



[Note: Language in red has been added since the board discussed this policy at its last meeting. This language is proposed to be added in accordance with MSBA's recent model policy changes to align policies with statutory provisions adopted during the 2023 legislative session. Language required due to statutory changes can be adopted by the board in a single meeting. The red-lined changes closely track the new statutory language. As always, text in blue indicates changes initiated by the district.]

Policy 806

Buildings and Sites

Emergency Management

I. Purpose

This policy serves as a guide for the school district, building administrators, employees, families, and students regarding preparation, training, and real-time implementation of the emergency management system for the district. ~~potential crisis situations. The district has an all-hazard emergency response plan that is used consistently at every building.~~ Each school building maintains emergency management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

II. Definitions

- A. “Building Emergency Response Team” (“BERT”) means the group of people organized and prepared in each building pursuant to section IV of this policy to handle emergency functions on the site-level.
- B. District Emergency Response Team” (“DERT”) means the district-level group organized and prepared pursuant to section IV of this policy to handle emergency functions on the district-level.
- C. “Incident Commander” means the person on site responsible for managing the operations and emergency response, as well as communicating with district-level personnel. The Incident Commander is the building principal or department administrator. In the event of the principal’s or department administrator’s absence or incapacity, their designee (in order of designation under section IV of this policy) will serve as Incident Commander.

- D. “Incident Command System” means the planned emergency response checklist protocol established pursuant to section IV. A. of this policy.
- E. “Safe Conditions” means the responses described in section IV.D. of this policy which will be employed, as appropriate, by the Incident Commander to maximize safety in the event of an emergency situation.
- F. “Unified Command Structure” means a command model consisting of the police and fire emergency response personnel, the site’s Incident Commander, and DERT. Each party plays a unified role in the continuing response to an emergency situation.

II. General Statement of Policy

The school district’s emergency management policy has been created in consultation with our public safety partners and is consistent with the Minnesota School Safety Center. It is designed so that each building administrator maintains consistency with regard to district plans. Emergency plans ~~can~~ will be tailored to meet a building’s specific ~~situation and needs~~ and student population.

The building principal will annually review, update, meet with the ~~Building Emergency Response team (BERT)~~ and report the completion of the meeting to the ~~superintendent’s office and the director of media technology services~~. A copy of ~~the~~ this policy and building-specific plan ~~should~~ will be kept onsite. ~~Building-specific crisis management plans will include general crisis procedures, as well as building and student -specific procedures.~~

III. General Emergency Procedures

The school’s emergency procedures include general emergency plans for securing the building, classroom evacuation, building evacuation, campus evacuation, ~~and sheltering,~~ and reunification. ~~These districtwide procedures may be modified by a building principal when creating the building-specific emergency management plans.~~ The plans will be communicated to the BERT, ~~team,~~ and as well as shared with the ~~superintendent’s office and the director of media technology services~~. These plans should be representative of crisis situations which may occur during the school day or at school-sponsored events and functions. Emergency plans should also take into account communicating with and supporting building substitutes, visitors, and volunteers.

IV. Emergency Management Elements

The principal or department administrator will serve as incident commander. The principal or department administrator will designate at least two other individuals (1st alternate and 2nd alternate) who will serve as the incident commander to enact the emergency response plan in the event that the principal or

administrator is unavailable.

All buildings will have a BERT. This team should be composed of several members who do not have direct responsibility for supervision of students. Licensed teaching staff can make up some subset of the BERT, but should not be the only members. The building administrator or a designee will serve as lead of this team. Annually, buildings will review and train their members. A copy of this BERT team list will be shared with the superintendent's office and the director of media technology services.

~~A District Emergency Response Team (DERT)~~ The DERT will be established at the district level. This team will consist of all cabinet members. Additional members will include the director of buildings & grounds, the building & grounds manager, and the supervisor of transportation services. In the event of a crisis, the DERT may enlist additional staff members for support.

- A. In the event of an emergency, the principal ~~or administration~~ or designee will follow the emergency response ~~protocols~~ plan using the Incident Command System. ~~structure model~~. During an emergency situation or drill, an incident command checklist is utilized. This checklist requires the following actions: placing the school or building in a Safe Condition, calling 911, and the Incident Commander assuming radio command. ~~An incident command checklist used in all drills and training provides for placing the school/building in a safe condition (one of five safe conditions), calling 911, and then taking radio command. This must be completed within minutes of~~ immediately, or as soon as reasonably possible in an emergency situation. The action of taking command includes radio communication advising the district office of the emergency.
- B. The school/building Incident Ceommander will, in addition to the above actions, make and communicate operational activities to the BERT team. If applicable, The Incident Ceommander will prepare to meet with police and fire personnel to form a Unified Command sStructure.
- C. The school's emergency procedures will be kept on file with the ~~Director of Buildings and Grounds, Director of Media and Technology Services and the Superintendent,~~ superintendent's office and the director of media technology services and be readily available in the school buildings to address all hazards, including the following emergencies:
- Active Shooter (not Active Shooter Simulations)
 - Assault
 - Bomb Threat
 - Chemical or Biological Threat
 - Cybersecurity Incident
 - Demonstration
 - Fight/Disturbance

- Fire
- Hazardous Materials
- ~~Highly Contagious Serious Illness or Pandemic Flu~~
- Hostage
- Intruder
- Medical Emergency
- Severe Weather: Tornado/Severe Thunderstorm/Flooding
- Suicide
- Weapons
- Other (as determined to be necessary by the building administration)

D. In addition, the school's emergency ~~procedures plan~~ will address the following ~~plans and documents~~: Safe Conditions and procedures:

Safe Conditions:

1. **Hold.** Hold in your room or area. Clear hallways. Typically used during a medical scenario.
2. **Secure.** Get inside. Lock outside doors. Business inside continues as usual. Used when there is a threat to safety outside, such as a neighborhood police situation.
3. **Lockdown.** Doors locked and lights turned off. Students and staff position themselves out of the sight of an intruder. Often used for an active shooter scenario.
4. **Evacuate.** Leave the building and move to a specified location. Typically used for a fire.
5. **Shelter.** Take shelter in a designated location. This occurs most often for severe weather such as a tornado.

Additional Procedures:

- **Reunification.** In the event that staff/students are unable to stay in or return to the building. One or more reunification sites will be identified by the district and reviewed annually.
- **Media Procedures.** Media relations and outgoing information will flow through the director of communications.
- **Post-crisis procedures with DERT.** Following an incident, the ~~building~~ involved BERT and DERT will debrief with our safety partners. This should occur as close to the incident time as reasonably possible.

- ~~Lock-down Procedures~~
- ~~Shelter Inside Procedures~~
- ~~Evacuation/Relocation~~
- ~~Severe Weather Procedures~~
- ~~Media Procedures~~

▪ ~~Post-Crisis Procedures with District Emergency Response Team (BERT)~~

E. Each school/building will have copies of the following available to public safety members and others needing the information. This information is confidential and not available to the **general** public. Multiple copies should be made and placed in several locations.

- Facility Diagrams
- ~~Off-site~~ **Reunification** Location(s)
- Emergency Contacts

V. Training and Preparation for Emergencies

A. Building administrators will ensure all staff are trained annually in all emergency plans, Safe Conditions, and procedures. This training should be conducted by September 15 of each year. Additionally, building administrators will ensure all new staff (hired after the initial training) are trained in all emergency plans, Safe Conditions, and procedures. Where possible, this should be completed immediately upon a new hire's start date.

~~A B.~~ The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. The building principal is responsible for conducting at a minimum, eleven state mandated drills. Each member of the school's BERT ~~team should~~ **will** have training in the Incident Command **System** ~~model of~~ response and participate in all drills. Each year, ~~several of~~ **at least one drill** ~~the drills should~~ **will** be **an** enhanced drills and our public safety partners should be invited to observe and comment on these drills. A drill record sheet will be filled out and submitted to the ~~district office~~ **the superintendent's office and the director of media technology services** ~~each school year~~ **annually**. A record of drills conducted will be maintained by the building principal or designee.

~~B C.~~ Each school site will have at least ~~five~~ **two** employees - a **health services assistant (HSA) and licensed school nurse (LSN)** - certified in cardiopulmonary resuscitation (CPR) who will serve as the emergency care team that will respond to a medical emergency. The team training and medical emergency procedures will be coordinated by the ~~district health services coordinator~~ **supervisor**.

VI. 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 **which includes full-scale or functional exercises**, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

~~2.~~ "Active shooter simulation" means an emergency exercise including ~~full-scale or functional exercises~~, designed to teach adult school ~~personnel and staff~~ how to respond in the event of an armed intruder on ~~campus or an armed assailant in the immediate vicinity of the school~~ ~~which also incorporates sensorial components, activities, or elements~~ ~~mimicking a real life shooting~~. Activities or elements mimicking a real life ~~shooting~~ include, but are not limited to, simulation of tactical response by ~~law enforcement~~. An active shooter simulation is not an active shooter ~~drill~~.

~~3.~~ "Evidence-based" means a program or practice that demonstrates any of ~~the following~~:

- ~~a.~~ a statistically significant effect on relevant outcomes based on any ~~of the following~~:
 - ~~i.~~ strong evidence from one or more well designed and well implemented experimental studies;
 - ~~ii.~~ moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - ~~iii.~~ promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
- ~~b.~~ a rationale based on high quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

~~4.~~ "Full scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often ~~involves multiple agencies~~;

~~jurisdictions, organizations, and real-time
movement of resources.~~

~~5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.~~

B. Criteria

~~An active shooter drill conducted according to Minnesota statutes, section 121A.037~~ state law 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 non-participation alone make a student ineligible to participate in or attend school activities.
3. **According to state law,** ~~the~~ Commissioner of the Minnesota Department of Education 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.~~

GF. Violence Prevention

1. ~~A school district or charter school conducting an active shooter drill~~ **The district** 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, potentially harmful activity.
3. ~~A school district or charter school~~ The district 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

If an active shooter drill is conducted at a school site, the board, ~~A~~ 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.

VII. Communications

Each communication plan must include dual methods of dissemination. For example, to notify of a school closure due to emergency, the district will send out a mass notification to families via email and include the information on a pop-up on the district website.

District administration will develop and implement the following communication procedures:

- Uniform warning system that notifies staff and students of a crisis situation. Examples include: PA system, email, strobes, phone notification.
- School closure due to emergency notification to staff, families and students in the advance of a school closure.
- Notification to school families, community, staff, and media in response to a crisis or incident in the school community, as appropriate.
- Notification to student victims of criminal offenses at or on school property of their option to transfer schools consistent with federal law.

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.037 \(School Safety Drills\)](#)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; [Doors and Exits](#))
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (~~Trespasses on School Property~~)
Minn. Rules Part 7511 (Fire ~~Safety Code~~)
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 6301 et seq. (~~No Child Left Behind~~) ([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~~) ([Stafford Act](#))

Cross References:

[Policy 208 \(Development, Adoption, and Implementation of Policies\)](#)
Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence [Prohibition, Students and Employees](#))
Policy 501 (School Weapons Policy)
Policy 506 (Student [Conduct and Discipline](#))

Policy 532 (Use of [Crisis Teams](#) and Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
Policy 903 (Visitors to School District Buildings and Property)

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INDEPENDENT SCHOOL DISTRICT [NO. 273](#)
Edina, Minnesota