

# BEAL CITY EMERGENCY OPERATIONS PLAN

## Including:

Building Emergency Response Teams (BERT)  
Medical Emergency Response Teams (MERT)  
Cardiac Emergency Response Plan

January 2015

Updated September 2019

"Nothing replaces good old fashion common sense"



Beal City Emergency Operations Plan

**“Crises have the potential** to affect every student and staff member in a school building. Despite everyone’s best efforts at crisis prevention, it is a certainty that crises will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Being well prepared involves an investment of time and resources—but the potential to reduce injury and save lives is well worth the effort.”

- Practical Information for Crisis Planning: A Guide for Schools and Communities, January 2007

**“You can’t predict** when or where, but you can be prepared!”

-ALICE institute

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This Emergency Operations Plan (EOP) template is the result of collaboration between education and first response agencies and based on guidelines from the Federal Emergency Management Agency (FEMA) and the Department of Education. Information presented in this document are for your consideration and implementation may differ at your local jurisdictional level.

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- The title of this document is *Beal City School Emergency Operations Plan (EOP)*.
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<sup>1</sup> Section 13(1)(y) of the Michigan Freedom of Information Act (FOIA) Act 442 of 1976, (15.2 MCL) states: "Records or information of measures designed to protect the security or safety of persons or property, whether public or private, including, but not limited to, building, public works, and public water supply designs to the extent that those designs relate to the ongoing security measures of a public body, capabilities and plans for responding to a violation of the Michigan anti-terrorism act, chapter LXXXIII-A of the Michigan penal code, 1931 PA 328, MCL 750.543 to 750.543z, emergency response plans, risk planning documents, threat assessments, and domestic preparedness strategies, unless disclosure would not impair a public body's ability to protect the security or safety of persons or property or unless the public interest in disclosure outweighs the public interest in nondisclosure in the particular instance."

The Beal City Emergency Operations Plan (EOP) has been completed and approved through a collaboration of effort throughout the community, including:

Please sign above your name:

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**William Chilman**  
School Superintendent

---

**Jason Johnston**  
Elementary School Principal

---

**Dan Boyer**  
High/Middle School Principal

---

**Mike Main**  
Law Enforcement Representative

---

**Dave Livermore**  
Fire Department Representative

---

**McCarthy Griffis**  
Emergency Manager

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Signatory Page

## BERT TEAM SIGNATURES

The Superintendent is in charge of the total school operation. She/he is the BERT-Incident Commander. The BERT IC assigns, directs, and coordinates efforts of the BERT-TEAM. When the Superintendent is absent, the alternative BERT IC assumes his/her duties. If he/she is absent, the next alternative shall be in charge. All members of the BERT Team have been crossed trained and will be expected to take the Incident Command System position that may be assigned to them.

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BILL CHILMAN

---

DAN BOYER

---

JASON JOHNSTON

---

SARA MILLEROV

---

CARRIE BLEISE

---

JASON MCDONALD

---

AARON BUTKOVICH

---

ROD FREEZE

---

CHADD FLETCHER

---

DIANNE FUSSMAN

---

MELISA HALL

---

BEN EGGENBERGER

---

LEIGHA COMPSON

Signatory Page



## Key Terms and Acronyms

The following are key terms and acronyms found throughout this document and/or applicable to emergency preparedness. They may also provide a future benefit to schools in supporting the development of emergency response plans.

### A

**Active Violence Incident (AVI).** An incident involving armed perpetrators where violence is on-going and a delayed police response could result in death or great bodily harm to victims.

**AED.** Automated External Defibrillator.

**ALICE.** A proactive approach to a critical incident that provides additional options beyond the single response of Lockdown. ALICE is an acronym that stands for Alert, Lockdown, Inform, Counter, Evacuate.

**ARC.** American Red Cross.

**Assessment.** The evaluation and interpretation of measurements and other information to provide a basis for decision-making.

### B

**BERT.** Building Emergency Response Team

**Bollard.** A vehicle barrier consisting of a cylinder, usually made of steel and sometimes filled with concrete, placed on end in the ground and spaced about three feet apart to prevent vehicles from passing, but allowing entrance of pedestrians and bicycles.

### C

**CBRNE.** Chemical, Biological, Radiological, Nuclear, Explosive.

**CCTV.** Closed Circuit Television.

**CERT.** Community Emergency Response Team.

**CO.** Chief of Operations

**Continuity of services and operations.** Controls to ensure that, when unexpected events occur, departmental/agency minimum essential infrastructure services and operations, including computer operations, continue without interruption or promptly resumed, and that critical and

sensitive data are protected through adequate contingency and business recovery plans and exercises.

**COOP.** Continuity of Operations Plan (*see also **Continuity of services and operations***).

**CPR.** Cardiopulmonary Resuscitation.

**CSC.** Criminal Sexual Conduct (Sexual Assault).

## D

**DHS.** U.S. Department of Homeland Security.

**Disaster.** A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- Involves a large area, sizable population, and/or important facilities.
- May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- Requires community-wide warning and public instructions.
- Requires a response by all local response agencies.
- Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- The Emergency Response/Operations Plan will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

**DOE.** U.S. Department of Education

**Drill.** A coordinated, supervised activity usually employed to validate a specific function or capability in a single agency or organization. Drills are commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills.

## E

**EMI.** Emergency Management Institute.

**Emergency.** Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

- Involves a limited or large area, limited or large population, or important facilities.
- Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- Warning and public instructions are provided in the immediate area, not community-wide.
- One or more local response agencies or departments normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- May require external assistance from other local response agencies or contractors.
- May require community-wide warning and public instructions.
- The Emergency Operations Plan may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

**Emergency Operations Plan (EOP).** A document that describes how people and property will be protected in emergency situations; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in the emergency; and, outlines how all actions will be coordinated.

**EMS.** Emergency Medical Services.

**Evacuation.** Organized, phased, and supervised dispersal of people from dangerous or potentially dangerous areas.

## F

**FEMA.** Federal Emergency Management Agency.

**First responder.** Local police, fire, and emergency medical personnel who first arrive on the scene of an incident and take action to save lives, protect property, and meet basic human needs.

**FOIA.** Freedom of Information Act.

**Full-scale exercise (FSE).** Typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. FSEs often include many players operating under cooperative systems such as the Incident Command System or Unified Command.

## G

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## H

**Hazard Analysis.** A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

**Hazardous Material.** A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazardous materials include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

**HazMat.** Hazardous Material.

**HSEEP.** Homeland Security Exercise and Evaluation Program.

**HSPD.** Homeland Security Presidential Directive.

**HVAC.** Heating, Ventilation, and Air-Conditioning.

## I

**IC.** Incident Command

**ICP.** Incident Command Post.

**Incident Command System (ICS).** A standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

**IP Camera.** Internet Protocol Camera.

**IS.** Independent Study.



**IT.** Information Technology.

## J

**Job Action Sheet (JAS).** A checklist for defining and performing a specific emergency response functional role.

## K

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## L

**LED.** Light-Emitting Diode.

**LEP.** Limited English Proficiency.

## M

**Magnetometers.** Metal Detectors.

**MDCH.** Michigan Department of Community Health

**MDE.** Michigan Department of Education.

**MERT.** Medical Emergency Response Team

**Minimum measures.** Protective measures that can be applied to all buildings regardless of the identified threat. These measures offer defense or detection opportunities for minimal cost, facilitate future upgrades, and may deter acts of aggression.

**Mitigation.** Those actions taken to reduce the exposure to and impact of an attack or disaster.

**MSP.** Michigan State Police.

## N

**N/A.** Not Applicable.

**NIMS.** National Incident Management System.

**NOAA.** National Oceanic and Atmospheric Administration.

**NRF.** National Response Framework.

O

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P

**PIO.** Public Information Officer

**PPE.** Personal Protective Equipment.

**Preparedness.** Establishing the plans, training, exercises, and resources necessary to enhance mitigation in order to achieve readiness for response to, and recovery from all hazards, disasters, and emergencies, including weapons of mass destruction incidents.

**Protective measures.** Elements of a protective system that protect an asset against a threat. Protective measures are divided into defensive and detection measures.

Q

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R

**Response.** Executing the plan and resources identified to perform those duties and serves to preserve and protect life and property as well as provide services to the surviving population.

**Risk.** The potential for loss of, or damage to, an asset. It is measured based upon the value of the asset in relation to the threats and vulnerabilities associated with it.

S

**SAMHSA.** Substance Abuse and Mental Health Services Association.

**SVA.** Security and Vulnerability Assessment.

T

**Tabletop Exercise.** An exercise intended to generate discussion of various issues regarding a hypothetical, simulated emergency.

**Threat.** Any indication, circumstance, or event with the potential to cause loss of, or damage to an asset.

**TTX.** Tabletop Exercise.

U

**UC.** Unified Command.

V

**VA.** Vulnerability Assessment.

**Vulnerability.** Any weakness that can be exploited by an aggressor, or make an asset susceptible to hazard damage.

W

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X

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Y

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Z

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## Sources

The following are key references used during the development of this guidance. They may also provide a future benefit to schools and districts in supporting the development of local emergency response plans.

### ALICE Institute

- ALICE Institute: [www.aliceinstitute.com](http://www.aliceinstitute.com)

### Michigan Department of Community Health (MDCH)

- MI HEARTSafe School: [www.mi.grc.org/miheartsafe](http://www.mi.grc.org/miheartsafe)

### Michigan Department of Education (MDE)

- MI Ready Schools Emergency Planning Toolkit

### U.S. Department of Education (DOE)

- A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, 2008
- Emergency Response and Crisis Management (ERCM) Technical Assistance Center, ERCMExpress, Volume 2, Issue 1, 2006, Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning

### U.S. Department of Homeland Security (DHS)

- K-12 School Security Checklist, April 2013
- National Preparedness Goal, September 2011
- Homeland Security Exercise and Evaluation Program (HSEEP)
- [www.dhs.gov](http://www.dhs.gov)

### Federal Emergency Management Agency (FEMA)

- Guide for Developing High-Quality School Emergency Operations Plans, 2013
- Post-Disaster Reunification of Children: A Nationwide Approach, November 2013

- Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings (FEMA 426), December 2003.
- Independent Study (IS)-100.b: Introduction to the Incident Command System
- IS-100.sca: Introduction to the Incident Command System for Schools
- IS-120.a: An Introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning
- IS-139: Exercise Design
- IS-200.b: ICS for Single Resources and Initial Action Incidents
- ICS-300: Intermediate Incident Command System
- IS-362.a: Multi-Hazard Emergency Planning for Schools
- IS-366: Planning for the Needs of Children in Disasters
- IS-393.a: Introduction to Hazard Mitigation
- ICS-400: Advanced Incident Command System
- IS-547.a: Introduction to Continuity of Operations
- IS-700.a: National Incident Management System (NIMS), an Introduction
- IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- IS-702.a: National Incident Management System (NIMS) Public Information Systems
- IS-703.a: NIMS Resource Management
- IS-704: NIMS Communications and Information Management
- IS-706: NIMS Intrastate Mutual Aid - An Introduction
- IS-800.b: National Response Framework (NRF), an Introduction
- IS-907: Active Shooter: What You Can Do
- IS-914: Surveillance Awareness: What You Can Do
- [www.fema.gov](http://www.fema.gov)
- <http://training.fema.gov/is/>

#### State of New York

- New York State School Safety Guide, Revised 2013



# General Information

## Section 1

**The purpose** of the Beal City Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Beal City School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc., and other members of the community with assurances that Beal City School has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following plan outlines guidelines and procedures for dealing with present and/or potential incidents or hazards facing students and schools. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty/staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Beal City School regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases Beal City School's legal protection. In the past, schools without incident management procedures have been found liable. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines based on common professional practices provides a margin of protection against liability.

## Scope of the Plan

The Beal City School EOP outlines the expectations of the faculty/staff, the roles and responsibilities, direction and control systems, internal and external communications plans, training and sustainability plans, and authority and references as defined by local, tribal, state, and federal government mandates. It also outlines common and specialized procedures as well as specific hazard vulnerabilities and response/recovery.

## School Board Policy Statement

The Beal City School EOP operates within the framework of Beal City School District policies. Beal City Board of Education reviewed and adopted this EOP, including ALICE protocols October, 2019.

## Situation Overview

### School Population

680	Students
6	Administrators
5	Office/Support Staff
38	Teachers/Specialists
10	Instructional Assistants
5	Cafeteria Staff
6	Maintenance/Custodial Staff
7	Bus Drivers
<#>	<Other>

### Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Population

Beal City School is committed to the safe evacuation and transport of students/staff with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff. The access and functional needs, as well as deaf, deaf/blind and hard-of-hearing population includes students/staff with:

- Blindness or visual disabilities.
- Cognitive or emotional disabilities.
- Deafness or hearing loss.
- Mobility/physical disabilities (permanent and temporary).
- Medically-fragile health (including asthma, diabetes, and severe allergies).



### Translation Services

Many Beal City School students and volunteers may use English as a Second Language (ESL), or English Language Learners (ELL), and may require the following translation services in the event of an emergency:

Translation Services Required
None Required at this time

## Hazard Analysis Summary

Beal City School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The following table briefly discusses Beal City School’s high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
<b>NATURAL</b>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
FLOODING (FLASH FLOOD, RIVER, OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
<b>HUMAN MADE</b>					
CHEMICAL / HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
MEDICAL EMERGENCY (INCLUDING CARDIAC ARREST)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
KIDNAPPING / ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

## Planning Assumptions and Limitations

### Planning Assumptions

Stating the planning assumptions allows Beal City School to deviate from the plan if certain assumptions prove not to be true during operations. The Beal City School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage, etc.) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- As outlined in the FEMA national standards, schools may have to rely on their own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, visitors, and/or students/staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive.
- Proper prevention and mitigation actions, such as creating a safe school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the school EOP and providing frequent opportunities for stakeholders (students/staff, parents/guardians, etc., first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

### Limitations

It is the policy of Beal City School that no guarantee is implied by this plan of a perfect incident

management system. As personnel and resources may be overwhelmed, Beal City School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

## References

### Additional Planning References

- All-Hazards Emergency Operations Planning Guidance for Schools 2014.
- MI HEARTSafe Schools: [www.migr.org/miheartsafe](http://www.migr.org/miheartsafe)



# Concept of Operations

Section 2

**During the initial response**, school personnel are usually first on the scene.

Staff and faculty will take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff and faculty will seek guidance and direction from local officials and may seek technical assistance from local, state, and federal agencies and industry where applicable.

The principal or designee is responsible for activating the Beal City School EOP, including common and specialized procedures, as well as hazard-specific procedures. These immediate actions may include:

**Our Standard Security Exterior doors locked, Entrances are monitored, and buzzer systems are utilized.**

#### Secure Mode

- When an occurrence in vicinity may be deemed a potential concern. All exterior doors and windows are locked, outside activities are cancelled. Inside activities continue as usual and perimeter is monitored.

#### Lockdown

- When a person or situation presents an immediate threat to students/staff in or near the building. All exterior doors and classroom doors are locked and students/staff stay in their offices, work areas, and classrooms.

#### Evacuation

- When conditions are safer outside than inside a building. Requires all staff/students to leave the building immediately.

#### Shelter-in-place

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



### Notification Procedures

In case of an emergency at Beal City School, the flow of information **after calling 9-1-1** shall be from the school to the District Office. Information will include the nature of the incident and the impact on the school building and students/staff.

In the event of a fire, the individual discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter-in-place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

In the event Beal City School is in receipt of information, such as a weather warning that may affect any school within the district, the information shall be provided to the District Office.

### Notification During Summer or Other School Breaks

If a school administrator or other Building Emergency Response Team (BERT) member is notified of an emergency during the summer (or other break period), the response usually will be one of limited school involvement. In that case, the following steps will be taken:

- Institute the phone tree to disseminate information to BERT members and request a meeting of all available members. *See Appendix A for Emergency Contact Rosters.*
- Notify general faculty/staff and families of students with appropriate information.
- Schedule a faculty/staff meeting for an update the week before students return to school.
- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

## Assignment of Responsibilities

### District Central Office

Keep informed about the EOP and know what part they play and accept those responsibilities.

Work directly with the IC on site

Coordinate with outside districts for support/supplies.

Ensure parents are advised of situation and their responsibilities.

Ensure reunification site is being addressed

### Principal

Carry out Superintendent's directions and keep them informed of plans and actions-EOP should be provided

Care for/monitor all warning systems to ensure their functionality

Order/monitor drills and trainings

Provide a copy of the EOP to all emergency services in their jurisdiction

Report any missing persons to emergency personnel and superintendent

Assume the role assigned and report directly to the IC

### Office Staff

Keep informed about the EOP and know what part they play and accept those responsibilities.

Assist with communication and warning.

Maintain and have on hand a complete list of students and staff with phone numbers.

Maintain a supply of first aid equipment.

Monitor the use of telephones to keep lines free for the BERT IC.

Act as PIO, providing information to the superintendent.

**Building Emergency Response Team (BERT)**

Keep informed about the EOP and know what part they play and accept those responsibilities.

Organize team response activities.

Provide assistance during an emergency, in accordance with designated roles.

Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the plan.

<Insert responsibility #5>

**Teachers/Instructional Assistants**

Keep informed about the EOP and know what part they play and accept those responsibilities.

Keep emergency information/class list available at all times during an emergency.

Know the whereabouts of their students at all times and report missing immediately.

Know proper emergency response procedures (where to go/what to do) depending on the nature of event.

Ensure special provisions are made to assist the handicapped/special needs during the event.

Render first aid if necessary.

Assist as directed by Beal City faculty or Superintendents secretary.

**Counselors, Social Workers, and Psychologists**

Keep informed about the EOP and know what part they play and accept those responsibilities.

Render first aid if necessary

Assist in the transfer of students when safety is threatened by a disaster/event.

Help coordinate the activities of emergency service personnel.

Assist as directed by the principal.

**School Nurses/Health Assistants**

Keep informed about the EOP and know what part they play and accept those responsibilities.

Provide first aid /emergency treatment as needed.

Communicate first aid/emergency treatment needs to the emergency service personnel.

Assist as directed by the principal.

#### Custodians/Maintenance Personnel

Keep informed about the EOP and know what part they play and accept those responsibilities

Assume responsibility for the safety factors of the physical plant during an emergency. Shut off gas /electric if emergency warrants.

Ensure inspection/maintenance of fire-fighting equipment.

Chart shut off valves and switches for gas, water, and electricity. Complete appropriate appendices to include in the EOP and post for others to use in an emergency.

Assist in checking for power line or building damage for exit safety.

Report any structural defects/physical hazards to the IC

#### Food Service/Cafeteria Workers

Keep informed about the EOP and know what part they play and accept those responsibilities

Maintain facilities and equipment for the preparation/distribution for food and water.

Maintain quantities of food/water as authorized by superintendent/principal during an emergency.

Assist as directed by the principal.

Ensure ovens/dishwashers are turned off before exiting the building.

#### Bus Drivers

Keep informed about the EOP and know what part they play and accept those responsibilities

Supervise the care of students if an emergency occurs while they are on the bus.

Transport student to new location when directed by the IC or authorized agent.

Follow procedures of transport policy for emergency situations.

All media inquiries are to be directed to the IC or their designee (PIO) if established.

**Other Staff**

Keep informed about the EOP and know what part they play and accept those responsibilities

Supervise students under their charge, taking steps to ensure safety.

Render first aid as necessary

Execute assignments as directed by the IC or supervisor.

Report and missing or injured students to the IC or designee.

**Students**

Make every effort to maintain disciplined reaction to emergencies.

Obey direction from teacher.

Exit the building following teacher in an orderly manner.

Assist handicapped/special needs students when possible.

Know appropriate actions to be taken when arriving home.

**Parents/Guardians, Etc.**

Make every effort to maintain disciplined reaction to emergency.

Follow directions given in the Power Announcement as to when and where to pick up their children.

Provide photo identification at reunification.

Follow all State and Local laws during the event.

<Insert responsibility #5>

**Direction and Control**

The designated Site Incident Commander is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations within their building.

During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment necessary to carry out the responsibilities and assignments of the BERT may be directed by the Crisis Team Coordinator.

If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, and/or the state will be requested.

**Emergency Facilities/Building Emergency Response Team Post**

This post will be established on-scene, away from risk of damage from the emergency, most likely in the Central office. If needed, however, alternate locations may be identified. Pre-determined sites for command posts outside the school building will be identified, in cooperation with local emergency responder agencies.

An off-site post will be established in the vicinity of the incident site should an emergency situation threaten, but not yet occur, or if there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage).

Primary Post Location:	Central Office inside the Building, Football Field Press Box outside the Building
Alternate Post Location:	K of C Hall on East Beal City Rd.

**Continuity of School Administration**

The line of succession for the Superintendent/principal is:

1.	Alternate Incident Commander/Designee
2.	PIO
3.	Other BERT Team Members or Designee

### **BERT Compilation/Responsibilities**

Beal City Schools shall have a BERT-Building Emergency Response Team consisting of the Superintendent, High/Middle School Principal, Elementary School Principal, Maintenance Director, School Counselor, Assistant Athletic Director, and any others deemed necessary. Final decisions in all emergency situations will be made by the Superintendent and the Principal or designated BERT Incident Commander. BERT Team members will be appointed yearly and will meet monthly. A list of these members will be kept in the Emergency Response Plan. (See Appendices A-1, *School Building Emergency Response Team (BERT)*)

### **BERT Responsibilities**

The duties and responsibilities of the committee shall include:

1. Become acquainted with all aspects of emergency preparedness.
2. Review, at least yearly, the emergency preparedness program and make changes when necessary.
3. Review and update the Emergency Response Plan yearly.
4. Plan, carry out, and evaluate emergency drills throughout the school year.
5. Inspect and test the emergency equipment at regular intervals.
6. Provide training opportunities for staff members in the proper use of fire extinguishers and other fire-fighting equipment.
7. Assign a chain of command so that in the event the administrators are absent, some members of the BERT Team will have the authority to act on their behalf.



## BERT Position Overview

Incident Commander: Bill Chilman – Dan Boyer (Alternate) – Jason Johnston (Alternate)

The incident commander is solely responsible for all emergency/disaster operation and remains at the command post to direct all emergency operations. Several individuals report directly to the incident commander.

Safety Officer: Jason Johnston and Dan Boyer

The safety officer works directly with the incident commander to ensure safety of responders and support staff, including but not limited to, the proper use of personal protective equipment, utility safety, weather, and similar hazards.

Public Information Officer: Sara Millerov – Leigha Compson (Alternate)

The public information officer handles all communication responsibilities and serves as the official spokesperson for the district. The PIO will work as a liaison to the media outlets.

Liaison Officer: Jason McDonald – Aarron Butkovich (Alternate)

The liaison officer serves as a point of contact and coordinates with representatives from outside agencies involved in the emergency incident. The LO assumes incident commander responsibilities when they are away from the command post.

Operations: Rod Freeze – Chadd Fletcher (Alternate)

The Chief of Operations is in charge of all staff members who have student responsibilities. This person manages student supervision, care and release.

Documentation: Diane Fussman – Melisa Hall

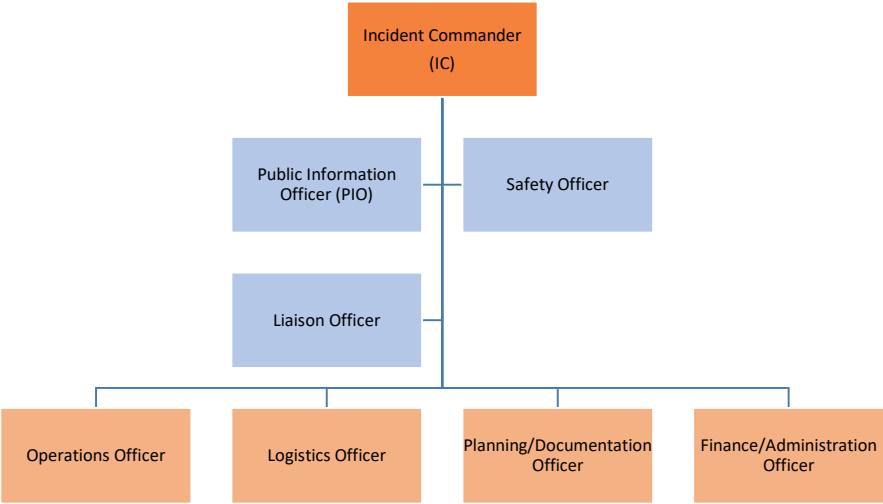
Documentation personnel keep an active written log of all events, activities, phone calls and procedures that occur during the emergency situation. After the situation has been resolved, they will prepare student attendance records to be passed on to emergency personnel.

Logistics: Ben Eggenberger – Carrie Bleise

The logistics officer gives the building emergency signals to the building. This person contacts emergency personnel, controls use of district phones and hands out equipment and supplies.

BERT Incident Command System

**BERT Incident Command Team  
Chain of Command**



Concept of Operations

## Coordination

### Coordination with Policy/Coordination Group

In complex incidents, District Central Office will take an active role in the following.

- Support the on-scene Site Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.

The principal or designee will keep District Central Office informed.

### Coordination with First Responders

An important component of the Beal City School EOP is a set of interagency agreements between various local and county agencies to aid in timely communication. These agreements help coordinate services between the agencies and Beal City School.

Various agencies and services include, but are not limited to, local and county government, such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements may also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

Upon arrival of qualified first responders, command will be transferred, and a transfer of command briefing shall occur. The school's Site Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

## Communications

Communication is a critical part of incident management. This section outlines Beal City School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, students/staff, parents/guardians, etc., responders, and media.

### Internal Communications

#### Communication between Staff/Faculty Members

In general, communications will be via telephone. School staff are not permitted to communicate with outside agencies or individuals during an emergency – all communications should be coordinated through the School Command Post. Exceptions may be when staff are required to call 911 for emergency assistance. (See Appendixes A-4, *Beal City Public Schools-Superintendent/Administration Directory*)

### External Communications

The Beal City Public School System, in partnership with emergency officials, is working to ensure that our community is prepared for any emergency. Our schools have an important role in that partnership.

#### Communication with Parents/Guardians, Etc.

Before an incident occurs, Beal City School will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Identify parents/guardians, etc., who are willing to volunteer in case of an incident. Include them in preparation efforts and training.
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, Beal City School will:

- Disseminate information via:
  - The school system's website
  - News media
  - PowerSchool Alert phone call, text, and email.
- Implement a plan to manage phone calls and parents/guardians, etc., who arrive at the

school.

- Describe how the school and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents/guardians, etc., can receive updated incident information.
- Inform parents/guardians, etc., and students/staff about when and where school will resume.

In the event of a community emergency, important information will be broadcast on the following radio and television stations listed below. School or county emergency management officials will give detailed information on what to do in an emergency.

<b>Emergency Alert System Broadcast Stations</b>	<b>Other Local News Media</b>
WUPS FM 98.5 WCFX 95.3 WCZY104.3	TV - Channel 9 & 10 (CBS) TV- Channel 5 (NBC) TV- Channel 12 (ABC)

**Communication with the Media**

In the event of an incident, the Site Incident Commander will:

- Designate a Public Information Officer (PIO) that will communicate all information with District Central Office.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate with the Central District Office.

Beal City School staff members are to refer all questions and requests for information to the designated spokesperson. The District Central Office maintains media contacts at the major television, Internet, and radio stations. In the case of an incident, these media contacts will broadcast Beal City School’s external communications plans, including the information hotline for parents/guardians, etc.

**Communication with First Responders**

The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Beal City School frequently exercises the EOP with first responders to practice effective coordination and transfer of command.

### Communication after an Incident

After the safety and status of students/staff have been assured, and emergency conditions have abated, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

#### The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine information technology assets and personnel resources. Determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged structures, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so temporary space reallocation needs and strategies can be estimated.
- Arrange for ongoing status reports during the recovery activities to:
  - Estimate when the educational program can be fully operational.
  - Identify special building, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate students/staff and parents/guardians, etc., on available crisis counseling services.
- Inform the district of recovery status.

#### The school district will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, videoconferencing, tele-group tutoring, etc.).
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites,

half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## Administration, Finance, and Logistics

### Agreements and Contracts

If school resources prove to be inadequate during an incident, District Central Office will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are in writing and entered into by authorized school officials. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

Pre-negotiated agreements and contracts are included in *Appendix J: Memorandums of Agreement/Understanding*.

### Finance

District Central Office is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be completed in accordance with the established local fiscal policies and standard cost accounting procedures.

### Recordkeeping

#### Activity Logs

The ICS Section Officers will maintain accurate logs, recording key incident management activities, including:

- Issuance of protective action recommendations to the students/staff.
- Evacuations.
- Casualties.
- Mitigation or termination of the incident.

#### Preservation of Records

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records.

The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex is included in Appendix F of this plan.

The Beal City School's BERT is responsible for the overall maintenance and revision of the EOP.

The superintendent is responsible for approving and promulgating this plan. Local fire, law enforcement, and emergency manager approval and suggestions will also be requested.

## Plan Development, Maintenance, and Distribution

### Approval and Dissemination of the Plan

Together the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review and validate the plan.
- Present the plan to district staff for comment or suggestion.
- Obtain plan approval.
- Distribute the plan only as needed due to security.

### Record of Changes

Changes made annually at the beginning of each school year. Each update or change to the plan will be tracked during that school year. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format (Page 9 of this EOP) and maintained by the School BERT.

### Record of Distribution

Copies of plans and annexes will be distributed to individual buildings. Building principal will distribute plan internally as appropriate.

### Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the school BERT, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The school EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or



school structure occur.

## Training and Exercising the Plan

The principal understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Principal will coordinate training and exercising efforts in accordance with state law.

Basic and refresher training sessions will be conducted by October 15<sup>th</sup> of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers which provides orientation to the building EOP.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted throughout the school year per state and district requirements. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

It is recommended that all staff members develop personal and family emergency plan. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.



# Recovery

## Section 3

**Recovery** is the phase of emergency management that includes actions taken to return to a normal or an even safer situation following an emergency. This can range from resuming normal classroom activities to addressing the emotional strains that result from a traumatic experience.

A majority of this section is adapted from the *New York State School Safety Guide, Revised 2013*.

## Recovery Roles Following an Emergency

### School Principal/Administrators

- Provide assistance to first response agencies in the ICS.
- Be visible, available, and supportive.
- Provide the facts to dispel rumors.
- Contact families of victims.
- Provide updated information to all.
- Provide staff with next steps and guide them in what to tell students.
- Develop written statements that the teachers can read to the classes and can be sent home for parents/guardians, etc.
- Assist students/staff in dealing with their own reactions.
- Communicate with the District Office and the school board.
- Implement plans for providing counselors, additional health services, and resources:
  - Both short- and long-term.
  - Multilingual, access, and functional needs, as well as deaf, deaf/blind and hard-of-hearing individuals.
- Develop and maintain an information line for victims and their families.
- Keep in close contact with injured victims and their families.
- Keep parents/guardians, etc., informed of the support services being made available to their children.
- Provide resources to parents/guardians, etc., to help them deal with their children's reactions.

### Managing the School Environment

- Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.

- Deal with the issues surrounding any deceased student's/staff's empty chairs, locker, or desks.
- Evaluate how the affected areas of the school where the incident took place will be handled when students/staff return to school--this should be done in collaboration with families of the victims and the school community.

#### **Memorials, Funerals, and Anniversaries**

- Allow excused absences and time off for all students/staff who wish to attend funerals and memorials.
- Cooperate with families who are planning memorials and activities to honor victims.
- Where possible, avoid conducting funerals at the school.
- Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials:
  - Consider living memorials, such as trees, as an option where on-site memorials are not appropriate.
  - Include students/staff, families of victims, and community members in planning for memorials.
- Determine whether families want recognition of victims at graduation ceremonies, assemblies, in yearbooks, or on anniversary dates.
- Plan ahead for emotional needs of the school community and media attention the school may receive on the one-year anniversary of the incident.
- Consider the special needs of families of offenders.
- Ensure that someone is at the home of the deceased victims and offender(s) during funerals and memorials to prevent burglary and vandalism.

#### **Closure of the Mourning Period and Moving Forward**

- Consult with counselors and students/staff regarding when an appropriate time would be to signal the closure of the mourning period.
- Conduct a public ceremony to symbolize closure of the mourning period and control media access to it.
- Hold a parent's/guardian's, etc., night to bring closure to a crisis.
- Strive to return to learning as quickly as possible--begin school and move forward.

#### **Capture Lessons Learned**

- Conduct meetings with building and district personnel to review lessons learned from the experience.
- Hold debriefings to determine the adequacy of the safety plans based on the lessons learned.
- Make necessary modifications to the plans.

- Write “thank you” notes to community resource people who provided support during the incident.

#### Teachers and Staff

- Cooperate with law enforcement to maximize investigative effectiveness.
- Assist victims and other students with reentry into the school environment.
- Provide accurate information to students and dispel rumors.
- Provide stress and trauma-reducing activities, such as artwork, music, and writing.
- Model appropriate responses to the crisis and allow for a range of emotions for the students to express.
- Alter curricula and postpone local testing, as needed.
- Ensure librarians have books available that deal with managing grief and other reactions to crisis situations.
- Train teachers and staff to be aware of warning signs of grief and depression.
- Train teachers and staff to implement techniques to deal with the range of students’ emotions related to crisis situations.
- Hold classroom discussions about the incident and how to cope with the aftermath.
- Be aware and careful of the use of television broadcasts in the classroom--it can re-traumatize.
- Lower flags to half-staff.
- Seek assistance for dealing with your personal feelings regarding the incident.

#### Counselors, Psychologists, and Social Workers

- Make yourself available by clearing your schedule and providing counseling space.
- Visit the classrooms of any seriously injured or deceased student(s) and follow their schedule.
- Organize and provide individual and group counseling, as needed to students/staff.
- Offer counseling support and referrals to parents/guardians, etc., of affected students.
- Locate and coordinate counseling assistance throughout the community, including counselors from nearby schools.
- Make referral forms available and establish self-referral procedures.
- Provide counseling for the crisis team and emergency response personnel.
- Keep records of affected students and provide follow-up services.

#### Parents

- Learn, recognize, and assist children with their reactions--some common reactions are: unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
- Encourage children to receive counseling or to speak to a trusted adult regarding their feelings surrounding the incident.
- Consider attending school, as needed, with children who are very fearful of returning to their classes.
- Seek counseling, as needed, in order to be able to remain physically and emotionally healthy and available for your children.

#### The Community

- Volunteer time and resources to victims.
- Provide services to meet the needs of victims.
- Provide a central location where other members of the community can go to receive information about the types of assistance available and/or needed.

#### Law Enforcement

- Conduct a thorough investigation, including debriefing of all persons present at the time of the incident.
- Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel.
- Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crimes.
- Work with schools to coordinate news releases.
- Provide schools with a central point of contact within the police department who will answer questions and address concerns.
- Facilitate meetings with teachers, students/staff, and parents/guardians, etc., to debrief regarding how the incident was handled.
- Coordinate a meeting to critique the department's response after a serious incident of school violence. Identify and address areas that are in need of improvement.

#### How Children Respond to a Crisis

Their responses fall into four main categories:

1. Fear of the future.
2. Behavioral regression.
3. Academic regression.

#### 4. Nightmares and/or night terrors.

##### **When student emotions go unchecked and unresolved:**

- Younger children may become withdrawn--images of the bad events or ideas of revenge may consume their thoughts.
- Adolescents may feel frustrated, irritable, helpless, or unsafe:
  - They may imagine themselves as invulnerable and, as a way to cope with this loss of control, increase high-risk activities, such as reckless driving, alcohol/other drug use, and sexual experimentation.
  - They may become critical and judgmental of the adults around them and may also become aggressive.

##### **How Can We Help Them?**

- Adults can help children feel safe by establishing a sense of normalcy, security, and talking with them about their fear.
- Reassure them that they are safe and that schools are very safe.
- Let them talk about their feelings and validate them--explain that their feelings are okay.
- Make the time to talk to them. They may not readily ask to talk, but watch for cues that they are ready.
- Some children may need concrete activities to help them identify and express their feelings--writing, playing music, and doing art projects may provide an outlet for older children. For younger children, drawing, looking at picture books, or imaginative play may assist them in identifying their feelings.
- Keep your explanations developmentally appropriate.
- Identify and review the safety procedures and safeguards in place at home and at school.
- Help children identify at least one adult at school and in the community to whom they can go if they feel threatened or at risk.
- Observe children's emotional state--some children don't verbalize their concerns and show changes in other behaviors, such as appetite and sleep patterns.
- Seek professional help if you are concerned about the severity of their reaction.
- Limit the viewing of these events on the television--check for developmentally inappropriate information for the stage of trauma or the age of the child.
- Be mindful of the content of your conversations with each other in front of or within earshot of children.
- Keep a normal routine--encourage regular sleep, meals, exercise, schoolwork, and extracurricular activities, but don't push them if they seem overwhelmed.

- Invite students to experience a sense of control by helping prepare themselves, their schools, and their communities to respond to crisis.
- Monitor students previously identified as high-risk or those who have been subjected to prior trauma.





# Mental and Behavioral Health

## Section 4

**Crisis situations and emergencies** can occur in schools when the mental health needs of individuals are not addressed. Planning teams need to “work together to identify and utilize available resources to identify mental health and substance use issues early and help young people get the services they need before crisis situations develop.”

### Psychological First Aid for Schools (PFA-S)

PFA-S is an evidence-informed intervention model to assist students/staff and families in the immediate aftermath of an emergency and can be used by any trained staff member or community partner.

Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

Trauma-related distress can have a long-term impact. PFA-S uses brief interventions to produce positive results that last. PFA-S is designed to reduce the initial distress caused by emergencies, allows for the expression of difficult feelings and assists students in developing coping strategies and constructive actions to deal with fear and anxiety. A growing body of research shows that there are brief, effective interventions that have a long-lasting positive influence on trauma-related distress.

PFA-S is most effective immediately following or even during an incident. In some circumstances, assuming the safety of students/staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter-in-place or lockdown situations.

Students/staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students/staff members recover from these reactions. PFA-S has the potential to decrease the likelihood of mental health problems or long-term difficulties by identifying individuals who may need additional services and linking them to such services as needed.<sup>2</sup>

PFA-S assists students/staff and families by:

- Establishing a positive connection in a non-intrusive, compassionate manner.
- Enhancing immediate and ongoing safety and providing physical and emotional comfort.
- Calming and orienting those who are emotionally overwhelmed or distraught.
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns.

- Empowering individuals to take an active role in their recovery, by acknowledging their coping efforts, strengths, and supporting adaptive coping.
- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

#### Training School Staff

Because PFA-S is not psychotherapy, an extended “treatment,” or a stand-alone mental health intervention, any trained staff member (regardless of whether he/she has had formal mental health training) can deliver aspects of PFA-S and can contribute to the school recovery by functioning within the PFA-S framework. Schools can find training resources, including the PFA-S Field Operations Guide located at: <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>. Similarly, trained members of community emergency response agencies and mental health professionals may provide PFA-S. During and after an emergency, teachers and other staff are a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy.

#### School Climate and Emergencies

“School climate” describes a range of campus conditions, including safety, relationships/engagement, and the environment, that may influence student learning and well-being. Positive school climates that promote student learning and well-being often feature:

- Safe environments free of violence, bullying, harassment, and substance use.
- Appropriate facilities and physical surroundings.
- Supportive academic settings.
- Clear and fair disciplinary policies.
- Respectful, trusting, and caring relationships throughout the school community.
- Available social, emotional, and behavioral supports.

Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students, religion, sex, sexual orientation, or gender identity.

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher

satisfaction; and, turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide.

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students/staff to prevent, respond to, and recover from emergencies.

### Prevention

A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

### Response

Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

### Recovery

A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, supports the recovery of all members of the school community, and promotes an understanding that individual needs will vary in a post-emergency situation.

The steps outlined within Section 6, when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety, will help schools promote a positive school climate.

## Comprehensive Needs Assessment

School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of school climate including school engagement, school safety, and the school environment as elements to be evaluated can provide schools with the data needed to pursue comprehensive approaches to improving school climate. A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parent/guardian, etc., and staff perceptions, to help schools identify key issues in need of attention. By monitoring indicators such as the frequency and severity of student risk behaviors, and perceptions of their safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety. These data can be most effective when they are used regularly for decision-making, and are disaggregated by different groups, to determine how they experience the school environment. If a student survey is used to assess culture and climate, student privacy must be protected, in accordance with the Protection of Pupil Rights Amendment, 20 U.S.C. 1232, if applicable.

A number of these surveys are in the compendium of school climate measures on the National Center on Safe Supportive Learning Environments' Web site at:

<http://safesupportiveschools.ed.gov/index.php?id=133>

The center also houses archived webinars that provide information on how to use these surveys and the data that they collect, which are located at:

<http://safesupportiveschools.ed.gov/index.php?id=65>

## Multi-Tiered Interventions and Supports

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. A three-tiered framework would comprise the following:

- School-wide or universal interventions and supports focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
- A second tier of interventions targets groups of students who are at elevated levels of risk or exhibiting problem behavior (e.g., bullying). These groups of students can be identified more easily and their needs or behavior can be addressed more effectively when a school-wide foundation is in place.

- A third tier of interventions targets individual students, including traumatized youths, who are at even more elevated levels of academic and social-emotional behavioral need and risk.
- While interventions for students who are at elevated levels of risk address their needs and problem behaviors, they should also build the skills that support thriving in life and resiliency in crisis. Using an evidence-based, multi-tiered behavioral framework has been found to improve school climate by reducing problem behaviors like bullying, drug abuse, and poor attendance, while making students feel safer and improving academic performance. Implementation of a school-wide framework provides a structure for schools in which to customize and organize the varied practices and programs they need to provide to their students. Further, such a framework may help schools to better identify students struggling with trauma post-event, and select appropriate interventions to help them to recover. For more information about a multi-tiered behavioral framework, visit the Technical Assistance Center on Positive Behavioral Interventions and Supports available at: <http://www.pbis.org>.

### Promoting Social and Emotional Competencies

Social and emotional learning is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions. Social-emotional learning can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings. These and other social and emotional competencies can help individuals prepare for and respond to emergencies. Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.

For more information about teaching social and emotional competencies, visit: <http://safesupportivelearning.ed.gov>. For additional information on how social and emotional learning may be integrated into a multi-tiered framework, visit: <http://www.pbis.org>.

## Training and Resources

Mental Health First Aid is an in-person training that teaches how to recognize people who need mental health assistance and ensure that they are referred to appropriate mental health services. Information on Mental Health First Aid courses in Michigan can be found at:

<http://www.mentalhealthfirstaid.org/cs/take-a-course/find-a-course/>

Other resources that can assist school planning teams with developing a culture of safety:

### State Resources

<http://www.michigan.gov/safeschools>

### Integrating Mental Health in Schools Toolkit

[http://www.michigan.gov/mde/0,1607,7-140-43092\\_53593---,00.html](http://www.michigan.gov/mde/0,1607,7-140-43092_53593---,00.html)

### Coordinated School Health

<http://www.cdc.gov/healthyYouth/CSHP/>

### Positive Behavioral Interventions and Supports

<http://www.pbis.org/default.aspx>

### National Child Traumatic Stress Network training and Education Information

<http://www.nctsn.org/resources>

### SAMHSA

(Many different programs and toolkits.)

<http://www.samhsa.gov/prevention/>

### SAMHSA Youth information

<http://findyouthinfo.gov/>

### Screening and Assessment for Suicide Prevention: Tools and Procedures for Risk Identification among Juvenile Justice Youth (not just for juvenile justice youth)

[http://www.nysap.us/JJ-6\\_Screening\\_Assess\\_508.pdf](http://www.nysap.us/JJ-6_Screening_Assess_508.pdf)



# Emergency Contact Rosters

Appendix A



School Building Emergency Response Team (BERT)			
Name / Position	Office Phone	Cell Phone	E-mail
William Chilman, Incident Command	644-3901 ext. 3103	989-878-1328	wchilman@bealcityschools.net
Dan Boyer, Alt IC/Safety Officer	644-3944 ext. 2305	231-468-9467	dboyer@bealcityschools.net
Jason Johnston, Alt. IC/Safety Officer	644-2740 ext. 1334	989-330-0938	jjohnston@bealcityschools.net
Sara Millerov, PIO	644-3944 ext. 2206	989-944-5197	smillerv@bealcityschools.net
Leigha Compson, Alt. PIO	644-3944 ext.2207	231-349-1228	lcompson@bealcityschools.net
Jason McDonald, Liaison Officer	644-3901 ext. 3104	989-289-7938	jmcdonald@bealcityschools.net
Aarron Butkovich, Alt. Liaison	644-3944 ext. 2318	989-289-7940	abutkovich@bealcityschools.net
Rod Freeze, Operations	644-3901 ext. 3105	989-621-9284	rfreeze@bealcityschools.net
Chadd Fletcher, Alt. Operations	644-3944 ext. 2233	517-881-5295	cfletcher@bealcityschools.net
Diane Fussman, Documentation	644-3944 ext. 2303	989-289-8482	dfussman@bealcityschools.net
Melissa Hall, Documentation	644-2740 ext. 1333	989-233-7611	mhall@bealcityschools.net
Ben Eggenberger, Logistics	644-3901 ext. 3408	989-285-4230	beggenberger@bealcityschools.net
Carrie Bleise Logistics	644-3901 ext. 3101	989-644-2662	cbleise@bealcityschools.net

## Beal City Public Schools-Classroom Telephone Directory

### BEAL CITY PUBLIC SCHOOLS

#### CLASSROOM TELEPHONE & VOICEMAIL DIRECTORY

2019-2020

#### ELEMENTARY

<u>NAME</u>	<u>ROOM</u>	<u>EXT#</u>	<u>V-MAIL#</u>
Beckwith, Dan	Room #117	1117	1117
Bloniarczyk, Scott	Room #329	1329	1329
Cole, Veena	Room #350	1350	1350
Courtright, Jennifer	Room #353	1353	1353
Farrell, Julie/Title	Room #365	1365	1365
Hall Melissa	Secretary/333	1333	1333
Hull, Katie	Room #347	1347	1347
ISS/Conference Room	Room #119	1119	1119
Johnston, Jason	Principal 334	1334	1334
Kauppi, Tracy	Room #356	1356	1356
Lounge	Room #337	1337	1337
Maxon, Michelle	Room #377	1377	1377
Preschool		1204	1204
Schafer, Kristin	Room #328	1328	1328
Schmidt, Amanda	Room #369	1369	1369
Sharrar, Amy	Room #374	1374	1374
Smith, Carrie	Room #338	1338	1338
Snyder, Brandi	Room #346	1346	1346
VanBlargan, Kelly	Room #341	1341	1341
Weber, Shelby	Room #362	1362	1362

Wentworth, Karey	Room #357	1357	1357
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## HIGH SCHOOL

<u>NAME</u>	<u>ROOM</u>	<u>EXT#</u>	<u>V-MAIL#</u>
Block, Becky	Room #309	2309	2309
Bohannon, Griffin	Room #213	2213	2213
Boyer, Dan	Principal #305	2305	2305
Butkovich, Aarron	Room #428	2428	2428
Athletics	Room #	2318	2318
Butkovich, Jennifer	Room #214	2214	2214
Carter, Kyle	Room #315	1315	1315
Christensen, Julie	Room #257	2257	2257
Compson, Leigha	Counselor	2207	2207
Computer Lab	Room #428	2428	2428
Conference Room	Room #119	119	119
Davis, Jennifer	Room #429	2429	2429
Doyle, Sara	Room #430	2430	2430
Fletcher, Chadd	Room #233	2233	2233
Fussman, Diane	Secretary #303	2303	2303
Gatrell, Cam	Room #407	2407	2407
Henry, Angie	Room #258	2258	2258
Horsley, Donna	Library	2401	2401
House, Kaleb	Room #234	2234/2416	2234/2416
Jorgensen, G'ne	Room #310	2310	2310
Kitchen - Faber, Marci	Kitchen #319	2319/2378	2319/2378
Atkinson, Jodi			
Crawley, Shealee			

Hrymecki, Maggie

Skinner, Melinda

Leppert, Scott	Room #220	2220	2220
Lohr, Alsatia	Room #204	2204	2204
Lounge	Room #236	2236	
Millerov, Sara	Room #206	2206	2206
Tice, James	Room #313	2313	2313
Pritchard, Stephen	Room #231	2231	2231
Reynolds, Mary Claire	Room #224	2224	2224
Schafer, Kelly	Secretary	2320	2320
Spry, Jessica	Room #457	2457	2457
Weight Room	Room #122	2122	
Weis, Kris	Room #311	1311	1311

SUPERINTENDENT OFFICE

Bleise, Carrie		3101	3101
Chilman, Bill		3103	3103
Eggenberger, Ben		3408	3408
Freeze, Rod		3105	3105
McDonald, Jason		3104	3104
Vessell, Staci		3107	3107

Transportation			
Name / Position	Home/Office Phone	Cell Phone	E-mail
Carrie Bohy/Driver		989-588-1677	
Tammy Wilson/Driver		989-621-7184	
Gary Hauck/Driver	989-644-5564	989-289-1277	
Jennifer Ames/Driver		989-560-2302	
Stephanie Gross/Driver		989-621-1021	
Betty Pasch/Driver		989-330-3675	
Gary Pohl/Driver	989-644-2407	517-204-4739	

District Buildings		
School / Facility	Primary Phone	Alternate Phone
Beal City Middle/High School	989-644-3944	
Beal City Elementary	989-644-2740	
St. Joseph the Worker	989-644-3970	
Superintendent's Office	989-644-3901	

General Contact Numbers		
	Contact	Phone Number
First Responders - Public Safety Agencies - Hospitals	General Emergency	<b>9-1-1</b>
	Isabella County Central Dispatch	<b>989-773-1000</b>
	Emergency Manager	<b>989-621-2726</b>
	Police Department	<b>989-772-5911</b>
	Fire Department	<b>9-1-1</b>
	CMU-IAC Point of Contact	<b>989-774-4853</b>
	CMU Central Dispatch	<b>989-774-3081</b>
	Poison Control	<b>1-800-222-1222</b>
	McLaren Hospital	<b>989-772-6700</b>
	Central Michigan Mental Health	<b>989-772-5938</b>
	Department of Human Services/Child Protective Services	<b>989-772-8400</b>
	Rape Assault	<b>1-800-322-0213</b>
	Listening Ear/211/CRT	<b>989-772-2918</b>
	Shepherd Schools	<b>989-828-5520</b>
	Mt. Pleasant Schools	<b>989-775-2301</b>
IRide/ICTC	<b>989-772-9441</b>	
Dean Transportation	<b>989-681-2575</b>	
Utilities	Gas Company	<b>1-800-477-5050</b>
	Phone Company	<b>1-800-483-4600</b>
	Electric Company	<b>1-517-492-1380</b>
	Heating, Ventilation, Air Conditioning	<b>1-989-644-2106</b>



# Class Rosters and Schedules

Appendix B

Use the following PowerSchool website to find all class rosters, student demographics and schedules.

<http://ps.bealcityschools.net/admin/pw.html>

Then type the following username and password in the login box.

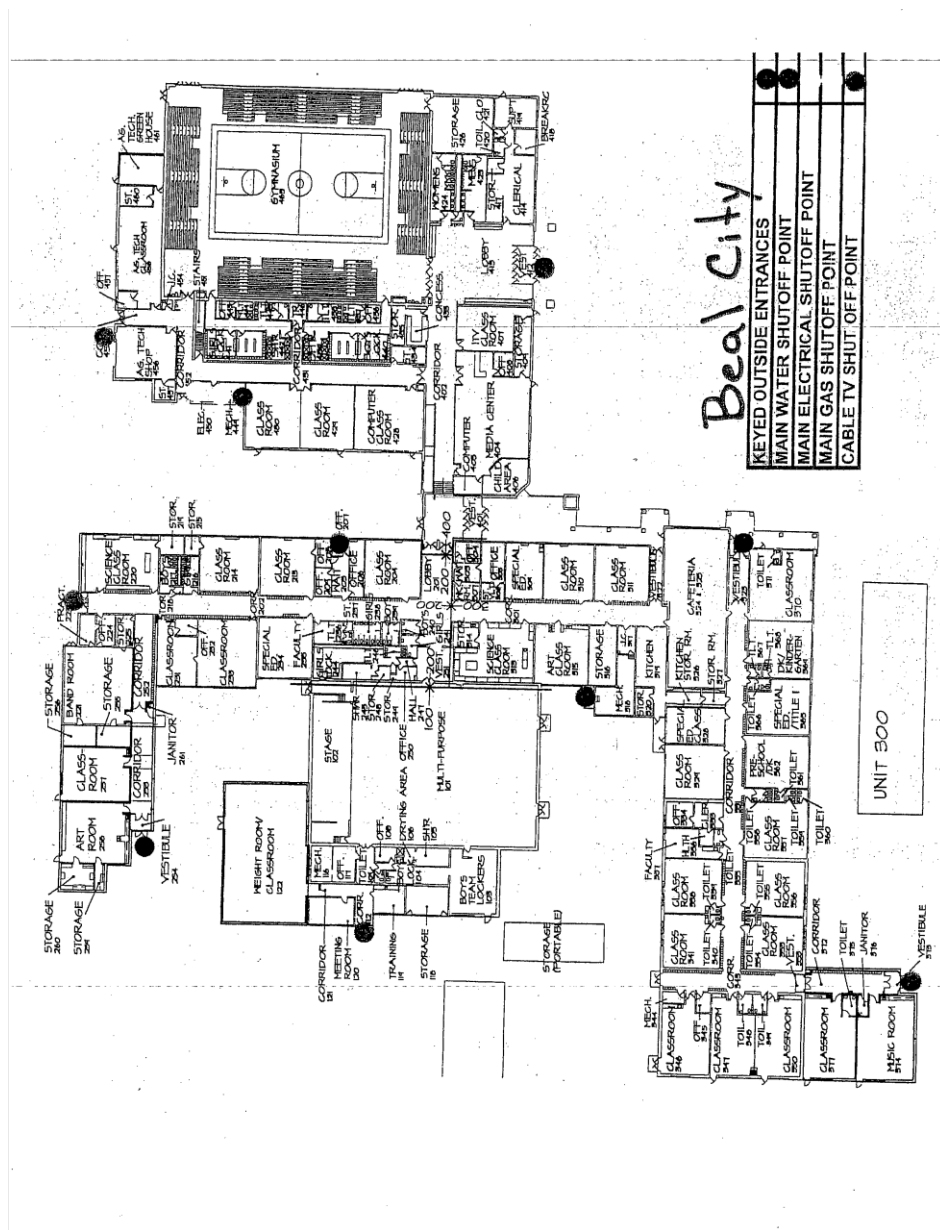
wchilman;milkduds



# School Maps and Floor Plans

Appendix C

# Key entrances and exits only



## School Maps and Floor Plans



School Maps and Floor Plans



School Maps and Floor Plans

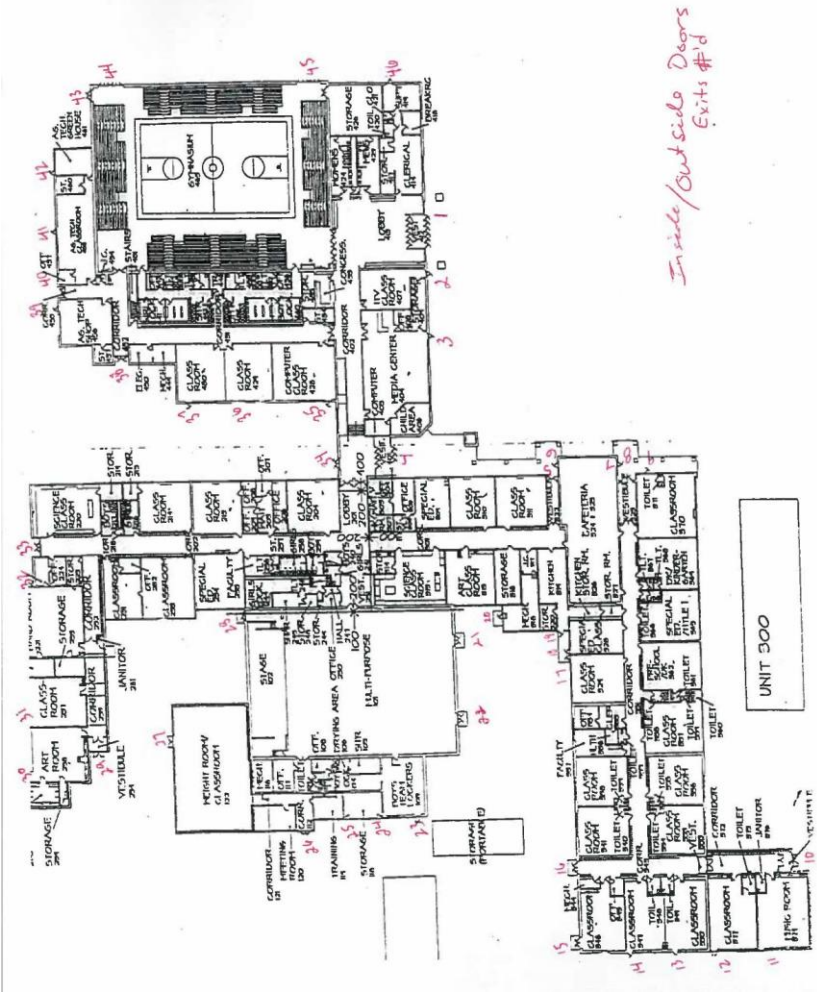


School Maps and Floor Plans

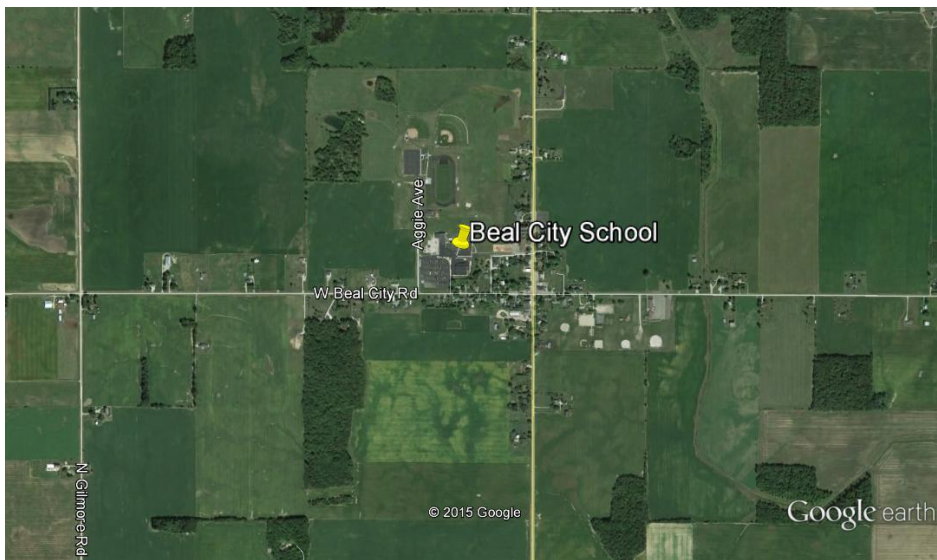


These are the locations of our Knock Boxes outside the school with master keys in them. The school address is the code to get into each knock box = **3180**. These are due to security and the Window film we have installed on all outside windows of the entire school building.

Inside and Outside numbers of doors around building



School Maps and Floor Plans



School Maps and Floor Plans





# Specific Response Actions

Appendix D

The procedures provided in this section contain basic procedural information for specific response actions that may take place as the result of an emergency incident. The procedures may be modified to fit the needs/requirements of individual schools. Administrators should consider consulting with local first response agencies and emergency management for further guidance.

#### Response Actions Addressed

- Lockdown
- Secure Mode
- Evacuation
- Shelter-in-Place
- Active Shooter
- Relocation
- Reunification

## LOCKDOWN

**Purpose:** This protocol is used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (e.g., intruder, active threat, hostage incident, gang violence, etc.).

### General Staff Procedures

- Initiate LOCKDOWN procedures by making the following announcement:

**“LOCKDOWN, LOCKDOWN, LOCKDOWN!  
IMMEDIATELY FOLLOW EMERGENCY PROCEDURES AND AWAIT FURTHER INSTRUCTIONS.  
LOCKDOWN, LOCKDOWN, LOCKDOWN!”**

- Any staff member should **call 9-1-1** and identify the name and address of the school, describe the emergency, indicate that the school is going into lockdown, provide a description, location, number of suspect(s) and weapon(s) if known, and identify the location of the primary school staff, or command post.  
**If safe to do so:**
- The staff member should remain on the phone to provide updates and additional information to the emergency dispatcher.
- Notify staff and classes outside to immediately move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Notify transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Stay by the phones to wait for additional procedures from the District Office.
- Remotely check status of classrooms via a public address system, telephone, e-mail, or other methods.
- Find and secure yourselves and any students in a safe location.
- Assist in establishing the school command post.
- Follow emergency lockdown procedures and await further instructions.

## LOCKDOWN (CONT'D.)

### Custodial/Maintenance Staff

- Close and lock all delivery doors.
- Direct any students/staff members, contractors, delivery drivers, or repairmen located inside the building into a safe area and lock the door.
- If possible, find and secure yourselves and any additional students or bystanders in a safe location.

### Teachers

- Quickly check the hall for students.
- Lock door(s) and close shades/shutters on doors.
- Lock windows and close shades/shutters on windows.
- Turn off lights and computer monitors.
- Move to least visible area of room.
- Put Red/Green Cards in place.
- Remain silent.
- Collect and turn all student cell phones *off*--teacher cell phones to "*vibrate.*"
- Verify attendance.
- Await further instructions.

## SECURE MODE

**Purpose:** This protocol provides a refuge for students/staff and the public inside the school building during an event or occurrence that is outside or in the near vicinity of the building which may be deemed threatening, such as law enforcement searching for/pursuing a subject for an unrelated incident. Secure Mode is used as an extra precaution to ensure unrelated/outside events do not become an inside dangerous event.

### Principal or Designee

- Make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

**“YOUR ATTENTION, PLEASE. WE ARE IMMEDIATELY IMPLEMENTING SECURE MODE PROCEDURES. STAFF IS DIRECTED SECURE ALL EXTERIOR DOORS AND WINDOWS. ANY STAFF OR STUDENTS OUTSIDE ARE TO IMMEDIATELY RETURN TO THE BUILDING. ALL OUTSIDE EVENTS ARE CANCELLED UNTIL FURTHER NOTICE ”**

- Order students/staff outside to move inside the building. Use the building public address system, megaphone, two-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close and lock all windows and doors.
- Monitor building entry to be at only controlled points.
- Notify district office and Central Dispatch that the school has gone into **“SECURE MODE.”**
- Monitors all student movement including class exchanges.
- Be prepared to announce change in status.

### Custodial/Maintenance Staff

- Ensure all exterior entrances and windows are secured.
- Monitor perimeter of building and outside activity.
- Ensure that the ability to make contact with office in the event of any suspicious activity is noticed.

## SECURE MODE (CONT'D)

### Teachers

- Ensure exterior doors and windows are secure.
- Classroom activities are to continue as usual.
- Monitor student movement and exterior doors during class exchanges.
- If outside direct students back inside the building securing doors behind.
- Move students from portable classrooms to an interior area in a permanent structure.
- Monitor and be aware out outside activity.
- Ensure that the ability to make contact with office in the event of any suspicious activity is noticed.

## EVACUATION

**Purpose:** This protocol is used whenever it is determined that it is safer outside than inside the building (e.g., fire, explosion, hazardous material spill inside, structural failure, etc.).

### Principal or Designee

- CALL 9-1-1**, identify the name of the school, describe the emergency, indicate the school is evacuating, and identify the location of the primary school staff, and/or command post.
- If necessary, activate the fire alarm or designated audible warning device.
- If a non-alarm incident occurs, make the following announcement using the public address system, two way radio, telephone, or megaphone (as applicable):

**“YOUR ATTENTION, PLEASE. WE ARE EVACUATING THE BUILDING DUE TO <DESCRIBE EMERGENCY>. TEACHERS ARE TO MOVE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS, TAKE YOUR GO-KITS, CLASS ROSTERS, AND OBTAIN ACCOUNTABILITY AT THE ASSEMBLY AREA.”**

- Notify the District Office and Central Dispatch of the school evacuation.
- If necessary, designate a staff member to contact the transportation department or bus service to take students to the alternate off-campus relocation site.

### Office/Administrative Staff

- Take visitor log, student sign-out sheet, and Go-Kit to the designated assembly area.
- If feasible and safe to do so, check the restrooms, hallways, and common areas for visitors, staff, and students while exiting.
- Obtain accountability information from teachers and inform the principal of any missing students/staff.

### Teachers

- Instruct students to evacuate the building, using the safest route, and report to the assigned assembly area. If possible, designate a student leader to help move your class to the assembly area.
- Close your door and turn off the lights.
- If the exit route is blocked, follow an alternate exit route.
- Bring your class rosters, phone lists, student medications, and Go-Kit, if available.

## EVACUATION (CONT'D.)

- If feasible and safe to do so, check the restrooms, hallways, and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, choir, speech, etc., that are missing.
- Remain in the assembly area until provided with further instructions.

### Support Staff

- Return all of your students to their classroom's designated assembly areas or a buddy teacher, avoiding area(s) of hazard.
- Report to the designated assembly area for possible assignment in another capacity as the incident unfolds.



## SHELTER-IN-PLACE

**Purpose:** This protocol provides a refuge for students/staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

### Principal or Designee

- Make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

**“YOUR ATTENTION, PLEASE. WE ARE IMMEDIATELY IMPLEMENTING SHELTER-IN-PLACE PROCEDURES DUE TO <DESCRIBE EMERGENCY>. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THEIR DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”**

- Order students/staff outside to move inside the building. Use the building public address system, megaphone, two-way radio, telephones, or runners to gather staff and students inside. Note: Ensure persons entering the building from a potentially contaminated environment **DO NOT** integrate with those already inside to avoid cross-contamination concerns.
- Direct staff to close all windows and doors.
- Monitor building entry to be at only controlled points.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify district office and Central Dispatch that the school is **“SHELTERING-IN-PLACE.”**
- If a severe weather event, monitor the National Oceanic and Atmospheric Administration (NOAA) radio.
- Monitors all student movement including class exchanges.
- Be prepared to announce change in status.

## SHELTER-IN-PLACE (CONT'D.)

### Custodial/Maintenance Staff

**If necessary:**

- Turn off heating, ventilation, and air conditioning systems.
- Post shelter-in-place cards at the primary entrances to the building(s).
- Insure all exterior entrances are secured.

### Teachers

**If necessary:**

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows, if leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, direct students into the nearest school building interior safe area or other appropriate shelter.
  - For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low, in the nearest ravine, open ditch, or low spot away from trees and power poles.
  - If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from portable classrooms to an interior safe area in a permanent structure.
- If remaining in the classroom, lock/secure the room and continue activities within building if safe to do so.

## ACTIVE SHOOTER – ALICE Protocol for Critical Incident

**Purpose:** An active shooter or armed intruder on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The School Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### Principal or Designee

Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notification has already taken place (DIAL 911 from any phone in the district.) 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.

- Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of "Who? What? Where? When? How?" will provide the necessary details to make an informed decision.
- Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct command post staff to maintain contact with teachers reporting pertinent emergency information via school intercom system. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in real-time.
- Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.

## ACTIVE SHOOTER (CONT'D.)

- ❑ Staff and students outside the building will EVACUATE to an off-site relocation center/Rally Point
- ❑ Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- ❑ Ensure that any buses en-route to the school are redirected to a designated relocation site.

### Teachers

- ❑ The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
- ❑ If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area. If the active shooter or armed intruder has made contact, immediately begin COUNTER strategies, and then EVACUATE or take control of the intruder.
- ❑ Individuals who are not in the immediate danger area should gather information about their classroom's immediate situation. Account for all students or other individuals sheltered in their room.
- ❑ Assess the ability to safely EVACUATE the building
- ❑ If there is no safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
- ❑ Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
- ❑ Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- ❑ If an active shooter or armed intruder enters the classroom individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include any and all forms of resistance to the threat.
- ❑ If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

## ACTIVE SHOOTER (CONT'D.)

### Other Procedures

- After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

## RELOCATION

**Purpose:** This protocol is used when circumstances require the relocation of students/staff to a remote site where students will be accounted for and released to their parents/guardians, etc. During emergencies, parents/guardians, etc., often rush to the school incident site to check on the safety of students/staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school, and to evacuate students/staff to that site.

### Principal or Designee

- Advise the host school or facility of the decision to implement the protocol, and begin setting up the bus evacuation staging area.
- Notify the District Office and Central Dispatch of the relocation.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required. If needed, request buses or alternate means of transportation.
- Request law enforcement to provide security at the evacuation staging area and along the evacuation route, and to provide for traffic control/security at the relocation site.
- If necessary, make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

**“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE RELOCATING ALL STUDENTS AND STAFF TO \_\_\_\_\_. WE WILL CONDUCT REUNIFICATION FROM THAT LOCATION.”**

- Direct staff to move students to the evacuation staging area for loading onto buses; however, due to the potential for a lockdown being in progress, first responders will more than likely escort students directly from their classrooms to the buses once the school is secure.
- Request the District Office to activate appropriate teams from each school and send them to the relocation site to assist with reunification.
- Provide the school media/public information representative with detailed instructions and a prepared information release to read to the public in order to direct concerned relatives to the reunification site.
- Designate a staff member to serve as the reunification site leader.

## RELOCATION (CONT'D.)

### Office/Administrative Staff

- Take visitor log, student sign-out sheet, and Go-Kit to the designated assembly area.
- Obtain accountability information from teachers and inform the principal/administrator of any missing student/staff.

### Teachers

- Take class roster, phone lists, and emergency Go-Kit as you exit to the designated assembly area.
- After evacuating, take attendance and account for all students. Report any missing students to school administration. Hold up a **RED** status card to indicate you have missing, injured, or extra students. Use a **GREEN** status card if everything is ok.
- Maintain control of your class. After receiving the alert for relocation, if necessary, guide students to the designated evacuation staging area for movement to the relocation site.
- Provide assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- While en-route to the relocation site, the teachers will prepare list of all students on the bus, which will be delivered to the reunification Site Incident Commander, upon arrival.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to assist in staffing the site.

## RELOCATION (CONT'D.)

### Relocation Due to Small Scale or Minor Incident

In the event the school cannot be re-occupied following an evacuation, it may be necessary to relocate off the school grounds. If the weather is bad, we will relocate to the St. Joseph the Worker or the KC Hall. If the weather is nice, we will wait on school grounds until we can relocate to another school or the Beal City sports complex.

The principal will call the Superintendent. Before leaving the school grounds the principal will post a notice on the front door where they are relocating to so parents can pick students up there or busses will bring them home. If they relocate to the St. Joseph the Worker School and later to KC Hall, the principal MUST change the notice on the front door of the school. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Superintendents Secretary.

When relocating to the St. Joseph the Worker School, the students will walk quickly, quietly, and in single file across to the St. Joseph the Worker School. The principal, Director of Maintenance and Superintendent will have keys to the building. Students will be taken to the school, the church and church basement where they will sit quietly for further instructions. If school buses are not available we will use the following plan until they are ready to take students home or to other place for parent renunciation if that is required. The students will attend classes with students of the same age (i.e. kindergarten with kindergarten). We will work on the buddy system and will continue school. The teacher in St. Joseph the Worker will continue with her/his lesson plan and the teacher from our school will provide help and support. The St. Joseph the Worker teacher will be responsible for disciplining her/his students, and the teacher from our school will be responsible for disciplining her/his own students.

In the event we need to provide lunch, St. Joseph the Worker School will call Beal City School District Food Service director and await further instructions. They should maintain sufficient supplies of paper products and food to implement this plan.

When releasing students to the care of parents or other adults, follow the section on "Release of Students to Parents." (Pg. D-20)



## RELOCATION (CONT'D.)

### Relocation Due to Large Scale or Major Event

In the event the school cannot be re-occupied following an evacuation for a Large scale or major incident, it may be necessary to relocate off school grounds to reunify students with their parents in an orderly and safe manner. Our Parent Reunification site is the IAC building at Central Michigan University. (See Forms, Attachment E, *Parent Reunification Procedure*)

The principal will call the Superintendent. Before leaving the school grounds the principal will post a notice on the front door where they are relocating to so parents can pick students up there. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Superintendents Secretary.

When relocating to the CMU IAC building, the students will walk quickly, quietly, and in single file to where the buses will be located either the St. Joseph the Worker School, the KC hall or the Beal City Sports Complex . The principal, Director of Maintenance and Superintendent will have notified CMU dispatch that our school is being evacuated and relocated to CMU's IAC building. Students will be taken to the Indoor turf bay where they will sit quietly for further instructions.

Beal City schools BERT team will work with local law enforcement and the service agency if food needs to be served or other amenities are needed for students and staff until they are checked out by their parents.

### Lockdown/Critical Event

Lockdown: In the event of a critical incident and a lockdown occurred, students and faculty will shelter in place. Once the situation is secured Police will provide direction at the school and most likely evacuate each classroom individually. Students will be escorted to a bus and their names will be checked off the student directory. The students will be transported to the IAC where the Re-Unification Plan will begin.

### Medication for Special Needs Students:

Office Staff will transport the medication and medication logbook to the IAC.

### Transportation for Students with Disabilities:

There is one student assigned to \_\_\_\_\_'s class that needs special transportation, (due to a wheelchair). The student will be in either room \_\_\_\_\_ or the cafeteria depending on the time of the day.

## REUNIFICATION

**Purpose:** This protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians, etc., with their children whenever the school building or grounds is rendered unsafe and a remote site is needed.

### Principal or Designee

- After consulting with the incident commander, determine the appropriate pre-designated relocation site and safe evacuation route.
  - a. On Site: \_\_\_\_\_
  - b. Off Site: \_\_\_\_\_
- Notify the contact person at the relocation site to prepare for arrival of students.
  - a. Name: \_\_\_\_\_
  - b. Phone Number: \_\_\_\_\_
- Designate a staff member to be at the reunification site.
  - a. Name: \_\_\_\_\_
- Send additional personnel to staff the reunification site, if necessary.

### Reunification Site Staff

- Do not open the reunification site to anyone except school staff, police, fire and building personnel.
- Check identification of all non-uniformed personnel who arrive to assist.
- Reunification staff must be clearly marked/recognizable by vests.
- Secure a holding area for arriving students/staff away from waiting family members.
- Secure ALL doors. This means all doors (including fire exits) should be staffed so no one can just walk out, or leave with a student.
- Have an air horn or whistle with you at the exit door and a uniformed officer.
- DO NOT OPEN UP THE REUNIFICATION LOCATION UNTIL YOU ARE READY!**
- Keep students on the buses until site manager is ready to receive the students.
- Make sure signage with instructions are clearly displayed throughout the interior and exterior of the building telling how to retrieve students (State ID REQUIRED).
- Have student emergency release cards/reunification paperwork with you

- Establish an adult reporting area for parents/guardians, etc., to sign-in and have identification checked.
- Establish a student release area where students will be escorted to meet their parent/guardian, etc., and sign out.
- Establish a mental health area and direct staff to escort parents/guardians, etc., of any injured, missing or deceased student to the area for staff to provide notification in private.
- Ensure counseling services are available at the reunification site.
- Have someone use the bullhorn regularly to broadcast instructions for picking up students.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Once they have signed out their student, instruct parents/guardians, etc., to quickly depart the site in order to make room for others.

#### Teachers

- Provide a list of students to the reunification site staff, upon arrival.
- Keep strict control as possible of their class.
  - a. Recommended having class line up in formation and sit down together.
  - b. Each class should be spaced out and separated for the next
- Provide proper assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to provide staffing assistance.
- Students that have younger siblings should make contact with their teacher.
  - a. The teacher should make contact with the BERT Operations if assigned or the IC if not, and arrangements should be made to move older siblings to the youngest sibling's class.
  - b. Documentation and tracking is key
  - c. Parents will be instructed to request the youngest family member first.

## Re-Unification Site Arrival

### Facility Location:

Intercollegiate Athletic Complex, Central Michigan University campus:

Buses will transport and unload at **IAC in Lot 62**. Students will be put in four corners of IAC (turf bay) by Teams A-D. Use blow horn to get students with teams.

### IAC, Point of Contact:

**(989) 774-4853**

Or

**Central Michigan University Central Dispatch**

**(989) 774-3081**

When busses arrive at the IAC, teachers will be directed to line up students by a certain classroom hour designated by the Evacuation Attendance Procedure. The Operations Chief will line students up by the appropriate class. Teachers will then take attendance for the designated class hour. Teachers will be required to report any students that are missing from their class. Teachers shall note if the student was absent from class or is not accountable during the time of the Re-Unification Attendance procedure. After the attendance is complete the Chief of Operations will break up the students into their assigned teams and prepared for re-unification.

### Incident Command System:

As the Re-unification plan begins teachers who are BERT Team members will be released from their class and assume their role on the BERT Team. The Incident Command System will be put into action.

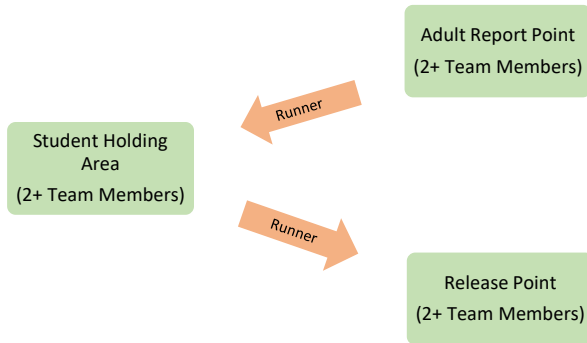
### Parent Verification Procedure:

There will be tables set up in the hallway between the track bay, where the parents will be housed, and the turf bay, where the students will be kept.

### Parent Waiting Area:

Police will assist in making sure parents do not cross the table line as well as help the parents to line up in an orderly fashion. Parents will be directed to sit in the bleachers in the track bay and will be released to line up by bleachers section. All parents will be given an information sheet to inform them of the procedure and the required identification.

## Release of Students to Parents



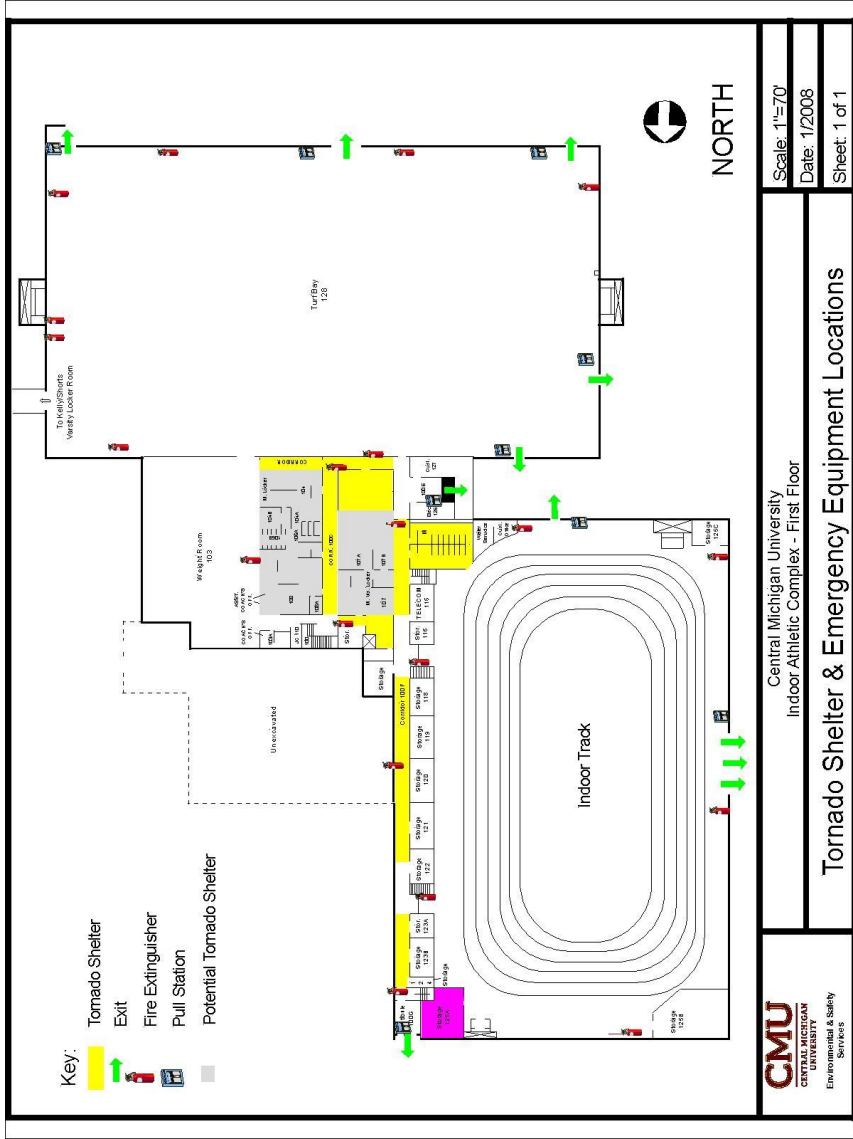
The double-gated system to be utilized when laying out the Student/Family Reunification Site is depicted above. The adult picking up a student will report to the "Adult Report Point. The arriving adults will be greeted by the Student/Family Reunification Team working the report point. The Team Members will provide the adult a copy of the "Student Release Form" (Attachment D), asking the adult to complete the first section. A Team Member will then confirm the identity of the adult utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the adult is listed on the students emergency data card (or SASI report) and is authorized to pick up the student. A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The adult will be asked to step to the "Student Release Point" and wait for the Runner to return. The Runner will deliver the "Student Release Form" to members of the Student/Family Reunification Team working the entrance to the "Student Holding Area." The Team Members will have the requested student report to them and complete the third section of the "Student Release Form". The Runner will deliver the student and the "Student Release Form" to the members of the Student/Family Reunification Team who are working the Student Release Point. The Team Members will once again verify the identity, confirm that the adult is listed on the students emergency data card (or SASI report) and begin the final section of the Student Release Form. The staff member will then require the adult to sign, date and log the time that the student was released to them. The adult and student will then be asked quickly leave the grounds and not return in order to avoid any confusion. The Student Release Form will be forwarded to the Documentation Officer.

**Student Release – If Student is NOT with the class/Holding Area**

The adult picking up a student will report to the "Adult Report Point. The arriving adults will be greeted by the Student/Family Reunification Team working the report point. The Team Members will provide the adult a copy of the "Student Release Form" (Attachment D), asking the adult to complete the first section. A Team Member will then confirm the identity of the adult utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the adult is listed on the students emergency data card (or SASI report) and is authorized to pick up the student. A Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area. The adult will be asked to step to the "Student Release Point" and wait for the Runner to return. The Runner will deliver the "Student Release Form" to members of the Student/Family Reunification Team working the entrance to the "Student Holding Area."

**If student is not with the class/in Holding Area:**

- Staff member makes appropriate notation on Student Release Form:
  - "Absent" if student was never in school that day.
  - "First Aid" if student is in Medical Treatment area.
  - "Hospital" if student has been transported to a hospital
  - "Missing" if student was in school but now cannot be located.
  - "Other"
- Runner takes Student Release Form to CPO
- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.
- Parent should be notified of missing/other student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student is in hospital, parent should be advised which hospital and escorted out
- If student was marked absent, parent will be notified by staff member



# Specific Response Action Templates



# Hazard-Specific Procedures

Appendix E



The procedures provided in this section contain basic response information for specific incidents/events and may require a LOCKDOWN/EVACUATION/SHELTER-IN-PLACE/RELOCATION as part of the response. The procedures should be modified to fit the needs/requirements of individual schools. Administrators should consider consulting with local first response agencies and emergency management for further guidance.

### Hazards Addressed

#### Violence/Threat Incidents:

- Active Violence / Critical Incident
- Intruder/Trespassing
- Verbal/Written Threat
- Bomb Threat

#### Other Emergency Incidents:

- Medical Emergency
- Severe Weather
- Fire/Explosion
- Flooding
- Utility Failure
- Chemical Incident
- Biological Incident
- Radiological/Nuclear Incident

## ACTIVE VIOLENCE/CRITICAL INCIDENT Shooter or Violent Intruder

**Purpose:** This protocol is used when there is an armed person or trespassing-related incident that could jeopardize the safety of students/staff.

### Notification Procedures

In the event that an active threat of violence (“active threat”) becomes apparent in any school location (internal or external) the threat should be reported immediately (as soon as it is safe to do so).

- Stay and remain calm and assess the situation;** determine the location of the threat if possible.

**Call 9-1-1**, as soon as it is safe to do so. **INFORM**

### Basic Response

#### **IMPLEMENT ALICE PROTOCOLS.**

- Call 9-1-1. ALERT** staff and students and continue to **INFORM**.
- Take immediate action to prevent casualties. If possible, **EVACUATE** occupants to safety.
- If Evacuation is not appropriate, initiate **LOCKDOWN** and/or **LOCKDOWN WITH BARRICADE**
  - Lock all doors
  - Barricade doors
  - Cover windows
  - Turn out lights
  - Prepare to **COUNTER** if intruder enters room
  - Stay away from windows and doors
  - Make no unnecessary noise
- Evaluate as real time information comes to you – **EVACUATE when appropriate.**

**If Unsafe to EVACUATE and remaining in LOCKDOWN**

## ACTIVE VIOLENCE/CRITICAL INCIDENT Shooter or Violent Intruder (CONT'D)

- Render first aid to injured persons if safe to do so.
- DO NOT attempt to make verbal or physical contact with the threat, unless no other option is available.
- Find cover to place between threat and individuals.
- Be prepared to combat threat to neutralize, if lives are in imminent danger (**COUNTER/SWARM**).
- DO NOT open the door.
- DO NOT approach law enforcement officers as they attempt to locate and neutralize the threat. During this time, the officers are trained to seek out and respond to the threat, which could include the use of deadly force. They are not able to assist with the evacuation or provide medical assistance to injured parties until the threat is neutralized.

### School Notification Procedures

The school may use the following systems to notify school faculty, students/staff, and parents/guardians, etc., of an existing “active threat” to the school:

- Phone tree
- SMS text message
- Message boards
- School Web site
- E-mail

In addition to the above means of communication, the school should also use public mass media (e.g., radio and television) for appropriate announcements to keep the school and community informed. Individuals are encouraged to minimize the use of personal cell phones unless it is to report the incident or to assure their personal safety or the safety of others. Mass use of cell phones typically results in system overloads and the general failure of the system until traffic diminishes.

## INTRUDER/TRESPASSING

**Purpose:** This protocol is used when there is an intruder or trespassing-related incident that could jeopardize the safety of students/staff.

### All Staff

- Identify the problem and the location.
- Approach the subject and determine the nature of their business within the building.
- Ask the suspect for their identification. Take note of their identification information if further follow-up is required by public safety personnel.
- Request that the suspect accompany a staff member to the office. If the suspect is looking for a specific student, check their file for court orders (e.g., personal protection orders, custody orders).
- If there is no acceptable reason for the suspect to be in the building, ask the suspect to leave the building site.
- If the suspect refuses to leave:
  - Call 9-1-1.**
  - Call the District Office to report the incident. Provide the suspect's description and information gathered.
  - Await a police response.
  - If appropriate, initiate emergency **LOCKDOWN** procedures.

## VERBAL/WRITTEN THREAT

**Purpose:** This protocol is used when it is necessary to respond to verbal or written threats of students toward self, other students/staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel--particularly school psychologists--must assess threats, which are classified low, medium, or high level. Each level has specific indicators and responses. Safety of students/staff is always paramount.

### *IMMEDIATE RESPONSE*

Administrator learns of verbal or written threat of harm to self, others, or property made by student.

- Call security.
- Administrator immediately determines level of threat with input from the school counselor, psychologist, social worker, and school resource officer, where appropriate. The principal/administrator will consult with school counselors, as needed.

### Low Level threat determination--Threat:

- Is stated in vague or general manner.
- Reflects anger, frustration, lack of hope, or distrust.
- Does not include a specific target other than self.
- Does not specify concrete steps in which it will be carried out.
- Is developmentally inappropriate or unrealistic.

Administrator consults with school counselor, school psychologist, and/or school social worker regarding:

- Needs of the student.
- Involvement of the student's parents.
- Identification of appropriate referral resources.
- Consultation is provided to school staff regarding strategies for managing low-level threats
- Refer student to the Crisis Team, as needed.

## VERBAL/WRITTEN THREAT (CONT'D)

### Medium Level threat determination--Threat:

- Is clearly stated, often a function of anger or frustration.
- Is uncertain about specific targets of threat.
- Is lacking in capacity or resources to act on threat.
- Is lacking in concrete steps taken to carry out threat.
- Is suggestive of attention-seeking behavior.
- Could continue or escalate, if not addressed.

### Administrator contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:

- Principal/administrator identifies employee to contact student's parents/guardians, etc.
- Identify and offer appropriate referral resources to parents/guardians, etc.
- Notify parents/guardians, etc., of intended victims, as appropriate.
- Disciplinary actions are determined by the principal/administrator.
- Student is referred to the Crisis Team, as needed.
- Principal/administrator may call 9-1-1. Law Enforcement may investigate and provide further referrals.

### High Level threat determination--Threat:

- Is clearly stated.
- Targeted to specific individuals or property.
- Identifies behaviors that can realistically be carried out.
- Implies that concrete steps have been taken to carry out threat.

### Principal/Administrator initiates the following:

- Call 9-1-1.**
- Student remains under administrative supervision.
- Notify parents/guardians, etc., of student making threat and request their immediate response to the school.

## VERBAL/WRITTEN THREAT (CONT'D.)

- Notify parents/guardians, etc., of the threatened student.
- Principal/administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.
- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Offer appropriate referral resources to parents/guardians, etc.
- Offer follow-up support to intended victim(s).
- Determines disciplinary actions.
- Refer student to the Crisis Team, as appropriate.

## BOMB THREAT

**Purpose:** This protocol is used when there is a bomb threat-related incident that could jeopardize the safety of students/staff.

### All Staff Members

- Any employee of the school who learns of a bomb threat shall immediately inform the principal/administrator.
- Call 9-1-1.
- Complete the Bomb Threat Response Report.

### Principal/Administrator

- Immediately call 9-1-1, if not already done.
- Mobilize the BERT.
- Communicate with personnel/superintendent regarding bomb threat condition.
- Limit access to building.
- Assemble and deploy search teams.
- Search the entire building and grounds.
- DO NOT use any type of radio or cellular communication unless the area has been cleared.

### Teachers

- Take attendance.
- Make a quick and complete visual scan of the classroom and any other common areas they have been assigned.
- As staff members scan their classroom, they should:
  - Divide the room into various search levels. The first sweep covers all objects resting on the floor or built into the walls, up to your waist.
  - Scan the room from waist to chin height.
  - Cover the room from the top of the head to the ceiling, including air ducts, window tops, and light fixtures.
  - Look among the books and on the desks for anything unusual.
- If anything unusual is noticed, move people away from the hazard. DO NOT attempt to touch it or tamper with it in any way. Immediately report the location of the object to the principal/administrator.



## BOMB THREAT (CONT'D.)

- DO NOT use any type of radio or cellular communication unless the area has been cleared.
- Hang indicator tags and record search results.

### Custodians and Other Staff Members

- Search and secure public areas --make a visual inspection of the boiler room, cafeteria, hallways, and lavatories. If anything unusual is noticed, DO NOT attempt to touch it or tamper with it in any way. Immediately leave the area and report it.
- Search and secure the perimeter of the building--make a visual inspection around the outside of the building. If anything unusual is noticed, DO NOT attempt to touch it or tamper with it in any way. Immediately leave the area and report it.
- General search guidelines include:
  - Start on the outside of the school and work inward.
  - When inside, start at the bottom and work up.
  - Search personnel should always work towards each other.
  - Listen for background noises.
- DO NOT use any type of radio or cellular communication unless the area has been cleared.
- Hang indicator tags and record search results.

### Bomb Threat Assessment

These responses are designed to ensure the school responds to a serious bomb threat in a systematic and orderly manner so panic and miscommunication among police, the school, and parents/guardians, etc., does not occur.

**High Risk (Specific and Realistic):** A threat that appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic. May provide names of possible victims.
- The caller (e.g., perpetrator) identifies themselves.
- Threat suggests concrete steps have been taken towards carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim under surveillance.

## BOMB THREAT (CONT'D.)

**Medium Risk (Increased Level of Realism):** A threat that could be carried out, although it may not appear entirely realistic.

- Threat is more direct and more feasible.
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out.
- There may be general indications of a possible place and time.
- There is no strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat: "I'm serious!" or "I really mean this!"

**Low Risk (Lacks Realism):** A threat that poses a minimum risk to the victim and public safety.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered on the wall and/or the note with the threat was discovered.
- The threat is made by a young child and there is laughter in the background.

### Phoned Threat

- Start recording device, if available.
- Signal another staff member to listen in, if possible.
- Transcribe the threat.
- Fill out as much of the Bomb Threat Response Report as possible, including detailed questions.
- Notify the principal/administrator of the threat.
- Complete any unanswered questions on the Bomb Threat Response Report

## BOMB THREAT (CONT'D.)

- Be available after the call for the school's BERT and law enforcement to interview you.

### Written Threat

- Handle the document as little as possible.
- On a separate piece of paper, re-write the threat exactly as it reads. On this copy, also record:
  - Where the document was found.
  - The date and time the item was found.
  - Any situations or conditions surrounding the discovery.
  - Any other person you are aware of who saw the threat.
- Secure the original document. If small, place in a bag or envelope. **DO NOT** fold, crumple, tear, or mark the item in any way. If on a large object, secure the location.
- Notify the principal/administrator of the threat.

### E-mail Threat

- Leave the message open on the computer monitor.
- Notify the principal/administrator and the information technology department of the threat.
- Print, photograph, or copy down the message. Include the header of the e-mail.
- Save the e-mail.

### Verbal Threat

- Detain the person making the threat, if possible and practical.
- If the person who made the threat leaves, note which direction they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify Principal/Administrator.
- Note the description of the person who made the threat:
  - Name, if known.
  - Race.
  - Sex.
  - Type and color of clothing.
  - Body size.
  - Hair color.
  - Distinguishing features.

## BOMB THREAT (CONT'D.)

- Write down the threat exactly as it was communicated to you:
  - Exact wording.
  - Who made the threat.
  - The date and time of the threat.
- Where the person who made the threat is now.
- Notify the principal/administrator, if someone else has not already done so.

### Rumor of a Threat

- If you overhear a rumor about a bomb or explosive device threat or incident, write down exactly what you heard, from whom you heard it, and then report the rumor to the principal/administrator.
- Record, document, and preserve threat information.
- Report threat to school security, police, and the District Office. Notify staff as appropriate.
- Assemble BERT.
- Assess the threat and determine response.

### Search

- Assemble and deploy search teams.
- Teams search assigned areas; teachers and staff search own areas.
- Hang indicator tags and record search results. If suspicious item is found, under no circumstances should it be touched, tampered with, or moved. Staff will immediately leave the area, shut the door, and report the object to the building administrator. Law enforcement will need to know where the bomb is located, who discovered it, why it is suspected of being a bomb, and if it has been disturbed or moved.

### If a Suspicious Item is Found

- DO NOT TOUCH THE ITEM.**
- Person(s) who found the item reports it to the principal/administrator.
- Notify police, fire, EMS, and bomb squad.
- Notify others and terminate search.

## BOMB THREAT (CONT'D.)

- Secure area where item is located, but **DO NOT** guard it (stay away from the item).
- Hang indicator tag.
- Notify staff of the situation and direct them to prepare for evacuation.
- Select evacuation routes and assembly areas that are away from the suspicious item.
- Redeploy search teams to clear evacuation routes and assembly areas.
- Meet arriving emergency responders and brief them on the situation, let them speak with the person who found the item, and inform them where the item is located.
- When evacuation routes and assembly areas are cleared, conduct evacuation.
- Law enforcement will assume command of the scene. The BERT should remain at the scene to inform and manage evacuees, media, parents/guardians, etc., and others as appropriate.
- Continue with reoccupy or dismiss action, as appropriate.

## Bomb Threat Response Report

### Bomb Threat 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? \_\_\_\_\_
10. What time was call received? \_\_\_\_\_

Exact Wording of the Threat: \_\_\_\_\_

### Describe the Caller

- \_\_\_ Male
- \_\_\_ Female
- \_\_\_ Unsure
- \_\_\_ Approximate Age

### Emotions of Threat

- \_\_\_ Agitated
- \_\_\_ Angry
- \_\_\_ Boastful
- \_\_\_ Crazy
- \_\_\_ Distant
- \_\_\_ Excited
- \_\_\_ Happy
- \_\_\_ Matter-of-Fact
- \_\_\_ Sad
- \_\_\_ Sincere

### Threat of Language

- \_\_\_ Foul
- \_\_\_ Incoherent
- \_\_\_ Irrational
- \_\_\_ Reading
- \_\_\_ Taped
- \_\_\_ Well-spoken

### Caller's Voice

- \_\_\_ Accent (Describe): \_\_\_\_\_
- \_\_\_ Clearing Throat
- \_\_\_ Cracking Voice
- \_\_\_ Crying
- \_\_\_ Deep
- \_\_\_ Deep Breathing
- \_\_\_ Disguised
- \_\_\_ Distinct
- \_\_\_ Excited
- \_\_\_ Familiar (Who?): \_\_\_\_\_
- \_\_\_ Laughing
- \_\_\_ Lisp
- \_\_\_ Loud
- \_\_\_ Nasal
- \_\_\_ Normal
- \_\_\_ Ragged
- \_\_\_ Rapid
- \_\_\_ Raspy
- \_\_\_ Soft
- \_\_\_ Slow
- \_\_\_ Slurred
- \_\_\_ Stutter
- \_\_\_ Other:

### Background Sounds

- \_\_\_ Animal Noises
- \_\_\_ Children
- \_\_\_ Clear
- \_\_\_ Factory/Machinery
- \_\_\_ House Noises
- \_\_\_ Motor
- \_\_\_ Office
- \_\_\_ PA System
- \_\_\_ Street Noises
- \_\_\_ Voices
- \_\_\_ Other:

### Type of Phone

- \_\_\_ Cellular
- \_\_\_ Landline
- \_\_\_ Phone Booth

Other: \_\_\_\_\_

### Bomb Threat Response Report (Cont'd):

Verbal Threat	
Describe the threat:	_____
Where was it found?	_____

Verbal Threat	
Who made the threat?	_____
Exact words:	_____
To whom was the threat directed?	_____

Suspicious Package	
Describe package location:	_____
Description of package:	_____
Has package been moved/disturbed?	_____
Person who received threat:	_____
Time/Date:	_____

## MEDICAL EMERGENCY

**Purpose:** This protocol is used when there is a medical emergency-related incident that could jeopardize the safety of students/staff.

### Administrator Responsibilities

- Call 9-1-1.
- Notify District Office.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information.
- Accompany the students/staff to the hospital if the parents/guardians, etc., cannot be there.

### Staff Responsibilities

- Evaluate the accident scene. Isolate and secure the area.
- Notify the administrator-in-charge as soon as possible. Advise them of the number of injured and of the situation and give the location.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Stabilize the victim and administer first aid.
- Assist the emergency medical responders
- If the scene is not safe, wait for EMS to respond.

### Allergic Reaction

- Notify District Office and the principal/administrator immediately.
- Call 9-1-1.
- Administer counteractive agent (e.g., EpiPen), if necessary.



- Contact parents/guardians, etc.

## **CARDIAC EMERGENCY**

**Purpose: Used when a suspected sudden cardiac arrest incident.**

### **Administrator Responsibilities**

- Call 9-1-1.**
- Notify District Office.
- Report to the scene. Secure and isolate the area.
- Have staff trained in first aid/CPR respond to the area to assist.
- Assign an individual to meet and escort the emergency medical responders to the scene.
- Notify the parents/guardians, etc.
- Provide the police/EMS emergency information
- Accompany the students/staff to the hospital if the parents/guardians, etc., cannot be there.

### **Staff Responsibilities**

- Evaluate the accident scene. Isolate and secure the area.
- Notify the principal/administrator as soon as possible and give the location.
- Assess patient (e.g., airway, breathing, and circulation).
- If AED available, have trained staff member operate AED.
- If no AED or trained staff member, have a staff member trained in First Aid/CPR respond to the area to assist.
- EMS will take charge of the situation upon arrival.

## SEVERE WEATHER

**Purpose:** This protocol is used when there is a severe weather-related incident that could jeopardize the safety of students/staff.

**Watch:** A precautionary alert issued when conditions are favorable for the development of severe weather in a specific area.

**Warning:** Issued when severe weather has actually been sighted or indicated by radar in a specific area.

**Note:** At the first sign of severe weather, all students/staff outside should return to the building.

### Administrator's Responsibilities

- Office staff to monitor the early warning (NOAA) weather radio.
- Upon activation, office staff shall notify the District Office.
- Principal/administrator should monitor developing weather conditions.
- If necessary, initiate shelter-in-place procedures.
- If conditions warrant protective measures to be taken, order students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1**.
- Principal/administrator announces when students/staff are to return to their rooms.
- If damage has occurred to the building, the principal/administrator is to evacuate the affected areas/campus.
- Discourage the release of students/staff until the severe weather passes.

### Staff Responsibilities

- Upon the order to shelter-in-place the students, proceed to the shelter area.
- If possible, take the record/attendance book.
- Account for all students. Report missing students to the office.
- If there is a medical emergency, **call 9-1-1**.
- Notify the principal/administrator, as soon as possible.
- Keep students quiet and calm.

## SEVERE WEATHER (CONT'D.)

### Custodial Staff Responsibilities

- Monitor developing weather conditions.
- Contact the principal/administrator for direction.
- If conditions warrant protective measures to be taken, assist students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1.**
- If damage has occurred to the building, evacuate the affected areas/campus.

## FIRE/EXPLOSION

**Purpose:** This protocol is used when there is a fire-related incident that could jeopardize the safety of students/staff.

Evacuate the building by using the fire alarm while simultaneously shouting **"FIRE, FIRE, FIRE!"**.

Anyone witnessing the fire **WILL CALL 9-1-1**, identify the name and address of the school, describe the emergency, and indicate that the school is being evacuated. Direct staff is to remain on the phone to provide updates, location within the building of the fire, and additional information.

### Principal

- Notify students/staff outside to immediately move to the off-campus assembly area(s), account for the students, and be prepared to evacuate off-campus to a relocation site.
- Assist in evacuating the building.
- Notify the transportation department to stop all in-bound buses; redirect them to designated sites.
- Notify the District Office.
- Assist the fire department with locating the utilities.
- Ensure the building is evacuated, if applicable.
- If students/staff need to evacuate campus, request transportation to the designated site. Also take the Go-Kit.
- Signal an **"All Clear"** when appropriate.
- Notify the custodial staff to recharge/replace the fire extinguishers where and when appropriate.

## FIRE/EXPLOSION (CONT'D.)

### Teachers and Office Staff

- Activate the fire alarm.
- Notify students in classroom to line up accordingly and proceed to the nearest safe area.
- In the event of an evacuation, follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Reassemble students at the designated area.
  - Take attendance.
  - Report missing student(s) as soon as possible to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "All Clear" is announced.

### Custodial and Maintenance Staff

- Assist the fire department in locating the utilities.
- Ensure the building is evacuated, if applicable.
- If outside, move students to a safe off-campus assembly area and wait for further instructions.

## FLOODING

**Purpose:** This protocol is used when there is a flood-related incident that could jeopardize the safety of students/staff.

**Flood Watch:** Flooding is possible.

**Flash Flood Watch:** Flash flooding is possible.

**Flood Warning:** Flooding is occurring or will occur soon

**Flash Flood Warning:** A flash flood is occurring; seek higher ground on foot immediately.

### Before a Flood

- Make sure that if the school or office is in a flood plain, it is elevated and/or reinforced.
- Make sure that the furnace, water heater, and electric panel is elevated, if susceptible to flooding.
- Are check valves installed in sewer traps to prevent flood water from backing up into the drains of the building?
- Have barriers (e.g., levees, beams, floodwalls) been constructed to stop flood water from entering the building?
- Have walls in basements been sealed with waterproofing compounds to avoid seepage?

### During a Flood

**If a flood is likely in the area, persons should:**

- Listen to the radio or television for information.
- Be aware that flash flooding can occur. If there is any possibility of a flash flood, move immediately to higher ground. **DO NOT** wait for instructions to move.
- Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly.
- Make sure the staff member who is in charge of the NOAA radio shares information, so personnel are prepared.

**If persons must prepare to evacuate, they should do the following:**

- Secure the classroom or office. If time permits, bring in outdoor furniture or equipment. Move essential items to an upper floor.
- Turn off utilities at the main switches or valves, if instructed to do so.

- Disconnect electrical appliances. **DO NOT** touch electrical equipment if wet or standing in water.

## FLOODING (CONT'D.)

**If persons have to leave classrooms or offices, remember these evacuation tips:**

- DO NOT** walk through moving water. Six inches of moving water can make someone fall. If persons have to walk in water, walk where the water is not moving, and check the firmness of the ground in front.

**Driving Flood Facts:**

- Six inches of water will reach the bottom of most passenger cars, causing loss of control and possible stalling.
- One foot of water will float many vehicles.
- Two feet of rushing water can carry away most vehicles, including sport utility vehicles and pick-ups.

### After a Flood

**The following are guidelines for the period following a flood:**

- Listen for news reports to learn whether the community's water supply is safe to drink.
- Avoid floodwaters; water may be contaminated by oil, gasoline, or raw sewage.
- Water may also be electrically charged from underground or downed power lines.
- Stay away from downed power lines and report them to the power company.
- Avoid moving water.
- Be aware of areas where floodwaters have receded. Roads may have weakened and could collapse under the weight of a car.
- Return to classrooms and offices only when authorities indicate it is safe.
- Stay out of any building if it is surrounded by floodwaters.
- Use extreme caution when entering buildings; there may be hidden damage, particularly to foundations.
- Stay in contact with the principal/supervisor.

### Administrator's Responsibilities

- Office staff to monitor the NOAA radio.
- Upon activation, office staff shall notify the administrator-in-charge and the District Office.

### **FLOODING (CONT'D.)**

- Administrator should monitor developing weather conditions.
- If conditions warrant protective measures to be taken, order students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1.**
- Administrator announces when students/staff are to return to their classrooms.
- If damage has occurred to the building, the principal/administrator is to evacuate the affected areas/campus.
- Discourage the release of students until the severe weather passes.

#### **Staff's Responsibilities**

- Upon the order to shelter-in-place the students, proceed to the shelter area.
- If possible, take the record/attendance book.
- Account for all students. Report missing students to the office.
- If there is a medical emergency, **call 9-1-1.**
- Notify the principal/administrator, as soon as possible.
- Keep students quiet and calm.

#### **Custodial Staff Responsibilities**

- Monitor developing weather conditions.
- Contact the principal/administrator for direction.
- If conditions warrant protective measures to be taken, assist students/staff to proceed to the shelter area.
- If there is a medical emergency, **call 9-1-1.**
- If damage has occurred to the building, evacuate the affected areas/campus.



Hazard-Specific Procedures

## UTILITY FAILURE

**Purpose:** This protocol is used when there is a utility failure on school property.

### Administrator

- Contact the custodian regarding the outage.
- Contact the maintenance department to address the problem.
- Call the District Office.
- Ensure that the local utility company has been contacted.

### Teachers and Office Staff

- Remain in the classroom. Continue to teach and keep students calm.
- If school is dismissed early, refer to individual student emergency forms to confirm student destinations.
- Make phone calls, as necessary, for alternate plans and document the change on the student emergency form.

### Custodial and Maintenance Staff

- Determine the full extent of the utility failure for the principal/administrator.
- Keep the principal/administrator advised of the situation.

## CHEMICAL INCIDENT

**Purpose:** This protocol is used when there is a chemical-related incident that could jeopardize the safety of students/staff.

### If a Chemical Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present, within, or near the surroundings of the building.
- Identify and react to the threat when emergency warning and/or alert system notifications are made.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced by students and faculty.
- If possible, determine if the source of the chemical threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students/staff and limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students and faculty as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students and faculty once accountability has been completed.
- Ensure the segregation of potentially contaminated persons or those showing symptoms, to avoid cross contamination.
- Symptoms may not be present immediately and are dependent on exposure time and toxicity. Chemical agents **DO NOT** produce a visible cloud. Symptoms may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Blisters or rashes.
  - Unexplained coughing, fatigue, tearing in eyes, and dizziness.
  - Unusual liquid droplets or oily film.
  - Unexplained animal sickness or death.
  - Unexplained odors.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

## CHEMICAL INCIDENT (CONT'D.)

### Principal:

- Call **9-1-1** and notify administration.
- Determine best evacuation route and location, if applicable.
- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
- Assist and ensure evacuation is completed.
- Notify transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Conduct attendance audit of students/staff and visitors.
- Monitor public announcement through local emergency manager or broadcast media.

### Teachers and Office Staff

- If a chemical attack or release is suspected, notify the District Office and principal/administrator immediately.
- Advise of injuries and/or anyone in immediate danger.
- If evident, notify principal's office of adverse physical symptoms present.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard free exit in an orderly fashion, if applicable.
- Close windows and doors.
- Have students cover nose and mouth with any fabric material.
- Ensure that students **DO NOT** chew gum, eat, drink, or place objects in their mouth.
- In the event of an evacuation, follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Re-assemble students at the designated area.
  - Take attendance.
  - Report missing student(s) as soon as possible to the principal/administrator.

- Await further instructions from the principal/administrator.
- Re-occupy the building when an "All Clear" is announced.

### **CHEMICAL INCIDENT (CONT'D.)**

#### **Custodial and Maintenance Staff**

- Ensure the building is evacuated, if applicable.
- Turn off HVAC system, if applicable.
- If outside, move students/staff to the designated off-campus assembly area and wait for further instructions.

## BIOLOGICAL INCIDENT

**Purpose:** This protocol is used when there is a biological-related incident that could jeopardize the safety of students/staff.

### If a Biological Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present within or near the surroundings of the school building.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced by students/staff.
- If possible, determine if the source of the biological threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, closing all doors and windows and covering any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students/staff, once accountability has been completed.
- Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Joint and muscle pain.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

### Principal

- Call 9-1-1** and notify administration.
- Determine the best evacuation route and location.
- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- Assist and ensure evacuation is completed.

- Notify the transportation department to stop all in-bound buses and redirect them to designated sites.

## **BIOLOGICAL INCIDENT (CONT'D.)**

- Notify the District Office.
- Ensure local health department is contacted.
- Conduct attendance audit of students/staff and visitors.

### **Teachers and Office Staff**

- Notify District Office and principal/administrator.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard-free exit in an orderly fashion.
- Follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.
  - Reassemble students at the designated area.
  - Take attendance.
  - Report missing student(s) ASAP to the principal/administrator.
  - Await further instructions from the principal/administrator.
  - Re-occupy the building when an "**All Clear**" is announced.

### **Custodial/Maintenance Staff**

- Ensure the building is evacuated, if applicable.
- If outside, move students to the designated off-campus assembly area and wait for further instructions.

## RADIOLOGICAL/NUCLEAR INCIDENT

**Purpose:** This protocol is used when there is a radiological or nuclear-related incident that could jeopardize the safety of students/staff.

### If a Radiological or Nuclear Incident is Suspected

- Identify the threat based on foreign or out-of-place substances present within or near the surroundings of the school building.
- Identify and react to the threat based when emergency warning and/or alert system notifications are made.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced with students/staff.
- Hastily determine if the source of the radiological threat originates within or outside of the building.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students/staff while limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction. If evacuation is necessary, ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be made for transportation of students/staff once accountability has been completed.
- Symptoms may not present themselves for 2-6 hours, even with high doses, dependent on exposure time, distance, and rate. Symptoms may include:
  - Fever, headache, chills, sweating, weakness, and fatigue.
  - Joint and muscle pain.
  - Respiratory distress, difficulty talking, or eating.
  - Nausea.

### Principal

- Call 9-1-1** and notify administration.
- Determine best evacuation route and location, if applicable.



- Notify students/staff to immediately move to the designated assembly area(s), account for the students/staff and be prepared to evacuate off-campus to a relocation site.

## RADIOLOGICAL/NUCLEAR INCIDENT (CONT'D.)

- Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
- Assist and ensure evacuation is completed.
- Notify the transportation department to stop all in-bound buses and redirect them to designated sites.
- Notify the District Office.
- Ensure the local health department is contacted.
- Conduct attendance audit of visitors and students/staff.

**Note:**

- Keep exposure time to a minimum.
- Establish a location for evacuation and decontamination at the direction/approval of the Site Incident Commander.
- Contact your local emergency manager for recommendations.
- For those buildings within the Ten Mile Emergency Planning Zone of a nuclear power plant, please refer to required response plans or protocols.
- Establish information sharing system with public health officials to report excessive/unusual student absenteeism.

**Teachers and Office Staff**

- Notify District Office and principal/administrator.
- Notify students in classroom to line up accordingly and proceed to the nearest hazard-free exit in an orderly fashion, if applicable.
- Close windows and doors.
- Have students cover nose and mouth with any fabric material.
- Ensure that students **DO NOT** chew gum, eat, drink, or place objects in their mouth.
- Follow the evacuation procedures:
  - Take record/attendance books, if possible, and close the classroom door.

- Reassemble students at the designated area.
- Take attendance.
- Report missing student(s) as soon as possible to the principal/administrator.
- Await further instructions from the principal/administrator.
- Re-occupy the building when an "**All Clear**" is announced.

## **RADIOLOGICAL/NUCLEAR INCIDENT (CONT'D.)**

### **Custodians/Maintenance Staff**

- Ensure the building is evacuated, if applicable.
- Turn off HVAC system, if applicable.
- If outside, move students to the designated off-campus assembly area and wait for further instructions.



# Continuity of Operations Plan

Appendix F

Alternate School

Name of School:	<u>GIRESD Winding Brook and /or Rosebush buildings</u>
Address:	<u>Shepherd, MI and / or Rosebush , MI</u>
Distance (miles):	<u>10 to 20 miles away</u>

Alternate School Point of Contact

Name:	<u>Jan Amsterburg</u>	Title:	<u>Superintendent</u>
Office Phone:	<u>989-875-5101</u>	Cell Phone:	<u>2280</u>
E-mail:	<u>jamsterburg@giresd.net</u>	Other:	

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Beal City School Order of Succession

1	<u>William C. Chilman IV, Superintendent</u>
2	<u>Dan Boyer, Secondary Principal</u>
3	<u>Jason Johnston, Elementary Principal</u>

Beal City School Delegation of Authority

Position:	<u>Secondary Principal</u> <del>&lt;e.g., Principal&gt;</del>
Delegates Authority To:	
Position:	<del>&lt;e.g., Assistant Principal&gt;</del> <u>Elementary Principal</u>
Limitations:	<del>&lt;e.g., The Assistant Principal is authorized to perform the following functions, with limitations...&gt;</del> <u>none</u>
Delegates Authority To:	

Position: Business Manger<e.g., Secretary>

Limitations: <e.g., The school Secretary is authorized to perform the following functions, with limitations...>none

Delegates Authority To:

Position: School Board President

Limitations: none

Notes

Positions designated for authority delegation are appointed in the event that the primary position holder is temporarily unable to continue/fulfill their duties. All authority for that position passes to the successor, unless specified above under "Limitations." Authority delegation will follow the order of designees unless noted.



Essential Staff Functions

Principal or District Office	<ul style="list-style-type: none"> <li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>○ Disseminate information internally to students/staff.</li> <li>○ Communicate with parents/guardians, etc., media, and the larger school community.</li> <li>○ Identify a line of succession, including who is responsible for restoring business functions for school.</li> </ul>
------------------------------	---

Essential Staff Functions	
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> <li>○ Ensure systems are in place for rapid contract execution after an incident.</li> <li>○ Identify relocation areas for classrooms and administrative operations.</li> <li>○ Create a system for registering students (out of district or into alternative schools).</li> <li>○ Brief and train staff regarding their additional responsibilities.</li> <li>○ Secure and provide needed personnel, equipment/supplies, facilities, resources, and services required for continued operations.</li> <li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, re-arranging tests).</li> <li>○ Re-evaluate the curriculum.</li> </ul>
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> <li>○ Work with local government officials to determine when it is safe for students/staff to return to the school buildings and grounds.</li> <li>○ Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting and/or re-landscaping).</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>○ Maintain inventory.</li> <li>○ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>○ Ensure redundancy of records (records are kept at a different physical location).</li> <li>○ Secure classroom equipment, books, and materials.</li> <li>○ Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.</li> <li>○ Retrieve, collect, and maintain personnel data.</li> <li>○ Provide accounts payable and cash management services.</li> </ul>

Essential Staff Functions

Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"><li>○ Establish academic and support services for students/staff.</li><li>○ Implement additional response and recovery activities according to established protocols.</li><li>○ Crisis counseling.</li><li>○</li></ul>
Food Service/Cafeteria/Bus Drivers	<ul style="list-style-type: none"><li>○ Determine how transportation and food services will resume.</li></ul>

Vital Records Needed for Alternate Site Operations

Record	Location

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# Incident Command System Job Action Sheets

Appendix G



**Job Action Sheets (JAS)** provide school personnel with the basic information needed when assigned a position within the ICS. The sheets provided in this section contain basic information and may be modified to fit the needs/requirements of individual schools.

Job Action Sheets included in this section:

- Incident Commander
- Safety Officer
- Liaison Officer
- Public Information Officer
- Operations Officer
- Planning/Documentation Officer
- Logistics Officer
- Finance/Administration Officer

# Incident Commander

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Will serve as the emergency lead person. Will be responsible for making all operational decisions in consultation with the Operations Officer, overseeing staff, and ensuring the workflow is running efficiently.

## Qualifications:

- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Whistle.
- Loud Speaker (if available).
- Staff Roster.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and other identification.
- Meet with the EMS for initial incident briefing.
- Meet with the Operations Officer for initial briefing.
- Establish the chain of command and performance expectations.
- Assign specific duties.

# Incident Commander

---

## Ongoing Duties:

- Maintain contact with EMS to provide updates on response progress.
  - Monitor other sections and identify/eliminate problem areas.
  - Receive update briefings from all ICS Team Officers.
- 

## Extended Duties:

- Review demobilization plan as issued by the Planning Section.
  - Brief ICS Team Officers on the demobilization plan.
  - Complete the After Action Report and participate in section debriefing.
-

## Safety Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Ensure safety of all students/staff. Assess the operation for safety issues, instruct staff on safety procedures and implement safety measures, as needed. Has the authority to cease operations at any time due to safety issues.

**Qualifications:**

- Familiarity with response operations and safety procedures.
- Training in safety and security.
- Required ICS training.

**Equipment:**

- Cell phone and contact roster.
- Vest/Identification Badge.
- Radio.

**Immediate Duties:**

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Make recommendations on personal protection equipment, if necessary.
- Meet with security personnel.
- Provide orientation to the Site Incident Commander regarding all safety issues and concerns.

## Safety Officer

### Ongoing Duties:

- Document all actions and decisions in an activity log.
- Ensure all Section Chiefs have your contact information.
- Ensure that all staff follow health and safety practices.
- Monitor use of all personal protection equipment.
- Provide ongoing reports to the Command Staff on safety.
- Ensure incident/injury reports are correctly written and documented.
- Refer distressed, upset, and anxious persons to mental health.

### Extended Duties:

- Turn all documents in to the Documentation Unit Leader.
- Confirm status of the school upon closure; note damage or safety issues.
- Complete an After Action Report and participate in the debriefing.

# Liaison Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Provide a point of contact with the assisting and cooperating agencies, including fire agencies, the American Red Cross, law enforcement, and others. When agencies assign agency representatives to the incident, the Liaison Officer will coordinate their activities.

**Qualifications:**

- Familiar with the school EOP.
- Ability to write Incident Action Plans.
- Good organizational skills and management experience.

**Equipment:**

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.

**Immediate Duties:**

- Read this entire Job Action Sheet.
- Meet with Incident Commander for briefing/assignment.
- Establish a work location that is accessible and has adequate space.
- Initiate the initial contact with the appropriate local support agencies/representatives
- Identify agency representatives from each agency including communications link and location.
- Respond to requests from the Incident Commander

## Liaison Officer

### Ongoing Duties:

- Respond to request/complaints from incident personnel regarding inter-agency issues
- Maintain unit log.
- Integrate responding agency representatives into the incident organization as appropriate.
- Oversee well-being of agency personnel.
- Advise of special agency needs/requirements.
- Provide status reports to the Site Incident Commander.

### Extended Duties:

- Maintain a list of all assisting agencies including their resource availability.
- Observe staff for signs of stress. Report issues to the Safety Officer
- Insure agency personnel and/or equipment are accounted for/released prior to your departure.
- Insure required agency forms, reports, and documents are complete prior to your departure from the incident area.
- Assist in the preparation of the after action plan and report.

# Public Information Officer

Location/Site: \_\_\_\_\_

Assigned to: \_\_\_\_\_

You Report to: \_\_\_\_\_

**Mission:** Provide information to District Central Office.

**Qualifications:**

- Familiar with local media resources.
- Communications and public speaking skills.
- Required ICS training.

**Equipment:**

- Cell phone and contact roster.
- Vest/Identification Badge.
- Computer with printer.
- Access to a fax machine.

**Immediate Duties:**

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space away from response operations.
- Acquire necessary work materials.
- This person does **NOT** address the Media



## Public Information Officer

### Ongoing Duties:

- Document all actions and decisions in an Activity Log.
- Ensure all ICS Team Officers have your contact information and media protocol.
- Maintain contact with EMS and the Site Incident Commander.
- Notify Central Office of important information.
- Expose and correct rumors and incorrect information.
- Monitor media outlets for accuracy of information being reported.

### Extended Duties:

- Turn all documents in to the Documentation Officer.
- Complete an After Action Report and participate in the debriefing.

# Operations Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct aspects relating to the Operations Section. Carry out directives of the Site Incident Commander.

## Qualifications:

- Familiarity with response operations.
- Good communications skills.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Staff and student rosters.
- Loud speaker/bullhorn.
- Clipboard.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief all ICS Team Officers.

## Operations Officer

### Ongoing Duties:

- Obtain needed supplies with assistance of the Logistics Officer.
- Track and maintain awareness of incident expansions/contractions due to changes in conditions.
- Determine additional resources needed.
- Document all actions and decisions in a Section Activity Log.
- Anticipate staff needs and request more staff, if needed for each section.
- Provide updates on response operations to the PIO and Site Incident Commander.

### Extended Duties:

- Complete an After Action Report and participate in the debriefing.

## Planning/Documentation Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct all aspects of Planning Section operations. Ensure the distribution of critical information/data. Compile scenario/resource projections from all section chiefs and effect long range planning. Document and distribute school Action Plan.

**Qualifications:**

- Familiar with the County EOP and school EOP.
- Ability to write Incident Action Plans.
- Good organizational skills and management experience.
- Required ICS training.

**Equipment:**

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

**Immediate Duties:**

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Develop the length of operational periods and start times for operational periods.
- Develop a Section Action Plan.

## Planning/Documentation Officer

### Ongoing Duties:

- Look at resources, location, and status (on-scene and ordered in). Consider need for additional resources.
- Receive activity reports from Section Chiefs during each operation period.
- Provide status reports to the Site Incident Commander.
- Develop Incident Action Plans for each operational period.
- Provide the Incident Action Plans to the Site Incident Commander.
- Document all actions and decisions in a Section Activity Log.

### Extended Duties:

- Be alert for excess resources for reassignment or demobilization. Present list of resources proposed for demobilization to the Site Incident Commander.
- Demobilize resources as approved by the Site Incident Commander.
- Provide input to the Demobilization Unit Leader who develops the Demobilization Plan as needed.
- Complete an After Action Report and participate in the debriefing.

# Logistics Officer

**Location/Site:** \_\_\_\_\_

**Assigned to:** \_\_\_\_\_

**You Report to:** \_\_\_\_\_

**Mission:** Organize and direct those operations associated with maintenance of the physical environment, and adequate levels of food, shelter, and supplies to support the organization's objectives.

**Qualifications:**

- Familiar with logistic and supply operations.
- Communications skills.
- Good organizational skills and management experience.
- Required ICS training.

**Equipment:**

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

**Immediate Duties:**

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Establish incident ordering process and ensure all Sections are aware of the process.
- Develop a Section Action Plan.

## Logistics Officer

### Ongoing Duties:

- Obtain needed supplies with assistance of the Finance/Administration Department at Central Office.
- Track and maintain awareness of incident expansions/contractions due to changes in conditions.
- Determine additional resources needed.
- Anticipate staff needs and request more staff, if needed for each Section.
- Document all actions and decisions in a Section Activity Log.

### Extended Duties:

- Supervise the break down and repackaging of equipment and supplies.
- Arrange to have all equipment and supplies returned to place of origin and state of readiness.
- Ensure Operations Center is cleaned and returned to former operating condition.
- Provide a final list of material used to the Site Incident Commander.
- Complete an After Action Report and participate in the debriefing.

# Finance/Administration Officer

**Location/Site:** This is a District Level Position \_\_\_\_\_

**Assigned to:** District Business Manager \_\_\_\_\_

**You report to:** Superintendent \_\_\_\_\_

**Mission:** Monitor the utilization of financial assets. Oversee the acquisition of supplies and services necessary to carry out the organization's overall mission. Supervise the documentation of expenditures relevant to the emergency incident.

## Qualifications:

- Strong finance background.
- Familiar with state and federal reimbursement procedures.
- Good organizational skills and management experience.
- Required ICS training.

## Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Computer.
- Access to a fax machine.
- Required forms.

## Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible, has adequate space, is close to Logistics, and has communications capability.
- Acquire necessary work materials.
- Brief ICS Team Officers and hand out job action sheets.
- Develop a Section Action Plan.



## Finance/Administration Officer

### Ongoing Duties:

- Determine funding sources for the incident.
- Identify avenues for claim processing.
- Track and stay aware of incident expansion/contraction due to changes in conditions.
- Collect needed data from other Sections.
- Develop cost summary report for the Site Incident Commander.
- Provide Logistics Officer with a list of supplies to be replenished.
- Ensure all personnel and equipment time records are accurately completed and transmitted.
- Document all actions and decisions in a Section Activity Log.

### Extended Duties:

- Provide final financial report to the Site Incident Commander.
- Turn all documents into the Documentation Officer.
- Complete an After Action Report and participate in the debriefing.

# Resource Inventory


Appendix H

Resource/Material	Location/Source
Radios	<u>Offices</u>
AEDs	<u>Hallways</u>
<u>Emergency Buckets</u>	<u>Classrooms</u>
<u>Trauma kits</u>	<u>Classrooms</u>
<u>Go Boxes</u>	<u>3 offices and one off site at neighbors</u>

In the above table, identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies, as they may be in different locations in each building.

Sample lists may include:

- Communications equipment.
- First aid supplies (including AEDs).
- Firefighting equipment.
- Lighting.
- Classroom emergency kits.
- Food, water, blankets, etc.
- Maintenance supplies, tools, etc.



# Go-Kit and Emergency Supplies Checklists

Appendix I

## Go-Kit Checklist: Administration/Main Office

- Clipboards.
- Student roster w/photos and class schedules.
- List of access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff, w/description of needs (e.g., medical, dietary, etc.).
- List of school personnel w/contact numbers.
- District emergency contact lists.
- Campus layout maps with evacuation sites, first aid sites, and parents/guardians, etc., reunification site.
- Utility shut-off procedures.
- Emergency procedures/flipchart.
- Student/staff medications.
- Whistle.
- Staff identification (e.g Reflective ICS vests. Site Incident Commander, PIO, etc)
- Light sticks.
- Flashlight w/extra batteries.
- Hand-held radio(s) wchargers.
- Bullhorn/megaphone w/extra batteries.
- First aid kit w/instruction manual.
- Hand sanitizer.
- Nitrile gloves.
- Work gloves.
- Nylon cord.
- Duct tape.
- Plastic zip-lock bags.
- Mylar emergency blankets.
- Portable NOAA weather radio.
- Pens, pencils, or wax markers.
- Notepads.
- Student release forms.
- Student emergency contact information.

## Go-Kit Checklist: Classroom

Clipboard.
Student roster w/photos and class schedules.
List of access and functional needs students, as well as deaf, deaf/blind and hard-of-hearing students, w/description of needs (e.g., medical, dietary, etc.).
Emergency attendance sheets.
District emergency contact lists.
Campus layout maps with evacuation sites, first aid sites, and parents/guardians, etc., reunification site.
Emergency procedures/flipchart.
Whistle.
Staff identification (e.g., hat, colored vest).
Light sticks.
Flashlight w/extra batteries.
First aid kit w/instruction manual.
Hand sanitizer.
Hand-held radio.
Nitrile gloves.
Work gloves.
Nylon cord.
Duct tape.
Plastic zip-lock bags.
Pens, pencils, or wax markers.
Notepads.
Mylar emergency blankets.
Age appropriate student activities (e.g., books, games, puzzles).

Go-Kit Checklist

## Emergency Supplies: Administration/Main Office

<input type="checkbox"/>	Five-gallon bucket w/lid (can be used to store emergency supplies).
<input type="checkbox"/>	Food (e.g., non-perishable, high calorie energy bars).
<input type="checkbox"/>	Emergency water supply.
<input type="checkbox"/>	Batteries.
<input type="checkbox"/>	Blankets.
<input type="checkbox"/>	Duct tape.
<input type="checkbox"/>	Portable toilets, makeshift toilets, or garbage bags.
<input type="checkbox"/>	Plastic sheeting.
<input type="checkbox"/>	Can opener.
<input type="checkbox"/>	Waterproof matches and container.
<input type="checkbox"/>	Lighter.
<input type="checkbox"/>	Light-emitting diode (LED) lantern.
<input type="checkbox"/>	Phone chargers.
<input type="checkbox"/>	Additional sanitary items (e.g., moist towelettes, toilet paper, feminine products).
<input type="checkbox"/>	Additional work gloves.
<input type="checkbox"/>	Additional dust masks.
<input type="checkbox"/>	Additional Mylar emergency blankets.
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# Emergency Supplies: Classroom

- Five-gallon bucket w/lid (can be used to store emergency supplies).
- Food (e.g., non-perishable, high calorie energy bars).
- Emergency water supply.
- Batteries.
- Blankets.
- Dust masks.
- Duct tape.
- Portable toilets or garbage bags.
- Plastic sheeting.
- Garbage bags.
- Additional sanitary items (e.g., moist towelettes, toilet paper, feminine products).
- Additional dust masks.
- Additional Mylar emergency blankets.
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Emergency Supplies Checklist



# Memorandums of Agreement/Understanding

Appendix J

Agency	Resources Agreed to Provide
Isabella County Law Enforcement Consortium	Law Enforcement – Mike Main
Isabella County Emergency Mgt	General Support- Mark Griffis
CMU IAC	Off-Site Reunification Facility - Jonathan Kujat
K of C hall	Off-Site Evacuation Facility
Mt Pleasant School	Staffing/Bussing
Shepherd School	Staffing/Bussing
Dean Transportation	Transportation
IRide	Transportation

# Law Enforcement Command Posts

Appendix K

The purpose of this section is for schools and local law enforcement personnel to collaborate in a combined effort to designate emergency operations locations in order to have a common vision and understanding during the response to an emergency incident. It is important to note that the initial locations identified may change based upon incident dynamics.

School Name:	Beal City Public School
Primary Law Enforcement Agency:	Isabella County Sheriff/MI State Police
Point of Contact:	Isabella County Central Dispatch
Phone Number:	911 / 989-773-1000

Primary Command Post			
Location Name:	Knights of Columbus Hall		
Address:	2765 W Beal City Rd		
City:	Mount Pleasant	State:	MI Zip: 48858
Local Cross Streets:	Winn / Beal City		
Geocode:	; °		
Remarks:			

Alternate Command Post			
Location Name:	Isabella Bank		
Address:	1876 N Winn Rd		
City:	Weidman	State:	MI Zip: 48893
Local Cross Streets:	Winn / Beal City		

### Alternate Command Post

Geocode: ; °

Remarks:

### Primary Staging Area

Location Name: Knights of Columbus Hall

Address: 2765 W Beal City RD

City: Mount Pleasant State: MI Zip: 48858

Local Cross Streets: Winn/ Beal City

Geocode: ; °

Remarks:

### Alternate Staging Area

Location Name: Tilmann Hardware

Address: 1963 N Winn RD

City: Mount Pleasant State: MI Zip: 48893

Local Cross Streets: Winn / Beal City

Geocode: ; °

Remarks:

### Primary Helicopter Landing Zone

Location Name:	Knights of Columbus Hall			
Address:	2765 W Beal City RD			
City:	Mount Pleasant	State:	MI	Zip: 48858
Local Cross Streets:	Winn / Beal City			
Geocode:	; °			
Remarks:	Field to the west of location, open area with access points			

### Alternate Helicopter Landing Zone

Location Name:	McLaren Hospital			
Address:	1221 South Dr			
City:	Mount Pleasant	State:	MI	Zip: 48858
Local Cross Streets:	Brown / North			
Geocode:	; °			
Remarks:				

### Static Post 1

Location Name:	St Joseph Worker School			
Geocode:	; °			
Officers Required:	3			
Specific Duties:	Securement of School			

Static Post 2

Location Name: Knights of Columbus Hall

Geocode: ; °

Officers Required: As necessary

Specific Duties: Rotation

Static Post 3

Location Name: As determine during event

Geocode: ; °

Officers Required:

Specific Duties:

<Insert additional Static Post location(s), as needed>

Foot Patrol 1

Officers Required: 3

Patrol Area: St Joseph Worker School

Geocode: ; °

Specific Duties: Securement of area

### Foot Patrol 2

Officers Required: 2

Patrol Area: Beal City Village Area

Geocode: ; °

Specific Duties: Traffic concerns

### Foot Patrol 3

Officers Required: As event unfolds

Patrol Area:

Geocode: ; °

Specific Duties:

<Insert additional Foot Patrol assignment(s), as needed.>





# Emergency Utility Shut-Off Procedures

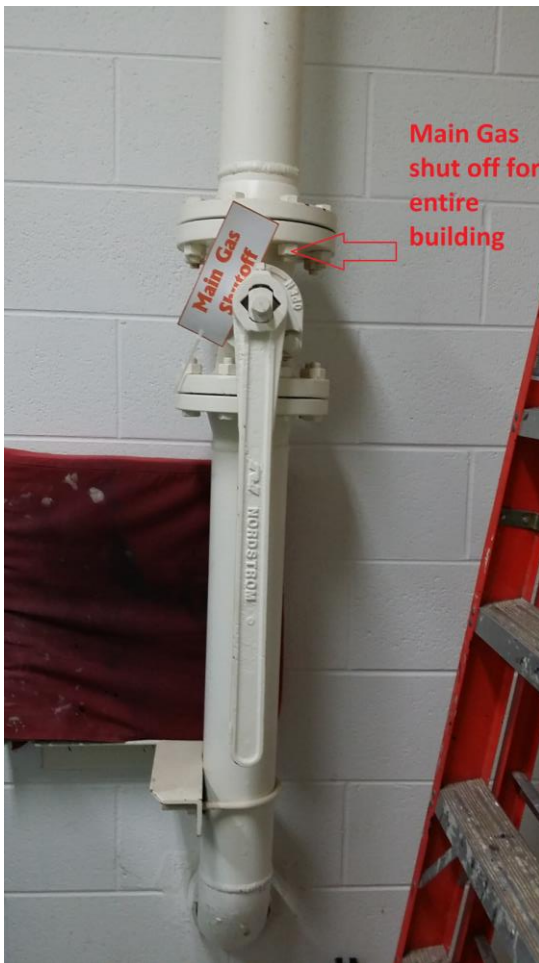
## Electricity

Shut-off location:	Room 450
Key location:	Go Boxes in each office and off site with master Key box in Central office
Tools required:	None required
Instructions:	Pull main breaker



### Natural Gas

Shut-off location:	Room 444
Key location:	Go Boxes in each office and off site with master Key box in Central office
Tools required:	None required
Instructions:	Close main value

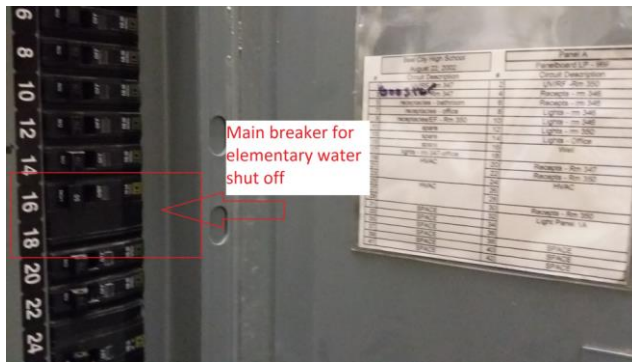


**Natural Gas**

**Water**

Shut-off location:	One in room 444 and second in room 344
Key location:	Go Boxes in each office and off site with master Key box in Central office
Tools required:	None required
Instructions:	Close main water value and or shut off breaker to well.

344



444



### Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	Downstairs Boiler room 318 and upstairs Boiler room 451
Key location:	Go Boxes in each office and off site with master Key box in Central office
Tools required:	None required
Instructions:	Downstairs Shut off power switch on the back of boiler number 1 and Upstairs Shut off all circulation pumps and breakers for boilers

Heating, Ventilation, Air Conditioning (HVAC)



Down stairs boiler



Emergency Utility Shut-Off Procedures



Upstairs boiler





# Cardiac Emergency Response Plan/MERT

Appendix M



Beal City School Emergency Operations Plan





Created by the Michigan Alliance for Prevention of Sudden Cardiac Death of the Young (MAP-SCDY), June 2014.

MAP-SCDY developed this document to assist Michigan schools with a written cardiac emergency response plan template. MAP-SCDY gives permission to Michigan schools to utilize and adapt this document for their purposes.

**IMPORTANT: This document should be reviewed by the appropriate legal counsel for the school. It is the responsibility of the school's legal counsel to ensure that the approved written cardiac emergency response plan is aligned with H.B. 4713 /Public Act 12 of 2014.**

**BEAL CITY PUBLIC SCHOOLS'**  
**CARDIAC EMERGENCY RESPONSE PLAN**

**As recommended by the MAP-SCDY**

This Cardiac Emergency Response Plan is adopted by **Beal City Public Schools** effective on **July 1<sup>st</sup> 2014** pursuant to H.B. 4713 passed by the Michigan Legislature on February 25, 2014 and signed by Governor Snyder with an effective date of July 1, 2014. This plan has been reviewed and approved by the appropriate legal counsel for **Beal City Public Schools** on **August 19, 2014**

H.B. 4713 requires Michigan schools to do as follows:

“The governing body of a school that operates any of grades kindergarten to 12 shall adopt and implement a cardiac emergency response plan for the school. The cardiac emergency response plan shall address and provide for at least all of the following:

1. Use and regular maintenance of automated external defibrillators, if available.
2. Activation of a cardiac emergency response team during an identified cardiac emergency.
3. A plan for effective and efficient communication throughout the school campus.
4. If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and in cardiopulmonary resuscitation techniques.
5. Incorporation and integration of the local emergency response system and emergency response agencies with the school's plan.
6. An annual review and evaluation of the cardiac emergency response plan.”

**The Cardiac Emergency Response Plan of Beal City Public Schools shall be as Follows:**

**1. “Use and regular maintenance of automated external defibrillators if available.”**

- a. If **Beal City Public Schools** has at least one automated external defibrillator (AED), then **Beal City Public Schools** will regularly check and maintain each in accordance with the AED’s operating manual. **(AED units are checked annually for batteries, and unit function by our Superintendent, Building Principals, Athletic Director and Athletic Trainer.)**
- b. Each AED shall be readily accessible for use in responding to a Cardiac Emergency in accordance with this Plan. The locations of the AEDs are identified on M-7 of this Plan and also in **Attachment B. (School Cardiac Emergency Response Protocol.)**
- c. All necessary steps shall be taken to ensure that each AED owned by the school shall be readily available and accessible for all activities which take place at the school including those which take place after regular school hours. AEDs shall never be locked in any office or be stored in a location that is not easily and quickly accessible during any activity. **(Our AED’s are located outside each three offices, which is adjacent to each of our two gyms and our one Cafeteria on the wall in AED cases.)**

**2. “Activation of a Cardiac Emergency Response Team during an identified cardiac emergency.”**

- a. The members of the Cardiac Emergency Response Team **(BERT / Wellness Team)** are identified in **Attachment A. Attachment A** shall be updated regularly to ensure that it is current.
- b. A Cardiac Emergency is a medical condition requiring immediate advanced emergency medical care. Cardiac Emergencies are often due to a Sudden Cardiac Arrest (SCA) or a heart attack, but Cardiac Emergencies can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death. Signs of SCA include:
  - Person is not moving, or is unresponsive or unconscious
  - Person is not breathing or not breathing normally (irregular breaths, gasping or gurgling, not breathing)
  - Seizure or convulsion-like activity may also occur
  - Person may have just received a blunt blow to the chest
- c. The Protocol for responding to a Cardiac Emergency is described on M-5 and in **Attachment B.**

3. **“A plan for effective and efficient communication throughout the school campus.”**

The plan for effective and efficient communication throughout the school campus shall be as follows:

- a. The Cardiac Emergency Response Protocol (**see Attachment B**) may be posted as follows:
  - i. In each school classroom and school office.
  - ii. Adjacent to each AED.
  - iii. In the gymnasium; near the swimming pool; and in other indoor locations where athletic activities take place.
  - iv. At other strategic school campus locations.
  - v. A copy of the Cardiac Emergency Response Protocol shall accompany any portable AEDs.
- b. The Cardiac Emergency Response Protocol shall be distributed and verbally communicated to:
  - i. All staff at the start of each school year with updates distributed as made.
  - ii. All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- c. Results and any recommendations of all cardiac emergency response drills performed during the school year shall be communicated to all staff and administrative personnel.

4. **“If the school includes grades 9 to 12, a training plan for the use of an automated external defibrillator and in cardiopulmonary techniques.”**

- a. Elements –
  - i. A sufficient number of staff (i.e. at least 10% of staff) will be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Beal City Public Schools** to carry out this Plan. Training shall be renewed at least every two years. (**Beal City Public Schools will offer biannual training to any extracurricular, support, and professional staff who would like to become certified in CPR/AED.**)
  - ii. Bi annual training shall be done by an instructor, who may be a staff member, currently certified by a nationally-recognized organization in conformance with current American Heart Association guidelines.
  - iii. Annual training shall include either traditional classroom instruction or online instruction (**SafeSchools.com**) and shall include hands-on instruction and training.

- b. Objectives –
  - i. All members of the Cardiac Emergency Response Team (**BERT/Wellness Team**) shall receive and maintain certified training which includes the issuance of a nationally recognized certification card with an expiration date that is typically 2 years. (**Biannual Training**)
  - ii. As many other staff members as reasonably practicable shall receive training. (**Annual SafeSchools.com Training**)
  - iii. A comprehensive CPR/AED response plan is recommended that should include CPR/AED training for high school students. (**All Students in grades 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders will receive training in their required Health class.**)

5. **“Incorporation and integration of the local emergency response system and emergency response agencies with the school’s plan.”**

- a. **Beal City Public Schools** shall provide a copy of this Cardiac Emergency Response Plan to the local emergency response agencies responsible for the 911 response system and for emergency dispatch including the local police and fire departments and local Emergency Medical Services (EMS). (**Month SSA meetings with the Isabella County Emergency Manger.**)
  - i. **Beal City Public Schools** will work with the local emergency response agencies to take the necessary action to integrate this Cardiac Emergency Response Plan with the local emergency response system.

6. **“An annual review and evaluation of the cardiac emergency response plan.”**

- Beal City Public Schools** shall conduct an annual review and evaluation of the school’s Cardiac Emergency Response Plan. The annual review (**Back to School BERT / Wellness meeting**) shall include the following:
- a. A review of all post-event documentation for any identified Cardiac Emergency that occurred on the school campus or at any off-campus school function. This post-event documentation shall include the following:
    - i. The date and time of the Cardiac Emergency; the location of the Cardiac Emergency; the steps which were taken to respond to the Cardiac Emergency; and the names of the persons who responded to the Cardiac Emergency.
    - ii. The outcome of the Cardiac Emergency which shall include but not be limited to a summary of the condition of the person having the Cardiac Emergency to the extent that the information is accessible.
    - iii. An evaluation of the whether or not the Cardiac Emergency Response Plan was sufficient to enable an appropriate response to the Cardiac Emergency. If the Plan was not considered optimal, then the review shall include recommendations for improvements in the Plan.

- b. A determination as to whether or not any additions, changes or modifications need to be made to the Cardiac Emergency Response Plan. Potential reasons for a change in the Plan can include changes in school facilities, processes, equipment, administrative decisions, personnel and other changes in conditions. This determination needs to be made annually regardless of whether there was a cardiac emergency on the school campus during the preceding year.

## 7. Cardiac Emergency Response Protocol

### **For All Responders (Staff, Faculty, Cardiac Emergency Response Team, etc.)**

Sudden Cardiac Arrest events can vary greatly. All faculty, staff and CPR/AED Emergency Response Team members must be prepared to perform duties. Early action is crucial to successfully treating a cardiac arrest.

In the event a person collapses, do not move the patient unless the scene is unsafe.

Perform the following 5 steps:

#### **1. Early Recognition of cardiac arrest**

- Person is not moving, or is unresponsive or unconscious
- Person is not breathing or not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure or convulsion-like activity may also occur
- Person may have just received a blunt blow to the chest

#### **2. Early call to 911 and Alert within school**

- Call 911 as soon as a potentially life-threatening event is recognized
- Provide school address, cross streets (below), patient condition; remain on the phone with 911
- Call school emergency number (insert school name to activate response – i.e., “Code CPR”):
- Give exact location (“Mr. /Ms. \_\_\_\_ classroom, Room # \_\_\_\_, Gym, football field, cafeteria, etc.”)
- All Emergency Response Team members proceed immediately to scene of the cardiac emergency
- Closest team member retrieves the AED en route to the scene
- Leave AED cabinet door open; the alarm signals the AED was taken for use

#### **3. Early CPR**

- If CPR/AED trained, BEGIN CPR/AED as per standard training; have the defibrillator (AED) brought to the scene
- If not CPR/AED trained, begin Hands-Only CPR until the CPR trained response team or a responder arrives
- Press hard and fast in center of chest
- The 911 operator may give you directions for CPR and AED use

**4. Early Defibrillation**

- When the AED arrives, attach pads to patient, using the following AED instructions:
- The AED will ONLY deliver a shock if it is needed; if NO shock is needed, NO shock is delivered
- Continue CPR until patient is responsive or EMS responder arrives (OK as is)

**5. Early Advanced Life Support**

- Transition care to EMS upon their arrival, to provide advanced life support

**Office Staff (Main, Athletics, Security)**

- Confirm exact location and condition of the patient
- May repeat page to activate the Cardiac Emergency Response Team (as above) and give the exact location
- Confirm that the Cardiac Emergency Response Team has responded
- Confirm that 911 was called; if not – call 911 STAT
- Assign a staff member to direct EMS to the scene
- Perform “Crowd Control” – directing others away from the scene
- Notify other staff: School nurse, athletic trainer, athletic director, etc.
- Consider: Delaying class dismissal, recess, other changes to facilitate CPR and EMS functions
- Designate people to cover the duties of the CPR responders
- Copy the patient’s emergency information for EMS
- Notify the patient’s emergency contact (Parent, Spouse or Guardian)
- Notify staff and students when to return to normal schedule
- Contact School District Administration

**AED School/Building Location Information**

School Name Beal City Public Schools  
Address 3180 W. Beal City Rd  
Cross Streets Beal City Rd and Aggie Avenue

School Emergency Phone numbers  
**William C Chilman IV, Superintendent School = 989-644-3901 / Cell = 989-878-1328**  
**Dan Boyer, Secondary School Principal School = 989-644-3944 / Cell = 231-468-9467**  
**Jason Johnston, Elementary School Principal School = 989-644-2740 / Cell = 989-330-0938**

- AED Location #1** Just outside Central Office and the Big Gym in the Main Lobby
- AED Location #2** Just outside of the Secondary Office between the office and the Small Gym
- AED Location #3** Just outside of the Elementary Office between the office and the Cafeteria
- AED Location #4** Portable AED with Athletic Trainer at outside events and stored in the Athletic Trainers Office between Small Gym and Weight Room

Other school-specific location information:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Attachments

Appendix N



Beal City School Emergency Operations Plan



**ATTACHMENT A: Beal City Public Schools  
CARDIAC EMERGENCY RESPONSE TEAM (MERT)**

**The following persons compose the Cardiac Emergency Response Team. All members shall have current CPR/AED training and are hereby designated to respond to and provide basic life support during a cardiac emergency:**

<b>Team Member Name</b>	<b>CPR/AED Training Expiration</b>	<b>During School Hour Phone/Extension</b>	<b>After-School Hour Phone/Extension</b>
William Chilman	2020	989-644-3901	989-878-1328
Dan Boyer	2020	989-644-3944	231-468-9467
Jason Johnston	2020	989-644-2740	989-330-0938
Chadd Fletcher	2020	989-644-3944	517-881-5295
Aaron Butkovich	2020	989-644-3944	989-289-7940
Marci Faber	2020	989-644-3901	989-506-6493
Jason McDonald	2020	989-644-3901	989-289-7938

Signed by:

\_\_\_\_\_

Principal

Dated: \_\_\_\_\_

**Note: Other students and staff not listed here, with or without CPR/AED certification may initiate a response and provide basic life support as needed if Team Members are not immediately available.**

**ATTACHMENT B: BEAL CITY PUBLIC SCHOOLS**  
**SCHOOL CARDIAC EMERGENCY RESPONSE PROTOCOL**

**For All Responders (Staff, Faculty, Cardiac Emergency Response Team, etc)**

Sudden cardiac arrest events can vary greatly. All faculty, staff and Cardiac Emergency Response Team members must be prepared to perform duties. Early action is crucial to successfully treating a cardiac arrest. If a person collapses, do not move the patient unless the scene is unsafe.

Perform the following 5 steps:

**1 Early Recognition of cardiac arrest**

- Person is not moving, or is unresponsive or unconscious
- Person is not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure or convulsion-like activity may also occur
- Person may have just received a blunt blow to the chest

**2 Early Call to 911 and Alert within school**

- Call 911 as soon as a potentially life-threatening event is recognized
  - Provide school address, cross streets (below), patient condition, remain on the phone with 911
- Call school emergency number request (insert school code name to activate response– i.e. "Code CPR")
  - Give exact location ("Mr./Ms. \_\_ classroom, Room # \_\_, Gym, football field, cafeteria, etc.")
- All Cardiac Emergency Response Team members proceed immediately to scene of the emergency
  - Closest team member retrieves the AED in route to the scene
  - Leave the AED cabinet door open, the alarm signals the AED is taken for use

**3 Early CPR**

- If CPR/AED trained, **begin CPR/AED** as per training, have the defibrillator (AED) brought to the scene
- If not CPR/AED trained, **begin Hands Only CPR** until CPR trained response team or a responder arrives
  - Press hard and fast in center of chest
  - The 911 operator may give you directions for CPR and AED use

**4 Early Defibrillation**

- When the AED arrives, attach pads to patient, use the AED following the instructions
  - The AED will ONLY deliver a shock if it is needed; if NO shock is needed, NO shock is delivered
- Continue CPR until patient is responsive or EMS responder arrives

**5 Early Advanced Life Support**

- Transition care to EMS upon arrival, to provide advanced life support

**Office Staff (Main, Athletics, Security)**

- Confirm the exact location and the condition of the patient
- May repeat page to activate the Cardiac Emergency Response Team (as above) and give the exact location
- Confirm that the Cardiac Emergency Response Team has responded to the scene
- Confirm that 911 was called, if not - call 911 STAT
- Assign a staff member to direct EMS to the scene
- Perform "Crowd Control" - direct others away from the scene
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Consider: Delaying class dismissal, recess, other changes to facilitate CPR and EMS functions
- Designate people to cover the duties of the CPR responders
- Copy the patient's emergency information for EMS
- Notify the patient's emergency contact (Parent, Spouse or Guardian)
- Notify staff and students when to return to normal schedule
- Contact School District Administration

**AED Building Location Information**

School Name & Address Beal City Public Schools – 3180 W. Beal City Rd

School Emergency Phone # 989-644-3901 / 989-644-3944 / 989-644-2740

Cross Streets Beal City Rd. & Aggie Ave.

AED Location #1 Outside Central Office and Big Gym in the Main Lobby

AED Location #2 Outside Secondary Office between office and Small Gym

AED Location #3 Outside Elementary Office between office and the Cafeteria

AED Location #4 Portable AED with Athletic Trainer at outside events/Stored in Trainers Office between Small Gym & Weight Room.

## **Attachment C: Conducting School-based AED Practice Drills**

### **Introduction:**

Doing a practice drill for your cardiac emergency response is the best way to find out if your plan works, to test your communication system and your response team's readiness. The checklist allows you to obtain objective data, and the scenarios provide a realistic framework for your team to work from.

### **Planning the Practice Drill**

**When:** Some schools do their first drill on a day or time when students are not around—early release, teacher workday, after school, etc. After that it is not usually a problem to do it more realistically during school. You should tell your team that you will be doing a practice drill in the next couple of weeks, so that they may have a chance to review the plan, etc. ahead of time. Then do not tell them exactly when you will do the drill.

**Who:** The drill will involve your first responder team, your front office staff, and an objective observer (recording the times different things happened on the checklist). Sometimes it works well to use the school nurse as the observer/recorder. This way the team is not looking to her to “run” the response. Before the drill you will want to tell the person designated to make the 911 call that this is a drill only. If classroom teachers are on your response team, there should be a plan for how they are to “cover” their class during an emergency.

**What:** Choose a scenario from the ones provided, or make one up that fits your school. You will need a manikin with at least a T shirt on, AED trainer, and the checklist on a clipboard. Your AED should be in its usual location.

**Where:** Use an empty classroom, the back office area, a workroom or the cafeteria or media center when students are not expected to be there.

### **The Day of the Drill**

Place the manikin on the floor, then make a call (or use the intercom) to the front office and tell them you have an unresponsive victim in the \_\_\_\_\_. At this time your plan should go into effect, with the first responders being notified using the communication plan you have in place (i.e. PA, intercom, walkie-talkie, etc.). Your observer will then begin to record the times each event happens: the call to alert first responders, arrival of first rescuer, time CPR started, how many rescuers came, time AED arrived, time AED placed, time of first shock, etc. When the first rescuer comes in, give him the short scenario, as if you were the witness. When your school AED arrives, hand them the trainer to use, and just encourage them to carry on as if this were a real arrest situation. You might even want to test your all-staff awareness, and have the first person coming into the room react, and initiate the first call.

### **After the Drill**

Congratulate everyone, then take a few minutes to go over the checklist together, checking the times that different stages of the response took. Ask everyone how they felt about it, and discuss any concerns anyone had. Evaluate the checklist and staff response to see if there are any action steps that need to be taken. Were there any communication problems? If the drill indicates any needed changes, discuss these with your response team and administrator, make the changes and communicate them clearly to your team, then plan to have another drill soon to test the new plan.

Project ADAM – Conducting School-based AED Practice Drills (revised 05/05/08)

**ATTACHMENT C (CON'T)**  
**SCHOOL-BASED AED PROGRAM**  
**AED SKILL DRILL SUMMARY CHECKLIST**

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_  
TIME DRILL STARTED: \_\_\_\_\_ TIME DRILL TERMINATED: \_\_\_\_\_

1. Time school staff member discovered victim and called front office \_\_\_\_\_
2. Time "Code" announcement made by Front Office Staff \_\_\_\_\_
3. First rescuer to respond (check all that apply):
  - Called for help (vocal)
  - Called for help (phone)
  - Started CPR
  - Ran for help
  - Other \_\_\_\_\_
4. Time Rescuer 2 arrived on scene \_\_\_\_\_
5. Time CPR started \_\_\_\_\_  
CPR started by Rescuer 1?  Yes  No, CPR performed by \_\_\_\_\_  
Did rescuers switch off CPR role every 2 min.?  Yes  No
6. How many people (total) responded to scene? \_\_\_\_\_
7. School's Resource Officer or Administrator arrived?  Yes, Time \_\_\_\_\_  
 No
8. Time AED sent for \_\_\_\_\_  
Time AED arrived at scene \_\_\_\_\_  
Time AED attached to victim \_\_\_\_\_  
Time of first shock \_\_\_\_\_  
Person who performed AED functions \_\_\_\_\_
9. Staff member sent to front of school to await/direct EMS?  Yes, Time \_\_\_\_\_  
 No

**QUESTIONS**

- What did the rescuers do right? \_\_\_\_\_
- What could the rescuers do better? \_\_\_\_\_
- What was easy to remember to do? \_\_\_\_\_
- What was hard to remember to do? \_\_\_\_\_

**COMMENTS**

\_\_\_\_\_  
\_\_\_\_\_

# Student Release Form

One Form for EACH Student Must be Completed

## Adult Picking Up A Student

(Please Print using Block Letters)

Student's Name: \_\_\_\_\_

Teacher (If Known) \_\_\_\_\_ Grade \_\_\_\_\_

Name of Adult Picking Up Student (As it appears on your Identification)

Name: \_\_\_\_\_

Identification Number: \_ - \_ - \_ - \_ - \_ - \_ - \_ - \_ - \_ - \_

## Check Point Staff

Check Point Staff Member: \_\_\_\_\_

Identification Verified (Circle one) **Yes / No**

Emergency Card Permits for pickup by this adult (Circle One) **Yes / No**

Student's anticipated location \_\_\_\_\_

Assigned Runner: \_\_\_\_\_

## Holding Staff

Holding Staff Member: \_\_\_\_\_

Sent with Runner: \_\_\_\_\_ Absent: \_\_\_\_\_ First Aid: \_\_\_\_\_

Hospital: \_\_\_\_\_ Missing: \_\_\_\_\_ Other: \_\_\_\_\_

**\*If Student can not be located deliver this form to the Command Post**

## Release Point Staff

Releasing Staff Member: \_\_\_\_\_

Identification Verification: (Circle One) **Yes / No**

Emergency Card Permits for pickup by this adult (Circle One) **Yes / No**

Parent/Guardian/Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Master List Accountability:** \_\_\_\_\_

Attachment

E

Parent Reunification Procedure

Principal or Designee

- After consulting with the incident commander, determine the appropriate pre-designated relocation site and safe evacuation route.
  - c. On Site: \_\_\_\_\_
  - d. Off Site: \_\_\_\_\_
- Notify the contact person at the relocation site to prepare for arrival of students.
  - a. Name: \_\_\_\_\_
  - b. Phone Number: \_\_\_\_\_
- Designate a staff member to be at the reunification site.
  - a. Name: \_\_\_\_\_
- Send additional personnel to staff the reunification site, if necessary.

Reunification Site Staff

- Do not open the reunification site to anyone except school staff, police, fire and building personnel.
- Check identification of all non-uniformed personnel who arrive to assist.
- Reunification staff must be clearly marked/recognizable by vests.
- Secure a holding area for arriving students/staff away from waiting family members.
- Secure ALL doors. This means all doors (including fire exits) should be staffed so no one can just walk out, or leave with a student.
- Have an air horn or whistle with you at the exit door and a uniformed officer.
- DO NOT OPEN UP THE REUNIFICATION LOCATION UNTIL YOU ARE READY!**
- Keep students on the buses until site manager is ready to receive the students.
- Make sure signage with instructions are clearly displayed throughout the interior and exterior of the building telling how to retrieve students (State ID REQUIRED).
- Have student emergency release cards/reunification paperwork with you
- Establish an adult reporting area for parents/guardians, etc., to sign-in and have identification checked.
- Establish a student release area where students will be escorted to meet their parent/guardian, etc., and sign out.

## Attachment

E

- Establish a mental health area and direct staff to escort parents/guardians, etc., of any injured, missing or deceased student to the area for staff to provide notification in private.
- Ensure counseling services are available at the reunification site.
- Have someone use the bullhorn regularly to broadcast instructions for picking up students.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Once they have signed out their student, instruct parents/guardians, etc., to quickly depart the site in order to make room for others.

### Teachers

- Provide a list of students to the reunification site staff, upon arrival.
- Keep strict control as possible of their class.
  - a. Recommended having class line up in formation and sit down together.
  - b. Each class should be spaced out and separated for the next
- Provide proper assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to provide staffing assistance.
- Students that have younger siblings should make contact with their teacher.
  - a. The teacher should make contact with the BERT Operations if assigned or the IC if not, and arrangements should be made to move older siblings to the youngest sibling's class.
  - b. Documentation and tracking is key
  - c. Parents will be instructed to request the youngest family member first.