



DISTRICT NAME

DRAFT

**Emergency and Crisis
Response Plans**

In the event of an emergency,
contact 911.

This School is comprised of:

- _____ Students
 - _____ Teachers
 - _____ Administrators
 - _____ Office/Support Staff
 - _____ Aides
 - _____ Cafeteria Staff
 - _____ Custodial Staff
-

Genesee Intermediate School District
Genesee County's Regional Education Service Agency
Lisa A. Hagel, Superintendent
Sandra E. Morgan-Jones, Principal
2413 West Maple Avenue
Flint, Michigan 48507

Implemented: **DATE**

Table of Contents

Promulgation Statement	1
Incident Notifications and Responsibilities	2
School Recommendations	3
2012/2013 School Calendar	4
Daily Schedule (Class Hrs.)	5
Campus Maps	6
Early Warning Signs of Violence	7
Michigan Law Requires Schools to	8
Language and Terminology	9-10
Staff Emergency Procedure Chart	11
Classroom Go-Kit Checklist	12
Michigan School Guidelines	13-14
Safety Tips	15
Emergency Contact Numbers	16-17
Chain of Command / Crisis Response Team	18-20
Staff Roster	21-23
Portable Radio Emergency Form	24
Classroom Teacher Buddy List	25-26
Staff Skills Survey & Inventory (First Aid)	27-28
Personnel Evacuation / Tornado Location	29-30
Student Roster	31
Sports Coach Roster / Schedule / Clubs 2012-13	32-33
Media	34-35
Post-Incident and Exercise Review	36
School Incident Report for Sociological Emergencies	37
Report of Student Accident/Illness	38
Witness Check Form	39
Shelter in Place	40
Evacuation Procedures / Forms	41-43

Table of Contents (cont.)

Bomb Threat / Bomb Threat Check List	44-45
Unauthorized Removal of Student	46
Suspicious Object	47
Hostile Visitors	48
Active Shooter	49
Tornado	50
Fire	51
Weapon Suspected or Hostage Situation	52
Alcohol, Tobacco Products, Drugs; “Minor in Possession;” Sale or Distribution	53
District Vehicle Incident or Accident	54
Illegal / Non-Prescribed Drug Use / Overdose	55
Medical Emergency – Serious Injury / Illness	56
Suicide Attempt	57
Threat of Suicide	58
Missing / Lost / Runaway Student	59
Student with Acting Out Behavior	60
Vandalism or Destruction of Property	61
Larceny (Theft)	62
Robbery or Extortion	63
Hazardous Materials	64
Suspected Abuse or Sexual Abuse	65
Child Abuse	66
Large Event (i.e. sporting)	67
Pandemic	68-69
Bus Intruder	70
Recovery (Aftermath)	71-74
More Education Resources for School Planning	75-77
School Hazards Profile Worksheet/Key (Crisis Team Planning)	78-79

Promulgation Statement

Emergency and Crisis Response Plan:

District Name is committed to the safety and security of students, faculty, staff and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of *district name* emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human cause disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of *district name*. It is a result of a comprehensive review and update of school policies in the context of its location in *school town/city* Michigan and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

This Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

Implemented: **DATE**

Purpose

This Emergency Crisis Response Plan is designed to guide your school through the process of implementing and updating an emergency management plan by providing tools to:

- Assess potential hazards specific to your school
- Identify available resources
- Implement and update your plan
- Strengthen your approach to emergency planning

Why Develop an Emergency Plan?

Legal and Social Responsibility

Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff. Lack of a comprehensive emergency plan leaves your school vulnerable to lawsuits.

Incident Notifications and Responsibilities

Necessary Notifications (during and/or after an incident)

- Local Law Enforcement Agency – 911
- Genesee Intermediate School District (GISD) Supervising Administrator – 810-591-4408
- Parent(s) and or guardian(s), family and/or emergency contact (when appropriate)
- Student’s home district (when appropriate)
- Department of Human Services (Child Protective Services) if appropriate or required by law

Your local Law Enforcement Agency will contact any other emergency services when applicable.

- Under Michigan Law (Public Act 102 of 1999, Section 1308), the following types of incidents **must** be reported to your local law enforcement agency. Please consult with your administrative supervisor regarding procedures for notification.

- | | |
|---------------------------------|--|
| 1. Armed Student or Hostage | 12. Minor in possession of alcohol or tobacco products |
| 2. Arson | 13. Physical assault (fights) |
| 3. Bomb threat | 14. Robbery or extortion |
| 4. Bus incident or accident | 15. Sexual assault (CSC) |
| 5. Death or homicide | 16. Suicide attempt |
| 6. Drive-by shooting | 17. Suspected armed student |
| 7. Drug possession or drug sale | 18. Threat of suicide |
| 8. Explosion | 19. Unauthorized removal of student(s) |
| 9. Illegal drug use or overdose | 20. Weapons on school property |
| 10. Intruders | 21. Vandalism / destruction of property |
| 11. Larceny | |

Post-Incident Responsibilities and Reporting

- Coordinate completion of any necessary GISD and local Law Enforcement Agency reports and submit to appropriate personnel.
- Prepare a press release and submit to appropriate personnel.
- Conduct an “After Action Review” with appropriate personnel.
- Implement appropriate “post-incident” recovery steps, including addressing mental health issues of students, staff, families, etc.

GISD MEDIA POLICY: *Only the Genesee Intermediate School District Superintendent or designated representative is authorized to speak to the media regarding a school situation. Please refer all request for media information to the Superintendent’s Office unless otherwise directed. Your local Law Enforcement Agency will be notified by the GISD for public relations and media issues.*

School Recommendations

(School Check List) Your school is recommended to:

- Give door key to local police agency (unless lock box is present on grounds)
- Have all outside doors secure with only one point of entry
- Have all outside doors labeled “not an entrance - use main entrance only” on outside of door
- Have all outer doors labeled on inside “do not open for visitors”
- Have all entrances/exits numbered (and labeled on maps)
- Display classroom numbers on all rooms with windows*
- Keep all contact (student/teacher) information updated (as needed)
- Keep all information updated within this document (as needed)
- Have a chain of command established with all contact information necessary
- Develop a crisis team and conduct regular meetings
- Conduct after action review after all drills and fill out the Genesee County Emergency Drill for school Documentation form (located on page)
- Have curtains/blinds or means of blocking windows during a lockdown situation (including classroom doors)
- Have predetermined “safe zones” (for Lockdowns) for every classroom or place where students congregate (i.e. auditorium, cafeteria)
- Have an evacuation site off campus (even if needed to bused to)
- Have a predetermined off site location where buses can take students too (i.e. during field trips)
- Keep all inner doors locked with magnet within the door jam*
- Keep all inner doors locked, closed and secure during class
- Keep all inner doors locked, closed and secure when vacant
- Have all fire/tornado exits/locations clearly advertised via map; their locations and routes in all common areas (i.e. bathrooms)
- Have all hallways labeled with classroom numbers indicated down each hall way
- Label all classrooms within the classroom itself (i.e. room number above light switch)

2012 / 2013 School Calendar

BURLINGTON-EDISON PUBLIC SCHOOLS

2012-2013 SCHOOL CALENDAR

Aug./Sept.	October	November	December	January
S M T W T F S 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
August 28 August 29 August 30 September 3 September 5 October 23 November 12 November 22-23 December 24-January 4 January 7 January 21 January 28 February 15-18 April 1-5 April 8 May 27 June 14	New Staff Orientation Building Day All Staff Day Labor Day School Begins Staff Training Day Veterans' Day Thanksgiving Vacation Winter Holiday Vacation School Resumes Martin Luther King Day Staff Training Day Presidents' Holiday Spring Break Staff Training Day Memorial Day High School Graduation	K-6 Nov. 15 - Parent Conf. Nov. 16 - Parent Conf. Nov. 19 - Parent Conf. Nov. 20 - Parent Conf. Nov. 21 - Parent Conf. (Make-up) Dec. 7 - End of 1st Trimester Mar. 15 - End of 2nd Trimester June 18 - Last Day of School	Student Half Days 7-8 Nov. 2 - End 1st Qtr. Nov. 19 - Parent Conf. Nov. 20 - Parent Conf. Nov. 21 - Parent Conf. (Make-up) Jan. 25 - End of 1st Semester Mar. 29 - End of 3rd Qtr. June 18 - Last Day of School	9-12 Nov. 2 - End of 1st Qtr. Nov. 7 - Parent Conf. Nov. 21 - Parent Conf. (Make-up) Jan. 25 - End of 1st Semester Mar. 28 - Student-led Conf. Mar. 29 - End of 3rd Qtr. June 18 - Last Day of School
		Full Day-Staff Training/No School October 23-Professional Learning & Collaboration Day January 28-Professional Learning & Collaboration Day April 8-Professional Learning & Collaboration Day	*Make-Up Snow Days June 19 (1 Day Missed) June 20 (2 Days Missed) June 21 (3 Days Missed)	
February	March	April	May	June
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19*20*21*22 23 24 25 26 27 28 29 30

School Name 2012-13 Bell Schedule (Full Day) example

• 7:30 – 8:31 (61 min) **First Hour**

Teachers With No Class *Name* *Room#*

• 8:35 – 9:36 (61 min) **Second Hour**

Teachers With No Class *Name* *Room#*

• 9:40 – 10:41 (61 min) **Third Hour**

Teachers With No Class *Name* *Room#*

****A Lunch 10:41 – 11:11 (30 min)****

Teachers With No Class *Name* *Room#*

• 11:15 – 12:16 (61 min) **Fourth Hour (for A Lunch)**

Teachers With No Class *Name* *Room#*

• 10:45 – 11:46 (61 min) **Fourth Hour (for B Lunch; follows 3rd hour)**

Teachers With No Class *Name* *Room#*

****B Lunch 10:41 – 11:11 (30 min)****

Teachers With No Class *Name* *Room#*

• 12:20 – 1:21 (61 min) **Fifth Hour**

Teachers With No Class *Name* *Room#*

• 1:25 – 2:30 (61 min) **Sixth Hour**

Teachers With No Class *Name* *Room#*

(Please note this is required for delayed start days, as well as, half days)

Campus Maps

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access/shut-off for
- Gas
- Water
- Electricity
- HVAC System
- Telephone System
- Site assignments and Staging Areas
- Hazardous Material storage areas
- Heat plants/boilers
- Room numbers
- Door/window locations
- Any other information deemed appropriate by your planning committee
- Camera angles
- Tunnels
- AED locations
- You are here
- Entrances / numbered
- Roof access points
- Aerial map (Google Earth) of grounds
- Numbered rooms
- Fire Doors and if locked when release
- Doors that have key fob vs. master key

Note:

- Primary and Alternative evacuation route maps should be posted in each room of each building on campus.
- It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.

Map of evacuation site – pre-determined locations for students and PU location / Emergency Staging locations

Early Warning Signs of Violence

CAUTION: *School communities must ensure that staff and students only use the early warning signs for identification and referral purposes – only trained professionals should make diagnoses in consultation with the child’s parent(s) or guardian.*

VIOLENCE INDICATORS: Several factors exist that may indicate that individuals have the potential to commit violence. While these indicators are by no means certain or present in every case of violence, people who exhibit these symptoms should be assessed, reported to the principal, and referred to counseling services in an effort to prevent the potential of future violent acts. The more characteristics exhibited by a troubled person, generally, the greater the risk that he or she may become violent.

Use the Signs Responsibly

None of these signs is sufficient for predicting aggression and violence. Moreover, it is inappropriate – and potentially harmful – to use the early warning signs as a checklist against which to match individual children.

Observed Behavior(s) Requiring Immediate Action:

- Threats to kill someone
- Threatening to hurt oneself or others
- Bringing weapons to school/work or excessive interest in weapons
- Outbursts of rage
- Escalating physical fights
- Threatening or expressing thoughts of suicide, death, dying, or after life
- Excessive interest in explosives or previous killings

The early warning signs include:

- Social withdrawal often stemming from feelings of depression, rejection, persecution, unworthiness and lack of confidence.
- Excessive feelings of isolation and being alone.
- Excessive feelings of rejection.
- Being a victim of violence.
- Feelings of being picked on or persecuted.
- Low school interest and poor academic performance.
- Expression of violence in writings and drawings.
- Uncontrolled anger.
- Patterns of impulsive or chronic hitting, intimidating, and bullying behaviors.
- History of discipline problems.
- Past history of violent and aggressive behavior.
- Intolerance for differences and prejudicial attitudes.
- Drug and/or alcohol use.
- Affiliation with gangs.
- Inappropriate access to, possession of, and use of firearms.
- Serious threats of violence.

Ref. “*Early Warning, Timely Response: A Guide to Safe Schools*”

STAFF RESPONSIBILITIES

- Upon observation or suspicion of the warning signs of violent behavior, notify your principal / main office.

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Document and share** evidence with your local authorities, (i.e., confiscated note or products, documented conversations, hearsay, and/or own observations/notes).
- Notify counselor, social worker, law enforcement and administrators (when appropriate).
- Inform parents and family/emergency (when appropriate).

Michigan Law Requires Schools to:

Information obtained from:

MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education

Practice Drills

Michigan Public Acts 187, 337, & 207

Report Certain Infectious Disease

Michigan Public Act 368

Report Crimes & Violence

Michigan Public Act 102

What is required?

- Each school building must conduct at least eight (8) emergency drills each school year:
 1. Six (6) fire or tornado
 2. Two (2) lock down or shelter-in place drills
- At least two (2) drills must take place at an inconvenient time (i.e. lunch, recess, between classes)

How to conduct drills?

- At minimum, schools must coordinate with:
 1. Their local emergency manager, and
 2. At least one of the following
 - ❖ County Sheriff
 - ❖ Local Chief of Police
 - ❖ Local Fire Chief

What to report?

- Any condition listed in the Reportable Diseases in Michigan guide
- Any unusual occurrence, or outbreak of disease, infection or other condition

Where and how to report?

Contact your local health department with:

- The patient's full name
- The patient's residential address, including street, city, village or township, county, and zip code
- The patient's telephone number
- The patient's date of birth and sex
- The name of the disease, infection, or condition reported and date of onset, if known
- The specific laboratory test (if tested), date performed, where performed, and results
- The name and address of reporting facility

****Reporting is expressly allowed under HIPAA****

For additional information, visit the Michigan Department of Community Health's website

What should I report?

- Any of the 21 incidents listed on page 2, if the incident occurs on/at:
 1. School property
 2. School sponsored transportation, or
 3. School sponsored event
- Criminal activity occurring off school property that may "pose a significant threat of imminent danger to students, staff or school property"

Where and how should I report?

Contact your local law enforcement office to provide information about the incident.

Language and Terminology

Evacuation – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately. (Utilize portable radio emergency form). Be aware of wind direction for smoke and other hazardous materials being blown about).

For evacuations, please do as follows:

- Gather all crisis response materials
- Take attendance
- Have students leave all their belongings
- Confiscate any student phones*
- Turn out lights / shut and secure all windows
- Lock doors*
- Grab fire extinguisher
- Move promptly to designated “safe area”
- Hold up **Red / Green** – red if missing students / green if have all students

Lock Down – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms. Relocate to the safest location in your room after obtaining all emergency response plans. Remain calm. (Utilize portable radio emergency form).

For a Lock Down, please do as follows:

- Barricade all entry points with any objects available
- Shut secure door / turn off lights / shut blinds
- Place **Red / Green** card in window / door
- Gather all crisis response materials
- Find the safest location in your room
- Take attendance
- Turn off / collect (if necessary) all cell phones
- Remain calm **until** Lock Down emergency personnel release you

Shelter-In-Place – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly

Language and Terminology (cont.)

effective in keeping students and staff safe. (Utilize portable radio emergency form).

For shelter-in-place, please do as follows:

- Shut secure / windows / blinds / door(s)
- Gather all crisis response materials / take attendance
- Move to “safe zone”
- Take attendance and wait until “all clear” is given

Secure Mode – All outer doors are secured. No one is to be allowed in the school or to exit the school. The classroom doors are to remain locked, however teachers’ can continue to instruct. Students will not be able to leave the classroom. It is a de-escalation from Lock Down. (Utilize portable radio emergency form).

For Secure Mode, please do as follows:

- Shut secure door / windows / shut blinds
- Gather all crisis response materials / take attendance
- Do **NOT** allow anyone in or out of your classrooms
- Do **NOT** allow anyone to use their phones
- Continue to instruct

Reverse Lock Down – When conditions are safer inside a building than outside. Requires all staff and student to go to safe places in the building from outside the building. (Utilize portable radio emergency form).

For a Reverse Lock Down, please do as follows:

- Identify location of threat
- Move group away from threat
- If able to re-enter school in safe manor do so
- If unable to re-enter school find cover and concealment away from the threat**
- Once in school, gather all crisis response materials
- Take attendance
- Have students leave all their belongings
- Confiscate any student phones*
- Turn out lights / shut and secure all windows
- Lock doors*
- Grab fire extinguisher
- Move promptly to designated “safe area”

DISTRICT NAME
EMERGENCY PROCEDURES
Staff Reference Sheet

Secure Mode	Lock Down
<ul style="list-style-type: none"> <input type="checkbox"/> Will announce over P.A. <input type="checkbox"/> Lock doors <input type="checkbox"/> Keep students in classroom <input type="checkbox"/> Send students in hallways back to class <input type="checkbox"/> Continue Teaching <input type="checkbox"/> Updates will be made over the P.A. and other means of communications <input type="checkbox"/> Watch e-mail for updates, if possible <input type="checkbox"/> Prohibit student cell phone use 	<ul style="list-style-type: none"> <input type="checkbox"/> Lock down will be announced over P.A. or other means <input type="checkbox"/> Shut off all lights / close windows and blinds <input type="checkbox"/> Move students away from door and windows <input type="checkbox"/> Lock doors & take attendance <input type="checkbox"/> Remain quiet / no one is to leave <input type="checkbox"/> Do not answer ANY knock at door <input type="checkbox"/> Prohibit cell phone use <input type="checkbox"/> Watch for e-mail updates
<p style="text-align: center;">Evacuation (i.e. fire)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take attendance <input type="checkbox"/> Close windows <input type="checkbox"/> Take all crisis response materials <input type="checkbox"/> Have students leave belongings <input type="checkbox"/> Prohibit cell phone use <input type="checkbox"/> Turn out lights <input type="checkbox"/> Shut door and <i>leave unlocked</i> <input type="checkbox"/> Grab fire extinguisher <input type="checkbox"/> Go to designated area <input type="checkbox"/> Take attendance <input type="checkbox"/> Notify of missing/extra students <input type="checkbox"/> Be aware of any hazardous material 	<p style="text-align: center;">Shelter-In-Place (i.e. tornado)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Once signal has been given, proceed to the designated area. <input type="checkbox"/> All classroom doors are to be closed <input type="checkbox"/> Once at the designated area, students should be sitting with their hands covering their heads <input type="checkbox"/> Attendance should be taken and any absences, missing or extra students should be reported ASAP <input type="checkbox"/> Remain in the designated area until the all-clear signal is given <input type="checkbox"/> Prohibit student cell phone use

Place Red / Green card in window / door

Bomb Threat

- Principal or Secretary call 911
- Lock Down** will be announced over P.A. / shelter in place LD?
- Close all windows / shades
- Emergency Personnel and Administrator will evaluate risk
- Prohibit student cell phone use
- Watch for email updates
- Wait for all clear

Reverse Lock Down

- Immediately move back to classrooms or safe areas (if safe to do so)
- Use a entry that is away from threat
- If unable to re-enter school move to a designated assembly area
- Move safely to predetermined location if unable to re-enter building
- Use cover and concealment

Classroom Go-Kit Checklist

List of Classroom's Students



Incident Command System Position Checklist & Job Descriptions



First Aid Kit



List of Special Needs Students

KEEP



CONFIDENTIAL



Flashlight & Batteries



Age Appropriate Activities



Written Emergency Procedures



Paper & Pens



Hat / Vest to Designate Leader



Emergency Communication Device(s)



Whistle



Emergency Contact Information for Student's Parents/Guardians



Quick Tips:

- Place the go-kit supplies into an easily carried bag
- Store the bag in a convenient location
- Update / Check supplies at the start of each semester

Michigan School Lockdown Shelter-in-Place Drills Suggestions/Guidelines

Notification System – Is any system used to notify of a drill or actual emergency. Notification may be verbal or electronic, as agreed upon in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that schools use “plain language” to activate lockdown/shelter in place drills or actual events. Using code words, color signals or unusual electronic alarms may cause confusion and loss of valuable time for substitute staff of building visitors who don’t understand the type of emergency being announced.

Types of Drills – Schools must perform a minimum of two drills each school year that restrict occupants to the interior of the building and the building is secured. It does not require one lockdown and one shelter in place drill performed, although it is suggested that schools perform one of each. Schools may choose to perform one of each or two lockdown type or two shelter in place drills during the year.

Drill Times – It is suggested that drills be conducted as soon after the return to school as possible. This helps students get acclimated to the drills after being away for several months, and allows for weather considerations, especially if the drills might result in evacuation to an outside location.

Some of the required drills (fire, tornado, lockdown/shelter in place type) shall be conducted during lunch and recess periods, or at other times when a significant number of students are gathered but not in the classroom. Legislation is not specific as to which type of drill must be conducted during these designated times – schools may determine types and times in coordination with their emergency management coordinator and sheriff or police chief or fire chief or their designee.

Signaling Systems – There are numerous signaling systems used in schools during drills or actual emergencies for notifying emergency response personnel of injuries or need of assistance. The most common is red card-green card system. Red cards are placed in windows or doors to indicate serious injuries. A green card placed in a window or door indicates the location is secure with no serious injuries. It is suggested that schools work with their emergency management coordinator and sheriff or police chief or fire chief or their designee to create a system that works best for the school.

All Clear – once a drill is activated, it is suggested that teachers/staff members do not open any door or window under any circumstances until the “all clear” is authorized by uniformed fire or law enforcement personnel, or recognized principal or designee. If during a lockdown situation an activation notification or fire alarm is activated, the course of action should be agreed upon in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee. Please note: that in a real lockdown situation, personnel will be locked down until relieved by emergency personnel. If the fire alarm is activated do not evacuated until notified by emergency personnel or released by emergency personnel or unless in imminent danger.

Summer School Drills – It is suggested that drills also be conducted during summer hours, when buildings are occupied. These drills will be additional to the required 6 fire drills, 2 tornado drills, and 2 lockdown/shelter in place type drills for the regular school year.

Michigan School Lockdown Shelter-in-Place Drills Suggestions/Guidelines

Documenting Drills – Lockdown/shelter in place drills shall be conducted and recorded by school officials in the same manner as fire and tornado drills. A documentation form is included in this packed for use by schools if needed.

Special Events Planning – School buildings are urged to consider emergency plans for special events (sports, theater, parent-teacher conferences, etc.) in coordination with the local emergency management coordinator and sheriff or police chief or fire chief or their designee.

Drill Scenarios – Schools are encouraged to develop site specific lockdown and shelter-in-place drill scenarios (i.e. incident in science lab), created in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee. Working with emergency response personnel will provide valuable information on roles and responsibilities during an emergency situation (incident command system) and foster a positive working relationship with responders.

Incident Command System – It is suggested that each building have someone designated as “in charge” at all times. The person “in charge” should be aware of all building emergency procedures and have the authority to make decisions during an emergency situation as part of the Incident Command System. If conditions permit, the person in charge should also interact with emergency response personnel immediately upon their arrival. School administrators should meet with local emergency response personnel to include the Incident command System into their emergency protocol.

Incident command training is available at no cost through your local, county or state emergency management program. We encourage school administrators to seek out and participate in these training opportunities. Training offered the Michigan State Police, Emergency Management & Homeland Security Division can be found at www.michigan.gov/emhsd.

Securing Rooms – It is suggested that the decision to close classroom window or door blinds/shades during an emergency be decided in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that the decision to leave classroom lights on or turn them off during an emergency event be decided in coordination with the local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that staff turn off classroom internet access and attempt to limit cell phone or text message use by students to lessen the impact of possible misinformation going out to parents and media during and emergency situation.

Safety Tips

Emergency Contact Numbers

Personnel With Master Keys

Name

Phone/Cell

Email

1.

2.

3.

4.

5.

6.

EMERGENCY EVACUATION SITE (OFF CAMPUS)

Name of Location

Address

Contact Person

Phone/Cell

•

District Wide School Program Access
(Synergy/Power School)

Name

Phone/Cell

Email

Camera System Tech

Name

Phone/Cell

Email

•

Name

Phone/Cell

Email

• Superintendent:

• Asst. Superintendent:

Name

Phone/Cell

Email

• High School Principal:

• Assistant Principal:

• Secretary:

• Athletic Director:

• Counselor(s):

• Special Services:

Name

Phone/Cell

Email

• Head Custodian:

- Bus Garage:

Emergency Contact Numbers (cont.)

(All requests for emergency equipment/personnel should be made by dialing "911.")

• Emergency	911
• Genesee County Sheriff	810-257-3422
• Police (Local)	
• Local City/Twp. Fire Department	
• Animal Control	810-732-1660
• National Guard	810-239-9451
<i>(Health)</i>	
• Genesys Health Park	810-606-5000
• Hurley Medical Center	810-257-9000
• McLaren General Hospital	810-762-2000
• American Red Cross	
• Poison Control	
<i>(General)</i>	
• Gas Company	1-800-477-5050
• Consumers Energy Power	1-800-477-5050
• Electric Company	1-800-477-5050
• MI Dept. of ED	1-517-373-3324
<i>(Media)</i>	
• WNEM 5	810-232-3900
• WJRT 12	810-233-3130
• WEYI 25	810-687-1000
• WDZZ 92	810-238-7300
• Fox 66	810-785-8866
• WCK 105	810-238-7300

Chain of Command

Chain of Command:

In the event of a district-wide emergency, the Superintendent of schools, along with police officials will make the decisions. In the absence of the superintendent, the building principals will be contacted **first** for decision making purposes.

*****Chain of Command will be up to the school personnel to determine*****

<i>Name/Position</i>	<i>Room Number/Location</i>	<i>Office/Cell #</i>	<i>Email</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Crisis Response Team

<i>Name/Position</i>	<i>Room Number/Location</i>	<i>Office/Cell #</i>	<i>Responsibility</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Crisis Team: *Non-classroom personnel, whose duties are to assist the office and/or classroom staff with emergency procedures. Assist in coordination of assignments of personnel.*

Incident Command Structure

Insert ICS staff assignments and back-up personnel assignments here

School Commander

1. _____ 2. _____

Alternate School Commander(s)

Public Information Officer

Alternates

1. _____

Safety Officer

Alternates

1. _____

Liaison Officer

Alternates

1. _____

Operations

Alternates

1. _____

2. _____

Handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.

Planning

Alternates

1. _____

2. _____

Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post.

Logistics

Alternates

1. _____

2. _____

Manages personnel, supplies, and equipment. During a response, the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work.

**Finance &
Administration**

Alternates

1. _____

2. _____

Responsible for buying materials and keeping financial records of expenditures and employee hours.

Staff Roster

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
1. Ulshafer, Ryan	6 th	135	ext.3448 / cell 810-241-9607	rulshafer@geneseeisd.org
<i>*Emergency Contact Person/#: Tom Ulshafer (father) 810-234-5678 *Hospital Preference: Hurley</i>				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Staff Roster (cont.)

- Secretaries

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
4.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
5.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

- Personnel With Portable Radios

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

- Recess Aides

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
4.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
5.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
6.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

Staff Roster (cont.)

- **Para-Pro's**

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
4.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
5.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
6.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
7.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

- **Volunteers**

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
4.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
5.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

- **Other Staff/Personnel**

<i>Name</i>	<i>Period Off</i>	<i>Room Number</i>	<i>Office/Cell #</i>	<i>Email</i>
-------------	-------------------	--------------------	----------------------	--------------

1.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
2.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
3.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
4.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>
5.				
<i>*Emergency Contact Person/#:</i>				<i>*Hospital Preference:</i>

Portable Radio Emergency Form

It is the primary responsibility of one person to be in charge of the radios and their transmissions during a crisis.

DATE: _____ TIME: _____
 INCIDENT TIME: _____ TYPE OF INCIDENT: _____

NAME: _____ LOCATION: _____

LOCATION OF THREAT: _____

TYPE OF THREAT: CODE A RE POLICE ACTIVE SHOOTER WEATHER

LOCATION OF PERSONNEL EQUIPPED W RADIOS: _____ # OF STUDENTS: _____
 # OF SPECIAL NEEDS STUDENTS: _____

LOCATION OF PERSONNEL W/O/RADIOS: _____ # OF STUDENTS: _____
 # OF SPECIAL NEEDS STUDENTS: _____

STAFF RADIO CHECK:

NAME	LOCATION	ROOM #	EXTENSION	CELL TX	EMAIL

RADIO CK TIME: _____

L/D SITUATION: CODE A RE POLICE ACTIVE SHOOTER WEATHER
 CLASSROOM #: _____ VACANT OR OCCUPIED

EVACUATION: _____

LOCATIONS SEARCHED:

<u>CLASS #</u>	<u>STATUS</u>
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED
RM <input type="checkbox"/> ALL CLEAR	OCCUPIED/TRAPPED

TEACHER EVACUATION:

TEACHER NAME: _____ LOCATION: _____

ALL STUDENTS PRESENT :S O

MISSING STUDENTS #: :S O

EXTRA STUDENTS: :S O

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List:

1. Assign teachers in adjacent or nearby rooms as buddies.
2. Review evacuation routes and procedures with entire staff.
3. During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
4. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
5. If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
6. Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
7. Immediately following student accounting, one member of each buddy team must check in at the Command Post.
8. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
9. Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Buddy Chart

Name	Room #	Extension / Cell	Buddy Name	Room #	Extension / Cell

Staff with CPR & AED Certification

CPR CERTIFIED

<i>Name</i>	<i>Room Number</i>	<i>Extension/Cell</i>	<i>Email</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

AED CERTIFIED

<i>Name</i>	<i>Room Number</i>	<i>Extension/Cell</i>	<i>Email</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

AED / MEDICAL SUPPLY LOCATION(S)

AED LOCATION(S):

OTHER MEDICAL SUPPLIES & LOCATION:

Staff Emergency Evacuation Location

MAP OF EMERGENCY EVACUATION LOCATION

Staff Tornado Location

MAP OF EMERGENCY EVACUATION LOCATION

2012/2013 Student Roster / Medical Information

<i>Name</i>	<i>Grade</i>	<i>Allergy or Illness</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
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9.		
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31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		

2012/2013 Sports / Coach Roster

<u><i>Fall</i></u>	<i>Season Start Date</i>	<i>Coach</i>	<i>Cell / Home</i>
Girl's Volleyball			
Boy's and Girl's Cross Country			
Football			
Girl's Golf			
Boy's Soccer			
Girl's Swimming			
Boy's Tennis			
<u><i>Winter</i></u>			
Boy's Basketball			
Girl's Basketball			
Boy's Bowling			
Girl's Bowling			
Competitive Cheer			
Girl's Gymnastics			
Boy's Ice Hockey			
Boy's Swimming			
Girl's Unified Ice Hockey			
Wrestling			
<u><i>Spring</i></u>			
Baseball			
Boy's Golf			
Girl's Soccer			
Softball			
Girl's Lacrosse			
Girl's Tennis			
Boy's Lacrosse			
Girl's & Boy's Track and Field			

Personnel at Event (i.e. Athletic Director / Janitor)

Position	Name	Cell Phone

Implement Sport Schedule

Media

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
-----------------------	--

Alternate District spokesperson:

Name	Telephone Numbers (home, work, mobile)
------	--

- School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person: _____

Name	Room #
------	--------

Alternate Public Information person: _____

Name	Room #
------	--------

Media (cont.)

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

Protocols for Dealing With The Media

Follow these procedures whenever:

1. There has been an incident at the school/campus and media is requesting a statement.

STAFF RESPONSIBILITIES

- Do **NOT** talk to the media, refer them to the superintendents’ office

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Refer the media to the superintendent’s office. Do **NOT** talk to them
- Building Administrator may give statement to the media **ONLY** after consulting with the superintendent and he or she grants permission

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Post-Incident and Exercise Review

GENESEE COUNTY EMERGENCY DRILLS FOR SCHOOLS DOCUMENTATION FORM

- Type of Drill
- Fire Drill/Evacuation (6 required)
- Tornado (2 required)
- Lock Down and/or Shelter in Place Drill (2 required)

- Time of Drill
- Standard
- Class Change
- Recess

Drills must be coordinated with Genesee County
Emergency Management via email @
schooldrills@co.genesee.mi.us and local Police/Fire

School District: _____

School: _____

Date of Drill: _____ Time: _____

Exact Time required to evacuate/shelter/secure: _____

Total Participants: _____

Remarks: _____

This report is for emergency drill #: _____ for school year: _____

Name of person conducting drill: _____ Title: _____

Signature of person conducting drill: _____

For Lockdown or Shelter-in-Place Drills

This drill was coordinated with:

Genesee County Emergency Manager: Jennifer Boyer = 810.257.3064

And

Local Law Enforcement: (County Sheriff or Police Chief or MSP or Designee)

Name: Title/Department: _____

Or

Local Fire (Fire Chief or Designee)

Name: Title/Department: _____

For LOCKDOWN or SHELTER-IN-PLACE drills only, fax this sheet to:

Genesee County Emergency Management 810.257.6169 and

Genesee Intermediate School District 810.591.4940

For all drills, please keep a copy with your building records.

School Incident Report for Sociological Emergencies

Name of Person Reporting Incident: _____

Date of Incident: _____ Time of Incident: _____

Date Incident was First Reported: _____ Time of Report: _____

Name of Perpetrator: _____ Grade: _____

Name/Grade of Threatened or Injured Person(s) if any: _____

Witness Name(s)/Grade: _____

Location of Incident: _____

Witness Statement: _____

Type of Incident:

- Assault
- Threat to harm individual;
- Threat to harm self;
- Concealed Weapon;
- Threat to destroy property;
- Controlled Substance/Substance Abuse;
- Other: _____

****For complete list
of offenses that
MUST be
reported to police
personnel please
see page: 2****

Incident Report: _____

Describe how the threat/incident was discovered: _____

Actions/Discipline Taken: _____

_____/_____
Signature of Person Reporting Date

_____/_____
Signature of Principal Date

Report of Student Accident/Illness

Student Name: _____ Student Number: _____

Date of Accident/Illness: _____ Time of Accident/Illness: _____

Date Accident/Illness Reported: _____ Time Reported: _____

Was Parent Notified: Yes No Reason (No): _____

Time of Contact: _____

Type of Accident/Illness: No Injury First Aid Only* Medical*

Illness, Describe: _____

Other, Describe: _____

Did Parent Observe Child: Yes No Time: _____

Did Parent Pick Up Child: Yes No Time: _____

Complete the following section for Accidents:

*Describe First Aid procedure used and the Personal Protective Equipment (PPE) used: _____

Describe how the accident occurred, location of accident on premises and resulting injury: _____

What actions, events or conditions contributed to the accident? _____

What can be done to prevent this type of accident? _____

Supervisor's Signature

Date

Teacher's Signature

Date

Parent/Guardian's Signature

Date

Retain original documentation in Student's File; provide copy for parent's file

Witness Form

Date of incident: _____ Time of Incident: _____

Type of Incident: _____ Location of Incident: _____

Name of Individual(s) (if known): _____

Reported to: _____ Date Reported: _____ Time Reported: _____

Were Authorities Contacted? Yes No

Was there a weapon scene? Yes No

If (YES) Describe:

Describe Assailants Language (origin):

Subjects Last Known Location:

PHYSICAL / MOTOR VEHICLE DESCRIPTION

Please indicate all that apply to the assailant:

<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Caucasian
<input type="checkbox"/> African	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other
Amareican		

• Hair Color:

- | | | | |
|---------------------------------------|---------------------------------|---------------------------------------|---------------------------------|
| <input type="checkbox"/> Red / Auburn | <input type="checkbox"/> Black | <input type="checkbox"/> Brown | <input type="checkbox"/> Blonde |
| <input type="checkbox"/> Grey | <input type="checkbox"/> Bald | <input type="checkbox"/> Strawberry | <input type="checkbox"/> Blue |
| <input type="checkbox"/> Green | <input type="checkbox"/> Orange | <input type="checkbox"/> Pink | <input type="checkbox"/> Purple |
| <input type="checkbox"/> Sandy | <input type="checkbox"/> White | <input type="checkbox"/> Other: _____ | |

• Clothing Description:

<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shorts	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shirt	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shoes	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Jacket	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Glasses	Color: _____ Identifying Characteristics: _____

• Vehicle Description:

- | | | |
|---|---|--|
| <input type="checkbox"/> Make: | <input type="checkbox"/> Model: | <input type="checkbox"/> Color: |
| <input type="checkbox"/> Number of Doors: | <input type="checkbox"/> Direction of travel: | <input type="checkbox"/> License Plate Number: |

Shelter in Place

Follow these procedures whenever:

1. There is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter in Place, no one should be exposed to the outside or air. Authorities will notify the school that there is an external threat requiring extended sheltering of students, staff, and visitors in the building, even beyond the school day. Examples may include a **chemical spill** or other **hazardous material event**, natural or man-made disaster preventing evacuation of building, or hostile/dangerous person in or around a building.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- If able to make announcement of crises over phone system (P.A.) do so – **“SHELTER IN PLACE”**
- If situation warrants, seal doors and windows
- Check nearby locations for students
- Take students/personnel to nearest securable area/room
- Gather “Go-Bag”
- Take attendance
- Restrict movement
- Limit or collect cell phone
- Wait for further instruction via email/phone/ or P.A.

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of **“SHELTER IN PLACE”** if appropriate.
- If situation permits contact **911**
- Contact Crisis Management Response team (when appropriate)
- Follow instructions and assist emergency personnel
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

CRISIS TEAM MEMBERS

- Check hallways, restrooms for students, parents and visitors with passes; secure as appropriate
- After **ALL** individuals are secure, report to the Administrator’s Office or other designated location for further instructions
- Advise all individuals outside to move off premises

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Evacuation Procedures

Follow these procedures whenever:

1. There is a fire/explosion or other emergency requiring building evacuation.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- If able to make announcement of crises over phone system (P.A.) do so
- Gather all crisis response materials
- Do NOT use elevators
- Take attendance – report anyone missing
- Obtain fire extinguisher during evacuation
- Follow procedures for “evacuation” and wait for further instruction from Administration and/or emergency Personnel

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Contact 911 and SRO
- Announce Evacuation
- Gather “Go-Kit”
- Gather over all head count – determine if individuals are missing
- Utilize radio check list (**Pg.)**
- Confirm that students were removed
- Follow instructions and assist emergency personnel who respond to the situation.
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

STUDENT RELEASE / RUNNER FORM

Person picking up student completes boxes 1 and 5. Staff completes boxes 2, 3, 4.

1* *Parent – Requester Completes Box 1:

Completed by Parent/
Requester at Check-In
Gate

Student Last Name: _____ First Name: _____

School: _____ Grade: _____ Teacher (if known): _____

Name of Person Picking up Student (PRINT): _____

Relationship to student: _____ On Emergency Pick up form

NO
 YES

2

Completed by
Request Gate
Staff

Name on Release Form? (circle one) YES NO

Photo ID/Driver's License Check: YES

Or ok to verify at release gate by student: _____

Emergency Form Box 1 Check by staff (STAFF ONLY) Name: _____

3

Completed by
Holding Area
Staff

Student Stats: _____ Sent with Personnel Staff _____ Absent

_____ Refer to Additional Information Area

Other Notes: _____

4

Completed by Release
Gate

Name of Person Picking Up is same as Box #1 above: (Check) YES

Photo ID/Driver's License Checked: (Check) YES

Or verified as in box #2 above by student: _____

Operators License Number: _____

Checked by Release Gate Personnel: _____

5* *Parent _ Requester Completes Box 5

Completed by Parent /
Requester at Release
Gate

Requester Name (Print): _____ Date: _____ Time: _____

Requester Signature: _____

Destination (Address / If different from Student: _____

Phone Number: _____

Student Holding Area Log

Student Name	Released By (Staff)	Absent	Refer to Additional Information Area	Time

Bomb Threat

Follow these procedures whenever:

1. A bomb threat is received (i.e., text, phone, internet, etc.).

TELEPHONE CALL RECIPIENT

- If a student has answered the phone, have an adult take the call
- Notify Principal / Main Office Immediately of situation
- Keep caller on the phone for as long as possible
- Completely fill out the bomb chart check list (**Pg.**)
- Do not hang up phone
- Lay receiver on the table for Law Enforcement personnel

STAFF RESPONSIBILITIES

- Shut secure door / turn off lights / shut blinds
- If able to make announcement of crises over phone system (P.A.) do so
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Find the safest location in your room
- Take attendance
- Turn off / collect (if necessary) all cell phones
- Place **Red** / **Green** card in window / door
- Follow **Lock Down** procedures
- Remain calm until Lock Down is lifted

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Call 911 or local law enforcement to report the incident
 - Do not use the same telephone the call came in on
 - Provide details of the bomb threat to emergency personnel
- If threat is written on paper / or on any structure
 - Confiscate / isolate area until authorities arrive
- Announce over P.A. "This is not a drill. Please **Lock down**" (if you believe there is an imminent threat/ otherwise announce secure mode)
- Do not touch any suspicious package / note anything unusual or out of place.
- Assign crisis response team member to assist local law enforcement

If threat is written or found, see – “Suspicious Object” response (Pg.)

Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- | | |
|------------------------------|----------------|
| • Well Spoken (educated) | |
| • Incoherent | • Taped |
| • Foul | • Message read |
| • Irrational by threat maker | |

Remarks: _____

Unauthorized Removal of Student

Follow these procedures whenever:

1. A Student has been removed by someone without proper authorization, **OR**
2. Someone without proper authorization has attempted to remove a student.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office Immediately of situation
- Report as much identifying detailed information as possible
- Advise whether weapon was visible
- Indicate location of situation
- If able to make announcement of crises over phone system (P.A.) do so
- Report the name and description of person (if known)
- Report license plate and description of vehicle if known
- Follow procedures for "Secure Mode" and wait for further instruction via email/phone or P.A.

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Confirm student was removed, or attempted to be removed without permission
- Contact 911 and/or SRO
- Place school in "Secure Mode"
- Send out Email to all teachers on situation
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- Contact Department of Human Services (Child Protective Services)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Suspicious Object

Follow these procedures whenever:

1. You receive or discover a suspicious package or foreign object.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Follow procedures for "Lock Down" and wait for further instruction via email/phone or P.A.
- Place Red / Green card in window / door

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Contact 911 and SRO
- Place school into "Lock Down"
- Follow instructions and assist emergency personnel who respond to the situation.
- Send out Email to all teachers on situation
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Do not open, handle, or move the article.
- Do not let anyone in or near the area of the article.
- Advise authorities of the location of the article / its description / any noises heard from article / or any further observations.
- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

BE CAUTIOUS OF:

No return address	Type of packaging	Hand written or poorly typed address
Visual Distractions	Excessive tape or string	Misspellings of common words
Incorrect Titles	Protruding wires or tinfoil	Oil stains or discolorations
Rigid, lopsided,	Uneven envelopes	Excessive Weight
Air mail	Foreign mail	Markings such as: confidential or personal
Special deliveries	Excessive postage	ANYTHING out of the ordinary

Hostile Visitors

Follow these procedures whenever:

1. A person does not have a name tag or refuses to comply with request for information.
2. A person of suspicious nature or intentions is on or about school property, including buses and district vehicles.

STAFF RESPONSIBILITIES

- Non-threatening situation:
 - Bring subject to office, OR
 - Isolate subject from others
 - Report situation to Principal / Main office
- Threatening situation:
 - Notify Principal / Main Office immediately
 - Report as much identifying detailed information as possible
 - Follow procedures for “**Lock Down**” and wait for further instruction via email/phone or P.A.
- Place **Red** / **Green** card in window / door

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Contact 911 and SRO
- Place school into “**Lock Down**”
- Follow instructions and assist emergency personnel who respond to the situation.
- Send out Email to all teachers on situation
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

If visit has a legitimate purpose:

- If looking for a specific student, check office records for custody or personal protection order. Respond accordingly.
- If looking for specific staff, check to see if staff member is available and willing to come to the office to meet the person(s).

If visit does not have a legitimate purpose:

- Identify and assess situation, including background, if know; determine whether to approach.
- Ask person(s) the nature of their business within the school. Ask for identification.
- **Do not attempt to detain person(s)**

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Active Shooter (Lock Down)

Follow these procedures whenever:

1. There is a person or persons who appear to be actively engage in shooting **inside or outside of any building** on campus. These situations demand immediate response and immediate response and immediate deployment of law enforcement/resources to stop the shooting and protect the community.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- If able to make announcement of crises over phone system (P.A.) do so
- Try to warn other faculty, staff, students to take immediate shelter
- Turn off lights / close windows and blinds / block windows if there are no blinds
- Place **Red** / **Green** card in window / door
- Turn off and device that emits sound
- Take attendance
- Move to safe location within room
- Follow "**LOCK DOWN**" procedure
- Evacuate **ONLY** if extreme situation warrants

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Assign someone to contact 911
- Place school into "**Lock Down**"
- Contact Crisis Management Response team (when appropriate)
- Follow instructions and assist emergency personnel who respond to the situation
- Send out Email to all teachers on situation
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

If an active shooter ENTERS YOUR CLASSROOM, you should:

- Try and remain calm / do not provoke intruder
- ONLY** as a last resort when your life is in imminent danger, make personal choice to attempt to negotiate or overpower the assailant(s) – **ONLY** when there is no possibility of escaping.

If YOU ARE OUTSIDE and encounter an active shooter, you should:

- Try to remain calm
- Move away from the threat or sound of the threat
- Utilize cover and concealment
- Move to the next closest door away from threat for re-entry into the school (only if safe to do so and /or there is no cover for safety)

Respond

- Gather high school students and assist with parent/guardian contact.
- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Tornado

Follow these procedures whenever:

1. There is a **TORNADO WATCH** – which means tornadoes could potentially develop; or a **TORNADO WARNING** – which means a tornado has actually been sighted in the area.

STAFF RESPONSIBILITIES

- Gather students, including those in the nearby hallway and bathroom
- Take student roster sheet to evacuation site; account for attendance
- See specific shelter area identified on emergency guidelines posters nearest you
- Promptly WALK to the designated shelter area
- Remain in Tornado Shelter Area until all clear is given

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Announced to move to Tornado Shelter Areas
- Assign someone to contact the authorities (when necessary)
- Contact Crisis Management Response team (when appropriate)
- Follow instructions and assist emergency personnel who respond to the situation.
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

OTHER SITUATIONS

- Designated Shelter Areas** are basements, underground excavation, and lower floor of interior hallway of corridor (preferably a steel-framed or reinforced concrete building).
- If in **open country**, move away from the tornado path at a right angle.
- If there is **no time to escape**, lie flat in the nearest depression (i.e., ditch) away from campus buildings
- Avoid** top floors, areas with glass windows/doors, auditoriums, gymnasiums, cafeterias, or other areas with large, free-span roofs.

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Fire

Follow these procedures whenever:

1. You discover a fire; you and/or students are trapped in a room during a fire or are caught in smoke, or need to advance through flames.

Be familiar with the location and type of fire extinguishers in your area. All employees should learn to use a fire extinguisher. See the EVACUATION section for more information.

STAFF RESPONSIBILITIES

IF YOU DISCOVER A FIRE

- Manually activate the fire alarm system
- Gather students, including those in the nearby hallway and bathroom
- Immediately exit the building, closing all doors behind you – use **EVACUATION** procedures
- Do not use elevators

IF YOU ARE CAUGHT IN SMOKE

- Drop to hands and knees
- Stay low
- Breathe shallowly through nose and use a filter such as a shirt or towel

IF FORCED TO ADVANCE THROUGH FLAMES

- Hold your breath and move quickly
- Cover your head/hair with blanket or coat
- Keep head down and eyes closed as much as possible

IF YOU ARE TRAPPED IN A ROOM:

- Wet and place a cloth under the door
- Close as many doors as possible
- Do not break glass until absolutely necessary

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess the situation
- Assign someone to contact 911
- Announce, “This is not a drill, evacuate the building.”
- Contact Crisis Management Response team (when appropriate)
- Follow instructions and assist emergency personnel who respond to the situation
- Follow **EVACUATION** procedures
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- Contact evacuation site to inform site may be needed
- DO NOT REENTER THE BUILDING UNTIL EMERGENCY PERSONNEL HAVE GIVEN THE ALL CLEAR**

FIRE EXTINGUISHER INSTRUCTIONS

- PULL** safety pin from handle
- AIM** the nozzle at the base of the fire
- SQUEEZE** the handle together using short bursts
- SWEEP** from side-to-side at the base of the fire

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Weapon Suspected or Hostage Situation (See Active Shooter on page 48)

Follow these procedures whenever:

1. A person has a **weapon on their person** or **you suspect someone has a weapon** (in a backpack, briefcase, purse, or other container carried or readily accessible by the subject, such as in their car, or anywhere else on campus).
2. A person is being held against his/her will.

STAFF RESPONSIBILITIES

VISIBLE WEAPON or THREATENING SITUATION

- Ask permission to evacuate the area
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- If able to make announcement of crises over phone system (P.A.) do so
- Speak/remain **calm**
- Do NOT approach subject or attempt to confiscate weapon
- Cooperate
- Follow **“Lock Down”** procedures

SUSPECTED WEAPON or NON-THREATENING

- Bring subject to office
- Isolate subject from others and subject’s belongings
- Follow **“Lock Down”** procedures

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Assign someone to contact authorities
- If weapon is visible or threatening situation**
 - Place school in **“Lock Down”**
- If suspected weapon or non-threatening situation**
 - Place school in **“Lock Down”**
- Contact Crisis Management Response team (when appropriate)
- If weapon is located – secure it
- Follow instructions and assist emergency personnel who respond to the situation
- Any search must comply with State of Michigan Law
 - Have two adults present
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Alcohol, Tobacco Products, Drugs; “Minor in Possession;” Sale or Distribution

Follow these procedures whenever:

1. You suspect a “Minor in Possession” of alcohol, tobacco products, or other drugs.
2. You have knowledge or suspicion of a drug possession, sale, paraphernalia, or usage.
 - a. These include non-prescription and prescription drugs not appropriately provided to school authorities.
3. This includes any activities on campus, district vehicles or buses (of high school students).

STAFF RESPONSIBILITIES	PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES
<ul style="list-style-type: none"> <input type="checkbox"/> Notify Principal / Main Office immediately of situation <input type="checkbox"/> Report as much identifying detailed information as possible <ul style="list-style-type: none"> <input type="checkbox"/> Location, names, description <input type="checkbox"/> Monitor situation, maintain safety <input type="checkbox"/> Bring subject and belongings to office OR isolate subject from others and subject’s belongings <input type="checkbox"/> If evidence is seeing or found confiscate it <input type="checkbox"/> Follow any instructions as directed by police, fire, EMS, or Incident Command Structure 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and assess the situation <input type="checkbox"/> Follow procedures as outline in “Student Code of Conduct.” <input type="checkbox"/> Bring student to office <input type="checkbox"/> Any search must comply with State of Michigan Law – have 2 adults present <input type="checkbox"/> If alcohol or tobacco product is found, or usage was witnessed, contact parent/legal guardian <input type="checkbox"/> If evidence of possession or usage of drugs or paraphernalia is found on subject, contact the police <input type="checkbox"/> Address situation according to Board Policy and Student Code of Conduct <input type="checkbox"/> Police will secure the evidence and remove the subject as appropriate <input type="checkbox"/> Contact Administrator <input type="checkbox"/> Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

District Vehicle Incident or Accident

Follow these procedures whenever:

1. There is an event of a dangerous incident while driving, supervising, or transporting students / staff / parents / visitors in a district-owned vehicle. The safety of the passengers is the most important. Dangerous incident examples: armed suspect/hostage, assault with intent to cause harm, bomb threat, vandalism, etc.

STAFF RESPONSIBILITIES

- Assess the situation (look for immediate dangers)
- Contact 911 / bus garage / garage contact principal / admin – relay as much information as possible
- Account for all passengers
- Check for injuries
- Secure vehicle and display warning signals
- Keep all students on bus unless its unsafe to do so
- Follow emergency instructions as directed by police, fire, EMS, or Incident Command Structure.

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Contact Administrator
- Assess if appropriate to go to the location of emergency
- Stay in communication with on-site staff and supervisor / Emergency Personnel
- Arrange additional staff or transportation resources as needed
- Collect and provide emergency card information to emergency personnel
- Direct office to advise staff regarding the situation (when appropriate)
- Designate a staff member to notify appropriate personnel
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Illegal / Non-Prescribed Drug Use / Overdose

Follow these procedures whenever:

1. Suspect illegal drug use or overdose, including non-prescription drugs not designated for person in question.

STAFF RESPONSIBILITIES

- Contact Principal / Office immediately
- Follow “**Secure Mode**” procedures

EMERGENCY DETERMINED

- Apply emergency assistance (if trained) until help arrives
- Stay with student until help arrives
- Keep other students isolated from incident
- Follow instructions of emergency personnel
- Attempt to determine and provide emergency personnel drug name/type

IF NON-EMERGENCY

- Principal will determine appropriate action

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Go to the location to identify and assess the situation
- Direct office to advise staff regarding the situation (when appropriate)
- Advise staff of the situation and to keep other students contained (when appropriate) – place school in “**Secure Mode**”

IF EMERGENCY DETERMINED

- Designate staff member to contact 911
- Designate a staff member to meet emergency personnel and guide them to the location
- Designate a staff member to accompany person to hospital, along with emergency student information

IF NON-EMERGENCY DETERMINED

- Determine course of action and response
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Medical Emergency – Serious Injury / Illness

Follow these procedures whenever:

1. A person has a serious medical need or injury.

STAFF RESPONSIBILITIES

- Contact Principal / Office immediately
- Follow “**Secure Mode**” procedures

EMERGENCY DETERMINED

- Apply emergency assistance (if trained) until help arrives
- Stay with student until help arrives
- Keep other students isolated from incident
- Follow instructions of emergency personnel
- Assist where needed

IF NON-EMERGENCY

- Principal will determine appropriate action

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Go to the location to identify and assess the situation
- Direct office to advise staff regarding the situation (when appropriate)
- Advise staff of the situation and to keep other students contained (when appropriate) – place school in “**Secure Mode**”

IF EMERGENCY DETERMINED

- Designate staff member to contact 911
- Designate a staff member to meet emergency personnel and guide them to the location
- Designate a staff member to accompany person to hospital, along with emergency student information

IF NON-EMERGENCY DETERMINED

- Determine course of action and response
- Contact Crisis Management Response team (when appropriate)
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Suicide Attempt

Follow these procedures whenever:

1. A person is **threatening to attempt suicide**, including having a **weapon on their person** or **you suspect they have a weapon** (in a backpack, briefcase, purse, or other container carried or readily accessible by the subject, such as in their car, locker, or anywhere else on school property).
2. If a non-weapon suicide attempt has been made, follow **MEDICAL EMERGENCY** plan.

STAFF RESPONSIBILITIES

- Upon observation or suspicion of an attempted suicide contact the Principal / Main Office immediately
- Advise whether a weapon was visible or indication, location of situation, name and description of person, number of people involved

VISIBLE WEAPON or THREATENING SITUATION

- Speak calmly to the subject and to other students
- Do not approach subject or attempt to confiscate weapon
- Communicate and cooperate

SUSPECTED WEAPON or NON-THREATENING

- Bring subject to the office OR isolate subject from others and subjects belongings
- Ask calmly for permission to evacuate the area
- If not allowed, cooperate with subject until emergency personnel arrive
- Follow instructions of emergency personnel
- Follow **"Secure Mode"** instructions

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess the situation
- Designate staff member to contact 911 (when appropriate)
- Place school in **"Secure Mode"**
- Determine level of response based on your assessment of individual
- Request an ambulance when appropriate (emergency personnel will assist)
- Assign someone to meet emergency personnel
- Direct office to advise staff regarding the situation (when appropriate)
- Designate a staff member to notify appropriate personnel
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Threat of Suicide

Follow these procedures whenever:

1. A person indicates, through verbal, written, or other means a **potential threat to commit suicide**.

Note: ANY threat to commit suicide **MUST** be taken seriously.

STAFF RESPONSIBILITIES

- Upon observation or suspicion of a threat to commit suicide contact Principal / Main office immediately
- If a **weapon is visible or suspected** follow **WEAPONS** response plan
- Assure individual that you care for their well-being and you want to help
- Let them know that "Suicide is a permanent solution to a temporary problem"
- DO NOT LEAVE THEM ALONE**
- Isolate the individual from other students
- Follow any and all instructions from emergency personnel

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Determine the level of response based on your assessment of the individual
- A request for an ambulance may be appropriate
- Assign someone to meet emergency personnel with updated situational information
- Direct office to advise staff regarding the situation (when appropriate)
- Designate a staff member to notify appropriate personnel
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Missing / Lost / Runaway Student

Follow these procedures whenever:

1. A student is apparently missing, lost, or runs away from a classroom/school, or ANY school program/activity.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Follow “**Secure Mode**” procedures
- Identify missing students friends who may know whereabouts
- Note beginning time student went missing and beginning time of search
- Note last known location
- Identify any medical / special needs or situation(s) regarding missing student
- Conduct visual search of immediate area, beginning with students last known location
- Keep track of locations and times those locations were searched

PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Place school in “**Secure Mode**”
- Immediately contact 911
- Contact Crisis Management Response team (when appropriate)
- Keep lines of communication open with on-site staff
- Have authorities contact parent/guardian
- Direct office to advise staff regarding the situation (when appropriate).
- Follow instructions and assist emergency personnel who respond
- Contact Administrator
- Designate a staff member to notify appropriate personnel
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Student with Acting out Behavior

Follow these procedures whenever:

1. A student's acting out behavior poses a threat to self or others while on/in school grounds.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Direct other students (non-acting out) to a safe area
- Use reasonable and allowable physical intervention to protect the acting out student or others
- If "**Secure Mode**" is announced follow procedures

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Determine if authorities need to be contacted (**If 911 is contacted**)
- If situation escalates place school in "**Secure Mode**"
- Send out Email to all teachers on situation
- Contact Administrator (when appropriate)
- Contact parent(s) and or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- If weapon is seen refer to **Weapon** response

IF 911 IS CONTACTED

- Apply emergency assistance until emergency responders arrive
- Provide emergency responders with Emergency Information Card
- Follow emergency instructions as directed by police, fire, EMS or Incident Command Structure

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Vandalism or Destruction of Property

Follow these procedures whenever:

1. It is apparent that property or equipment has been vandalized, defaced, or destroyed.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Keep vandalized / damage area or equipment from contact by anyone
- Assess safety issues
- Secure evidence
- Follow emergency instructions as directed by police, fire, EMS, or Incident Command Structure.

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Determine level of seriousness of incident

SIGNIFANT INCIDENT (MANDATORY REPORTING)

1. Damage is in excess of \$100
 2. Suspect involved has numerous events of minor damage
 3. Suspect involved is motivated by hate or is gang-related
- Call 9-1-1
 - Photograph damage and document in written form
 - Assist Police in locating and identifying possible suspect(s) and/or witnesses

LESS SIGNIFICANT INCIDENT

1. Minor damage
 2. A call to police may not be necessary
 3. Problem may be addressed by applying school district policy
- Document damage in written form and / or with photographs
 - Contact Administrator (when appropriate)
 - Contact parent(s) and/or guardian(s), family and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.
- Also notify Executive Director of Business Services as appropriate (insurance reporting may be necessary)

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Larceny (Theft)

Follow these procedures whenever:

1. There is suspicion of a theft of items.
2. There has been a theft.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Provide Clear description of event / item(s) taken
- Keep scene free from contact
- Secure evidence
- Discourage discussion among students
- Follow emergency instructions as directed by police, fire, EMS, or Incident Command Structure.

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Assign someone to contact 911
- Send out Email to all teachers on situation
- Contact Crisis Management Response team (when appropriate)
- Follow instructions and assist emergency personnel
- Contact Administrator
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.
- Also notify Executive Director of Business Services as appropriate (insurance reporting may be necessary)

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Robbery or Extortion

Follow these procedures whenever:

1. **Unarmed Robbery:** the taking of property from a person by force or threat.
2. **Extortion:** Threatening another person for the purpose of extorting money or property, or to compel the threatened person to do an act against the threatened person's will.
3. **Armed Robbery:** The taking of property from a person by force or threat while armed with a weapon or article representing a weapon. **(Follow "Armed Subject/Weapons/Hostage" Plan)**

STAFF RESPONSIBILITIES

- Upon observation or suspicion of an unarmed robbery or extortion notify Principal / Main Office immediately of situation
- If able to make P.A announcement, announce "**Lock Down**"
- Speak calmly to the subject and to the other students
- Do not approach subject or attempt to confiscate weapon (in any)
- Communicate and cooperate
- Ask calmly for permission to evacuate area
- Follow "**Lock Down**" procedures

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact 911
- Announce "**Lock Down**" (if appropriate)
- Assign someone to meet emergency personnel with appropriate information and master keys
- Contact Administrator (when appropriate)
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Hazardous Materials

Follow these procedures whenever:

1. A hazardous material is release **within** the building. (Hazardous materials outside of the building may require a “**Shelter in Place**” response).

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation

IF EVACUATION IS NECESSARY AND POSSIBLE

- Announce Evacuation if capable
- Follow **emergency evacuation procedures** unless otherwise directed by building administrator or designee
- Take class roster and other emergency supplies

IF EVACUATION IS NOT POSSIBLE

- Announce shelter-in-place if capable
- Take shelter in or under the most secure location
- Identify ways to communicate with emergency personnel
- Refer to “**Shelter-in-place**” procedures

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact 911
- Shut down HVAC system (if appropriate)
- Sound Evacuation/Fire Drill alarm if assessment determines need OR direct evacuation via PA system/other methods of communication
- Notify emergency personnel about locations of oxygen, chemicals, or other explosive/flammable materials

IF EVACUATION IS NECESSARY AND POSSIBLE

- Direct evacuation procedures
- Direct transportation and reunification procedures
- Isolate those who may have been exposed from non-exposed individuals

IF EVACUATION IS NOT POSSIBLE

- Identify location(s) and students/staff not able to evacuate; communicate to emergency personnel
- Contact Administrator (when appropriate)
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities if contacted)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Suspected Abuse or Sexual Abuse

Follow these procedures whenever:

1. You suspect that a student has been a victim of abuse, sexual assault or criminal sexual conduct outside of the educational setting.
 - **NOTE: ANY** allegation **MUST** be taken seriously. **Educators are legally obligated by Michigan Law to report any suspicion of sexual assault or criminal conduct to Child Protective Services of the Michigan Department of Human Services (DHS).**
 - A copy of the “Child Protection Law” from the State of Michigan Department of Human Resources can be obtained from your program office.

STAFF RESPONSIBILITIES

Notify Principal / Main Office immediately of situation
Isolate the individual from other students
Document all information and conversations
Assure the individual that you care for their well-being
If the alleged attacker is a custodial caregiver, make this information known to Administrator and Child Protective Services

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and asses situation
- Have student counselor present
- Contact the 911 or local police department
- A request for an ambulance may be appropriate
- Assign someone to meet emergency personnel
- Contact Administrator (when appropriate)
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Child Abuse

Follow these procedures whenever:

1. A person has been, or indicates that they have been a victim of child abuse, whether while at home or while on school premises or during a school-based activity.
 2. You suspect that a student has been a victim of child abuse.
 - **NOTE: ANY allegation MUST be taken seriously. Educators are legally obligated by Michigan Law to report any suspicion of child abuse to Child Protective Services of the Michigan Department of Human Services (DHS).**
- A copy of the “Child Protection Law” from the State of Michigan Department of Human Resources can be obtained from your program office.

STAFF RESPONSIBILITIES

Notify Principal / Main Office immediately of situation
Isolate the individual from other students
Document all information and conversations
Assure the individual that you care for their well-being
If the alleged attacker is a custodial caregiver, make this information known to Administrator and Child Protective Services

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and asses situation
- Have student counselor present
- Contact the 911 or local police department
- A request for an ambulance may be appropriate
- Assign someone to meet emergency personnel
- Contact Administrator (when appropriate)
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Large Event

Follow these procedures whenever:

1. A meeting or program where large numbers of children and/or adults are gathered on school property and a crisis ensues.

STAFF RESPONSIBILITIES (Prior to event)

- Notify police on time and date of the event
- Indicate point of entry
- Mark access to building for emergency vehicle(s)
- Verify capacity of room and size of crowd (if able)
- Have predetermined locations for aftermath (i.e. emergency staging areas)
- Have personnel working the event to utilize portable radios – document all that have them

STAFF RESPONSIBILITIES

- Announce over P.A. **Evacuation**
- Contact 911
- Identify the location of the threat
- Move individuals away from the threat to safe location utilizing cover and concealment

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and asses situation
- Contact Administrator (when appropriate)
- Identify the location of the threat
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Pandemic

Follow these procedures whenever:

1. Whenever there has been a outbreak of a wide spread illness.

STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Isolate the individual from other students
- Document any recent trips / whereabouts
- Document any relatives or other individuals he/she has been around that are sick
- Document if he/she has been to the hospital – obtain Doctors name and location / contact information

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and asses situation
- Contact Administrator (when appropriate)
- Determine other staff/students that may have been around or near sick subject
- Determine other staff/students that may also be sick
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Pandemic (cont.)

1. Reported By:

Date Reported:

____ / ____ / ____
M M D D Y Y Y Y

District/School Name:

Last Name:

First Name:

2. Patient Information:

Last Name:

First Name:

City of Residence:

County:

Age at Onset:

Year(s) _____

Month(s) _____

Race (choose one):

Sex:

Male _____

Female _____

City:

White
 Unknown

Asian
 Black
 Native Hawaiian
 American Indian / Alaskan Native

3. Signs and Symptoms

Date of Symptom Onset:

____ / ____ / ____
M M D D Y Y Y Y

Anyone Sick in Household?

YES
 No

Been around anyone sick?

YES
 No

Location where presumed got sick:

When:

Where:

People been around in last 24 hrs:

Name(s) of Sick Individuals been in contact with:

What Symptoms does the patient have? (check all that apply)

___ Fever > 38 Deg C (100.4 Deg F)

___ Headache

___ Conjunctivitis

___ Cough

___ Feverish

___ Shortness of Breath

___ Sore Throat

___ Other (specify): _____

Bus Intruder

Follow these procedures whenever:

1. A person has/is tried/trying to gain access into a school bus.

STAFF RESPONSIBILITIES

- Do not open the door for any individual you do not know
- Immediately contact bus garage/ transportation and 911 of situation
- Instruct all students to duck down away from windows
- Drive away from threat / keeping in contact with transportation and 911

PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and asses situation
- Contact Administrator (when appropriate)
- Identify the location of the threat
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

IF INDIVIDUAL GAINS ENTRY

- Try and remain calm
- Do as instructed or demanded
- Do NOT anger the individual
- Remember help is on the way

Respond

- Document all information and conversations for future assistance and investigations.

Post-Incident: Complete any necessary Incident Reports and submit to appropriate personnel.

Recovery

1) Physical Recovery

In Progress Complete

- a. Assess damage to school property, identify safety hazards

Goal Date: _____ *Leader(s):* _____

- b. Determine measures necessary to repair facilities

Goal Date: _____ *Leader(s):* _____

- c. Determine how to provide services without use of heavily damaged facilities

Goal Date: _____ *Leader(s):* _____

- d. Develop timeline for repairing facilities

Goal Date: _____ *Leader(s):* _____

- e. Implement repair plan and oversee repair projects

Goal Date: _____ *Leader(s):* _____

How can I prepare for a property damage assessment?

Before an emergency:

Compile an Inventory of Assets

1.

Develop an estimate of potential loss
What could be lost?

2.

Estimate replacement cost
What it cost to replace lost items?

Quick Tip: Your insurance company may require you to compile an inventory of assets as part of your policy. It may be valuable to review their records before beginning your own.

Who should be involved with the damage assessment?

At minimum, the assessment team should include:

- Building / Facility Manager
- Facility Engineer / Contractor
- Insurance Adjuster

Priority: Determining whether it is safe to use facilities

Information obtained from:

MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education

Recovery (cont.)

2) Physical Recovery	In Progress	Complete
a. Assess damage to business / fiscal systems <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
b. Determine measures necessary to repair systems <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
c. Determine how to proceed without normal operating systems <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
d. Implement contingency plan and oversee repair projects <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>

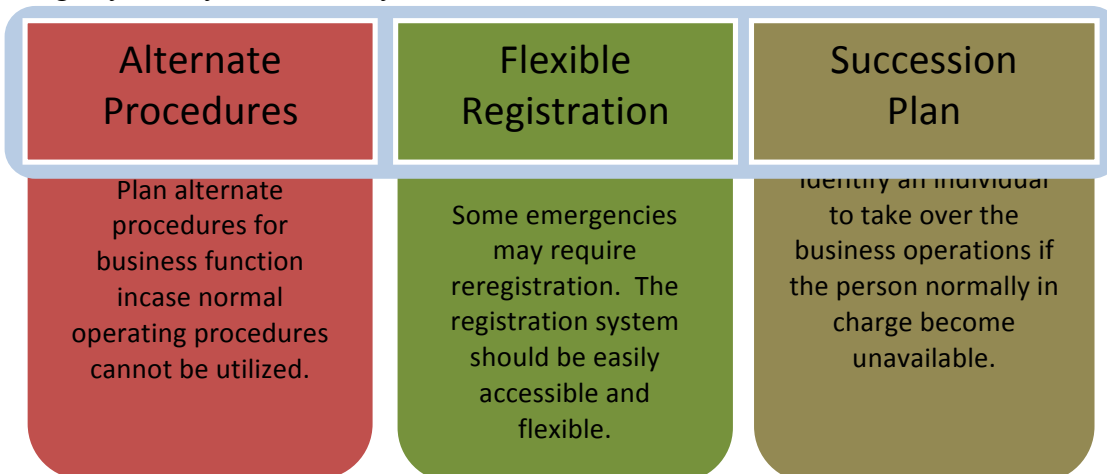
What should I include in my Business Contingency Plan?

Some emergencies may leave your school without commonly used systems including:

- Payroll
- Accounts Payable
- Accounts Receivable
- Student Records / Registration
- Other Computer-based Records

Quick Tip: Community partnerships are key! Work with local businesses or non-profits to plan for your potential business / fiscal operation needs. Keep a backup of your program in the Administrative Go-Kit.

If data centers and computer work stations are not heavily damaged you may be able to utilize generators. But, if they are damaged you may need to run your schools software at another location.



Information obtained from:

MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education

Recovery (cont.)

3) Academic Recovery

In Progress Complete

a. Resume classes

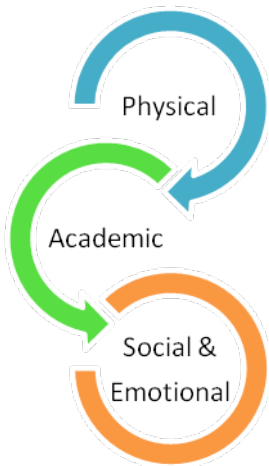
Goal Date: _____ Leader(s): _____

b. Resume before / after school programming

Goal Date: _____ Leader(s): _____

c. Resume extra-curricular activities

Goal Date: _____ Leader(s): _____



**Academic, physical and social-emotional
Recovery are all closely related.**

Primary objective: Restore normalcy to school environment

To Achieve normalcy schools may need to resume programs gradually to allow students time to recover and refocus.

Quick Tip: Social and Emotional Recovery is probably the most challenging. Professional development in the area of mental health may help prevent / mitigate emergencies as well as support the recovery process if an emergency does occur.

Academic Recovery may require:

- Flexibility and Creativity
- Operating jointly with another school in their facilities
- Portable classrooms, or utilization of non-school buildings in the community



Information obtained from:

MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education

Recovery (cont.)

3) Social and Emotional Recovery

In Progress Complete

a. Immediate Responst

- | | | |
|---|-----------------------|-----------------------|
| i. Clearly and consistently communicate with community
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | <input type="radio"/> | <input type="radio"/> |
| ii. Provide counseling services to students, staff and faculty
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | <input type="radio"/> | <input type="radio"/> |

b. Long-term Response

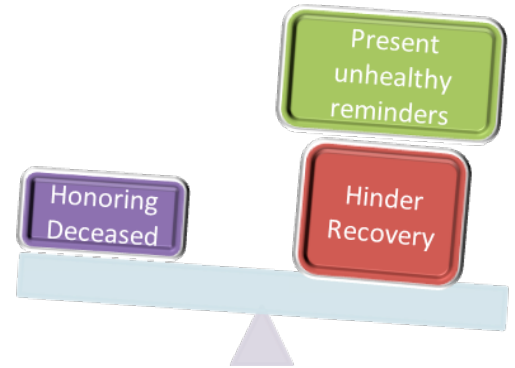
- | | | |
|---|-----------------------|-----------------------|
| i. Clearly and consistently communicate with community
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | <input type="radio"/> | <input type="radio"/> |
| ii. Determine how to address memorial and commemoration requests
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | <input type="radio"/> | <input type="radio"/> |

How can we prepare to respond to Social and Emotional needs?

Identify mental health resources in your community and establish a list. Also, establishing pre-planned partnership agreements with local mental health providers can quicken response and recovery.

Memorials and Commemoration

After a tragedy your school may receive inquiries about establishing memorials and commemorating those lost in the tragedy. Your school should weigh the benefits and disadvantages.



Caring for Caregivers

Teachers, counselors and emergency responders are also dealing with a large burden. Care for caregivers by providing counseling services, facilitating conversation groups and establishing relaxing areas for them to rest.

Key Points

- Physical safety is imperative for academic and social-emotional recovery to occur.
- Community Partnership agreements can help speed up all four types of recovery.
- Flexibility and creativity are crucial to recovery.

Recovery may take years. Be prepared to care for your student, faculty, staff and

Information obtained from:

