

**POLICY 806  
ALL HAZARDS PLAN  
WARNING SYSTEMS AND EMERGENCY PLANS PROCEDURES**

**I. CRISIS AREAS COVERED BY THIS POLICY**

This All Hazards Plan provides sample procedures for addressing the following crises:

- A. Fire Evacuation
- B. Severe Weather
- C. Assault/Fight Riots, Gangs or Altercations
- D. Bomb Threat
- E. Code Exit/Evacuation
- F. Utility Failure Electric/Gas
- G. Hostage Situation
- H. Violent Action Leading to Serious Injury/Death
- I. Shooting
- J. Suicide
- K. Lockdown
- L. Weapons
- M. Medical Problem
- N. Shelter, Non- Weather
- O. Before or After School Emergency

All Hazards Plans will include such procedures and any other appropriate procedures, including those specific to individual buildings.

**II. CRISIS-SPECIFIC PROCEDURES**

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

- A. Fire Evacuation.

School preparation before the emergency:

- 1. Designate a safe area at least 100 feet away from the building and away from fire lanes. (Minn. Stat. 229F.391 and 299F.011; Uniform Fire Code 408.3.4)
- 2. Each building's facility diagram and site plan will be available in appropriate areas of the building showing the most direct evacuation routes to the designated safe areas (both inside and outside of the building), and the location of fire alarm control panels, fire extinguishers.

3. Teachers and staff will be trained regarding the main emergency evacuation routes and alternate routes from various points in the building.
4. Certain employees will be trained to know the locations and proper use of fire extinguishers and protective clothing and equipment required, Minnesota State Fire Code 406.3.3. Typically, this will only be employees who work in hazardous areas in the school.
5. The school district will conduct fire drills, which include practicing how to move safely using both primary and alternative evacuation routes
6. Fire drills will be conducted periodically and at irregular times without warning (i.e., lunchtime, recess, and during assemblies). State law requires a minimum of five fire drills each school year. (Minn. Stat. 299F.30; Uniform Fire Code 408.3.4.)
7. A record of fire drills conducted at the building will be maintained in the building administrator's office.
8. The school district will name prearranged sites for emergency shelter and transportation as needed.
9. The school district will determine which staff will remain in the building to perform essential functions as long as it is safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate in advance an administrator or responsible adult to meet with local fire or law enforcement agents upon their arrival.

Fire emergency procedures:

- a. Call main office or custodian to sound alarm or call 911.
- b. The first staff person aware of the fire should contact the building administrator.
- c. Evacuate students and staff according to the routes posted in the rooms and offices.
- d. Close all classroom and office doors; do not lock doors. (Minnesota State Fire Code 408.3.5)
- e. The building administrator or designee will call 911 and provide the location or address for the building. The building administrator also will notify the Superintendent.

- f. The building administrator or Superintendent will report the incident (even if it is a false alarm) to the fire service as required by state law. (Minn. Stat. 299F.452).
- g. The building administrator or designee will meet with local fire or law enforcement agents upon arrival and will give them an update, a facility diagram, and a site plan.

B. Severe Weather.

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

Procedures before the emergency:

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

C. Riots, Gangs or Altercations.

Procedures in this category apply to situations that would cause a significant disturbance in the school or surrounding area. Insuring student safety and maintaining order are critical.

D. Bomb Threat.

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

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

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

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

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

E. Code Exit/Evacuation.

Procedures in this category are for addressing situations where immediate evacuation of the building is necessary. It may also lead to instituting the evacuation plan either within or outside of the school district. Each school has designated in district and out of district evacuation sites.

F. Utility Failure Electric/Gas.

If a failure of electricity or gas necessitates student and staff evacuation, the fire department or other appropriate agency will be consulted and may take command

and control of the situation. A Code Exit may be necessary for evacuating the building and evacuation sites may need to be utilized.

G. Hostage.

Individuals who pose a possible threat could include a sniper on campus, someone who may attempt to abduct or injure a student, or any unauthorized visitor without a legitimate purpose. It may be a law enforcement agency who notifies the school or school district of the dangerous situation, or it may be school personnel who first recognize the danger. A Code Exit or Code Lockdown may be warranted.

H. Violent Behavior Leading to Serious injury/death.

This category covers illness, injury or death resulting from unforeseen circumstances or issues arising during or outside of the school day.

I. Shooting.

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

J. Suicide.

This category should be covered in detail with specific procedures related to both attempted suicide, or death from suicide.

K. Lockdown.

Procedures in this category are related to situations where staff and students are required to safely secure themselves from potential internal or external threats. Five lockdown drills are required each year..

L. Weapons.

This category is primarily covered through district policies on weapons. Reference Policy 501

M. Medical Problem

This category covers procedures for medical emergencies or accidents. If necessary, Emergency response Teams may need to intervene.

N. Shelter, Non-Weather

This category would include situations related to air contamination or other outside threats to the building.

O. Before or After School Emergency

Procedures in this area outline the steps for building supervisors or custodians to address emergencies outside of normal school hours.

### **III. PSYCHOLOGICAL FACTORS**

This guide is meant as a resource to assist teachers in helping children to recover from the effects of a disaster. The ideas presented will help in coping with general disasters, as well as with crises that occur in the lives of individual children.

It is not the intent of the School District's All Hazards Plan to "train" staff members to be mental health professionals, nor to expect them to function as such. The intent is to make available all information that pertains to preparing and coping with the effects of disasters, minor or catastrophic. Therefore, the psychological factors involved in disaster situations should be understood by all staff members.

For purposes of maintaining preparedness in disasters, especially disasters that could involve mass injuries, it is necessary to consider both psychological and social needs, those emotional and community-related factors that affect the victim or family and significant others, or that influence the staff in the performance of their duties. The emotional component is characterized by:

- (1) the individual's reaction to a casualty situation, whether or not a personal injury has been sustained;
- (2) the reaction of the family and significant others to the situation and to the victim's injury or, possibly death;
- (3) the reaction of the staff to the situation, both as participants personally impacted by the situation and as school district employees providing a disaster service; and
- (4) the reactions and behavior of the community.

The social component can be seen as the response of community agencies and services in providing necessary resources and in meeting responsibilities to those injured or impacted, as well as the material resources of the victim and family.

### **VICTIMS**

Victims undergo what might be called a "disaster syndrome," which consists of four

phases of emotional and mood reactions. Individuals differ in the time spent in each phase and in the intensity of reaction, but the general sequence is as follows:

- 1. **Shock Phase:** Immediate, lasting a few minutes to a few hours; behavior is dazed, stunned, apathetic, disorganized, does not respond to direction.
- 2. **Suggestibility Phase:** May last several days; shows unselfish regard for the welfare of others, willing to follow instructions, grateful, guilt due to survival, suggestible.
- 3. **Euphoric Phase:** May last several weeks; behavior includes identifying with others in the same situations, feeling of brotherhood, enthusiastic participation in group activities.
- 4. **Depressive Phase:** (personal frustration) – Hopefully fades as life returns to regular pattern; behavior is critical, complaint oriented, awareness of and annoyance with losses.

These phases are all normal behavioral responses. Experiencing a disaster is a crisis and as such is made more severe by the added factors of death, injury, family problems, job difficulties, illness, loss of personal belongings, and the disturbance of regular routine. After the initial numbness and absence of panic wears off (usually one to two hours), the following behaviors set in:

- Fearful, crying, horror at sights of destruction/devastation/sounds; talks about it to everyone who will listen; watches all TV coverage; reads everything on the events; usually lasts several days.
- Returns to work and usual routine when possible; less apt to want to discuss disaster; avoids media; feels anxious, irritable, insomnia, depressed, guilt of surviving, angry (both direct and displaced); usually lasts several weeks.

In some instances, dysfunctional behavior responses may be manifested. They include: continuing morbidity, anxiety, suicide, depression, poor concentration, phobias, headaches, gastrointestinal problems, drug/alcohol abuse, absenteeism from school/work, deterioration of personal relationships; or recurrent recollection of event/recurrent dreams/nightmares.

## **RESCUE WORKERS**

Rescue workers will experience many of the same feelings as victims. As participants, and possibly victims, the behavioral patterns of staff members may include: excessive irritability, fault finding, holding grudges, being suspicious, resenting authority, and concern about safety for selves and family.

## **RECOVERY PROCESS**

These factors stand out as essential in dealing with crisis recovery:

- Being able to talk about the experience and express the feelings accompanying the experiences.
- Being fully aware of the reality of what has happened.
- Resuming concrete activity and being able to reconstruct the pre-disaster life routine.
- Accessible/available help.
- Leadership clearly making decision/giving directions.
- Open avenues of communication for victims to locate family/friends.
- Prevention of rumors by careful control of words used, and information given.
- Planning ahead – being prepared.

In a disaster, children look to adults for help. How you react to a disaster gives them clues on how they should react. If you react with alarm their fear will increase. As the situation ceases, explain to the children what has happened and that help is coming.

***Legal References:*** 42 U.S.C. 5121 et. seq. (Disaster Relief and Emergency Assistance)  
Minn. Stat. 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. 121A.57 (Crisis Management Policy)  
Minn. Stat. 609.605, Subd. 4 (Trespasses on School Property)  
Minn. Stat. Ch. 299F (Fire Marshal)  
Minn. Rules, Pt. 3530.4400 to 3530.4700 (Civil Defense)  
Minn. Rules, Pt. 7510 (Fire Safety) Uniform Fire Code

***Cross References:*** Sartell-St. Stephen School District Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
Sartell-St. Stephen School District Policy 413 (Harassment and Violence)  
Sartell-St. Stephen School District Policy 501 (School Weapons Policy)  
Sartell-St. Stephen School District Policy 506 (Student Discipline)  
Sartell-St. Stephen School District Policy 803 (Warning Systems and Emergency Plans)  
Sartell-St. Stephen School District Policy 804 (Bomb Threats)  
Sartell-St. Stephen School District Policy 903 (Visitors to the School District Buildings and Sites)