

806 CRISIS MANAGEMENT POLICY

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

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and site 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 site 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 site building-specific crisis management plans for each school site building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on site 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 site 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 ~~and the District Emergency Operations Procedure Manual (EOP)~~ 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 site building administrator can tailor a site building-specific crisis management plan to meet that site building's specific situation and needs.

The school district's administration and/or the administration of each site building shall present tailored site building-specific crisis management plans to the ~~District Emergency Operations Committee (EOC) school board~~ for review and approval. The site building-specific crisis management plans will include ~~general crisis procedures and~~ crisis-specific procedures. Upon approval by the ~~EOC school board~~, such crisis management plans shall be an addendum to ~~the District Emergency Operations Procedure Manual (EOP) this Crisis Management Policy~~. This ~~EOP Policy~~ and the site specific plans will be maintained and updated on an annual basis.

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 site building administrators when creating their site

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 **Site Emergency Operations Committee** 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 **site building** in the school district will have access to a copy of the **Emergency Operations Plan (EOP)** 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.

~~**[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]**~~

~~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 will be maintained even in the event of a lock down. Each building administrator will submit lock down procedures for their building as part of the building specific crisis management plan.~~

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

~~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.~~

~~**[Note: Minnesota State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]**~~

~~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.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]**~~

~~1. Stay Safe or Leave Safe~~

- ~~a. Duck and Cover~~
- ~~b. Lockdown~~
- ~~c. Shelter In-Place~~
- ~~d. Evacuate the Site~~
- ~~e. Evacuate Off-Site~~
- ~~f. All Clear~~

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.

Note: The Emergency Operations Plan can be found on the district staff website at <https://www.isd709.org/staff/emergency-planning-management>

~~**[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]**~~

~~**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of June 4, 2024, a response plan is not yet available.)**~~

~~2. Emergency Procedures~~

- ~~a. Accidents at School~~
- ~~b. Aircraft Crash~~
- ~~c. Allergic Reaction~~
- ~~d. Animal Disturbance~~
- ~~e. Assault and/or Battery~~
- ~~f. Armed Assault on Campus~~
- ~~g. Biological or Chemical Release~~
- ~~h. Bomb Threat~~
- ~~i. Bus Disaster~~
- ~~j. Death/Serious Injury~~
- ~~k. Disorderly Conduct~~
- ~~l. Explosion/Risk of Explosion~~

~~3. Procedures for Reuniting Students and Parents/Guardian(s) in the Event of an Emergency~~

- a. Fire in Surrounding Area
- b. Fire on School Grounds
- c. Flooding
- d. Gun or Weapon on Campus
- e. Loss or Failure of Utilities
- f. Medical Emergencies
- g. Missing or Lost Child/Child Abduction
- h. Motor Vehicle Crash
- i. Psychological Trauma
- j. Searches
- k. Severe Weather
- l. Sexual Assault/Harassment
- m. Suicide/Mental Health Emergency
- n. Suspected Contamination of Food or Water
- o. Suspicious Behavior/Packages
- p. Threat of Violence
- q. Unlawful Demonstration/Walkout

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 the designee when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. Each site in the school district will have access to a copy of the district's Emergency Response Crisis Management Manual to assist in the development of site specific crisis management plans. Finally, all site specific procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

3.4. School Emergency Response Crisis Management Teams

- a. **Composition.** The site building administrator ~~in~~ **at** each school site building will select a school emergency response team **(Site Emergency Operations Committee or EOC)** that will be trained to respond to emergency situations. All **Site EOC** school emergency response crisis management team members will receive ongoing training to carry out the building's **emergency response crisis management plans District EOP and Site Specific EOP** and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, ~~to the extent possible,~~ **Site EOC** school emergency response crisis management 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 **site building** administrator. Each **site building** will maintain a current list of **Site EOC** school emergency response crisis management team members which will be updated annually. The **site 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 site building school districts.~~

[Note: ~~The Emergency Operations Plan The Comprehensive School Safety Guide (2011 Edition)~~ has a sample **Site Emergency Operations Committee School Emergency Response Team list.]**

- b. Leaders. The site building administrator or his or her their designee will serve as the leader of the Site EOC school emergency response crisis management 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 EOP Crisis Management Policy and their own site's building's crisis management plan Site EOP. Each school's Site EOP site 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 Site EOP site building specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Families 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 site building. Each school district's site building specific crisis management plan~~ The District's EOP shall set forth how students and parents families are made aware of the district's Emergency Procedures 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.)~~

~~**[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**~~

- ~~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 Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.~~

~~**[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]**~~

- ~~6. A record of fire drills conducted at the building will be maintained in the building administrator's office.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**~~

- ~~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.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**~~

B. Training and Preparation for Emergencies

The Emergency Operations Plan includes training procedures and requirements for students and staff.

- 1. The Emergency Operations Plan includes training procedures and requirements for students and staff.** The district administration will ensure proper training and response preparation for emergencies on an annual basis. Administration is responsible for training employees and students on emergency procedures at each site.
- 2. Required safety drills will be coordinated and documented at each site by the**

site facilities staff and school administrator.

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

[Note: Minnesota State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

~~3. The school district has prearranged sites for emergency sheltering and transportation as needed. The emergency sheltering locations are identified in the school's emergency response crisis management classroom guide.~~

C. Facility Diagrams and Site Plans

All school sites 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 site building. Facility diagrams and site building plans will be maintained by the site building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

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

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

Each site 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 Site Specific EOP school district office, or at a secondary location for single site building school districts, and will be 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 site 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 multiple site building designees. Each plan will identify a primary and secondary multiple methods of communication for both internal and secondary district wide 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.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**~~

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 sites 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, and to plan for the needs of areas where a public address system may not be heard clearly.

~~The site 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 site 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 or designee will make decisions about closing school or sites 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 site building web sites), and will discuss the factors to be considered in closing and reopening a school or site 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.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**~~

G. Media Procedures

The superintendent or designee 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 or designee 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.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the**~~

~~Response section, has a sample Media Procedures form.}~~

~~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.~~

H. District and School Crisis-Mental Health Recovery Teams

The District and/or School Crisis-Mental Health Recovery Team procedures will set forth the procedure for initiating Crisis Response Recovery Plans. The procedures will utilize available resources including the social workers, counselors, community crisis recovery teams, or others in the community. The District and/or School Crisis-Mental Health Recovery Team procedures will be used whenever the Superintendent or the site administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or death by suicide.

~~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.~~

~~[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]~~

IV. ACTIVE SHOOTER DRILL

Duluth Public Schools does not perform Active Shooter Simulations. We conduct lockdown drills, referred to below and by state statute as "active shooter drills". The district would follow state statute if active shooter simulations were ever used.

A. Definitions

1. "Active shooter drill," **called a Lockdown Drill in Duluth Public Schools,** 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 or **lockdown** drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons.

Note: Duluth Public Schools does not conduct Active Shooter Drill simulations.

~~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 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

Duluth Public Schools will not conduct 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.
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. ~~SAMPLE PROCEDURES INCLUDED IN THIS POLICY~~

~~Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.~~

- ~~A. Fire~~
- ~~B. Hazardous Materials~~
- ~~C. Severe Weather: Tornado/Severe Thunderstorm/Flooding~~
- ~~D. Medical Emergency~~
- ~~E. Fight/Disturbance~~
- ~~F. Assault~~
- ~~G. Intruder~~
- ~~H. Weapons~~
- ~~I. Shooting~~
- ~~J. Hostage~~
- ~~K. Bomb Threat~~
- ~~L. Chemical or Biological Threat~~
- ~~M. Checklist for Telephone Threats~~
- ~~N. Demonstration~~
- ~~O. Suicide~~
- ~~P. Lock down Procedures~~
- ~~Q. Shelter In Place Procedures~~
- ~~R. Evacuation/Relocation~~
- ~~S. Media Procedures~~
- ~~T. Post Crisis Procedures~~
- ~~U. School Emergency Response Team~~

~~V. Emergency Phone Numbers~~

~~W. Highly Contagious Serious Illness or Pandemic Flu~~

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.

Note: Additional specific procedures can be found in the Emergency Operations Plan located on the district staff website at <https://www.isd709.org/staff/emergency-planning-management>

[Note: 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 have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school ~~sites~~ 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 ~~sites~~ buildings except at designated check-in points and assure that all doors are locked prior to and after regular ~~site~~ 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.

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]

~~D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)

Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
ISD 709 MSBA/MASA Policy 413 (~~Prohibiting~~ Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
ISD 709 MSBA/MASA Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students ~~with IEPs~~ from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://www.mn.gov/education/school-safety)
ISD 709 Emergency ~~Operations Plan~~ ~~Response Crisis~~ Management Manual
ISD 709 Emergency ~~Site Specific Operations Plan~~ ~~Response Crisis~~ Management Manual

Replacing: Policy 5123, **4040, 4040R**
First Reading: 1/22/2019
Adopted: 2/26/2019 ISD 709