

**RED WING PUBLIC SCHOOLS
BOARD OF EDUCATION POLICY**

806 CRISIS MANAGEMENT POLICY

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I. PURPOSE

The purpose of this policy is to act as a guide for addressing a wide range of potential crisis situations in the school district.

II. GENERAL STATEMENT OF POLICY

- A. When developing, updating, and implementing this policy and building-specific crisis management plans, the school district will consult with local community emergency response agencies and other appropriate individuals and groups that would likely be involved in the event of a school district emergency.
- B. Each building administrator will develop a building-specific crisis management plan to meet the circumstances and needs of the building.
- C. Each building-specific crisis management plan will include general crisis procedures and crisis-specific procedures.
- D. The school district will provide training to school district staff to enable them to act appropriately in the event of a crisis.
- E. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans

II. GENERAL CRISIS PROCEDURES

A. General Crisis Procedures

This policy includes general lock-down, evacuation, and sheltering procedures. These procedures may be modified by building administrators when creating their building-specific crisis management plans.

B. Communication System

A communication system will be in place to enable communication with school district contacts in the event of a crisis. Each building-specific crisis management plan will outline primary and secondary communication systems, provide designees

when the contact person is unavailable, and the outline related procedures.

C. Resource

Building administrators are encouraged to use the most recent edition of the “Comprehensive School Safety Guide” to assist with the development or updating of building-specific crisis management plans.

D. Special Needs Procedures for Staff and Children

1. Each school’s crisis management team will meet in the fall of each year to ensure that there are specific procedures, including staff assignments, for the safe sheltering and evacuation of each student and staff member with special needs, including students who do not have a 504 plan or individualized education program (IEP).
2. Sheltering and evacuation procedures shall include specific procedures for children with special needs, including children with limited mobility (for example, wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs.
3. Sheltering and evacuation procedures shall address transporting necessary medications and medical equipment used by students and staff during the school day.

E. Lock-Down Procedures

1. Lock-down procedures will be used in situations when harm may result to persons inside the school building, such as a violent incident, hostage situation, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee.
2. The building administrator or designee will announce the lock-down over the public address system or other designated system using plain language. Code words will not be used.
3. Each building administrator will develop, maintain, and train staff on lock-down procedures for the building as part of the building-specific crisis management plan.
4. Each building will conduct a minimum of five lock-down drills each school year as required by Minn. Stat. §121A.035. A record of lockdown drills conducted at each building shall be maintained by the building administrator or designee.

F. Evacuation Procedures.

1. Evacuations of classrooms and buildings shall be implemented at the

discretion of the building administrator or designee.

2. The building administrator or designee will announce the need to evacuate over the public address system or other designated system using plain language. Code words will not be used.
3. Each building administrator will develop, maintain, and train staff on evacuation procedures for the building as part of the building-specific crisis management plan. These procedures will include:
 - a. procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee.
 - b. planning for students and staff members with special needs related to evacuation of classrooms and buildings.
 - c. procedures for transporting necessary medications for students that take medications during the school day.

G. Sheltering Procedures.

1. 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.
2. The building administrator or designee will announce the need for sheltering over the public address system or other designated system using plain language. Code words will not be used.
3. Each building administrator will develop, maintain, and train all staff on sheltering procedures for the building as part of the building-specific crisis management plan.

H. Crisis-Specific Procedures.

This policy lists crisis-specific situations that may occur during the school day or at school-sponsored events and functions. Each building administrator will develop, maintain, and train all staff on crisis-specific procedures for the building as part of the building-specific crisis management plan.

I. School Emergency Response Teams

1. Each school's emergency response team serves as a first responder for school emergencies, assists building and district administration in developing and revising building-level crisis plans, and implements the crisis management plan to respond to threats and active emergency situations.

2. Each building administrator will select a school emergency response team consisting of individuals who do not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator.
3. Before the beginning of each school year, each building administrator will compile a list of school emergency response team members. A copy of the list will be kept on file in the building administrator's office and in the school district office.
4. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas.
5. The building administrator or designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. When they are present, emergency response officials may elect to take command and control of the crisis; in this case, school officials will serve as a liaison and resource for emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication of the Crisis Management Plan

1. All employees shall be aware of this policy and their building's crisis management plan. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and parents shall be made aware of this policy and relevant information for each school building. 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. Visitors

1. Each school building shall implement procedures mandating visitor check-in and check-out at a specific location and the use of an identifying visitor badge while in school buildings.
2. Each school building shall implement procedures to minimize outside entry except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Facility Diagrams and Site Plans

1. All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
2. Facility diagrams and site plans will be updated regularly and whenever a major change is made to a building.
3. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office.
4. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

1. Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who are likely to be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office and updated annually.
2. School district employees will receive training on how to make emergency contacts, including 911 calls.
3. School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, two-way radios or other electronic devices, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify multiple methods of communication.

E. Warning and Notification Systems

1. The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district shall consider an alternate notification system to address the needs of staff and students with special needs, such as vision and hearing, and translated as needed.
2. The building administrator shall inform and train students and employees of the warning system, how the system is used to identify a specific crisis

or emergency situation, and the procedures to follow based on the warning. Each school's building-specific crisis management plan will include the communication methods and frequency of dissemination of the communication methods to parents/guardians.

F. Early School Closure Procedures

The superintendent will make decisions about closing school buildings as early in the day as possible. Procedures will specify how closure decisions will be communicated to staff, students, families, and the school community.

G. Media Procedures

The superintendent will designate a spokesperson who will notify students, parents or guardians, employees, and media outlets in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Short-Term 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 school psychologists, counselors, and community resources. Counseling will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, hostage situation, shooting, or suicide. Behavioral health crisis intervention procedures shall include the following steps:

1. The building administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Specific rooms will be designated as private counseling areas.
3. Siblings and close friends of any victims as well as others in need of emotional support will be escorted to the counseling areas.
4. Media will be prohibited from interviewing or questioning students or staff.
5. Students and staff members who receive counseling will be offered follow-up services.
6. Normal school routines will resume as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

J. Planning and Preparing for Fire

1. Fire evacuation plans shall include the following:
 - a. Emergency egress routes
 - b. Procedures for assisted rescue for persons unable to use the general means of egress unassisted.
 - c. Procedures for accounting for employees and occupants after evacuation has been completed.
 - d. The preferred and any alternative means of notifying occupants of a fire or emergency.
 - e. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization.
2. A safe area at least 50 feet away from the building will be designated 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.
3. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the primary and secondary evacuation routes; areas of refuge where applicable; accessible egress routes; areas of exterior-assisted rescue where applicable; and location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
4. Employees 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.
5. The school district shall provide employees training in the contents of fire

safety, evacuation plans, and their duties as part of new employee orientation and at least annually thereafter. Training records shall be maintained and made available to the fire code official upon request.

6. State law requires a minimum of five fire drills each school year as per Minnesota Statutes section 121A.035. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (for example, during lunchtime, recess, assemblies, etc.). The first emergency evacuation drill of each school year shall be conducted within ten days of the beginning of classes. A record of fire drills conducted at a school will be maintained in the building administrator's office.
7. Each building will have prearranged sites for emergency sheltering, relocation and reunification, and transportation as needed.
8. Each building administrator will determine which staff will remain in the building to perform essential functions if safe to do so.
9. Specified 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.
10. Each building administrator will designate an administrator to meet local fire or law enforcement agents upon their arrival.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real-life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real-life shooting. Activities or elements mimicking a real-life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:

- a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; 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. 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

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
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. **SPECIFIC PROCEDURES IN BUILDING PLANS**

Each building's crisis management plan may include procedures for the following events.

A. Universal Response Procedures for All Types of Emergency Response

1. Evacuation
 2. Lock-down
 3. Shelter-in-place
 4. Student reunification and release
 5. Communication with media
- B. Emergency Specific Response Procedures
1. Assault (physical and sexual)
 2. Assessments of threats of violence, including bomb threat, cyber threat, chemical or biological threat (such as a suspicious package), terrorism, and other threats.
 3. Death: natural and traumatic
 4. Demonstration
 5. Fight/disturbance
 6. Fire
 7. Hazardous materials
 8. Hostage
 9. Intruder
 10. Media procedures
 11. Medical emergency
 12. Severe weather such as tornado, severe thunderstorm, and flooding
 13. Shooting
 14. Suicidal threat or attempt
 15. Weapons

VI. RADIOLOGICAL EMERGENCIES AT NUCLEAR GENERATING PLANTS

The school district will maintain a Prairie Island Nuclear Incident Plan, provide training for all staff members, and share relevant information with students and parents.

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 Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students
with 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 \(mn.gov\)](http://mn.gov)

Resources: I Love U Guys Foundation, *Standard Response Protocol*

<https://iloveguys.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools

<https://safeandsoundschools.org/> (012325)