

Effective implementation of this plan requires that **all school personnel** are knowledgeable of the procedures contained herein and receive appropriate training in their use. Staff members assigned specific roles and responsibilities under this plan are expected to be familiar with and capable of executing their assigned duties in accordance with the provisions of this plan. **Supervisors are responsible for ensuring that assigned staff receive the training necessary to fulfill these responsibilities and maintain compliance with district, state, and federal requirements.**

This plan may be **reviewed and revised** as necessary under the direction of **executive leadership**, in coordination with district leadership, to reflect changes in facilities, staffing, procedures, or applicable laws, guidance, and best practices.

This Schools Safety Plan document establishes the governance framework for district safety planning and emergency preparedness. It is not intended to function as a step-by-step operational response manual. Detailed emergency response procedures are maintained in separate operational documents, and response actions during an incident may vary depending on the circumstances and the direction of emergency response authorities.

## 1.1 Statutory Authority

This Schools Safety Plan is developed pursuant to Minnesota Statute §121A.035 (Crisis Management Policy), Rockford Area Schools Policy 806 – Crisis Management, and Minnesota Statute §121A.037 (School Safety Drills). The plan is aligned with the National Incident Management System (NIMS) and supports coordinated emergency response with local, county, and state emergency response agencies. This plan is intended to support the implementation and operationalization of these statutes and district policies.

Minnesota Statute §121A.035 requires that a school board adopt a crisis management policy addressing potential crisis situations within school facilities. The statute further requires that the policy be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, emergency management officials, county attorney offices, social service agencies, emergency medical responders, and other appropriate individuals or organizations. This Schools Safety Plan supports the implementation of the district's crisis management policy and establishes the governance framework for district safety planning and emergency preparedness activities.

Minnesota Statute §121A.037 requires school districts to conduct emergency drills and preparedness activities to ensure that staff and students are trained in appropriate response actions during emergency situations.

Additional statutory authorities and emergency preparedness frameworks supporting this plan are identified in Appendix A – Legal and Regulatory Framework. Certain operational emergency procedures and facility security details are maintained in controlled documents consistent with Minn. Stat. §13.37 (Security Information). The Emergency Procedures Book is restricted.

## 1.2 Drill and Exercise Requirements

In accordance with Minnesota law, Rockford Area Schools shall conduct, at a minimum:

- **Five (5) school lockdown drills** each school year, consistent with **Minnesota Statute §121A.037**
- **Five (5) school fire drills** each school year, consistent with **Minnesota Statute § 299F.30** and Minnesota Fire Code – Chapter 4 (Emergency Planning and Preparedness)
- **One (1) tornado drill** each school year.

Drills shall be conducted in a manner appropriate to the developmental level of students and shall be documented in accordance with district procedures. Drill schedules, documentation requirements, and staff responsibilities are further detailed in the **Drills and Emergency Preparedness** section of this plan.

### 1.3 Governance and Coordination

This Schools Safety Plan is intended to operate as part of a **coordinated system of emergency management**. The district shall maintain ongoing collaboration with local law enforcement, fire services, emergency medical services, county emergency management, and other relevant agencies to ensure alignment of procedures, communications, and response expectations. Furthermore, this plan may be reviewed and revised as necessary under the direction of executive leadership to reflect changes in facilities, staffing, procedures, applicable laws, or guidance from state and federal agencies.

The district shall use the **Incident Command System (ICS)** as the operational framework for managing incidents, consistent with **National Incident Management System (NIMS)** principles, to support effective command, control, coordination, and communication during emergencies.

## 2.0 Roles and Responsibilities

Effective emergency preparedness and response depend on clearly defined roles and responsibilities. This section establishes district-wide expectations for staff, students, and partners in the implementation of the **Schools Safety Plan**. During emergencies, Rockford Area Schools shall use the **Incident Command System (ICS)** to ensure coordinated command, control, and communication.

### 2.1 School Board

The School Board is responsible for:

- Adopting and periodically reviewing the Schools Safety Plan and related policies
- Ensuring compliance with applicable federal and state laws, including **Minnesota Statutes §§ 121A.035 and 121A.037**
- Supporting the allocation of resources necessary to implement emergency preparedness, training, and recovery efforts
- Receiving reports related to drills, incidents, and post-incident reviews, as appropriate

### 2.2 Superintendent / Executive Leadership

The Superintendent and Executive Leadership are responsible for:

- Providing overall leadership and authority for emergency preparedness and response
- Ensuring district-wide implementation of this plan
- Designating district-level incident command and coordination roles
- Ensuring coordination with local law enforcement, emergency management, and public safety agencies
- Authorizing plan revisions and corrective actions following drills or incidents

## 2.3 District Safety Leadership / Safety Committee

The District Safety Leadership Team and/or Safety Committee is responsible for:

- Coordinating development, maintenance, and review of the Schools Safety Plan
- Facilitating required collaboration with internal and external stakeholders
- Monitoring compliance with statutory drill and training requirements
- Reviewing drill documentation, after-action reports, and identified corrective actions
- Recommending improvements to policies, procedures, and training

## 2.4 Building Principals and Administrators

Building Principals or building administrators serve as the **primary Incident Commander** for emergencies occurring within their buildings unless command is transferred to a higher authority or public safety agency. Building principals are responsible for implementing emergency procedures at the building level and serving as the initial Incident Commander during emergencies until relieved by district leadership or emergency responders.

Building Principals/Administrators are responsible for:

- Implementing this plan and emergency procedures at the building level
- Ensuring staff receive required training and participate in drills
- Maintaining building-specific emergency procedures and site information
- Coordinating building-level drills and documenting compliance
- Serving as the primary point of contact with first responders during incidents
- Serving as a district or building Incident Commander until relieved.
- Coordinating with district leadership during incidents.

## 2.5 Teachers and Instructional Staff

Teachers and instructional staff are responsible for:

- Knowing and following applicable emergency procedures
- Participating in required training and drills
- Maintaining supervision of students during emergencies
- Implementing classroom-level response actions (e.g., lockdown, shelter, evacuation)
- Reporting safety concerns or hazards to administration

## 2.6 Support Staff

Support staff, including office personnel, paraprofessionals, custodial staff, food service staff, transportation staff, and others, are responsible for:

- Understanding their assigned emergency roles
- Participating in required training and drills
- Supporting student supervision and accountability
- Assisting with facility, communications, and logistics functions as assigned under ICS

## 2.7 Students

Students are expected to:

- Follow instructions from staff during drills and emergencies
- Participate appropriately in drills and preparedness activities
- Report safety concerns to school staff when appropriate

## 2.8 Parents and Guardians

Parents and guardians are responsible for:

- Keeping current contact information on file with the district
- Following district communication and reunification procedures during emergencies
- Refraining from coming to school campuses during emergencies unless directed by the district
- Supporting district safety policies and procedures

## 2.9 Visitors and Volunteers

Visitors and volunteers are required to:

- Comply with district visitor management procedures
- Follow staff instructions during emergencies
- Participate in emergency procedures as directed

## 2.10 First Responders and External Partners

Local law enforcement, fire services, emergency medical services, county emergency management, and other external partners are responsible for:

- Coordinating response actions with district leadership under ICS/NIMS principles
- Providing emergency response, command support, and technical expertise
- Participating in joint planning, drills, and after-action reviews when feasible

## 3.0 Hazard Identification and Risk Assessment

Rockford Area Schools uses an **all-hazards approach** to identify, assess, and prioritize risks that may impact students, staff, facilities, operations, or the broader school community. This process supports informed planning, prevention, mitigation, response, and recovery activities.

Hazard identification and risk assessment are ongoing processes and shall be reviewed periodically and following significant incidents, drills, facility changes, or changes in law or guidance.

### 3.1 Risk Assessment Methodology

The district evaluates hazards using a risk-based approach that considers:

- **Likelihood** of occurrence
- **Potential impact** on life, health, property, and operations
- **Vulnerability** of students, staff, facilities, and systems
- **Preparedness and mitigation capacity**, including training, equipment, and procedures

Risk assessments may incorporate input from district leadership, building administrators, safety committees, local first responders, emergency management officials, and other relevant partners.

### 3.2 Natural Hazards

Natural hazards that may impact district operations include, but are not limited to:

- Severe weather (tornadoes, severe storms, high winds)
- Extreme cold or heat
- Flooding
- Winter weather events
- Lightning
- Earthquakes (low probability, high consequence)

Planning for natural hazards emphasizes early warning, sheltering, evacuation, continuity of operations, and coordination with local emergency management agencies.

### 3.3 Technological and Infrastructure Hazards

Technological and infrastructure-related hazards include:

- Utility failures (electricity, natural gas, water, sewer)
- Heating, ventilation, and air conditioning (HVAC) failures
- Fire alarm or suppression system failures

- Hazardous material incidents (chemical spills, gas leaks)
- Structural failures
- Transportation incidents involving school buses or vehicles
- Information technology system outages or failures

Mitigation strategies include preventive maintenance, redundancy planning, vendor coordination, and continuity of operations planning.

### 3.4 Human-Caused and Security-Related Hazards

Human-caused hazards include intentional and unintentional acts that may threaten safety, including:

- Intruders or unauthorized persons
- Violence or threats of violence
- Active assailant situations
- Bomb threats or suspicious packages
- Civil disturbances
- Vandalism or property damage
- Cyber incidents affecting safety or operations

The district emphasizes prevention, access control, situational awareness, staff training, and coordination with law enforcement.

### 3.5 Behavioral and Mental Health Risks

Behavioral and mental health risks are recognized as critical components of school safety and may include:

- Threatening behaviors or communications
- Emotional distress or crisis
- Self-harm or suicide risk
- Bullying, harassment, or intimidation
- Substance use or impairment

The district integrates behavioral threat assessment, reporting mechanisms, student support services, and coordination with mental health and social service providers as part of its prevention and intervention strategy.

### 3.6 Public Health Hazards

Public health-related hazards include:

- Infectious disease outbreaks
- Environmental health concerns
- Food safety incidents
- Air or water quality issues

Planning for public health hazards includes coordination with public health authorities, implementation of health protocols, communication procedures, and continuity of instruction strategies.

### 3.7 Cyber and Information Security Risks

Cyber and information security risks that may impact safety or operations include:

- Data breaches involving sensitive student or staff information
- Ransomware or malware incidents
- Disruption of communication systems
- Compromise of access control, safety, or monitoring systems

Cyber incidents with potential safety implications are managed in coordination with district technology leadership and emergency response procedures.

### 3.8 Risk Prioritization and Planning Integration

Identified hazards shall be prioritized based on risk level and incorporated into:

- Prevention and mitigation strategies
- Emergency response procedures
- Training and drill planning
- Resource allocation and budgeting
- Recovery and continuity of operations planning

Hazard-specific procedures and protocols are addressed in subsequent sections of this plan and associated appendices.

## 4.0 Prevention and Mitigation Strategies

Rockford Area Schools prioritizes prevention and mitigation measures designed to reduce the likelihood and severity of emergencies and incidents. Prevention and mitigation activities focus on **identifying risks early, reducing vulnerabilities, and strengthening protective measures** across facilities, operations, technology, and student support systems.

Prevention and mitigation strategies are implemented district-wide and reviewed regularly as part of ongoing safety planning, facility assessments, and after-action reviews.

#### 4.1 Physical Security and Access Control

The district employs layered physical security measures to control access to school facilities and reduce exposure to unauthorized entry or threats. These measures may include:

- Controlled building entry points during school hours
- Visitor management procedures
- Door locking and hardware standards
- Security cameras and monitoring systems
- Exterior lighting and environmental design considerations
- Secure vestibules and controlled access zones

Physical security measures are implemented in coordination with local law enforcement and are periodically reviewed to address facility changes or emerging risks.

#### 4.2 Facility Safety and Environmental Controls

Rockford Area Schools implements facility-based mitigation strategies to reduce risks associated with infrastructure and environmental hazards, including:

- Routine inspection and maintenance of buildings and grounds
- Fire detection, alarm, and suppression systems
- Emergency lighting and exit signage
- Hazardous materials management
- Indoor air quality monitoring and controls
- Weather-related hardening and shelter areas where appropriate

Facility mitigation strategies are coordinated with operations, maintenance, and local regulatory authorities.

#### 4.3 Behavioral Threat Assessment and Student Support

The district recognizes that early identification and intervention are critical to preventing incidents involving violence or self-harm. Prevention efforts include:

- Behavioral threat assessment processes
- Staff training on recognizing warning signs and concerning behaviors
- Reporting mechanisms for safety concerns

- Collaboration with counseling, mental health, and student support services
- Coordination with social service and community-based providers when appropriate

Threat assessment and intervention activities prioritize student safety, confidentiality, and due process.

#### 4.4 Policies, Procedures, and Training

The district maintains policies and procedures that support safe operations and risk reduction, including:

- Safety-related board policies and administrative procedures
- Staff training on emergency preparedness and prevention
- Student instruction appropriate to age and developmental level
- Substitute and temporary staff safety orientation
- Ongoing professional development related to safety and security

Training and policy implementation are documented to support accountability and compliance.

#### 4.5 Communication and Reporting Systems

Effective prevention relies on timely communication and reporting. The district maintains systems to support:

- Internal communication among staff and administration
- Emergency notification to staff, students, and families
- Reporting of safety concerns or hazards
- Coordination with first responders and emergency management agencies

Communication systems are reviewed regularly to ensure reliability and redundancy.

#### 4.6 Technology and Cybersecurity Safeguards

Technology systems that support safety, security, and operations are protected through preventive measures, including:

- Access controls and authentication requirements
- Monitoring and alerting systems
- Data protection and backup strategies
- Segmentation of safety-critical systems
- Incident prevention and detection tools

Cybersecurity risks with potential safety implications are addressed in coordination with district technology leadership and incorporated into emergency planning.

#### 4.7 Transportation Safety

Transportation-related mitigation strategies include:

- Driver training and certification requirements
- Vehicle inspection and maintenance programs
- Student supervision and accountability procedures
- Communication protocols for transportation incidents
- Coordination with local emergency services

Transportation safety measures are reviewed regularly to address operational and environmental risks.

#### 4.8 Coordination with Community Partners

Rockford Area Schools collaborates with local law enforcement, fire departments, and county emergency management agencies to support coordinated emergency response planning. The district participates in facility mapping initiatives that provide verified building diagrams and critical facility information to emergency responders to assist in incident response.

Rockford Area Schools works collaboratively with community partners to further enhance prevention and mitigation efforts, including:

- Law enforcement agencies
- Fire and emergency medical services
- County emergency management
- Public health agencies
- Mental health and social service providers

Coordination activities may include joint planning, information sharing, training, and participation in drills or exercises.

### 5.0 Emergency Response Procedures

Rockford Area Schools uses a **coordinated, all-hazards emergency response framework** to manage incidents that threaten the safety of students, staff, visitors, or district operations.

Emergency response actions are implemented using the **Incident Command System (ICS)** to ensure effective command, control, coordination, and communication.

Response procedures are designed to be scalable, flexible, and adaptable to incidents of varying size, complexity, and duration.

## 5.1 Incident Command System Activation

When an emergency or incident occurs, the **building principal** or designee shall assume the role of **Incident Commander** until command is transferred to a higher authority or a public safety agency.

ICS activation includes:

- Establishing incident command and control
- Identifying the nature and scope of the incident
- Initiating appropriate protective actions
- Requesting external assistance as needed
- Maintaining situational awareness and accountability

ICS roles may be expanded or consolidated based on the incident.

## 5.2 Emergency Notification and Communications

Effective communication is essential during emergencies. The district shall utilize established communication systems to:

- Notify staff and students of emergency conditions and instructions
- Communicate with district leadership and support personnel
- Coordinate with first responders and emergency management agencies
- Provide timely and accurate information to families and the community

All communications shall prioritize **life safety**, accuracy, and coordination with responding agencies.

## 5.3 Protective Actions

Based on the nature of the incident, one or more protective actions may be implemented, including:

- **Lockdown**
- **Hold**
- **Secure**
- **Evacuate**
- **Shelter**

Protective actions shall be conducted in accordance with district procedures and staff training, taking into consideration the developmental level of students and the specific circumstances of the incident.

## 5.4 Accountability and Student Supervision

During emergencies, staff shall maintain supervision and accountability of students to the greatest extent possible.

Accountability measures include:

- Classroom or group accountability checks
- Reporting missing, injured, or unaccounted-for individuals to the Incident Commander
- Coordinating accountability during evacuation or relocation
- Supporting reunification procedures when activated

## 5.5 Medical Response and First Aid

In the event of injuries or medical emergencies:

- Staff shall provide first aid within the scope of their training
- Emergency medical services shall be requested as needed
- Injured individuals shall be prioritized based on severity
- Medical information shall be shared with responders as appropriate

## 5.6 Coordination with First Responders

Rockford Area Schools shall coordinate closely with local law enforcement, fire services, emergency medical services, and emergency management agencies during incidents.

Coordination includes:

- Sharing situational information
- Supporting unified command when established
- Facilitating responder access to facilities and information
- Following responder direction once command is transferred

## 5.7 Information Management and Documentation

Accurate documentation supports response effectiveness and post-incident review.

Documentation may include:

- Incident timelines
- Actions taken and decisions made
- Communications issued
- Resource requests

- Injury or damage reports

Documentation shall be retained in accordance with district records retention requirements.

## 5.8 Transition to Recovery Operations

As immediate threats are stabilized, the Incident Commander shall coordinate the transition from response to recovery operations.

This transition may include:

- Demobilization of response resources
- Damage assessment
- Family notification and reunification
- Coordination of counseling or support services
- Preparation for continuity of operations

Recovery procedures are addressed in **Section 6.0 – Recovery and Continuity of Operations**.

## 6.0 Recovery and Continuity of Operations

Recovery begins once immediate threats to life safety have been addressed and response operations are stabilized. Rockford Area Schools is committed to restoring educational services, supporting the physical and emotional well-being of students and staff, and returning facilities and operations to normal or modified operations as safely and efficiently as possible.

Recovery efforts are coordinated through district leadership using **ICS principles** and in collaboration with community partners.

### 6.1 Transition from Response to Recovery

The Incident Commander, in coordination with district leadership and responding agencies, shall determine when conditions allow for a transition from response to recovery.

This transition may include:

- Demobilization of emergency response resources
- Preliminary damage and impact assessments
- Stabilization of facilities and infrastructure
- Initiation of family communication and reunification activities
- Coordination of student and staff support services

### 6.2 Student, Staff, and Family Support

Recovery efforts prioritize the health and well-being of students, staff, and families.

Support measures may include:

- Access to school counselors, psychologists, social workers, and nurses
- Coordination with community mental health providers
- Crisis intervention and grief support services
- Adjustments to academic expectations or schedules as appropriate
- Staff support resources following traumatic incidents

Support services shall be provided in a manner that is developmentally appropriate, culturally responsive, and trauma-informed.

### 6.3 Continuity of Operations (COOP)

Rockford Area Schools maintains continuity of operations strategies to ensure the continuation of essential educational and administrative functions following an emergency.

COOP considerations include:

- Identification of essential functions and services
- Alternate facilities or instructional delivery methods
- Staff reassignment or modified schedules
- Continuity of technology, communications, and data systems
- Coordination with transportation and food service operations

COOP procedures are maintained separately and activated as needed during extended disruptions.

### 6.4 Facility Restoration and Safety

Following an incident, facilities shall be evaluated to determine safety and readiness for occupancy.

Facility recovery actions may include:

- Structural and environmental assessments
- Repairs and remediation
- Utility restoration
- Safety system inspections and testing
- Coordination with insurance carriers and regulatory authorities

Facilities shall not be reoccupied until deemed safe by appropriate authorities.

## 6.5 Communication During Recovery

Clear and consistent communication is essential during recovery.

The district shall:

- Provide ongoing updates to staff, families, and the community
- Coordinate messaging with responding agencies as appropriate
- Communicate timelines for reopening or modified operations
- Provide guidance on available support resources

Communications shall be timely, factual, and supportive.

## 6.6 After-Action Review and Improvement Planning

Following drills or incidents, the district shall conduct an **After-Action Review (AAR)** to evaluate response and recovery effectiveness.

The AAR process may include:

- Review of actions taken and decisions made
- Identification of strengths and areas for improvement
- Input from staff, students, and responding agencies
- Development of corrective action plans

Findings from AARs shall be used to update this plan, training programs, and procedures as appropriate.

## Appendix A

### Statutory, Regulatory, and Policy Crosswalk

This appendix documents how Rockford Area Schools’ **Schools Safety Plan** aligns with applicable **Minnesota statutes**, **Rockford Area Schools Board policies**, and recognized emergency management frameworks. It establishes clear authority for the plan, demonstrates compliance with legal and policy requirements, and supports board oversight, regulatory review, insurance audits, and continuous improvement.

Due to the sensitive and tactical nature of the information contained therein, the Emergency Procedures Book and this School Safety Plan is maintained as a controlled document consistent with Minnesota Statute §13.37 (Security Information).

#### A.1 Board Policy Authority

Authority	Summary of Requirement	Where Addressed in This Plan	Evidence / Implementation
<b>Rockford Area Schools Policy 806 – Crisis Management</b>	Establishes board authority for crisis management planning, building-specific crisis management plans, emergency response teams, drills, behavioral health intervention, coordination with first responders, and post-crisis recovery	<b>Section 1.1 – Statutory and Policy Authority; Sections 2.0–6.0; Appendix D – Building-Level Emergency Protocols (Reference); Emergency Procedures Book (incorporated by reference)</b>	Board-adopted Policy 806; District Safety Plan; Emergency Procedures Book
<b>Rockford Area Schools Policy 903 – Visitors to School District Buildings and Sites</b>	Governs visitor access, sign-in procedures, and building access controls to reduce unauthorized entry and support campus security	<b>Section 4.1 – Physical Security and Access Control; Appendix D – Building-Level Emergency Protocols (Reference)</b>	Board-adopted Policy 903; visitor management procedures; staff training
<b>Rockford Area Schools Policy 506 – Student Discipline</b>	Establishes authority and procedures for student discipline, including emergency removal, behavioral intervention, and use of reasonable force	<b>Section 4.4 – Policies, Procedures, and Training; Section 5.0 – Emergency Response Procedures</b>	Board-adopted Policy 506; staff training; incident documentation

Authority	Summary of Requirement	Where Addressed in This Plan	Evidence / Implementation
<b>Rockford Area Schools Policy 501 – Weapons</b>	Prohibits weapons on school property and establishes response and reporting requirements for weapons-related incidents	<b>Section 3.4 – Human-Caused and Security-Related Hazards; Section 5.0 – Emergency Response Procedures; Appendix D –</b>	Board-adopted Policy 501; coordination with law enforcement; incident reports

## A.2 Minnesota Statutory Requirements

Statute	Summary of Requirement	Where Addressed in This Plan	Evidence / Implementation
<b>Minn. Stat. § 121A.035</b> (Crisis Management Policy)	Requires school boards to adopt a crisis management policy addressing potential violent crisis situations and mandates cooperative development with stakeholders	<b>Section 1.1; Section 3.0 – Hazard Identification and Risk Assessment; Section 4.8 – Coordination with Community Partners</b>	Board-adopted Policy 806; Safety Committee records; stakeholder coordination documentation
<b>Minn. Stat. § 121A.037</b> (Drills and Emergency Preparedness)	Requires emergency preparedness activities and drills for staff and students	<b>Section 1.1; Section 1.2 – Drill and Exercise Requirements; Appendix B – Drill Schedule &amp; Documentation Templates</b>	Annual drill schedules; drill logs; training records
<b>Minn. Stat. § 299F.30</b> (Fire Drills in Schools)	Establishes minimum fire drill requirements	<b>Section 1.2 – Drill and Exercise Requirements; Appendix B</b>	Fire drill documentation; coordination with fire authorities
<b>Minn. Stat. § 121A.582</b> (Reasonable Force)	Governs the use of reasonable force by school staff	<b>Section 4.4 – Policies, Procedures, and Training; Section 5.0 – Emergency Response Procedures</b>	Student discipline policies; staff training records
<b>Minn. Stat. § 13.32</b> (Educational Data Privacy)	Protects student educational records during emergencies and incidents	<b>Section 4.6 – Technology and Cybersecurity Safeguards; Section 5.7 –</b>	Data privacy policies; incident documentation controls

Statute	Summary of Requirement	Where Addressed in This Plan	Evidence / Implementation
<b>Minn. Stat. § 13.82</b> (Law Enforcement Data)	Governs the sharing of law enforcement data	<b>Information Management and Documentation</b>  <b>Section 5.6 – Coordination with First Responders;</b> <b>Section 5.7 – Information Management and Documentation</b>	Interagency coordination procedures
<b>Minn. Stat. § 16E.36</b> (Cyber Incident Reporting)	Requires reporting of qualifying cybersecurity incidents	<b>Section 3.7 – Cyber and Information Security Risks;</b> <b>Section 4.6 – Technology and Cybersecurity Safeguards</b>	Cyber incident response procedures; reporting records
<b>Minn. Stat. § 182.653</b> (AWAIR)	Requires workplace accident and injury reduction programs	<b>Section 4.4 – Policies, Procedures, and Training;</b> <b>Section 6.6 – After-Action Review and Improvement Planning</b>	AWAIR program; safety training records

### A.3 Emergency Management Framework Alignment

Framework / Standard	Applicability	Where Addressed
<b>National Incident Management System (NIMS)</b>	Provides standardized national framework for incident management	<b>Sections 1.1, 2.0, 5.0, 6.0</b>
<b>Incident Command System (ICS)</b>	Establishes command, control, and coordination during incidents	<b>Section 2.0 – Roles and Responsibilities; Appendix C – ICS Roles &amp; Job Action Sheets</b>
<b>All-Hazards Emergency Management Model</b>	Requires planning across natural, technological, human-caused, public health, and cyber hazards	<b>Section 3.0 – Hazard Identification and Risk Assessment</b>
<b>Trauma-Informed Recovery Practices</b>	Supports post-incident mental health and recovery	<b>Section 6.2 – Student, Staff, and Family Support</b>

#### A.4 Documentation, Review, and Continuous Compliance

Rockford Area Schools maintains documentation to demonstrate compliance with statutory, regulatory, and policy requirements, including:

- Board-approved policies and plans
- Schools Safety Plan and appendices
- Emergency Procedures Book (controlled distribution)
- Drill schedules and completion records
- Training attendance and certification records
- Incident reports and After-Action Reviews
- Coordination records with emergency responders and community partners

This appendix shall be reviewed and updated as laws, board policies, guidance, or district operations change.

## Appendix B

### Drill Schedule & Documentation Templates

This appendix establishes the **minimum required emergency drill schedule** for Rockford Area Schools and provides standardized templates for documenting drills in compliance with **Minnesota Statutes §§ 121A.035, 121A.037, and 299F.30**. Proper documentation supports regulatory compliance, staff preparedness, continuous improvement, and post-incident accountability.

#### B.1 Required Drill Schedule

Rockford Area Schools shall conduct the following drills annually, at a minimum:

<b>Drill Type</b>	<b>Minimum Frequency</b>	<b>Statutory Reference</b>
Lockdown Drill	Five (5) per school year	Minn. Stat. § 121A.035
Fire Drill	Five (5) per school year	Minn. Stat. § 299F.30
Tornado Drill	One (1) per school year	Minn. Stat. § 121A.035

Drills shall be conducted at varying times and conditions, when practicable, to ensure readiness across different scenarios. Drill execution shall be appropriate to the developmental level of students and shall prioritize physical and emotional safety.

#### B.2 Drill Planning and Coordination

Building principals are responsible for:

- Scheduling required drills throughout the school year
- Coordinating drills with staff and, when appropriate, local first responders
- Ensuring staff understand drill objectives and procedures
- Ensuring drills are documented using district-approved templates

Advance notice of drills may be provided to staff and students as appropriate, except when limited notice is used for preparedness purposes and does not create undue stress.

#### B.3 Documentation Requirements

Each drill shall be documented to demonstrate compliance and support continuous improvement. At a minimum, drill documentation shall include:

- Date and time of drill
- Type of drill conducted
- Building and location
- Participants involved

- Duration of drill
- Observations and outcomes
- Identified strengths and areas for improvement
- Corrective actions or follow-up needed

Drill records shall be retained in accordance with district records retention requirements and made available for review upon request.

---

### B.4 Drill Documentation Template (Standard)

**School / Building:** \_\_\_\_\_

**Drill Type:**  Lockdown  Fire  Tornado  Other: \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time Initiated:** \_\_\_\_\_

**Time Concluded:** \_\_\_\_\_

**Duration:** \_\_\_\_\_

**Participants:**

- Students
- Staff
- Visitors / Volunteers
- First Responders (if applicable)

**Drill Description:**

---



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**Protective Actions Practiced:**

- Lockdown
- Evacuation
- Shelter
- Other: \_\_\_\_\_

**Observations / Outcomes:**

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**Strengths Identified:**

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---

**Areas for Improvement:**

---

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**Corrective Actions / Follow-Up Needed:**

---

---

**Completed By (Name/Title):** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

---

## B.5 After-Action Review (AAR) Summary Template

For significant drills or exercises, an After-Action Review summary may be completed.

**Drill / Exercise Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Building:** \_\_\_\_\_

**What Worked Well:**

---

**What Needs Improvement:**

---

**Recommended Actions:**

---

**Responsible Party:** \_\_\_\_\_

**Target Completion Date:** \_\_\_\_\_

---

## B.6 Continuous Improvement

Drill documentation and After-Action Reviews shall be reviewed by building administration and, when appropriate, the District Safety Committee. Identified corrective actions shall inform:

- Updates to procedures and training
- Facility or equipment improvements

- Scheduling of future drills or exercises
- Updates to the Schools Safety Plan

## Appendix C

### Incident Command System (ICS) Roles & Job Action Sheets

Rockford Area Schools uses the **Incident Command System (ICS)** to manage emergencies in a standardized, scalable manner. ICS establishes clear authority, communication, and accountability during incidents of any size.

During most incidents, **building principals** serve as the initial **Incident Commander** until command is transferred or unified with responding agencies.

---

#### C.1 Incident Commander (IC)

**Primary Role:** Overall responsibility for incident management.

**Typically Assigned To:** Building Principal or Designee

##### Immediate Actions

- Assume command and identify the incident
- Establish incident objectives and priorities
- Initiate protective actions (lockdown, evacuation, shelter, etc.)
- Activate additional ICS roles as needed
- Request external assistance

##### Ongoing Responsibilities

- Maintain situational awareness
  - Approve communications and resource requests
  - Coordinate with first responders
  - Ensure student and staff accountability
  - Authorize transition to recovery
- 

#### C.2 Operations Section Chief

**Primary Role:** Directs all tactical actions to achieve incident objectives.

**Typically Assigned To:** Assistant Principal, Dean, or Trained Administrator

##### Immediate Actions

- Implement IC-approved response actions

- Deploy staff to carry out protective measures
- Coordinate supervision and accountability
- Report progress and issues to IC

### Ongoing Responsibilities

- Adjust tactics as conditions change
  - Support reunification or relocation if activated
  - Coordinate with responders operating in the building
- 

## C.3 Planning Section Chief

**Primary Role:** Collects and evaluates information and supports incident planning.

**Typically Assigned To:** Administrator or Safety Team Member

### Immediate Actions

- Track incident status and developments
- Maintain incident timeline and documentation
- Anticipate future needs and resource requirements

### Ongoing Responsibilities

- Support decision-making with situational updates
  - Assist with transition planning (response → recovery)
  - Support After-Action Review preparation
- 

## C.4 Logistics Section Chief

**Primary Role:** Provides resources and services needed to support the response.

**Typically Assigned To:** Operations, Facilities, or Technology Lead

### Immediate Actions

- Identify and provide needed supplies or equipment
- Support communications and facility access
- Coordinate staff movement or space use

### Ongoing Responsibilities

- Maintain functionality of utilities and systems

- Support responder needs
  - Track resource usage
- 

## C.5 Liaison Officer

**Primary Role:** Primary point of contact with external agencies.

**Typically Assigned To:** Administrator or District Designee

### Immediate Actions

- Establish contact with responding agencies
- Share situational information with IC

### Ongoing Responsibilities

- Support unified command if established
  - Coordinate external resources and information flow
- 

## C.6 Safety Officer

**Primary Role:** Monitors safety conditions and recommends measures to protect people.

**Typically Assigned To:** Trained Administrator or Facilities Lead

### Immediate Actions

- Identify hazards affecting staff, students, or responders
- Communicate safety concerns to IC

### Ongoing Responsibilities

- Recommend corrective actions
  - Monitor ongoing safety risks
- 

## C.7 Public Information Officer (PIO)

**Primary Role:** Manages internal and external communications.

**Typically Assigned To:** District Administration / Communications Lead

### Immediate Actions

- Coordinate messaging with IC
- Prepare approved information for staff and families

### Ongoing Responsibilities

- Support family and community communication
  - Coordinate with responder PIOs
  - Prevent misinformation
- 

## C.8 Accountability & Student Supervision Unit

**Primary Role:** Tracks student and staff status during incidents.

**Typically Assigned To:** Teachers, Office Staff, or Designated Teams

### Immediate Actions

- Conduct accountability checks
- Report missing, injured, or unaccounted individuals

### Ongoing Responsibilities

- Maintain accountability during relocation or reunification
  - Support recovery documentation
- 

## C.9 Teachers and Classroom Staff (Functional Role)

**Primary Role:** Direct supervision and protection of students.

### Responsibilities

- Follow IC-directed protective actions
  - Maintain supervision and accountability
  - Communicate needs or concerns promptly
  - Provide first aid within training scope
- 

## C.10 Transfer or Termination of Command

- Command may be transferred to another qualified individual or public safety agency as conditions require
  - Transfer of command shall include a clear briefing
  - Incident command is terminated when objectives are met and recovery operations begin
-

## C.11 Training and Use

- Staff assigned ICS roles shall receive appropriate training
- Job Action Sheets shall be reviewed during drills and tabletop exercises
- Building-specific assignments may be attached as supplements

## Appendix D

### Building-Level Emergency Protocols (Reference)

This appendix identifies the **required building-level emergency protocols** that support implementation of the Schools Safety Plan. Detailed, site-specific procedures shall be maintained separately for each building and coordinated with local first responders. This approach ensures operational readiness while protecting sensitive security information.

#### D.1 Purpose and Scope

Building-level emergency protocols provide **specific actions** for staff and students during emergencies. These protocols are aligned with district policy, **ICS/NIMS**, and Minnesota statutory requirements but are customized to each facility's layout, population, and risk profile.

This appendix establishes:

- Required protocol categories
- Minimum content standards
- Governance and review expectations

#### D.2 Protocol Governance and Control

- Building-level protocols shall be maintained under the direction of the **building principal**, in coordination with district leadership.
- Protocols shall be reviewed annually and following significant incidents, drills, or facility changes.
- Protocols shall be shared with staff through secure and appropriate means.
- Sensitive information (e.g., security layouts, access points) shall not be publicly distributed.

#### D.3 Required Emergency Protocol Categories

Each school building shall maintain written protocols addressing, at a minimum, the following categories.

##### D.3.1 Lockdown Protocol

Used when there is an immediate threat of violence inside or near the building.

Minimum protocol elements:

- Initiation authority and notification method
- Classroom and non-classroom actions
- Door locking and barricade guidance
- Accountability procedures

- Law enforcement coordination

#### D.3.2 Secure Protocol

Used when a threat exists outside the building.

Minimum protocol elements:

- Access control measures
- Classroom instruction continuation
- Monitoring and communication procedures

#### D.3.3 Hold Protocol

Used to manage internal disruptions while maintaining normal operations.

Minimum protocol elements:

- Movement restrictions
- Staff communication
- Resolution and release procedures

#### D.3.4 Evacuation Protocol

Used when occupants must leave the building.

Minimum protocol elements:

- Evacuation routes and alternates
- Assembly areas
- Accountability and supervision
- Transportation coordination
- Re-entry or relocation procedures

#### D.3.5 Shelter Protocol

Used during severe weather or environmental hazards.

Minimum protocol elements:

- Shelter locations
- Movement procedures
- Accountability
- Duration and release criteria

### D.3.6 Medical Emergency Protocol

Used for serious illness or injury.

Minimum protocol elements:

- Emergency medical response activation
- First aid procedures
- Student information sharing
- Family notification

### D.3.7 Fire Emergency Protocol

Used during fire alarms or fire-related incidents.

Minimum protocol elements:

- Evacuation procedures
- Accountability
- Fire department coordination
- Re-entry authorization

### D.3.8 Hazardous Materials Protocol

Used for chemical spills, gas leaks, or environmental exposure.

Minimum protocol elements:

- Isolation or evacuation guidance
- Notification procedures
- Coordination with emergency responders

### D.3.9 Transportation Incident Protocol

Used for bus or vehicle incidents.

Minimum protocol elements:

- Student accountability
- Communication with transportation services
- Family notification
- Medical coordination

### D.3.10 Public Health Emergency Protocol

Used during infectious disease or environmental health incidents.

Minimum protocol elements:

- Health authority coordination
- Isolation or dismissal procedures
- Communication strategies
- Continuity of instruction considerations

#### D.4 Staff Responsibilities

- Staff shall follow building-level protocols as directed during emergencies.
- Staff shall participate in training and drills related to these protocols.
- Questions or concerns regarding protocols shall be directed to building administration.

#### D.5 Training and Drills

Building-level protocols shall be reinforced through:

- Annual staff training
- Required drills
- Tabletop exercises or scenario reviews as appropriate

#### D.6 Integration with District Plan

Building-level protocols are operational extensions of:

- **Section 2.0 – Roles and Responsibilities**
- **Section 4.0 – Prevention and Mitigation**
- **Section 5.0 – Emergency Response Procedures**
- **Appendix C – ICS Roles & Job Action Sheets**

## Appendix E

### Emergency Communication Templates

This appendix provides **standardized emergency communication templates** for use during incidents affecting Rockford Area Schools. Clear, timely, and accurate communication is critical to protecting safety, reducing confusion, and supporting coordinated response and recovery.

All emergency communications shall be coordinated through the **Incident Commander** and **Public Information Officer (PIO)** or designee and aligned with guidance from responding agencies when applicable.

---

#### E.1 Communication Principles

Emergency communications shall:

- Prioritize **life safety**
  - Be **accurate, timely, and factual**
  - Avoid speculation or unverified information
  - Use clear, plain language
  - Be consistent across communication channels
  - Protect student and staff privacy
- 

#### E.2 Internal Staff Notification – Initial Alert

**Audience:** Staff

**Delivery Methods:** PA system, internal messaging, text, email

##### **Emergency Alert – Immediate Action Required**

This is an emergency notification. An incident has been identified at [School/Location].

All staff are directed to immediately implement the [**Protective Action: Lockdown / Secure / Hold / Evacuate / Shelter**] procedures.

Follow building emergency protocols and await further instructions.

This message will be updated as more information becomes available.

---

#### E.3 Student Announcement (Age-Appropriate)

**Audience:** Students

**Delivery Methods:** PA system, classroom instruction

Attention students:

We are currently responding to a situation and need everyone to follow directions from your teacher or supervising staff member. Please remain calm and follow instructions carefully. More information will be provided when appropriate.

---

## E.4 Parent / Guardian Notification – Initial Message

**Audience:** Parents and Guardians

**Delivery Methods:** Mass notification system, email, website

### Important Safety Update – Rockford Area Schools

Rockford Area Schools is responding to an incident at **[School/Location]**. Students and staff are currently **[status, e.g., safe and following emergency procedures]**.

At this time, **do not come to the school**, as this may interfere with emergency response operations.

We will provide additional information as soon as it is available.

---

## E.5 Parent / Guardian Notification – Ongoing Update

### Safety Update – Rockford Area Schools

The situation at **[School/Location]** remains under active response. Students and staff continue to follow emergency procedures.

Law enforcement and emergency responders are on site and coordinating with district leadership.

We appreciate your patience and cooperation. Additional updates will be shared as appropriate.

---

## E.6 Reunification Notification

**Audience:** Parents and Guardians

**Delivery Methods:** Mass notification system, email, website

### Student Reunification Information – Rockford Area Schools

Rockford Area Schools will begin **student reunification** at **[Location]** starting at **[Time]**.

Parents or guardians must bring **photo identification**. Students will be released only to authorized individuals listed in district records.

Please do not go to the school unless directed. Follow posted signage and staff instructions upon arrival.

---

## E.7 All-Clear / Resolution Message

**Audience:** Staff, Students, Families, Community

**Delivery Methods:** All channels

### All-Clear Notice – Rockford Area Schools

The incident at **[School/Location]** has been resolved. Emergency procedures have been lifted.

We appreciate the cooperation of students, staff, families, and responding agencies.

Additional information and next steps will be communicated as appropriate.

---

## E.8 Schedule Change / Closure Communication

**Audience:** Families and Staff

**Delivery Methods:** Mass notification, website, email

### School Schedule Update – Rockford Area Schools

Due to today’s incident, **[School/Location]** will **[remain closed / operate on a modified schedule]** on **[Date]**.

Information regarding instruction, activities, and services will be provided as soon as possible.

---

## E.9 Media Holding Statement

**Audience:** Media

**Issued By:** District PIO

Rockford Area Schools is responding to an incident at **[School/Location]**.

Our priority is the safety of students and staff. We are coordinating closely with emergency responders.

Additional verified information will be released when appropriate.

---

## E.10 Post-Incident Support Communication

**Audience:** Families and Staff

**Delivery Methods:** Email, website

Rockford Area Schools recognizes that incidents of this nature can be stressful. Counseling and support services will be available for students and staff beginning **[Date]**.

Information regarding available resources will be shared through the school.

---

### E.11 Approval and Recordkeeping

- All emergency messages shall be approved by the Incident Commander or PIO prior to release, when feasible.
- Communications shall be documented and retained in accordance with district records retention requirements.
- Templates may be adapted as needed to reflect incident-specific facts.

## Appendix F

### Reunification Plan (Standalone Reference)

#### F.1 Purpose

The purpose of this Reunification Plan is to provide a **structured, orderly, and secure process** for reuniting students with parents or legal guardians following an emergency or incident that disrupts normal dismissal procedures. Reunification prioritizes **student safety, accountability, and family communication** and supports recovery operations following emergency response.

#### F.2 Activation Criteria

The reunification process may be activated when:

- Students are relocated or evacuated from their normal instructional setting
- Controlled release is required due to safety, security, or investigative needs
- Normal dismissal procedures are disrupted
- Directed by the Incident Commander in coordination with responding agencies

The **Incident Commander** has sole authority to activate, modify, or terminate reunification operations.

#### F.3 Incident Command Integration

Reunification operations shall be conducted under the **Incident Command System (ICS)**.

Typical ICS assignments for reunification include:

- **Incident Commander** – Overall authority and decision-making
- **Operations Section** – Student movement and supervision
- **Logistics Section** – Site setup, materials, and staffing
- **Planning Section** – Documentation and accountability tracking
- **Public Information Officer (PIO)** – Family communication

Reunification may be conducted under **Unified Command** when public safety agencies are involved.

#### F.4 Reunification Site Selection

Reunification sites shall be selected based on safety, capacity, accessibility, and proximity to the incident.

Potential site considerations include:

- Adequate space for controlled traffic flow
- Separation from the incident location

- Ability to establish secure perimeters
- Accessibility for emergency vehicles
- Availability of shelter, restrooms, and utilities

Primary and alternate reunification sites shall be identified and maintained separately at the building or district level.

## F.5 Reunification Process Overview

The reunification process follows a **controlled, step-by-step flow**:

1. **Family Notification**  
Families are notified of reunification details through official district communication channels.
2. **Check-In / Verification**  
Parents or guardians present photo identification. Authorization is verified against district records.
3. **Student Request**  
A reunification request is initiated for the identified student.
4. **Student Retrieval**  
Students are escorted from the holding area to the release point by authorized staff.
5. **Release and Documentation**  
Student release is documented and confirmed.

Students shall only be released to **authorized individuals** listed in district records unless otherwise directed by law enforcement or child protection authorities.

## F.6 Student Accountability and Supervision

Throughout reunification operations:

- Students shall remain under continuous supervision
- Accountability shall be maintained at all times
- Injured, distressed, or high-needs students shall receive appropriate support
- Students not yet released shall remain in supervised holding areas

Separate holding areas may be established for:

- Uninjured students
- Injured or medically monitored students
- Students requiring emotional or behavioral support

## F.7 Identification and Release Controls

To ensure student safety:

- Government-issued photo identification is required for release
- Student information shall be verified prior to release
- Custody restrictions and court orders shall be honored
- Release documentation shall be completed for each student

If release authorization cannot be verified, the Incident Commander shall be consulted before any release occurs.

## F.8 Communication with Families

All reunification communications shall be coordinated through the **PIO** and approved by the Incident Commander.

Communications shall include:

- Reunification location and time
- Identification requirements
- Instructions for arrival and traffic flow
- Expectations for patience and cooperation

Families shall be instructed **not to come to school sites unless directed**, to avoid interference with response operations.

## F.9 Accessibility and Special Considerations

Reunification planning shall account for:

- Students with disabilities or medical needs
- Language access and interpretation services
- Transportation assistance when needed
- Cultural considerations and family circumstances

Support services shall be coordinated with appropriate district staff and community partners.

## F.10 Coordination with Public Safety and Child Protection

When applicable, reunification operations shall be coordinated with:

- Law enforcement agencies
- Emergency medical services

- Child protection services
- County emergency management

Public safety agencies may restrict or delay reunification to preserve safety or investigative integrity.

### F.11 Documentation and Records

Reunification documentation shall include:

- Student name and identification number
- Authorized release individual
- Time and location of release
- Staff completing the release

Records shall be retained in accordance with district records retention requirements and data privacy laws.

### F.12 Termination of Reunification Operations

Reunification operations conclude when:

- All eligible students have been released, or
- Alternative custody arrangements have been made, or
- Directed by the Incident Commander

Following termination, remaining students shall be cared for in coordination with district leadership and appropriate agencies.

### F.13 Post-Reunification Review

After reunification operations, the district shall:

- Conduct an After-Action Review (AAR)
- Identify strengths and areas for improvement
- Update procedures, training, and plans as needed

### Version History –

(MN Stat §121A.035)

Version	Date	Description of Change	Approved By
1.0.0	March 2026	Initial adoption under MN Statute §13.37	Superintendent

