

Dr. Joseph F. Pollack Academic Center of Excellence



Emergency Operations Plan

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SECTION 1

GENERAL INFORMATION

The purpose of the Dr. Joseph F. Pollack Academic Center of Excellence Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the school and its employees. Developing, maintaining, and practicing the plan empowers staff to act swiftly and knowledgeably during an incident. Additionally, the plan educates students, staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan also provides caregivers and the community with the assurance that Dr. Joseph F. Pollack Academic Center of Excellence has established clear guidelines and procedures to effectively respond to incidents and hazards.

The Dr. Joseph F. Pollack Academic Center of Excellence (PACE) Emergency Operations Plan (EOP) outlines the expectations for faculty and staff, including roles and responsibilities, direction and control systems, internal and external communication plans, training and sustainability plans, and authority as defined by local, tribal, state, and federal government mandates. It also details common and specialized procedures, as well as specific hazard vulnerabilities and response/recovery protocols. This plan aligns with school board policy and ensures that all measures meet the necessary safety and operational standards.

SCHOOL OVERVIEW

School	Dr. Joseph F. Pollack Academic Center of Excellence (PACE)
Grade Levels	Kindergarten - 8th
Address	23777 Southfield Rd
Crossroads	Mt. Vernon, Southfield Road, and W 9 Mile Road
Geocode	42.4648° N, -83.2217° W
Primary Contact	Mrs. Pettway
Main Phone	1-248-569-1060
Alt. Phone	1-313-415-5733
School Hours	7:45 am - 3:15 pm

SCHOOL POPULATION

520	Students
4	Administrators
6	Office/Support Staff
3	Security Personnel
33	Teachers/Specialists
12	Instructional Support Staff
4	Cafeteria Staff
4	Maintenance/Custodial Staff
4	Transportation Personnel
8	Special Education Team
3	Behavior Intervention Support Staff
2	Business Office

ACCESS AND FUNCTIONAL NEEDS WITHIN THE SCHOOL

Dr. Joseph F. Pollack Academic Center of Excellence is committed to the safe evacuation and transport of students and staff with access and functional needs, including individuals who are deaf, deaf-blind, and hard-of-hearing. The access and functional needs populations include students, staff, and community members with:

X	Access and Functional Need
	Infants/toddlers
	Language translation
	Medically fragile health
X	Cognitive or emotional disabilities
	Mobility Disability
X	Hearing Impaired
	Visually Impaired
	Other

EMERGENCY AUTHORITY OF THE PRINCIPAL IS DELEGATED TO:

1. Ms. April Weems
2. Mrs. LaTonya Ramirez
3. Ms. Darice Robbs

EMERGENCY COMMAND CENTERS (PRIMARY LOCATIONS)

Internal Command Center: Main Office

External Command Center: West Parking lot

If needed, alternate command center locations will be identified based upon current incident circumstances or emergency responder coordination.

MEDIA INFORMATION

Media representatives requesting statements or interviews should be directed to:

Media Representative: Mrs. Pettway, 1-248-569-1060 or vpettway@pacek-8.org

Media Staging Area: Outside Basketball Court

If necessary, an alternate location will be identified based upon incident circumstances.

EMERGENCY CONTACT ROSTERS

Title	Name	Office Ext	Cellular	Email
Principal	Valentina Pettway	2005	313-415-5733	vpettway@pacek-8.org
Assistant Principal	LaTonya Ramirez	2004	313-850-5595	iramirez@pacek-8.org
Assistant Principal	Darice Robbs	2010	313-784-8150	drobbs@pacek-8.org
School Nurse	Akilia Jackson	2002	313-605-6080	ajackson@pacek-8.org
Head Custodian	Basam		248-247-4411	
Security	Vanessa Vogt	2228	248-820-2644	vvogt@pacek-8.org
Evacuation Coordinator	Lanesha Tanner	2007	313-574-3727	ltanner@pacek-8.org
Reunification Coordinator	April Weems	2003	571-594-1119	aweems@pacek-8.org

GENERAL CONTACT NUMBERS

Southfield Police Department	911 or (248) 796-5500
Southfield Fire Department	911 or (248) 796-5600
Michigan Emergency Management Agency	(517) 284-3745
Local Hospital (Providence Hospital)	(248) 849-3000
School District Emergency Contact	(248) 569-1060
Michigan Poison Control	(800) 222-1222
County Sheriff's Office	(248) 858-5000
Michigan State Police	(517) 332-2521
Natural Gas	1-800-805-0490/ 1-800-477-5050
Electrical	(313) 235-6480
Water/Sewer	(248) 858-1000 or (248) 858-8366
Phone (AT&T)	(800) 288-2020
Internet (Comcast)	(800) 266-2278
Elevator Company (TK Elevator)	(734) 953-3734
Reunification Site: Shriners Silver Garden Event Center	(248) 569-2299

CLASS ROSTER(S) AND SCHEDULE(S)

Attached

SCHOOL MAPS AND FLOOR PLANS

Attached

HAZARD ANALYSIS SUMMARY

Dr. Joseph F. Pollack Academic Center of Excellence may be exposed to various hazards, all of which have the potential to disrupt the school community, cause casualties, and damage or destroy public or private property. The following table briefly outlines the high-priority hazards for Dr. Joseph F. Pollack Academic Center of Excellence, including flooding, severe storms, fires, chemical incidents, intruders, civil disturbances, and terrorism.

Hazard Type	Frequency	Severity	Warning Time	Duration	Risk Priority
Natural					
Winter Storm	Highly Likely	Critical	Minimal	24+ hours	High
Tornado	Possible	Critical	Minimal	6-12 hours	Medium
Flooding	Possible	Critical	Moderate	12-24 hours	Medium
Fire (Electrical, Building, etc)	Likely	Catastrophic	Minimal	3-12 hours	High
Human					
Power Outage	Likely	Critical	Minimal	12-24 hours	Medium
Accidents (Transportation)	Highly Likely	Critical	Minimal	6-12 hours	High
Medical Emergency	Highly Likely	Catastrophic	No Warning	Ongoing	High
Terrorism	Possible	Catastrophic	No Warning	<3 hours	Low
Intruder	Possible	Critical	No Warning	<3 hours	Low
Civil Disorder	Possible	Critical	No Warning	<3 hours	Low

EMERGENCY RESPONSE TEAM ORG CHART

Incident Commander	Mrs. Pettway	Responsible for overall management of the emergency response. Makes key decisions and coordinates with external agencies (fire, police, etc.).
Operations Chief	Mrs. Ramirez	Manages all tactical operations and ensures safety procedures are followed.
Safety Officer	Ms. Vanessa	Monitors and assesses safety conditions and advises the Incident Commander on safety issues.
Communications Coordinator	Ms. A. Mullen	Communicates with staff, parents, and emergency services. Manages internal and external communication channels.
Logistics Chief	Ms. Robbs	Manages resources (supplies, facilities) and ensures that all logistical needs (water, shelter, transportation) are met.
Medical Response Team	Nurse Jackson	Provides first aid and coordinates with local health agencies if necessary.
Student Accountability Staff	Ms. Weems (lead) Mrs. Caudle, Mr. Penson, Mr. Moncrease (support)	Tracks and accounts for all students during the emergency, including reunification with parents.
Security Team	Mrs. Tanner (lead) Ms. Vanessa, Mr. Kevin, Mr. Pittman (support)	Manages campus security, including lockdowns or evacuations.

RESOURCE INVENTORY

Resource/Material	Location/Source
AED	1st floor near elevator
AED	1st floor inside gym
AED	2nd floor near elevator
Wheelchair	Nurse's Office
First aid kit	Main Office
First aid kit	Nurse's office
Classroom emergency kits	Each classroom
Food/water	Nurse's Office
Food/water	Cafeteria
Maintenance supplies/Tools	Custodial Closet
Communication equipment	Front desk
EPI Pen	Nurse's Office
Narcan	Nurse's Office
Emergency First-aid binder	Nurse's Office/ main office/gym

GO-KIT AND EMERGENCY SUPPLIES CHECKLIST

Main Office Checklist

- Emergency Operations Plan
- Brightly colored safety vests
- Printed lists of internal school phone numbers and locations of phones
- Emergency Communications Plan templates
- Response Activity Log
- Emergency Responder Command Post templates
- Injury Report form template
- Incident Report form template
- Flashlights (hand-crank, or batteries refreshed every 6-months)
- Notepad/pens/permanent markers
- First-aid kit
- Nitrile gloves
- Adjustable wrench/ multi-tool
- Whistle
- Glass-break tool
- Master building keys/ access fob

Other Emergency Items (needed, but not regularly maintained within the Go-Kit)

<input type="checkbox"/> Handheld radios <input type="checkbox"/> Cellular Phones <input type="checkbox"/> AED/Epi-Pens <input type="checkbox"/> Sign-in sheets (visitor and student) <input type="checkbox"/> Student medications <input type="checkbox"/> List of students requiring special assistance <input type="checkbox"/> Student emergency data cards <input type="checkbox"/> Bullhorn
--

Classroom Emergency Information Center

<input type="checkbox"/> Classroom Emergency Plan <input type="checkbox"/> Flip chart (used only during lockdown) <input type="checkbox"/> Class roster(s) <input type="checkbox"/> School maps/floorplans <input type="checkbox"/> Brightly colored safety vest <input type="checkbox"/> Whistle <input type="checkbox"/> Flashlight <input type="checkbox"/> Notepad/pens <input type="checkbox"/> First-aid kit <input type="checkbox"/> Nitrile gloves <input type="checkbox"/> Light sticks <input type="checkbox"/> Glass-break tool

MEMORANDUMS OF AGREEMENT AND UNDERSTANDING - *NONE AT THIS TIME*

Organization	Resources Agreed to Provide

UTILITY SHUT-OFF LOCATIONS AND PROCEDURES

Main System Panel Locations

Main Security Alarm Panel	Offsite Guardian Alarm
Security Alarm Keypad(s)	Near Southside Exit door
Main Fire Alarm Panel	Main Office
Auxiliary Fire Alarm Panel(s)	Main Office

BOILER SYSTEM

Where is it?	2nd floor near girls' restroom & 1st floor near boys' restroom
How do I get in?	Master key opens the doors
What does it look like?	Stacked unit & large white unit
What tools do I need?	Unknown
How do I shut it off?	At each unit

ELECTRICAL MAIN

Where is it?	1st floor near girls' restroom & 2nd floor near girls' restroom
How do I get in?	If door is locked use master key
What does it look like?	N/A
What tools do I need?	none
How do I shut it off?	Use on/off switch

HVAC SYSTEM

Where is it?	Roof
How do I get in?	2nd floor ladder to roof near girls' restroom
What does it look like?	On right side near the door, it goes to roof
What tools do I need?	Panel control or each thermostat is labeled on hallway ceilings throughout the building
How do I shut it off?	Use panel control, or thermostat in ceiling

NATURAL GAS

Where is it?	At the north end of the building, near each exit door, there is a shut-off valve on each boiler unit.
How do I get in?	See boiler unit information
What does it look like?	Normal shut off valve
What tools do I need?	N/A
How do I shut it off?	Turn the knob

SPRINKLER SYSTEM

Where is it?	Room 119 near north exit
How do I get in?	Near north side entrance/exit
What does it look like?	L-shaped irrigation shut off on eastside of the room under motor
What tools do I need?	None
How do I shut it off?	L-shaped turn knob

WATER MAIN

Where is it?	Near north exit in room 119
How do I get in?	Master key for room 119
What does it look like?	Large knob (Black handle)
What tools do I need?	None
How do I shut it off?	Turn the knob

ELEVATOR

Where is it?	1st floor across from main office
How do I get in?	Elevator Key (located at west security desk)
What does it look like?	Lever
What tools do I need?	none
How do I shut it off?	Pull lever down

ADMINISTRATIVE HANDLING INSTRUCTIONS

The title of this document is the Dr. Joseph F. Pollack Academic Center of Excellence Emergency Operations Plan (EOP).

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Point of Contact:
Valentina Pettway
Principal, Dr. Joseph F. Pollack Academic Center of Excellence
23777 Southfield Rd, Southfield, MI 48075
(248) 569-1060
vpettway@paceacademy.org

SIGNATURE PAGE

The Dr. Joseph F. Pollack Academic Center of Excellence Emergency Operations Plan (EOP) has been completed and approved through a collaborative effort involving key community members and stakeholders. The following individuals have reviewed and signed off on this plan:

_____ School Board President	_____ Principal
_____ Assistant Principal	_____ Assistant Principal
_____ Office Manager	_____ School Nurse
_____ Director of Curriculum	_____ Fire Chief
_____ Police Chief	

RECORD OF CHANGES

Date	Section	Description of Change	Reviewed/Updated by

PLANNING ASSUMPTIONS AND LIMITATIONS

Planning Assumptions

Stating the planning assumptions allows Dr. Joseph F. Pollack Academic Center of Excellence to adjust the Emergency Operations Plan (EOP) as needed if certain assumptions prove to be inaccurate during emergency operations. The Dr. Joseph F. Pollack Academic Center of Excellence EOP assumes:

Availability of Communication Systems	Incidents, if systems fail, backup communication methods (e.g., two-way radios, satellite phones) will be implemented.
Cooperation from Local Emergency Services	Local emergency responders (police, fire department, EMTs) will respond to incidents in a timely manner and cooperate with school personnel to manage the situation effectively.
Ability to Evacuate Safely	It is assumed that students, staff, and visitors can be safely evacuated from the school in the event of an emergency and transported to a safe location or shelter.
Availability of Resources	School personnel and external agencies will have sufficient resources (medical supplies, transportation, security personnel) to manage the incident, though some delay in resource availability is possible during large-scale events.
Staff Training and Preparedness	All staff will have received adequate training in emergency procedures, including evacuation, lockdown, and shelter-in-place drills, and will be prepared to perform their assigned roles in an emergency.

Student and Staff Compliance	Students and staff will follow established emergency procedures, such as lockdowns or evacuations, and cooperate with emergency personnel to ensure safety.
Potential for Delayed Response	It is assumed that during major emergencies, such as widespread natural disasters, emergency response times may be delayed due to the scope of the incident and the demands on local resources.
School Infrastructure	The school's infrastructure will remain intact and operational during most emergencies, though specific hazards (like earthquakes or fires) may result in damage that requires the use of alternative facilities.
External Utility Support	Utilities such as power, water, and the internet will be functional during most emergencies. In case of failure, contingency plans (backup generators, alternative water supplies) will be activated.
Community and Parent Support	Parents, guardians, and the community will cooperate with school authorities during an emergency and follow established procedures for reunification and communication.

Limitations

It is the policy of Dr. Joseph F. Pollack Academic Center of Excellence that no guarantee is implied by this Emergency Operations Plan (EOP) of a flawless incident management system. Given that personnel and resources may become overwhelmed in the event of an emergency, Dr. Joseph F. Pollack Academic Center of Excellence will make every reasonable effort to manage the situation with the resources and information available at the time.

Limitations include:

- The availability of emergency personnel may be limited during widespread emergencies.
- Communication systems may be unreliable or compromised during certain incidents.
- External resources, such as first responders or mutual aid, may be delayed depending on the scope and scale of the emergency.

AUTHORITIES AND REFERENCES

The following regulations and guidelines serve as the legal authorizations and mandates that form the basis for the Dr. Joseph F. Pollack Academic Center of Excellence Emergency Operations Plan (EOP). These authorities and references provide the legal framework for all incident management operations and activities included in this plan:

1. [Michigan School Safety Legislation](#): Acts and provisions that mandate school safety protocols.
2. [Federal Emergency Management Agency](#)
3. [Readiness and Emergency Management for Schools](#)
4. [MI HEART Safe Schools](#)
5. [Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings](#)
6. [Office of School Safety](#)

CONCEPTS OF OPERATIONS

EMERGENCY NOTIFICATIONS

Successfully responding to any emergency begins with prompt notification of the problem. Effective notification not only speeds up the arrival of emergency responders but also provides Dr. Joseph F. Pollack Academic Center of Excellence staff with the situational awareness needed to make informed decisions. Additionally, it can give those affected the time they need to remove themselves from danger.

In the event of an emergency at Dr. Joseph F. Pollack Academic Center of Excellence, anyone—whether staff, students, or visitors—has the authority to call 9-1-1 and/or activate alarms or other emergency notification systems.

WHEN TO CALL 9-1-1

Calling 9-1-1 is an option that should only be used in situations that require immediate assistance from emergency responders. Examples of these situations include:

1. Criminal activity in progress.
2. Medical emergencies that are beyond the capability of local training.
3. Fire or hazardous material spills.
4. Hazardous utility emergencies, such as gas leak, downed power lines, etc.
5. Vehicle accidents, especially if injuries are involved.

If uncertain about whether the situation is a true emergency or not, call 9-1-1 regardless and let the dispatcher determine the need for assistance.

When calling 9-1-1, the dispatcher will want to know as much information as possible, such as:

1. Details about the emergency, including location, events, physical descriptions, symptoms, injuries, etc.
2. Your name, phone number, and location you are calling from.

Providing as much information as possible is extremely important in getting the right type of assistance as quickly as possible.

Also, it is very important not to hang up the phone until instructed to do so by the dispatcher. Even in situations where you cannot speak, or even must drop the phone, dispatchers are trained to listen for background sounds that may assist in the response.

If 9-1-1 is dialed by mistake and no emergency exists, do not hang up the phone, as this could lead authorities to believe an actual emergency exists and send emergency responders. Instead, simply explain to the dispatcher what happened.

WHEN TO ACTIVATE BUILDING ALARMS

Facility alarms (fire alarms, duress alarms, etc.) should be activated when there is a need to provide immediate notification to all facility occupants, and/or there is an immediate need for emergency assistance. It is important to note that persons should not rely on alarm monitoring services to quickly notify emergency responders. Always call 9-1-1 when facility alarms are activated, and it is safe to do so.

In the event of a false alarm, the following protocols apply:

1. Treat false alarms as real unless it is immediately determined that the situation does not warrant a response.
2. In the event of uncertainty on whether the alarm was falsely activated, call 9-1-1 and initiate standard emergency procedures, as applicable to the perceived situation.

NOTIFICATION DURING SCHOOL BREAKS

If an emergency occurs during school break periods and does not immediately affect school operations, the following steps will be taken, as applicable:

1. The principal will notify the Emergency Response Team (ERT) of the incident and any impacts it may have on the resumption of school activities.
2. The ERT will then notify other school staff members of the incident and provide relevant information regarding the resumption of school activities.
3. The principal (with the assistance of the ERT, if needed) will notify families of students with relevant information regarding the resumption of school activities.

OTHER NOTIFICATIONS

If the school receives information regarding a situation that may affect not only the building, but other district facilities as well (such as a severe weather warning), staff members will immediately contact the district office to ensure they are aware of the potential problem and ensure situational awareness throughout the district.

RECORD OF DISTRIBUTION

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The school ERT will indicate the title and name of the person receiving the plan, the date of delivery, and the number of copies delivered.

PLAN REVIEW AND UPDATES

The basic plan and its annexes will be reviewed annually by the school ERT, 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.

SECTION 2

ACTION PLANS

CARDIAC EMERGENCY RESPONSE PLAN (STATE MANDATE)

This appendix is a stand-alone supplement to the Dr. Joseph F. Pollack Academic Center of Excellence Emergency Operations Plan (EOP). This plan meets the conditions required by the State of Michigan Public Act 12 of 2014 for all K-12 schools. However, unless separated from this document, the primary EOP Record of Changes should reflect approval and any updates to this appendix.

Sudden cardiac arrest involves the abrupt loss of heart function, breathing, and consciousness, often caused by an electrical disturbance in the heart's rhythm. This disruption in the heart's pumping action halts blood flow throughout the body. Unlike a heart attack, which occurs due to a blockage that restricts blood flow to part of the heart, sudden cardiac arrest can be triggered by such events but is distinct in its immediate, life-threatening outcome.

Recognized as a critical medical emergency, sudden cardiac arrest can lead to death if not treated swiftly. Immediate medical intervention, including cardiopulmonary resuscitation (CPR) or chest compressions, can greatly increase survival chances until professional emergency responders arrive.

Symptoms of Sudden Cardiac Arrest:

- Sudden collapse
- No pulse
- No breathing
- Loss of consciousness

In some cases, there may be warning signs before sudden cardiac arrest, including fatigue, fainting, dizziness, chest pain, shortness of breath, weakness, heart palpitations, or vomiting. However, sudden cardiac arrest often occurs with no prior symptoms.

APPLICABLE STATE OF MICHIGAN LEGISLATION

ACT NO. 12

APPROVED BY THE GOVERNOR, FEBRUARY 25, 2014

EFFECTIVE DATE: JULY 1, 2014

The governing body of a school that operates any of grades kindergarten through 12 must adopt and implement a Cardiac Emergency Response Plan (CERP) for the school. The CERP must address and include the following key provisions:

1. Automated External Defibrillators (AEDs):
 - The plan must ensure the use and regular maintenance of AEDs if available on the school premises.

2. Cardiac Emergency Response Team:
 - The plan must include procedures to activate a cardiac emergency response team during an identified cardiac emergency.
 3. Communication Plan:
 - The plan must establish effective and efficient methods of communication throughout the school campus during a cardiac emergency.
 4. Training for Grades 9-12:
 - If the school includes grades 9 to 12, a training plan for AED use and cardiopulmonary resuscitation (CPR) techniques must be in place for students and staff.
 5. Integration with Local Emergency Response Systems:
 - The plan must integrate with the local emergency response system and emergency response agencies.
 6. Annual Review:
 - The CERP must undergo an annual review and evaluation to ensure it remains up-to-date and effective.
- Enacting Section 1: This amendatory act took effect on July 1, 2014.

EFFECTIVE DATE

The effective date of this plan is January 1, 2025, as required by the State of Michigan, Act No. 12, Public Acts of 2014.

PLAN REVIEW

To ensure the accuracy of information, the building administrator at Dr. Joseph F. Pollack Academic Center of Excellence is responsible for regularly reviewing the facility's Cardiac Emergency Response Plan (CERP). This review will take place at least annually or when changes in staffing, equipment, procedures, or general requirements occur.

PLANNING ASSUMPTIONS AND LIMITATIONS

Planning Assumptions

Stating these planning assumptions allows PACE personnel to adjust the plan, if necessary, during actual operations. This plan assumes:

- A cardiac emergency can occur unexpectedly and requires immediate action from school personnel. School staff should not wait for direction from local emergency responders; life-saving actions may be needed immediately.
- Since external emergency services take time to arrive, school personnel must be prepared to provide initial care and response.
- Emergency procedures in this section align with Medical Emergency Procedures outlined in Appendix E: Emergency Procedures

Limitations

This plan does not guarantee a flawless response. In extreme situations, personnel and resources may be overwhelmed, and PACE personnel can only make every reasonable effort to manage the emergency using the resources and information available at the time.

INTENT

The intent of this plan is to provide standardized response guidelines to assist school personnel during a cardiac emergency without overriding reasonable decision-making. Activation of this plan requires quick recognition that a cardiac emergency is taking place.

CERTIFICATIONS AND TRAINING

All members of the Cardiac Emergency Response Team (ERT) at PACE are required to maintain current certification in basic life support (BLS), including CPR and AED use, in accordance with the American Heart Association's Heartsaver® AED Program. The school will work with District Administration to ensure the coordination and documentation of initial AED training and required refresher courses for AED responders.

For schools with grades 9-12, PACE will conduct AED drills at least once per year. These drills will review site-specific emergency communication and response plans and use the specific AED devices available at the school. The Cardiac ERT will coordinate and document these drills.

AED MAINTENANCE

Maintenance of AEDs at PACE is the responsibility of the School Nurse. If service is required, the service indicator (usually located at the top-right of the AED unit) will illuminate. The principal or their designee will notify the school nurse immediately if this occurs.

Each school with AEDs must complete and document the following on the AED Inspection Log sheet:

Weekly

- Check the readiness display and ensure no service indicators are illuminated.
- If the AED is in an alarmed cabinet, open the door to confirm the alarm is functioning properly.
- Visually inspect the AED to confirm it is in the correct location, clean, and untampered.

Monthly

- Inspect the AED, its case, and batteries following the manufacturer's guidelines.
- Inspect ancillary supplies (e.g., accessory kit) and replace items as needed.

After Each Use

- Complete the AED Incident Report Form.
- Provide the AED for data download.
- Restock any ancillary supplies used during the incident.

For detailed maintenance information, refer to the AED operating instructions manual.

School AED Information

AED Serial Number	Location	Battery Expiration	Pad Expiration	
			Adult	Pediatric
(21) AU23CAD2672	Gym	07/01/2028	07/01/28	07/01/28
D00000261916	1st floor/near elevator	11/21/2028	02/28/2025	02/28/2025
42749874	2nd floor/near elevator	03/16/2026	03/16/2026	07/30/2026

CARDIAC EMERGENCY RESPONSE TEAM

The Cardiac ERT member identified below is currently certified in CPR/AED use according to standards and guidelines of the American Heart Association, Heartsaver® AED Program:
www.migrc.org/miheartsafe.

Name	Phone	CPR	AED	Certificate Date
Nurse Jackson	313-605-6080	X	X	04/2024
Vincent Jackson	563-343-2437	X	X	08/2024
Ava Mullen	313-510-4849	X	X	08/2024
Derron Jones	313-828-2196	X	X	3/22/2024

EMERGENCY CLASSROOM COVERAGE

The following school staff members are assigned to temporarily supervise students of Cardiac ERT members. Upon notification of a cardiac emergency, these staff members will immediately report to their assigned room/area.

Staff Member	Room/Area Assigned
LaTonya Ramirez	Gym
Darice Robbs	Gym

GENERAL STAFF PROCEDURES

1. If you suspect a cardiac emergency in your classroom or area of responsibility:
 - a. Assess the situation and call 9-1-1 (assign someone to do this, if needed). Provide the dispatcher a description of the situation, the age and gender of the victim (if known), and your location in the school including floor and room number. Do not hang up until directed to do so.
 - b. Use a radio or another phone to notify the main office (assign someone to do this, if needed). Describe the situation and provide the name of the victim (if known).
 - c. If assigned to the Cardiac ERT, respond accordingly.
 - d. Begin performing first aid within the limits of your training until the Cardiac ERT or emergency responders arrive.
 - e. If the victim has suffered any trauma, do not move them unless the area is unsafe.
 - f. If it does not interfere with the response, calmly evacuate students into an adjacent classroom/area. If the classroom/area cannot be evacuated, ensure students remain quiet and clear of emergency responders.

2. If the emergency is not happening in your classroom or area of responsibility:
 - a. Continue normal activities, be sure to remain clear of emergency response personnel, and await further instructions.
 - b. Immediately take attendance of all assigned students and any other persons who may have entered your room/area to remain clear of the emergency.
 - c. Until directed otherwise, do not allow students to leave the room/area without an escort. Non-responding staff members should also limit unnecessary movement throughout the building.
 - d. If designated to supervise the students of a responding teacher, immediately report to the room/area of assignment, and remain there until directed otherwise.
 - e. Do not unnecessarily use handheld radios, landline phones, or the PA system until directed otherwise.

Emergency Response Team

1. Upon notification of a potential cardiac emergency, immediately make the following announcement (or equivalent): “Students and staff, please Hold in the cafeteria or your room. We’re attending to a cardiac emergency near the office.”
2. If located nearby, have someone retrieve the AED unit and bring it to the incident location.
3. Assign someone to bring the office medical bag/kit to the incident location.
4. Assign someone to wait outside for emergency responders and escort them to the location of the incident.
5. If the victim is a student, immediately obtain copies of their emergency data or medical card and retrieve any prescription medication as applicable. Bring items to the incident location and provide them to emergency responders upon their arrival.
6. Notify the district office and provide the nature of the emergency and other relevant information.

Cardiac Emergency Response Team

- 1.** Upon notification of a cardiac emergency, immediately report to the incident location with appropriate equipment/supplies.
- 2.** If you are near an AED or pass one on the way, retrieve the unit and take it with you. Unless necessary, do not go out of your way to retrieve an AED, as someone will bring it to you.
- 3.** Upon arrival at the incident, immediately assume first-aid and CPR duties from non-certified persons, if necessary, until emergency responders arrive.
- 4.** Assign someone to document all incident information and activities.
- 5.** Immediately following the incident, complete the AED Incident Report Form.

CONTINUITY PLAN (SCHOOL-LEVEL)

PURPOSE

The Continuity of Operations Plan (COOP) aims to ensure that the school has initial procedures to maintain and/or rapidly resume essential operations after an incident has disrupted normal school activities or services.

If an incident results in the need to relocate all school functions to an alternate facility for an extended period, the following location will be used to resume operations. Completion of this section will require coordination with the district office administration.

Alternate School

Name of school: PACE Academy Virtual School
Address: 23777 Southfield Rd.
Distance (miles): 0 miles

Alternate School Point of Contact

Name: Mrs. Pettway	Title: School Leader
Office phone: (248) 569-1030	Cell phone: (248) 416-0673
E-mail: vpettway@pacek-8.org	Other: N/A

Order of Succession to the Principal

Positions designated for succession are appointed if the principal or designee is unable to continue/fulfill their duties. All authorities and responsibilities for that position passes to the successor.

1. Ms. April Weems
2. Mrs. LaTonya Ramirez
3. Ms. Darice Robbs

Delegation of Authority

If the principal or designee is temporarily unable to continue/fulfill their duties, authority is delegated to designated personnel. All authorities for that position passes to the designee, unless specified under "Limitations."

The authority delegation will follow the order of designees, and the administration will determine when to replace them with more qualified individuals based on the current situation and circumstances.

The principal (or designee) delegates authority to:
Position: Director of Curriculum
Limitations: None
Position: Middle School Assistant Principal
Limitations: None
Position: Elementary School Assistant Principal
Limitations: None

ESSENTIAL STAFF FUNCTIONS (AS APPLICABLE)

To effectively resume normal school operations at an alternate facility, the following functions will need to be performed. Depending on the specific situation and circumstances, these functions may change or add additional functions.

District Office and/or Principal

1. Determine when to close schools and/or relocate students/staff to alternate locations.
2. Disseminate information internally to students/staff.
3. Communicate with caregivers, the media, and the larger school community.
4. Identify a line of succession, including who is responsible for restoring business functions for the school.
5. Ensure systems are in place for rapid contract execution after an incident.
6. Identify relocation areas for classrooms and administrative operations.
7. Create a system for registering students (out of district or into alternative schools).
8. Brief and train staff regarding their additional responsibilities.
9. Secure and provide needed personnel, equipment/supplies, facilities, resources, and services required for continued operations.
10. Identify strategies to continue teaching, such as using the internet, providing tutors for homebound students, rearranging tests, etc.
11. Re-evaluate the curriculum.

Facilities

1. Work with local government officials to determine when it is safe for students/staff to return to the school buildings and grounds.
2. Manage the restoration of school buildings and grounds, including debris removal, repairing, repainting and/or re-landscaping.

Office Staff

1. Maintain resource inventory.
2. Maintain essential records and copies of records, including the school's insurance policy.
3. Ensure redundancy of records, such as keeping copies at a different physical location.
4. Secure classroom equipment, books, and materials.
5. Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.
6. Retrieve, collect, and maintain personnel data.
7. Provide accounts payable and cash management services.

Counselors/Social Workers

1. Establish academic and support services for students/staff.
2. Implement additional response and recovery activities according to established protocols.
3. Provide crisis counseling.

Food Service/Transportation

1. Determine how transportation and food services will resume.

PANDEMIC PLAN (SCHOOL-LEVEL)

INTRODUCTIONS

Schools can play a vital role in helping to reduce or prevent the incidence of illness among children and adults in our communities. Encouraging good hand hygiene, following cleaning recommendations, and adhering to the most up-to-date mask requirements and recommendations contribute to a safe and healthy learning environment for children. When schools report illness to the local health department, public health specialists can assist schools with disease prevention and control guidance. This document provides schools with general information on what steps they can take to prevent and control communicable disease.

HOW DISEASES ARE SPREAD

Understanding how diseases are spread can help prevent illness. Here are the most common routes of transmission:

1. **Fecal-oral:** Contact with human stool; usually ingestion after contact with contaminated food or objects.
2. **Respiratory:** Contact with respiratory particles or droplets from the nose, throat, and mouth.
3. **Direct skin-to-skin contact:** Contact with infected skin.
4. **Indirect contact:** Contact with contaminated objects or surfaces.
5. **Bloodborne:** Contact with blood or bodily fluids.

Coughing and Sneezing

Teach children and adults to cough or sneeze into tissues or their sleeve, not onto surfaces or other people. If children and adults sneeze into their hands, hands should be washed immediately.

Handwashing Procedures

Washing hands is one of the easiest and best ways to prevent the spread of diseases. Hands should be washed frequently, including after using the toilet, when encountering bodily fluids (such as nose wiping), before eating and/or handling food, and any time hands are soiled. It is also important that handwashing occurs frequently throughout the day. Establish a process for immediate handwashing or the use of hand sanitizers prior to school building entry. Water basins and pre-moistened cleansing wipes are not approved substitutes for soap and running water. Alcohol-based hand sanitizers containing at least 60% alcohol may be used when soap and water are not available, and hands are not visibly soiled. However, sanitizers do not eliminate all types of germs, so they should be used as a supplement to handwashing soap and water. The general handwashing procedure includes the following steps:

1. Wet hands under warm running water.
2. Apply liquid soap. Antibacterial soap is not recommended.
3. Vigorously rub hands together for at least 20 seconds to lather all surfaces of the hands. Pay special attention to cleaning under fingernails and thumbs.
4. Thoroughly rinse hands under warm running water.
5. Dry hands using a single-use disposable towel or an air dryer.
6. Turn off the faucet with the disposable towel, wrists, or the backs of your hands.

Bloodborne Exposures

Bloodborne pathogens, such as Hepatitis B virus (HBV), Hepatitis C virus (HCV) and human immunodeficiency virus (HIV), can be found in human blood and other bodily fluids. Bloodborne pathogens can be transmitted through direct contact with blood or other potentially infectious material. This can include blood entering open cuts or blood splashing into mucous membranes (eyes, nose, or mouth). All human blood should be treated as if it is infectious. If any bloodborne exposure occurs, contact the local health department to discuss the need for public health or medical follow-up. Carriers of bloodborne pathogens should not be excluded from school. For more information, see the Michigan Department of Education's [Bloodborne Pathogens and School Employees](#) webpage.

RESPONDING TO ILLNESS IN A SCHOOL

Develop a written plan for school staff to address illnesses and reduce the spread. Prompt action by staff may prevent a serious outbreak of communicable disease. Consider contacting the local health department for guidance on creating a plan.

General Considerations

1. Establish or update policies and procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
2. Recommend that individuals at higher risk for severe illness from exposure to communicable disease consult with their medical provider to assess their risk and to determine if they should stay home if there is an outbreak in the community.
3. Unless disease-specific guidance states otherwise, schools are not expected to screen students or staff to identify communicable disease. If a community (or more specifically, a school) has cases of a communicable disease, the local health department will help identify those individuals and will follow up on next steps.
4. Notification to the local health department should include symptoms, number of ill students and staff, affected facilities, and closings due to illness. More information regarding reporting regulations for Michigan K-12 schools can be found later in this section.
5. Monitor and plan for absenteeism among staff.
6. Develop plans to cover classes in the event of increased staff absences. Coordinate with the intermediate school district and contact substitutes to determine their anticipated availability if regular staff members need to stay home.

Isolation Guidance

Keep sick students and staff, particularly those with respiratory illness or gastrointestinal-related symptoms, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school. The Centers for Disease Control and Prevention (CDC) provides guidance on an isolation plan if someone arrives or becomes ill at school. Isolation “separates sick people with a contagious disease from people who are not sick.” (CDC, 2017).

The school plan should include the following:

- 1.** Evaluate the current designated space for school health services and determine if an adjacent space exists for isolation.
- 2.** If an adjacent space is not available, consider moving the school health services area to a larger location with a separate adjacent space.
 - a.** Consider ventilation, such as windows, although an outside door is preferable to reduce the spread of disease when isolated individuals exit the building.
 - b.** Computers, phones, internet, and restrooms with handwashing facilities are required in the school's designated health space.
- 3.** Create a "When to isolate and send students and staff home" flow chart for unlicensed staff and school administrators to follow when the school nurse is not present.
- 4.** Train unlicensed personnel on administering this flow chart, proper temperature-taking procedures, and the use of personal protective equipment (PPE), including eye protection, gowns, gloves, and facemasks.
- 5.** N95 masks may be recommended for healthcare providers and must be fit-tested to ensure proper protection. If N95 masks are not available due to supply issues, other face masks may be used. See CDC Strategies for Optimizing PPE.
- 6.** If not already wearing a facemask, a surgical or cloth mask should be provided to anyone with respiratory symptoms and fever over 100.4°F if available, tolerated by the person, and developmentally appropriate.
 - a.** Send ill staff home immediately with administrative support, and isolate students if caregivers are not present to immediately take them home.
 - b.** Using a tracking form, track students with symptoms and report them to local public health for follow-up.
 - c.** If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home:
 - i.** Close-off areas used by the person who is sick.
 - ii.** Open outside doors and windows to increase air circulation in the areas.
 - iii.** Wait 24 hours, or as long as possible, before cleaning or disinfecting to allow respiratory droplets to settle.
 - iv.** Clean and disinfect all areas used by the ill person, such as offices, bathrooms, and common areas.
 - v.** If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.
- 7.** Work closely with the local health department for re-entry procedures when schools have been closed for more than two weeks.
- 8.** Refer families of high-risk students to healthcare providers to determine when re-entry is recommended.

Communication Plan

Partner with public health officials to develop materials identifying a core set of symptoms and distribute them to families via the caregiver handbook and the school website. If there is an identified cluster, depending on the scope of the incident, public health officials may send this guidance to media, doctors, and pharmacies to include key community stakeholders.

Timely and accurate communication is a critical component of the response and recovery phases of the emergency management plan. Communication with caregivers, staff, families, students, and the media is important during a crisis or emergency, and each group may require different yet consistent messages.

Messaging efforts should:

1. Coordinate with the local health department to correct any inaccurate information released by the media.
2. Counter potential stigma and discrimination.
3. Share actions taken by the school administration.
4. Provide information about additional safety precautions in place.
5. Stress the importance of student and staff well-being and safety.

Train staff who answer the phone to help ensure that consistent messages are delivered to all callers. At the onset of an incident, schools may want to conduct a brief training session to provide and review scripts that include questions and answers, names and numbers of referrals, and resources to those who answer the phones.

Communication actions with caregivers may include multiple communications via automated phone systems, formal letters from the administration and/or the classroom teacher, disease fact sheets, and caregiver meetings. Remember that, during an outbreak, families often want immediate information and may become concerned if they feel that information is being withheld or delayed. This is a challenge for some infectious disease outbreaks due to the time it takes to report results and implement public health interventions. Communicate to families that the school is working with public health to stop the outbreak as quickly as possible.

Media Relations

The district and school should take appropriate measures to deliver information to the media, including:

1. A designated media holding center.
2. Public Information Officer (PIO) identification as outlined in National Incident Management System (NIMS).
3. Establishment of media briefing schedules.
4. Development of procedures for writing and approving news releases.
5. Messages with consistent content for dissemination by various agencies.

Additional Considerations

Create memorandums of understanding (MOUs) with mental health professionals.

Any type of crisis or emergency involving a school can disrupt the sense of safety that teachers, students, and their families experience. The unpredictable nature of an infectious disease outbreak is a source of stress for all, especially when someone is hospitalized, seriously ill, or passes away. To supplement the district's efforts in providing counseling to students, staff, and caregivers, districts may want to partner with local mental health providers. These professionals can help respond to and recover from the outbreak. Districts may create MOUs with mental health professionals in the area so that in the event of an infectious disease or any other incident, there is a clear plan with designated roles and responsibilities for calming fears and anxieties.

Provide guidelines for physical distancing.

Physical distancing refers to procedures to decrease the frequency of contact among people to lessen the risk of spreading an infectious disease. Depending on the type and severity of the infectious disease, closing schools may not be enough to slow the spread. It is recommended that, when closing schools, public health partners encourage physical distancing for students and issue guidelines for physical distancing. These procedures or guidelines, which may be distributed through the school networks, will play an integral role in limiting disease transmission.

Implement physical distancing strategies.

Select strategies are based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in childcare settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

- 1.** Cancel field trips, assemblies, athletic events and/or practices, performances, and other large gatherings.
- 2.** Cancel or modify classes where students are likely to be in close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.
- 3.** Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction, rather than facing each other, to reduce transmission caused from virus-containing droplets when talking, coughing, sneezing, etc.
- 4.** Avoid mixing students in common areas. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes. Examples include:
 - a.** Allow students to eat lunch and breakfast in the classrooms rather than mixing in the cafeteria.
 - b.** Stagger lunch by class.
 - c.** Separate lunch and recess area by class.
 - d.** Send a few students into the library to pick out books rather than going as a class.

- e. Suspend the use of lockers.
 - f. Restrict hallway use through homeroom stays or staggered release of classes.
 - g. Try to avoid taking multiple classes to bathrooms at once (such as having all classes use the bathroom right after lunch or recess).
 - h. In childcare or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together.
 - i. Limit other activities where multiple classes interact.
5. Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
 6. Reduce congestion in the health office. For example, the health office can be used for children with flu-like symptoms and a satellite location for first aid or medication distribution.
 7. Limit non-essential visitors. Limit the presence of volunteers for classroom activities, cafeteria support, and other activities.
 8. Limit cross-school transfer for special programs. For example, if students are brought from multiple schools for special programs (music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
 9. Instruct staff, students, and their families to maintain a distance of at least three feet from each other in the school. Educate them at the same time and explain why this is important. Visual markers on the ground may encourage physical distancing and should be considered in places where students, staff, and visitors congregate, such as in lunch lines, the office, outside classrooms, and bathrooms.

Develop a COOP Plan

A COOP or long-term contingency plan ensures that school districts have the capability to continue essential functions across a wide range of crises and emergencies. This contingency plan aims to continue the performance of essential functions, reduce or mitigate disruptions to operations, and achieve a timely recovery and reconstitution of the learning environment.

COOP components that may help districts prepare for, respond to, and recover from a communicable disease outbreak may include, but are not limited to:

1. Maintaining essential functions, goods, and services, such as payroll, under a variety of conditions.
2. Providing the support and technology for functions that can be performed from other remote locations.
3. Identifying essential people who must continue to work.
4. Identifying and delegating authority for closing schools, continuing functions (such as school lunch provision), identifying schools' potential responsibilities and liabilities, granting exemptions to required school days and modifying statewide assessment dates and requirements.

5. Maintaining personnel and human resources policies (leave, disability, potential high absenteeism, non-salaried employees) which may involve prior negotiations with officials from employee unions.
6. Reviewing policies and contracts, including ordering warehouse items, such as tissues, soap, or sanitizer. Identify financial resources to maintain a continuous supply of these and other preventive supplies.
7. Installing backup power systems or sending all records to other locations for quick retrieval for all “core” functions (e.g., data processing, payroll, student records).
8. Developing payroll systems in the event of a long-term closure, such as establishing alternative regional paycheck distribution sites or requesting employees arrange for direct deposit of paychecks.
9. Coordinating with elected officials, government leaders, school officials, response partners and business leaders to plan alternative venues for learning to continue if necessary.
10. Planning for the needs of students eligible for free or reduced-price meals during a long-term closure.
11. Considering alternative arrangements for students with special health needs who receive physical or occupational therapy at the school during school hours.

Plan for Alternative School Uses

School-Based Immunization Clinic suggestions:

1. Collaborate with the health department on clinic planning.
2. Conduct a walk-through of the school with the building engineer to determine appropriate areas and traffic patterns for orienting families, helping complete intake forms, and keeping children occupied while waiting for medications or immunizations without the use of commonly touched objects like books or toys.
3. Consider having families wait in their cars, ready to receive a text message when it is their turn.
4. Have people familiar with the students, families, and community members present at the clinic.
5. Provide signage, directional arrows, or additional staff to help move families through the process.
6. Have a central site that serves as a check-in and checkout desk for all those working at the clinic.
7. If several parts of the building are used, radios, walkie-talkies, and cell phones should be provided to avoid delays when locating someone or transmitting a message. If using radios, have people practice using them during regularly scheduled fire or other safety drills.
8. Determine if the school building requires cleaning or sterilization and if disposal requires special procedures. Arrange for these services before the clinic is closed to restore the learning environment as soon as possible.

When to Exclude a Child from School

Many illnesses do not require exclusion. However, children may be excluded if the illness prevents them from participating comfortably in school activities or if there is a risk of spreading harmful diseases to others. Criteria include:

1. **Severely ill:** A child that is lethargic or less responsive, has difficulty breathing, or has a rapidly spreading rash.
2. **Fever:** A child with a temperature of 101°F or greater AND behavior changes or other signs or symptoms, such as sore throat, rash, vomiting, or diarrhea. The child should not return until 24 hours with no fever without the use of fever-reducing medications. **Note:** If there is influenza-like activity or COVID-19-like activity in the school or the community, criteria would also include a temperature over 100.4°F and respiratory symptoms, such as cough and sore throat.
3. **Diarrhea:** A child has two loose or watery stools. The child should have no loose stools for 24 hours before returning to school. **Exception:** A healthcare provider has determined it is not infectious. Diarrhea may be caused by antibiotics or new foods a child has eaten. Discuss with a caregiver to find out if this is the likely cause. For students with diarrhea caused by *Campylobacter*, *E. coli*, *Salmonella*, or *Shigella*, please refer to the chart below for exclusions and required clearance criteria.
4. **Vomiting:** A child that has vomited two or more times. The child should have no vomiting episodes for 24 hours before returning. **Exception:** A healthcare provider has determined it is not infectious.
5. **Abdominal pain:** A child with abdominal pain that continues for more than two hours, or intermittent pain associated with fever or other symptoms.
6. **Rash:** The child has a rash AND a fever or a change in behavior. Exclude until the rash subsides or until a healthcare provider has determined it is not infectious. Please refer to the chart below for exclusions and required clearance criteria for students with a diagnosed rash. **Note:** Rapidly spreading bruising or small blood spots under the skin need immediate medical attention.
7. **Skin sores:** A child with weeping sores on an exposed area that cannot be covered with a waterproof dressing.
8. **Certain communicable diseases:** Children and staff diagnosed with certain diseases, including COVID-19, may have to be excluded for a certain period. See the chart below for disease-specific exclusion periods.

Please note that these are general recommendations. Consult the local health department for additional guidance. Exclusion criteria should be based on written policies that are shared with families during enrollment and when exclusion is necessary. Written exclusion policies promote consistency and reduce confusion. Extracurricular activities also need to be curtailed when a student has a communicable disease. Anyone with a diarrheal illness (such as Norovirus, Salmonellosis, Shigellosis, Shiga-Toxin producing *E. coli*, Giardiasis, or Cryptosporidiosis) should not use swimming pools for two weeks after diarrhea has ceased.

MAINTAIN A SANITARY SETTING

It is important to maintain a sanitary setting to prevent the spread of illnesses. Many items and surfaces in schools must be cleaned and sanitized frequently. To clean and sanitize means to wash vigorously with soap and water, rinse with clean water, and wipe or spray the surface with a sanitizing solution. The surface should air dry for the time listed on the product's instructions. For items that cannot be submerged into a solution, spray, or wipe with a sanitizing solution. Do not towel dry. Immediately wash, rinse, and sanitize items or surfaces that have been soiled with discharge, such as urine or nasal drainage. Follow Michigan's [Guidelines for Environmental Cleaning and Disinfection of Norovirus](#) when cleaning any vomit or stool incidents to prevent spread of norovirus and other gastrointestinal illnesses. Examples of sanitizing solutions include:

1. Commercial sanitizers, used only in accordance with the manufacturer's instructions.
2. A fresh solution of water and non-scented chlorine bleach with a bleach concentration of 50–two hundred parts per million (one teaspoon to one tablespoon of bleach per gallon of water). More information can be found at www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants

Any cleaning, sanitizing or disinfecting product must always be safely stored out of reach of children. To avoid fumes that may exacerbate asthma, bleach sanitization should occur before or after school using appropriate concentrations. All sanitizers must be used in a manner consistent with their labeling.

If there are questions about the product, guidance is available from the National Antimicrobial Information Network at 1-800-621-8431 or npic@ace.orst.edu, or from the National Pesticide Information Center at 1-800-858-7378.

VACCINATION

Vaccination is the best way to prevent many diseases. Monitor the Michigan Care Improvement Registry (MCIR) to ensure that children are currently on their school and childcare vaccinations. Assure that staff have also received all recommended vaccines.

Reference [Vaccines Required for School Entry in Michigan](#) to ensure requirements are being met.

REPORTING

Michigan law requires schools and childcare centers to report specific diseases according to Act No. 368 of the Public Acts of 1978, which states that physicians, laboratories, primary and secondary schools, child daycares, and camps are required to report to the local health department, within 24 hours, the occurrence or suspected occurrence of any disease, condition, or infections as identified by the Michigan Department of Health and Human Services (MDHHS). Creating consistent reporting procedures and measures across all schools within one district or across the state will allow the rapid detection of unusual changes or trends in student health.

Schools need to report to the health department for many reasons, including:

1. To identify disease trends, outbreaks, and epidemics.
2. To enable preventative treatment and/or education.
3. To target prevention programs, identify care needs, and allocate resources efficiently.

4. To inform epidemiological practice and research.
5. To evaluate the success of long-term control efforts.
6. To assist with local, state, national, and international disease surveillance efforts.

Individual Case Reporting

Schools must report to the health department the suspected occurrence of any communicable disease listed in the reportable disease list, along with any unusual occurrence, outbreak, or epidemic of any disease, infection, or condition amongst those in attendance. The diseases in bold in the [Michigan Reportable Diseases list](#) represent a subset of the diseases required to be reported.

Because of the risk of rabies, animal bites must be reported to the local health department and/or animal control within 24 hours. Family Educational Rights and Privacy Act (FERPA) allows for the disclosure of personally identifiable information in connection with a health or safety emergency to public health authorities without individual or caregiver authorization if knowledge of the information is necessary to protect the health or safety of the student or other individuals under § 99.31(a)(10) and § 99.36 of the FERPA regulations.

Aggregate Reporting

Weekly aggregate counts of flu-like illness (also referred to as influenza-like illness) are to be reported to the health department. Influenza-like illness refers to any child with fever, cough, and/or sore throat without a known cause other than influenza. Vomiting and diarrhea alone are NOT indications of influenza or flu-like illness. Some local health departments may also require weekly aggregate counts of gastrointestinal illness, which is defined as any child with diarrhea and/or vomiting for at least 24 hours. Other diseases such as strep throat, pink eye, and head lice may also need to be reported on a weekly basis. Schools should consult the health department for reporting requirements and how to submit communicable disease reports.

Requesting Information from Caregivers

To assist with illness reporting, schools can suggest to caregivers what they should report regarding their child's illness. For example, "Michigan law requires that schools report the possible occurrence of communicable disease to the local health department. To assist in this reporting, please include the illness (if known) and who diagnosed it or a detailed description of symptoms such as vomiting, diarrhea, fever, rash, or sore throat when reporting a child's absence." Information about illness reporting can be provided in packets to caregivers at the beginning of the school year. This reminder message can be left on the absentee line voice message.

Immediate Reporting of Serious or Unusual Communicable Disease

In addition to reporting aggregate and individual cases, call the health department immediately to report any of the following serious illnesses: measles, mumps, rubella, pertussis, Haemophilus influenzae Type B, meningitis, encephalitis, hepatitis, tuberculosis, or any other serious or unusual communicable disease.

Immediate Reporting of Outbreaks

All suspected or confirmed infectious outbreaks are immediately reportable to the local health department. An outbreak is defined as any increase in a certain type of illness. The health department can assist in determining if an outbreak is occurring in the school. Even in the absence of closing a school, families should be notified about any outbreak. Health departments can assist with notification letters to families. This form may be used to assist in reporting to the health department: [Microsoft Word - 2019 Cluster and Facility Outbreak Report Form Jan 19 v1 \(michigan.gov\)](#)

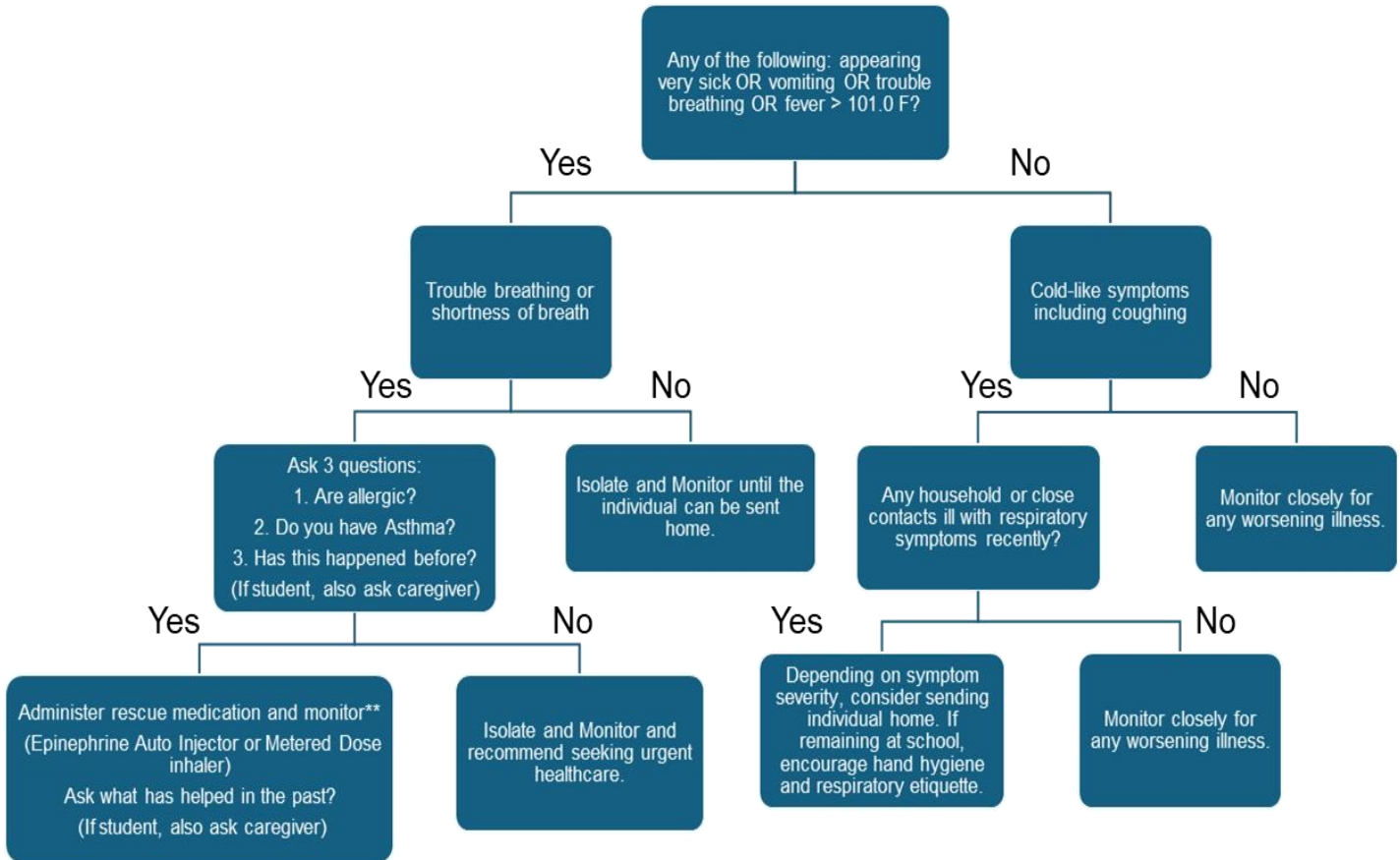
1. An influenza-like illness outbreak is when a school building is experiencing influenza-like illnesses among students and staff that are above a level at which would be expected at that time of year. Schools are encouraged to work with the local health department to determine influenza activity in your area.
2. A gastrointestinal illness outbreak is when a school building is experiencing gastrointestinal illnesses among students and staff that are above a level at which would be expected at that time of year. The sudden onset of vomiting and/or diarrhea in several students or staff may also suggest an outbreak is occurring.

School Closure

Most gastrointestinal or respiratory illness outbreaks will not lead to school closure. However, there are instances where closure may be recommended for disinfection or other mitigation actions. Consult the health department for outbreak-specific recommendations. School closures due to illness should be reported immediately to the health department regardless of whether it is a closure due to an outbreak of one disease, a closure due to various illnesses, or a closure due to staff illnesses. Local Health Department Information can be located at www.malph.org/directory or www.michigan.gov/mdhhs/inside-mdhhs/county-offices/lhd.

WHEN TO SEND A PERSON HOME DUE TO ILLNESS*

When a student or staff member starts to feel unwell, attempt to take their temperature using a no-touch method.



**This interim guidance may change as additional recommendations from the Centers for Disease Control and Prevention (CDC) are available.*

*** Urgent healthcare may be necessary; call 911 if an epinephrine auto-injector (EpiPen) is administered.*

RECOVERY PLAN (SCHOOL- LEVEL)

INTRODUCTION

Following an emergency, the recovery phase is crucial to ensuring the well-being of students, staff, and the school community. In this phase, designated recovery roles come into play to coordinate efforts to assess damages, facilitate repairs, provide support services, and reestablish educational activities. These roles may include personnel responsible for conducting damage assessments, coordinating with external agencies for assistance, addressing psychological and emotional needs through counseling services, managing financial aspects of recovery, and overseeing the restoration of facilities and resources. By effectively executing recovery roles, the school can expedite recovery and promote resilience within the school community.

The Dr. Joseph F. Pollack Academic Center of Excellence Recovery Plan aims to outline the school-level strategies for restoring normal operations and supporting the well-being of students, staff, and the broader school community in the aftermath of a disruptive event or emergency.

ROLES AND RESPONSIBILITIES

The list below addresses key roles in the recovery process and the assigned responsibilities to those roles.

Principal

1. Support emergency responder agencies within the Incident Command System.
2. Be visibly present, accessible, and supportive to all involved.
3. Share accurate information to counteract rumors.
4. Reach out to the families of victims affected by the incident.
5. Continuously update and inform all stakeholders.
6. Guide staff on the next steps and help them communicate with students.
7. Develop written statements that teachers can use in class and send home to caregivers.
8. Assist students and staff in managing their emotional reactions.
9. Maintain communication with the district office and the school board.
10. Implement plans for providing counselors, additional healthcare services, and resources for short- and long-term needs.
11. Establish and maintain an information hotline for students and their families.
12. Stay in close contact with injured victims and their families.
13. Keep caregivers informed about the available support services for their children.
14. Provide resources to assist caregivers in helping their children cope with their emotional responses to the situation.

Teachers and Staff

1. Work closely with law enforcement to improve the effectiveness of the investigation.
2. Assist victims and other students as they reintegrate into the school environment.
3. Provide accurate information to students to dispel any rumors.
4. Offer activities to reduce stress and address trauma, such as art, music, and writing.
5. Lead by example by responding appropriately to the crisis and allowing students to express their emotions.
6. Adapt the curriculum and, when necessary, postpone local testing.
7. Ensure the school library has books to help manage grief and other reactions to crisis situations.
8. Train teachers and staff to identify signs of grief and depression.
9. Provide training for teachers and staff on strategies for addressing the various emotional responses of students during crises.
10. Facilitate classroom discussions about the incident and coping strategies for its aftermath.
11. Exercise caution when using television broadcasts in the classroom, as they may rekindle trauma.
12. Lower flags to half-staff as a sign of respect.
13. Seek support and assistance in managing emotions related to the incident.

Counselors, Psychologists, and Social Workers

1. Be accessible by freeing up schedules and setting aside spaces for counseling.
2. Visit the classrooms of any seriously injured or deceased students.
3. Organize and provide counseling, one-on-one and in group settings, as needed for students and staff.
4. Extend counseling support and offer guidance to caregivers of affected students.
5. Collaborate with counselors from neighboring schools and within the community for additional support.
6. Ensure that referral forms are easily accessible and establish procedures for self-referrals.
7. Offer counseling services to the emergency team and emergency responders.
8. Maintain records of students affected and provide ongoing assistance as required.

Caregivers

1. Be attentive to children's responses and help them manage their reactions, including common responses like excessive worries about the future, difficulty sleeping, physical ailments, or increased distractibility.
2. Support and promote counseling or open conversations with trusted adults so that children can address their emotions related to the incident.
3. If necessary, accompany children to school if they are apprehensive about returning to class.
4. Prioritize your own well-being by seeking counseling when needed to ensure you are physically and emotionally healthy and can support your children.

Community

- 1.** Contribute time and resources to support individuals affected by the situation.
- 2.** Offer services to address the specific requirements of the victims.
- 3.** Establish a central hub where community members can access information regarding available assistance and needs.

Emergency Responders

- 1.** Conduct a comprehensive investigation, including interviews with all individuals present during the incident.
- 2.** Advocate for establishing and utilizing regional Critical Incident Stress Debriefing Teams for emergency personnel involved.
- 3.** Encourage schools to offer support to staff and students in pursuing legal action against those responsible for violent crimes.
- 4.** Collaborate with schools to synchronize the release of information to the public.
- 5.** Designate a primary contact within the police department for schools to seek information and express concerns.
- 6.** Arrange meetings involving teachers, students, caregivers, etc., to review and discuss the handling of the incident.
- 7.** Organize a review meeting to evaluate the agency's response following a significant school violence incident, pinpointing areas requiring improvement.

SPECIAL EVENT PLAN (ATHLETICS, PERFORMANCES, FIELD TRIPS, ETC.)

PURPOSE

The Special Event Plan is designed to ensure the safety and well-being of all participants in the event of an emergency. It outlines procedures for responding to various emergencies, including medical incidents, fire emergencies, severe weather, and other unforeseen events.

EVENT DESCRIPTION

Field trips are educational experiences that take place during the school day at locations outside the classroom and school building.

Sports teams practice onsite after the school day and sometimes compete offsite at local schools.

PREPARATION

1. Conduct a risk assessment of the event venue and identify potential hazards.
2. Develop an emergency response plan based on the identified risks and hazards.
3. Communicate emergency procedures to all staff and volunteers involved in the event.
4. Ensure emergency equipment such as first-aid kits, fire extinguishers, and emergency communication devices are readily available.
5. Coordinate with local emergency services and establish communication channels for rapid response in case of an emergency.

EMERGENCY RESPONSE PROCEDURES

Medical Incidents

1. Establish a medical station staffed by trained medical personnel.
2. Provide first aid and medical assistance to individuals in need.
3. Coordinate with emergency medical services for advanced care if necessary.
4. Maintain medical records and document all medical incidents.

Fire Emergencies

1. In the event of a fire, activate the fire alarm system and evacuate the area immediately.
2. Direct participants to designated evacuation routes and designated assembly areas.
3. Ensure all exits are clear and accessible.
4. Use fire extinguishers to suppress small fires if it is safe to do so.
5. Coordinate with local fire departments for assistance with firefighting efforts.

Severe Weather

1. Monitor weather forecasts leading up to the event and be prepared to implement weather-related safety measures.
2. Seek shelter indoors or in designated severe weather shelters if lightning, high winds, or other severe weather threatens the area.
3. Communicate weather-related updates and instructions to participants via the PA system or other communication channels.

Security Threats

1. Maintain a visible security presence throughout the event venue.
2. Monitor for suspicious activity and report any security concerns to the Incident Commander.
3. Coordinate with law enforcement agencies for assistance with security threats or disturbances.
4. Implement Lockdown or Shelter protocols if necessary to ensure the safety of participants.

COMMUNICATION AND COORDINATION

1. Designate a communication coordinator to manage communication between Emergency Response Team members, event staff, and external emergency services.
2. Establish communication channels such as two-way radios, cell phones, and PA systems for rapid and effective communication.
3. Provide regular updates and instructions to participants regarding emergency procedures and safety measures.

POST-EMERGENCY PROCEDURES

1. Conduct debriefings with emergency response team members to review the response's effectiveness and identify areas for improvement.
2. Document all incidents, actions taken, and lessons learned for future reference.
3. Provide support and assistance to individuals affected by the emergency, including counseling and medical care if necessary.
4. Review and update the Special Event Plan based on feedback and lessons learned from the emergency response.

SUPPLEMENTAL FORM

This supplemental form ensures a rapid and appropriate response to an emergency or crisis that occurs outside a traditional school day. This supplement does not replace the school EOP. This form is to be completed for each activity outside of the school day, whether one day or multiple days, such as a sports team or club.

School/Site Name:		Today's Date:	
Event Location Name, if off site:			
Off-site Event Address/City/State/Zip:			
Event Organizer Name:		Title:	
Phone #:		Cell #:	
Email Address:			
Alternate Event Contact Name:			
Phone #:		Cell #:	
Email Address:			
Event/Activity Info:			
Event Name:			
Date(s) of Event:	Start Date:	End Date:	
	Start Time:	End Time:	
Event/Activities will take place: <input type="checkbox"/> Indoors <input type="checkbox"/> Outdoors <input type="checkbox"/> Both			
Event is Open to: <input type="checkbox"/> Students Only <input type="checkbox"/> School Community (Staff/Students/Families) <input type="checkbox"/> General Public			
# of Participants:	# of Staff:	Total Attendance:	
Describe Type of Event and Activities Involved:			

SECTION 3**FORMS / JOB ACTION SHEETS****EMERGENCY COMMUNICATION FORMS**

Radio channels and phone numbers may be pre-assigned (for school staff) or determined following the onset of response activities. All ERT members and emergency responders should be provided with a complete copy of this form.

School Radio Channels		
Position	Channel	Role
Incident Commander	3	School Leader
Liaison Officer	3	Security
Mental Health Coordinator	3	School Counselor/BIS
Communications/Scribe	3	Parent Liaison/School Nurse
Operations Chief	3	MS Assistant Principal
Logistics Chief	3	Office Manager
Planning Chief	3	Director of Curriculum

Emergency Responder Radio Channels/Phone Numbers		
Position	Channel	Phone
Incident Commander		
Law Enforcement Command Post		
Fire Department Command Post		
Emergency Medical Services Command Post		

EMERGENCY RESPONDER COMMAND POST FORMS

Complete this form immediately upon coordination with the emergency responder Incident Commander. Use additional forms per response agency type (e.g., law enforcement, fire, emergency medical services (EMS) as necessary).

Incident Commander: _____	Dept: _____
Phone: _____	Radio freq: _____

COMMAND POST

Location	_____
Cross streets	_____
Notes	_____

TRIAGE AREA

Location	_____
Cross streets	_____
Notes	_____

STAGING AREA

Location	_____
Cross streets	_____
Notes	_____

HELICOPTER LANDING ZONE

Location	_____
Cross streets	_____
Geocode	_____
Notes	_____

INJURY REPORT FORM

Complete this form following the response to any medical emergency to maintain an accurate record in the event of insurance or liability questions/concerns. Use a separate form for additional victims and include supplementary information as necessary.

Date of incident _____ Time of incident _____

Name of victim _____ Age: _____

Location of victim _____

Name and contact information of person(s) who discovered the victim or witnessed the incident:

Did victim have a pulse? Yes No How was pulse checked? _____

Was the victim breathing? Yes No How was breathing checked? _____

Was the victim bleeding? Yes No Actions taken? _____

Was 9-1-1 called? Yes No Time _____

Was CPR conducted? Yes No Person(s) conducting CPR _____

Was an AED used? Yes No

If yes, provide name and contact information for the person who operated the AED:

AED serial # _____ Pad exp. date _____ Battery exp. date _____

Briefly describe the incident:

Briefly describe the condition of the victim when EMS arrived (was there a pulse? breathing? etc.):

Person completing this form Name (print) _____

Phone _____

Date completed _____

Upon completion, return this form and any supplementary pages to the principal.

AED INCIDENT/INJURY REPORT FORM

Date of incident _____ Time of incident _____

Name of victim _____ Age: _____

Location of victim _____

Name and contact information of person(s) who discovered the victim or witnessed the incident

Did victim have a pulse? Yes No How was pulse checked? _____

Was the victim breathing? Yes No How was breathing checked? _____

Was the victim bleeding? Yes No Actions taken? _____

Was 9-1-1 called? Yes No Time _____

Was CPR conducted? Yes No Person(s) conducting CPR _____

Was an AED used? Yes No

If yes, provide name and contact information for the person who operated the AED

AED serial # _____ Pad exp. date _____ Battery exp. date _____

Briefly describe the incident:

Briefly describe the condition of the victim when EMS arrived (was there a pulse? breathing? etc.):

Person completing this form Name (print) _____

Phone _____

Date completed _____

Upon completion, return this form to the principal.

INCIDENT REPORT FORM

Complete this form following the response to any threat, violence, or drug-related incident to maintain an accurate record in the event of investigation, insurance, or liability questions or concerns.

Use supplementary pages for additional information, as necessary.

Type of incident _____ Date _____ Time _____

Location of incident _____

Person(s) involved _____ Relation to school (circle) Age _____

_____ Student Staff Caregiver Other _____

_____ Student Staff Caregiver Other _____

_____ Student Staff Caregiver Other _____

_____ Student Staff Caregiver Other _____

Check if continued

Describe the incident (to include response actions):

Check if continued

Did law enforcement respond to the incident? Yes No

Responding agency(s) _____

Responding officer(s) _____

Was an official report made? Yes No Report number _____

Were arrests made? Yes No

Were weapons involved? Yes No Indicate type _____

Were drugs involved? Yes No Indicate type _____

Were injuries involved? Yes No If YES, complete and attach Injury Report Form(s)

Were caregivers contacted? Yes No Note: The term "caregivers" includes any legal guardian.

Name	Relation	Date contacted	Time	Means of contact
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Check if continued

Names of person who witnessed the incident (include contact information if applicable)

_____	_____
_____	_____
_____	_____
_____	_____

Check if continued

Pending disciplinary actions against persons involved

Name	Pending action
_____	_____
_____	_____
_____	_____
_____	_____

Check if continued

Person completing this form Name (print) _____

Phone _____

Date completed _____

Upon completion, return this form and any supplementary pages to the principal.

Incident description (continued): Page _____ of _____

[Large empty rectangular area for incident description]

Check if continued

Additional person(s) involved

Relation to school (circle)

Age

Student Staff Caregiver Other _____

Student Staff Caregiver Other _____

Student Staff Caregiver Other _____

Student Staff Caregiver Other _____

Student Staff Caregiver Other _____

Additional Caregivers contacted

Check if continued

Name	Relation	Date contacted	Time	Means of contact
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Check if continued

Additional persons who witnessed the incident (include contact information if applicable)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check if continued

Additional pending disciplinary actions against persons involved

Name	Pending action
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check if continued

BOMB THREAT REPORT FORM

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 did you place the bomb? _____
8. What is your address? _____
9. What is your name? _____
10. What time was the call received? _____

Exact wording of the threat: _____

Caller Description	Voice	Background Noises
___ Male	___ Accent: _____	___ Animals
___ Female	___ Clearing throat	___ Children
___ Unsure	___ Cracking voice	___ Factory/machinery
___ Approximate age	___ Crying	___ House noise
	___ Deep	___ Motor sounds
	___ Deep breathing	___ None
Emotions	___ Disguised	___ Office sounds
___ Agitated	___ Excited	___ P/A system or speakers
___ Angry	___ Familiar: _____	___ Street noise
___ Boastful	___ Lisp	___ Voices
___ Crazy	___ Loud	___ Other: _____
___ Distant	___ Nasal	
___ Excited	___ Normal	Language
___ Happy	___ Ragged	___ Code words
___ Laughing	___ Rapid	___ Profanity
___ Matter of fact	___ Raspy	___ Incoherent
___ Sad	___ Soft	___ Irrational
___ Sincere	___ Slow	___ Scripted
Type of Phone	___ Slurred	___ Taped
___ Cellular	___ Stutter	___ Well-spoken
___ Land-line	___ Other: _____	___ Other: _____
___ Phone booth		

RESPONSE ACTIVITY LOG

This form is to be used in conjunction with the Injury and/or Incident Report Form to identify ERT members and document all incident-related response activities. Use additional pages or Activity Log tables as necessary.

Date of incident _____ School _____

Briefly describe the incident:

--

Staff Assigned to Primary ERT Positions

Position	Name	Position	Name
Incident Commander	_____	Operations Chief	_____
Liaison Officer	_____	Logistics Chief	_____
Communications/Scribe	_____	Planning Chief	_____
Mental Health Coordinator	_____		

Use the reverse side for additional space, if needed.

Activity Log

Time	Notable Activities

Use additional Activity Log tables, if needed.

Recorded by: _____ Signature: _____

Page ____ of ____

AFTER ACTION REPORTING FORM

The following information will be provided by persons directly involved in the emergency response no later than seven days following termination of activities.

Your role (or actions taken) during emergency response activities:

Strengths

Identify three strengths demonstrated during emergency response activities:

1. _____
2. _____
3. _____

Areas for Improvement

Identify three areas for improvement identified during emergency response activities that can help to improve emergency response plans, procedures, and protocols:

1. _____
2. _____
3. _____

Additional comments:

Please return the completed form to the principal.

SCHOOL INCIDENT COMMAND SYSTEM

To provide for the effective direction, control, and coordination of emergency response activities, the Incident Commander delegated the authority to direct the on-scene response until a coordinated incident management framework can be established with local authorities.

When responding to an emergency, and as applicable, school staff members will establish themselves in a similar manner to the Incident Command System (ICS) used by emergency responders. ICS is a standardized approach to the command, control, and coordination of emergency response activities that provides a common hierarchy within which responders from multiple agencies/ organizations/ jurisdictions can effectively work together. ICS is flexible, as it can expand and contract as needed in support of specific goals and objectives. Therefore, ICS is not a rigid organizational hierarchy, as the extent of the emergency will dictate staff involvement and/or response. The school incident command system is further identified as the school ERT and divided into the following sections:

- 1. Command Staff**
- 2. Operations**
- 3. Logistics**
- 4. Planning**
- 5. Finance/Administration**

This team is responsible for coordinating response efforts of school personnel during an emergency. Team members may be pre-assigned roles prior to an emergency or may be directly assigned by the Incident Commander to assist as needed. The ERT is comprised of the following section and positions. As stated earlier, not all sections or positions may be needed at the same time.

JOB ACTION SHEETS

ACCOUNTANT/ ACCOUNTABILITY TEAM

Assigned to: _____

Reports to: Operations Chief/Incident Commander

Assignment: Responsible for ensuring accurate accountability of students, staff, and visitors during or following an emergency. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. If the number of staff assigned to the Accountability Team exceeds 3-persons, a team leader should be designated to maintain an efficient span of control. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Visitor logs |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Clipboard with note-taking materials |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student/staff roster | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Operations Chief or designee to ensure radios are properly functioning.
3. Meet with the Operations Chief for an initial briefing to receive instructions and guidance based upon current circumstances.
4. Report resource requests to the Operations Chief.

Ongoing Tasks

1. Report to your assigned areas and coordinate with staff to account for students, staff, and visitors. Immediately provide this information to the Operations Chief.
2. Receive regular accountability information from school staff and immediately provide to the Operations Chief.
3. Maintain regular communications with the Operations Chief to request needed resources and/or assistance.

Follow-Up Tasks

1. Coordinate with the Operations Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

COMMUNICATIONS/SCRIBE

Assigned to: _____

Reports to: Incident Commander

Assignment: Ensure the Incident Commander receives notification and updates regarding response activities and that any needed resources are requested. During the emergency, the Scribe keeps a detailed record of events, decisions, and actions, including time annotations.

All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on safety vest and clearly display identification badge.
2. Meet with the Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Incident Commander or designee to ensure radios are properly functioning.
4. Begin documenting all incident information and emergency response activities to include notifications (such as time, recipient, information provided/received, etc.) and actions taken.
5. Ensure the District Command Team has been notified of the incident.

Ongoing Tasks

1. Maintain a presence throughout the incident site and be immediately available to the Incident Commander.
2. Maintain a detailed record of the events, decisions, and actions; include times.
3. Attend regular update briefings with the Incident Commander to receive guidance and provide updates on response activities.
4. Maintain regular contact with other team leaders to provide/receive information.
5. Report resource requests to the Logistics Chief.

Follow-Up Tasks

1. Following response activities, provide all notes and logs to the Incident Commander.
2. Coordinate with the Incident Commander to assist in recovery activities.
3. Participate in debriefings and provide comments for the After Action Report.

IMPACTED SITE DIRECTOR

Assigned to: _____

Reports to: Planning Chief

Assignment: Responsible for organizing the off-site evacuation location during an emergency. This includes planning the movement of the students and staff and assisting with the accounting of students once they are moved. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Contact information for resources |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> District Relocation/Reunification Plan |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Planning Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.

Ongoing Tasks

1. Coordinate with the evacuation location (as necessary) to ensure they are prepared to receive students and staff. Be prepared to provide the following information at a minimum: number of persons relocating, space required, resources required, and anticipated duration of stay.
2. Coordinate with the Planning Chief to determine additional requirements to relocate persons with access and functional needs based on incident circumstances.
3. Upon arrival at the evacuation location, coordinate with the host to prepare for student/staff arrival, coordinate with the Operations Chief to obtain accountability information, and aid other teams.
4. Maintain regular communications with the Planning Chief to request additional resources and/or assistance.
5. Coordinate activities with the Reunification Area Supervisor as necessary.

Follow-Up Tasks

1. Coordinate with the Planning Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

INCIDENT COMMANDER

Assigned to: _____

Reports to: District Command Team

Assignment: Serve as the overall school leader during an emergency. Responsible for making all initial response decisions based on available information and suggestions provided by other members of the ERT and staff. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways in which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Bullhorn |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> Clipboard with note-taking materials |
| <input type="checkbox"/> Copy of EOP | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Assemble the ERT for an initial briefing to establish the chain of command, provide initial guidance and direction, assign radio channels, and emphasize expectations.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leaders to ensure radios are properly functioning.
4. Initiate contact with the District Command Team to provide initial incident information.
5. Meet with emergency responders to share initial incident information and coordinate response activities (this may be accomplished through the Liaison Officer).

Ongoing Tasks

1. Maintain a presence throughout the incident site to supervise staff activities, provide guidance and direction, address problem areas, and assign additional tasks.
2. Receive regular update briefings from ERT leaders and make decisions based upon current circumstances.
3. Maintain contact with emergency responders to receive guidance and provide updates on response activities.
4. Maintain regular contact with the District Command Team to receive and provide updates and guidance on response activities.

Follow-Up Tasks

1. Coordinate with the District Command Team to initiate and conduct recovery operations.
2. Lead debriefings and provide comments for the After Action Report.

LIAISON OFFICER

Assigned to: _____

Reports to: Incident Commander

Assignment: Maintain continuous contact with the emergency responder incident command post to provide a direct communications link to the Incident Commander to receive guidance and direction. Provide information about the incident and the protocols the school has implemented to ensure student and staff safety. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways in which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Emergency Responder Command Post form |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Incident Commander or designee to ensure radios are properly functioning.
4. Initiate direct contact with the emergency responder incident command system (preferably in-person), inform them that you are the liaison to the Incident Commander, and provide them with as much initial incident information as possible.
5. Fill out the Emergency Responder Command Post form and provide information to the Incident Commander.

Ongoing Tasks

1. Maintain a presence within the emergency responder incident command system to receive guidance and direction based upon current circumstances.
2. Maintain constant communications with the Incident Commander and/or Communications/Scribe to receive and provide incident information.
3. Report resource requests to the Logistics Chief.

Follow-Up Tasks

1. Coordinate with the Incident Commander to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

LOGISTICS CHIEF

Assigned to: _____

Reports to: Incident Commander

Assignment: Responsible for coordinating efforts of the Logistics Section during an emergency, including the coordination of transportation assets, food service, and general resources. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Copy of EOP |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Incident Commander or designee to ensure radios are properly functioning.
4. Meet with your team members (Utility Controller, Resource Coordinator, Transportation Coordinator, Nutrition Services) for an initial briefing to provide guidance and direction based upon current circumstances.

Ongoing Tasks

1. Maintain a presence throughout the incident site to supervise logistics activities, provide guidance and direction to your team, address problem areas, and assign additional tasks.
2. Receive regular update briefings from your team and make decisions based upon current circumstances.
3. Maintain regular communications with the Incident Commander to receive and provide incident information and resource requirement updates.
4. Communicate with District Command Team as needed to coordinate additional resources.

Follow-Up Tasks

1. Coordinate with the Incident Commander to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

MEDICAL STAFF

Assigned to: _____

Reports to: Operations Chief/Incident Commander

Assignment: Assist injured persons by administering first aid within the limits of current training. Additionally, school medical responders may assist emergency services as needed. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Portable AED |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Student medications |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> Clipboard with note-taking materials |
| <input type="checkbox"/> First-aid kit | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Operations Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.
4. Meet with your team members for an initial briefing to provide guidance and assign areas of responsibility for responding to injuries and assisting emergency responders.

Ongoing Tasks

1. Maintain a presence throughout the incident site to respond to injuries, assist emergency responders, and receive additional tasks as needed.
2. Ensure team members assist injured persons by administering first aid only within the limits of current training.
3. Receive regular updates from your team and immediately provide updated information to the Operations Chief.
4. Assist emergency services personnel as needed.
5. Report resource requests to the Operations Chief.

Follow-Up Tasks

1. Coordinate with the Operations Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

MENTAL HEALTH COORDINATOR

Assigned to: _____

Reports to: Incident Commander

Assignment: Responsible for identifying the need for and quickly organizing mental health resources to help students, staff, caregivers, and the community heal from the psychological effects of the emergency. All tasks and equipment indicated are as applicable to the situation and/or availability of resources. Immediate response activities that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Incident Commander or designee to ensure radios are properly functioning.
4. Assess the initial need for mental health services and initiate contact with the District Command Team to discuss any potential need for outside resources.

Ongoing Tasks

1. Maintain a presence throughout the incident site and be available to provide initial mental health services to students and staff.
2. Attend regular update briefings with the Incident Commander to receive guidance and provide updates on response activities.
3. Maintain regular contact with the Resource Coordinator to provide information and coordinate required resources.
4. Maintain regular contact with the District Command Team to receive and provide updates and guidance on counseling resource needs.
5. Report non-counseling service resource requests to the Logistics Chief.

Follow-Up Tasks

1. Coordinate with the Incident Commander and the District Command Team to provide post-incident mental health services and assist in other recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

NUTRITION SERVICES

Assigned to: _____

Reports to: Logistics Chief

Assignment: Responsible for coordinating the preparation and serving of food/water on a rationed basis whenever it becomes necessary during an emergency. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Contact information for resources |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Logistics Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.

Ongoing Tasks

1. Remain available to the Incident Commander and Logistics Chief if food service is needed.
2. Coordinate with the District Command Team to obtain required resources as needed. Be prepared to provide the following information at a minimum: the number of persons needing to feed and the location/destination if relocation is needed.
3. Distribute food and water as needed.
4. Establish eating areas and mealtimes as needed.
5. Maintain regular communications with the District Command Team and/or the Resource Coordinator to request additional resources and/or assistance.
6. Coordinate activities with the Impacted Site Director and Reunification Area Supervisor as needed.

Follow-Up Tasks

1. Coordinate with the Logistics Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

OPERATIONS CHIEF

Assigned to: _____

Reports to: Incident Commander

Assignment: Responsible for coordinating efforts of the Operations Section during an emergency. General staff members not directly assigned response roles will report to you for assignment, if available. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Clipboard with note-taking materials |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> Bullhorn |
| <input type="checkbox"/> Copy of EOP | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the school Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the school Incident Commander or designee to ensure radios are properly functioning.
4. Meet with your team members (Accountant, Medical Staff, Safety Officer) and any reporting general staff members for an initial briefing to provide guidance and direction based upon current circumstances.
5. Assign general staff members to positions to assist within operations or other areas as needed.

Ongoing Tasks

1. Maintain a presence throughout the incident site to supervise operations-related activities, provide guidance and direction to your team, address problem areas, and assign additional tasks.
2. Receive regular update briefings from your team and make decisions based upon current circumstances.
3. Maintain regular communications with the Incident Commander to receive and provide incident information.
4. Coordinate with the Logistics Chief to request needed resources.

Follow-Up Tasks

1. Coordinate with the Incident Commander to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

PLANNING CHIEF

Assigned to: _____

Reports to: Incident Commander

Assignment: Responsible for establishing and coordinating efforts of the Planning Section during an emergency, including off-site evacuation, reunification, and recovery. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Incident Commander for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with the Incident Commander or designee to ensure radios are properly functioning.
4. Meet with your team members for an initial briefing to provide guidance and direction based upon current circumstances.

Ongoing Tasks

1. Maintain a presence throughout the incident site to supervise planning activities, provide guidance and direction to your team, address problem areas, and assign additional tasks.
2. Receive regular update briefings from your team and make decisions based upon current circumstances.
3. Maintain regular communications with the Incident Commander to receive and provide incident information and resource requirement updates.
4. Coordinate with the Logistics Chief to request needed resources.

Follow-Up Tasks

1. Coordinate with the Incident Commander to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

RESOURCE COORDINATOR

Assigned to: _____

Reports to: Logistics Chief

Assignment: Responsible for working with team leaders and the District Command Team to coordinate resources required to successfully respond to the emergency. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Logistics Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.

Ongoing Tasks

1. Maintain a presence throughout the incident site and coordinate with other team leaders regarding needed resources.
2. Coordinate with the District Command Team to obtain resources that are not immediately available on-site.
3. Routinely provide updated information to the Logistics Chief, including all resource requests made through the District Command Team.

Follow-Up Tasks

1. Coordinate with the Logistics Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

REUNIFICATION AREA SUPERVISOR

Assigned to: _____

Reports to: Planning Chief

Assignment: Responsible for organizing the reunification of students and caregivers following an emergency, whether at the school or an off-site location. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Signage to establish reunification stations |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Student emergency data information |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> District Relocation/Reunification Plan |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Planning Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.

Ongoing Tasks

1. Coordinate with the Planning Chief to obtain personnel and resources to assist with reunification activities.
2. Upon arrival at the reunification location, be prepared to establish the following stations at a minimum: Caregiver Check-In, Student Assembly Area, and Parent Reunification Area. See The “I Love U Guys” Foundation’s Standard Reunification Method for additional information.
3. Supervise and monitor all reunification activities. Ensure that students and caregivers are separated during reunification until adults are cleared (with their identification verified) to pick up students.
4. Coordinate activities with the Impacted Site Director as necessary.

Follow-Up Tasks

1. Coordinate with the Planning Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

SAFETY OFFICER

Assigned to: _____

Reports to: Operations Chief

Assignment: Responsible for providing safety and security assistance to students, staff, and visitors. Assigned tasks are situationally dependent; examples include ensuring that all persons have evacuated the school, securing access locations, and assisting other teams as needed. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Bullhorn |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Operations Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.
4. Meet with other team members (if assigned) for an initial briefing to determine tasks and areas of responsibility.

Ongoing Tasks

1. Maintain a presence throughout the incident site to observe any safety or security concerns. If issues beyond school staff's capabilities arise, coordinate emergency responder assistance.
2. Regularly provide updated information to the Operations Chief.
3. Maintain regular communications with the Operations Chief to provide updates and request needed resources and/or assistance.

Follow-Up Tasks

1. Coordinate with the Operations Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

TRANSPORTATION COORDINATOR

Assigned to: _____

Reports to: Logistics Chief

Assignment: Responsible for coordinating transportation assets (e.g., buses) for students and staff that need to be relocated to an off-site facility. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|--|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Contact information for resources |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Logistics Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.

Ongoing Tasks

1. Remain available to the Incident Commander and Logistics Chief if transportation assets are needed to relocate students and staff.
2. Coordinate with the District Command Team to obtain required transportation assets as needed. Be prepared to provide the following information at a minimum: the number of persons needing to move, your location, your destination, and movement time desired.
3. Maintain regular communications with the District Command Team and/or the Resource Coordinator to request additional resources and/or assistance.
4. Coordinate activities with the Impacted Site Director and Reunification Area Supervisor as needed.

Follow-Up Tasks

1. Coordinate with the Logistics Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

UTILITY CONTROLLER

Assigned to: _____

Reports to: Logistics Chief

Assignment: Responsible for adjusting or shutting down primary utility connections (including electricity, water, and natural gas) to mitigate the severity of an emergency or directing emergency responders to the utility connection locations. Staff members responsible for this operation should be familiar with all primary utility locations and shut-down procedures. If multiple persons can and are needed to fill this role, a Utility Team with a team leader should be assigned. All tasks and equipment indicated below are as applicable to the situation and/or availability of resources. Immediate response actions that focus on the safety, security, and well-being of students, staff, and visitors will supersede all administrative tasks. School staff members are NOT expected to risk personal safety to respond in ways for which they are neither properly trained nor equipped.

Essential Equipment/Resources

- | | |
|---|---|
| <input type="checkbox"/> Cellular phone | <input type="checkbox"/> Utility-specific tools |
| <input type="checkbox"/> Handheld radio | <input type="checkbox"/> Service providers' contact information |
| <input type="checkbox"/> Safety vest/ID badge | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Clipboard with note-taking materials | <input type="checkbox"/> _____ |

Immediate Tasks

1. Put on a safety vest and clearly display your identification badge.
2. Meet with the Logistics Chief for an initial briefing to receive guidance and direction based upon current circumstances.
3. Turn on your radio, switch to CHANNEL _____, and conduct a communications check with your team leader or designee to ensure radios are properly functioning.
4. Meet with your team members (if assigned) for an initial briefing to provide guidance and assign areas of responsibility.

Ongoing Tasks

1. Maintain a presence throughout the incident site to monitor utility status, supervise team members, provide guidance and direction, address issues, assist emergency responders, and assign additional tasks as needed.
2. Maintain regular communications with the Logistics Chief to request needed resources and/or assistance.
3. Receive regular updates from your team and immediately provide updated information to the Logistics team leader.
4. If applicable, team members report to assigned areas and aid where needed.
5. Coordinate with utility services providers as needed.

Follow-Up Tasks

1. Coordinate with the Logistics Chief to assist in recovery activities.
2. Participate in debriefings and provide comments for the After Action Report.

SECTION 4

EMERGENCY & HAZARD-SPECIFIC PROCEDURES

GENERAL EMERGENCY GUIDELINES

Follow these guidelines during any emergency.

1. In case of emergency, individuals are encouraged to call 9-1-1 or activate building alarm systems. When contacting 9-1-1, it is important to provide a detailed description of the situation and remain on the line until instructed otherwise by the dispatcher.
2. Maintain composure and adhere to established procedures, protocols, and instructions to the best of one's ability.
3. Written procedures serve as guidelines and are not intended to supersede reasonable decision-making.
4. Be aware of the nearest exit and alternative evacuation routes within the facility.
5. Evacuate the building promptly once conditions are safe to do so, taking essential items like outerwear, phone, and wallet/purse if possible. Avoid retrieving additional personal belongings.
6. Refrain from using elevators if stairs are available, as emergency responders may need them to assist others.
7. Upon evacuating the building, proceed to the nearest designated assembly area and ensure accountability of individuals present. Await further instructions from administrators or emergency responders.
8. When making public address announcements, communicate clearly and directly without the use of code words, providing as much information as possible.
9. Avoid spreading rumors and refrain from using social media during emergencies, as they can lead to confusion and hinder response efforts. Prioritize personal safety and avoid engaging in response activities for which you are not properly trained or equipped.
10. Most importantly, prioritize personal safety and avoid engaging in response activities without proper training or equipment.

SPECIFIC RESPONSE ACTIONS

HOLD

These procedures are to be implemented when situations require students and staff to remain in their classrooms or stay out of access areas. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

General Procedures

1. Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all-clear is announced.
2. Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.
3. Students and staff outside of the building should remain outside unless the administration directs otherwise.
4. In a high school with an open campus policy, communicate as much detail as possible to temporarily off-campus students.

Emergency Response Team

1. Upon a Hold decision or notification, advise school occupants of the situation and order the locking of all exterior doors.
2. Make the following announcement (or equivalent):
 - a. “Hold in your room or area. Clear the halls. Hold in your room or area. Clear the halls.”
3. Coordinate and cooperate with emergency responders as necessary.
4. Continue to provide applicable guidance and direction to staff, students, and visitors.
5. Conduct additional tasks as outlined in your Job Action Sheet.

Instructional Staff

1. Upon initiation of the Hold protocol, follow initial guidance and directions.
2. Prior to closing the classroom door, sweep the hallway for nearby students.
3. Take attendance, note the time, and depending on the situation, you may continue normal school and/or classroom activities.

SECURE

1. These procedures are to be implemented when an exterior situation on school grounds or in the local community could seriously threaten the safety and security of students, staff, and visitors.
2. For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

Emergency Response Team

1. Upon initiating a Secure protocol decision or notification, advise school occupants of the situation and order the locking of all exterior doors.
2. Make the following announcement (or equivalent):
 - a. “Secure! Get inside, lock outside doors. Secure! Get inside, lock outside doors.”
3. Order all students and staff who are outside to immediately return to the building.
4. Assess the situation to determine whether continuing normal inside activities is safe or taking additional precautionary measures.
5. Do not allow anyone access to the building except staff members and emergency responders until otherwise advised.
6. Recommend that visitors remain in the building until the situation is resolved.
7. Notify the district office of the situation and follow all provided guidance and directions.
8. Account for all students, staff, and visitors and prepare to provide this information to the district office.
9. Coordinate and cooperate with emergency responders as necessary.
10. Continue to provide applicable guidance and direction to staff, students, and visitors.
11. Remain vigilant, watch for suspicious activity, and be prepared to initiate Lockdown procedures.
12. Conduct additional tasks as outlined in your Job Action Sheet.

Instructional Staff

1. Upon notification of the Secure protocol, follow initial guidance and directions.
2. Immediately take attendance of all students under your supervision and prepare to provide this information to the office.
3. Depending on the situation, you may continue normal school and/or classroom activities.
4. Do not leave or allow students to leave the building until the “All Clear” is issued.
5. Remain vigilant, watch for suspicious activity, and be prepared to initiate Lockdown procedures.

All Other Staff

1. Depending on the situation, you may continue normal duties. However, remain vigilant, watch for suspicious activity, and be prepared to initiate Lockdown procedures.

LOCKDOWN

This protocol is to be implemented when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

General Procedures

1. If safe to do so, notify school occupants of the threat by any means available, continue to provide updated information, and do not use code words.
2. If safe to do so, call 9-1-1 and activate security alarms.
3. Lock individual classroom doors, offices, and other securable areas.
4. Move occupants out of the line of sight of corridor windows.
5. Turn off lights to make the room seem unoccupied.
6. If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

Emergency Response Team

1. Call 9-1-1 if not already done.
2. Upon a Lockdown decision, advise school occupants of the situation and order the locking of all interior doors.
3. Make the following announcement (or equivalent):
 - a. “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”
4. Continue to provide applicable guidance and direction to staff, students, and visitors.

Instructional Staff

1. Upon notification of a Lockdown, follow protocol.
2. If it is safe to do so, gather students into the classroom prior to locking the door.
3. Lock all classroom access points and facilitate moving occupants out of sight.
4. Turn off classroom lights.
5. Await further instructions from ERT or other clearly identified authorities.

EVACUATION

This protocol is to be implemented when a situation exists where conditions are safer outside. For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

General Procedures

1. If necessary, activate appropriate alarm systems.
2. Call 9-1-1.
3. If a non-alarm incident occurs, announce the following:
 - a. “Evacuate! To [a location]. Evacuate! To [a location].”
4. Close doors and turn off lights when exiting rooms and offices.
5. If safe to do so while exiting, assist others as necessary and check for persons remaining in restrooms, hallways, and common areas.
6. Evacuate the building using the safest, expedient route and report to a designated assembly area.
7. Do not re-enter the building until authorized to do so.

Emergency Response Team

1. Upon arriving at the designated assembly area, report to the Incident Commander.
2. Provide applicable guidance and direction to evacuees.
3. Coordinate with arriving emergency responders.
4. Conduct additional tasks as outlined in your Job Action Sheet.

Office Staff

1. Take the visitor log, student sign-out sheets, and office Go-Kit to the designated assembly area.
2. Be prepared to assist the ERT.

Instructional Staff

1. Retrieve your classroom Go-Kit and instruct students to evacuate the building following designated routes.
2. Upon arriving at the designated assembly area, take attendance and visually display the red/green/med cards as appropriate.
3. Put on a safety vest when safe to do so.
4. Remain in the designated assembly area with students until further instructions are provided.

All Other Staff

1. Upon arriving at the designated assembly area, check-in and be prepared to assist the ERT.

EVACUATE TO A LOCATION

These procedures are to be implemented when building conditions are unsafe and students/staff must be evacuated to an off-site facility. See the Dr. Joseph F. Pollack Academic Center of Excellence Reunification Plan for detailed information.

For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

Incident Commander

1. Coordinate with the district office regarding the decision to evacuate and determine the appropriate pre-designated relocation site and evacuation route.
2. Decide if it is safe for the students/staff to walk to the relocation site or if buses are required.
3. Announce the following or equivalent based on incident circumstances:
 - a. ”Evacuate! To [a location]. Evacuate! To [a location].”
4. Direct staff to move students to the evacuation staging area for loading onto buses. If a Lockdown is in progress, emergency responders may escort students directly from their classrooms to the buses once the school is secure.
5. Assemble the ERT and provide guidance and direction based on incident circumstances.

Emergency Response Team

1. Report to the Incident Commander.
2. Provide applicable guidance and direction to students, staff, and visitors.
3. Request law enforcement to provide security at the evacuation staging area and along the evacuation route, as well as traffic control and security at the relocation site.
4. If determined by Incident Commander, request buses or alternate means of transportation.
5. Provide the school media/public information representative with detailed instructions and a prepared information release to direct concerned relatives to the reunification site.

Instructional Staff

1. Take class roster, phone lists, and emergency Go-Kit as you exit to the designated assembly area.
2. Take attendance and account for all students. Report any missing students to school administration.
3. Maintain control of your class. After receiving the alert for evacuation, if necessary, guide students to the designated evacuation staging area for movement to the relocation site.
4. While enroute to the relocation site, prepare a list of all students on the bus, which will be delivered to the Reunification Area Supervisor upon arrival.
5. Follow the instructions of the reunification site staff when you arrive. You may be asked to assist in staffing the site.

POLICE-LED EVACUATION

These procedures are to be implemented in the rare situations where law enforcement is clearing classrooms and escorting students and staff out and through the building following a Lockdown. For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

General Procedures

1. Inform students and staff that during a police-led evacuation, officers may be loud, direct, and commanding.
2. As officers enter the classroom, students and staff must keep their hands visible and empty.
3. Do not bring personal belongings with you during the police-led evacuation.
4. Students and staff may be searched both before and after exiting the building.
5. Form a single-file line and hold hands with the person in front and behind. Alternatively, both students and staff may be instructed to place their hands on their heads while evacuating.
6. If evacuating to an off-site location, have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.

Incident Commander

1. Manage the school's emergency response efforts and coordinate with law enforcement agencies to coordinate evacuation.
2. Relay instructions from law enforcement to staff, students, and caregivers regarding the evacuation procedures and any safety precautions to be followed.
3. Maintain accountability of all individuals during the evacuation process and ensure that everyone is safely evacuated to designated assembly areas.
4. If evacuating to a reunification site, consider holding students and staff in their rooms until transportation arrives.

Emergency Response Team

1. Report to the Incident Commander.
2. Support the Incident Commander in implementing the school's emergency response plan and coordinating response efforts with law enforcement.
3. Activate evacuation procedures following instructions from law enforcement and assist with guiding individuals to designated evacuation routes and designated assembly areas.
4. Support and reassure individuals during the evacuation process, addressing any concerns and ensuring compliance with safety protocols.

Instructional Staff

1. Follow instructions provided by the Incident Commander and law enforcement regarding the evacuation procedures and safety precautions.
2. Assist with evacuating students from classrooms and guiding them to designated assembly areas in an orderly and calm manner.
3. Account for all students in their care and ensure they remain together and follow instructions during evacuation.
4. Provide support and reassurance to students, addressing any concerns and emphasizing the importance of following staff and law enforcement directions.

All Other Staff

1. Follow directions from the Incident Commander and law enforcement regarding response procedures and safety protocols.
2. Assist with evacuating staff, visitors, and individuals with access and functional needs from the school premises to designated assembly areas.

SHELTER

These procedures are to be implemented when a situation exists where conditions are safer inside. This can be during an emergency such as severe weather, medical response, or an outdoor hazardous material release. Designated shelter locations may change depending upon specific emergency conditions. For additional information, please reference The “I Love U Guys” Standard Response Protocol in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

Incident Commander

1. Announce the following or equivalent based on incident circumstances:
 - a. “Shelter! For a hazard. Using a safety strategy. Shelter! For a hazard. Using a safety strategy.”
 - b. “Students and staff, the Shelter is released. All clear. Thank you for your assistance and patience during the Shelter.”
2. If a potential HazMat situation exists, see additional procedures.
3. If movement into the building would expose persons to a hazardous environment, they should move to designated outdoor assembly areas upwind from the hazard.
4. Permit building entry only at designated control points. The school campus may be closed depending on the situation.
5. Direct staff to close all windows and doors.
6. If necessary, order maintenance staff to shut off ventilation systems to stop outside air flow into the building.
7. Assemble the ERT and provide guidance and direction based on incident circumstances.

Emergency Response Team

1. Report to the Incident Commander.
2. Provide applicable guidance and direction to students, staff, and visitors.
3. If directed, shut off ventilation systems and/or other utilities.
4. Ensure all exterior entrances are secured.
5. Notify the district office that the school has initiated the Shelter protocol.
6. If a severe weather event occurs, monitor the emergency weather radio.
7. Monitor the school to ensure all persons remain sheltered until notified that normal activities may continue.
8. If necessary, call 9-1-1 and coordinate with arriving emergency responders.
9. Conduct additional tasks as outlined in your Job Action Sheet.

Office Staff

1. Be prepared to take the visitor log, student sign-out sheets, and office Go-Kit to designated shelter areas.
2. Be prepared to assist the ERT.

Instructional Staff

- 1.** Follow all instructions. Assist in clearing the hallway immediately outside your classroom.
- 2.** If remaining in your classroom, lock doors, close windows, and account for students. You may continue normal activities if instructed and it is safe to do so.
- 3.** If outside, direct students into the building or other appropriate shelter.
- 4.** Monitor all student movement, including passing time, if applicable.
- 5.** Be prepared to move students from the classroom into designated shelter areas.
- 6.** Ensure your classroom Go-Kit is readily available.
- 7.** Close classroom doors and windows if leaving.
- 8.** If directed to a shelter area:
 - a.** Upon arriving, take attendance and report information to the ERT.
 - b.** Put on a safety vest when safe to do so.
 - c.** Remain in the shelter area with your students until provided further instructions.

All Other Staff

- 1.** Follow all instructions and be prepared to assist the ERT as needed.

ACTIVE THREAT

These procedures are to be implemented during a violent incident. The order of events and/or response procedures will depend upon the situation.

General Procedures

1. Upon being alerted of a violent incident, stay calm and assess the situation. Determine the threat location if possible.
2. If safe to do so, notify building occupants of the threat by any means available, continue to inform with updated information, and do not use code words.
3. If safe to do so, call 9-1-1 and activate security alarms.
4. Do not intentionally confront threatening individuals.
5. If possible, evacuate the building using a safe route. Proceed to designated assembly area and account for students, staff, and visitors.
6. Do not directly approach law enforcement personnel when evacuating and, if possible, always keep hands empty and visible.
7. If it is not safe to evacuate, seek a safe area to implement Lockdown.
 - a. Secure all doors and windows as quickly as possible, barricade items between persons and the threat, and do not group persons together.
 - b. If time allows, turn off lights and mute electronic devices.
 - c. Identify objects that could be used to counter the threat.
8. If you are in Lockdown protocol but it is determined to be safer to evacuate, evacuate through windows if necessary and possible.
9. If you are in imminent danger, prepare to deter the threat. Active resistance can increase the chance of survival by providing an opportunity to disrupt an attacker. Throw things, yell, move—do not be passive.
10. If you are in Lockdown, remember:
 - a. Do not open the door for anyone. Emergency responders will enter to assist you when it is safe to do so.
 - b. If the fire alarm is activated, do not leave the Lockdown position unless you reasonably suspect there is an actual fire.

REUNIFICATION

These procedures are implemented to ensure a safe and secure means to reunify students and caregivers following an evacuation. See the Dr. Joseph F. Pollack Academic Center of Excellence Reunification Plan for detailed information.

For additional information, please reference The “I Love U Guys” Standard Reunification Method in the OSS EOP Suite of Resources at www.michigan.gov/officeofschoolsafety.

Incident Commander

1. Coordinate with the district office regarding the decision to conduct reunification activities.
2. Coordinate with arriving staff members from the relocating school.
3. Monitor reunification activities.

Reunification Site Staff

1. Report to the Incident Commander.
2. Establish a caregiver reporting area to conduct check-in and identification verification.
3. Establish a student release area where students will be escorted to be reunified with caregivers and sign out.
4. Ensure counseling services are available and establish a counseling area at the reunification site. Direct staff to escort caregivers of any injured, missing, or deceased student to the area so that staff can provide private notification.
5. Prepare a staging area for arriving students and staff away from waiting family members.
6. Keep students on buses or in a holding area separate from waiting caregivers until they can be signed out.
7. Only release students to authorized persons after checking proof of identity and signing a student release form.
8. Provide applicable guidance and direction to students, staff, and visitors.
9. Once they have signed out their student, instruct caregivers to quickly depart the site to make room for others.

MEDICAL EMERGENCY

These procedures are to be implemented in the event of a serious medical emergency, particularly when EMS support is required.

General Procedures

If the emergency is happening in your classroom or area:

1. Assess the situation and call 9-1-1 if necessary.
2. Use your radio or direct someone to notify the main office. Describe the situation and provide the name of the victim, if known.
3. Begin performing first aid within the limits of your training until the ERT or emergency responders arrive.
4. If the victim has suffered any trauma, do not move them unless the area is unsafe.
5. If it does not interfere with the response, calmly initiate the Hold protocol. If this is not possible, ensure students remain quiet and clear of any response activity.

If the emergency is not happening in your classroom or area:

1. You may continue normal activities. Remain clear of emergency personnel and await further instructions.
2. Immediately take attendance of all assigned students and any other persons who may have entered your room/area to remain clear of the emergency.
3. Until directed otherwise, do not allow students to leave the room or area without an escort. Non-responding staff members and visitors should also limit unnecessary movement throughout the building.
4. If you are designated to supervise the classroom of a responding staff member, immediately report to the room/area of assignment, and remain there until directed otherwise.
5. Do not unnecessarily use handheld radios, landline phones, or the PA system until directed otherwise.

Emergency Response Team

1. Upon notification of a medical emergency that requires EMS support, immediately make the following announcement (or equivalent), indicating if the situation is a suspected cardiac emergency:
 - a. “Students and staff, please Hold in your room or area. We’re attending to a medical situation near the office.”
2. If it is a suspected cardiac emergency and an AED is located near the main office, have someone immediately retrieve the unit and bring it to the incident location.
3. Assign a staff or ERT member to bring the office medical bag/kit to the incident location.

4. Assign someone to wait outside for emergency responders and escort them to the location of the incident.
5. If the victim is a student, immediately obtain copies of their emergency data card/medical card and retrieve any prescription medication as applicable. Bring items to the incident location and provide them to emergency responders upon their arrival.
6. Notify the district office and provide the nature of the emergency and other relevant information.

Cardiac Emergency Response Team

1. Upon notification of a cardiac emergency, immediately report to the incident location with appropriate equipment/supplies.
2. If you are near an AED or pass one on the way, retrieve the unit and take it with you. Unless necessary, do not go out of your way to retrieve an AED; someone will bring it to you.
3. Upon arrival at the incident, immediately assume first aid and CPR duties from non-certified persons, if necessary, until emergency responders arrive.
4. Assign someone to document all incident information/activities.
5. Immediately following the incident, complete the Injury Report Form.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

OFF-CAMPUS EVENT EMERGENCY

These procedures are to be implemented in the event of an off-campus incident that could jeopardize the safety of its occupants.

General Procedures

- 1.** Conduct a thorough risk assessment prior to the off-campus event to identify potential hazards and develop appropriate response plans.
- 2.** Establish communication channels with event organizers, local authorities, and emergency services to facilitate coordination and information exchange during the event.
- 3.** Ensure all staff members and chaperones have access to emergency contact information for local emergency services, school administrators, and caregivers.
- 4.** Provide training and briefing sessions for staff, chaperones, and participants on emergency procedures, evacuation routes, and safety protocols specific to the off-campus event.

Incident Commander

- 1.** Designate an Incident Commander responsible for overseeing the school's emergency response efforts during the off-campus event.
- 2.** Maintain communication with event organizers, local authorities, and emergency services to coordinate response efforts and obtain assistance as needed.
- 3.** Make decisions regarding emergency response actions, including the Secure or Shelter protocol, based on the situation and guidance from local authorities.
- 4.** Direct the deployment of resources, personnel, and equipment to address immediate threats and ensure the safety of participants at the off-campus event.

Emergency Response Team

- 1.** Report to the Incident Commander.
- 2.** Support the incident commander in implementing the school's emergency response plan and coordinating response efforts with event organizers and local authorities.
- 3.** Activate emergency protocols, including Secure, Evacuate, Shelter, or Lockdown procedures, as directed by the Incident Commander or in response to emerging threats.
- 4.** Monitor communication channels for updates and instructions from the Incident Commander, event organizers, and local authorities, and relay information to staff and participants as needed.
- 5.** Support and assist participants during the off-campus event, including guiding them to safety, providing first aid if necessary, and ensuring compliance with safety protocols.

Instructional Staff

1. Follow the guidance and instructions of the Incident Commander and ERT regarding emergency procedures and safety protocols.
2. Assist participants, including students and other attendees, in safely evacuating the off-campus event and following designated evacuation routes to designated assembly areas.
3. Provide support and reassurance to participants, addressing any concerns and emphasizing the importance of following directions from staff and emergency responders.

All Other Staff

1. Follow directions from the Incident Commander and ERT regarding response procedures and safety protocols.
2. Assist event organizers, emergency services, and participants as needed, including directing them to relevant areas and providing access to necessary resources.

POST-INCIDENT PROCEDURES

This protocol is implemented after the safety of students, staff, and visitors has been assured and emergency conditions have abated.

The required activities will be conducted as needed depending upon incident circumstances.

Emergency Response Team

- 1.** Maintain an open line of communications to the district office in terms of recovery status and assistance needs.
- 2.** Assess the academic, physical, fiscal, and psychological/emotional recovery needs to determine the impact on the school and requirements for outside assistance.
- 3.** Coordinate counseling services and provide information to students, staff members, and caregivers.
- 4.** Coordinate with the district office to determine when normal school activities will resume.
- 5.** Complete required Injury and Incident Report Forms and Activity Logs.
- 6.** Conduct an after action review with staff to identify strengths and areas for improvement regarding response activities.

HAZARD-SPECIFIC PROCEDURES

BOMB THREAT

These procedures are to be implemented in the event of a bomb threat or discovery of a suspicious item.

General Procedures

In the event of a bomb threat or suspicious item:

1. Do not use two-way radios or cellular phones; radio signals have the potential to detonate an explosive device.
2. Clear the known or suspected area, but do not evacuate the building until law enforcement arrives and evaluates the situation.
3. Do not activate the fire alarm.
4. Do not touch or move suspicious items.
5. Treat all bomb threats as serious until proven otherwise. Act quickly but remain calm and obtain all possible information

Threat-Specific Procedures

If a **phone threat** is received:

1. Stay calm and keep the caller on the line if possible. Do not hang up, even if the caller does.
2. Listen carefully, be polite and show interest, and try to keep the caller talking to learn more information.
3. If possible, write a note or otherwise tell a staff member to immediately call 9-1-1.
4. If your phone has Caller ID, copy the phone number and/or letters shown.
5. Complete the Bomb Threat Form as soon as possible. Write down as much detail as you can remember; try to capture exact words.
6. Immediately upon termination of the call, do not hang up, but from a different phone, call 9-1-1 (if not previously done), notify the ERT, and await further instructions.

If a **written threat** is discovered:

1. Call 9-1-1.
2. Secure the document and handle it as little as possible. Do not fold, crumple, tear, delete, or mark it in any way.
3. Photograph or re-write the threat exactly as it reads on a separate piece of paper.
4. Record the who, what, where, when, why, and how details surrounding the document.
5. Notify the ERT and await further instructions.

If an **email threat** is received:

1. Call 9-1-1.
2. Do not delete the message, close the program, or turn off your computer.
3. Immediately print the message, if possible.
4. Notify the ERT and await further instructions.

If a **verbal threat** is received:

1. Report the location of the person making the threat. If they leave the area, note their direction and document vehicle information, if applicable.
2. Note the description of the person who made the threat, including name (if known), gender, race, age, height, type/color of clothing, body size, hair color, distinguishing features, etc.
3. Write down the exact wording of the threat as it was communicated to you.
4. Call 9-1-1, notify the ERT, and await further instructions.

If a **suspicious item** is found:

1. Do not touch the item. Immediately report its location and description.
2. Secure the area where the item is located and direct others away. Do not guard it; stay away from the item.
3. Call 9-1-1, notify the ERT, and await further instructions.

Emergency Response Team

- 1.** Upon receiving information regarding a bomb threat, assess the situation and determine the initial credibility of the threat.
- 2.** Prepare to evacuate all persons from the building via the safest route possible.
- 3.** Meet arriving emergency responders and brief them on the situation. If an item was found, immediately inform them of its location and any possible description. Allow them to immediately speak with the person(s) who received the threat or found the item.
- 4.** As necessary, follow the duties identified in your Job Action Sheet.

Instructional/All Other Staff

- 1.** Follow all instructions and be prepared to assist the ERT as needed.

BUS ACCIDENT

These procedures are to be implemented when a bus accident involves transporting students on or off school property.

Bus Driver

1. Stay calm.
2. For a major incident, call 9-1-1 and speak directly with emergency dispatch.
3. For minor incidents, call 9-1-1 and notify the ERT; provide the following information:
 - a. Bus number
 - b. Location
 - c. Situation
 - d. Need for emergency response
4. If possible, keep the bus on with heat or air conditioning for students and activate hazard lights.
5. Check for injuries and administer first aid as needed.
6. Obtain names and grades of injured students and report to the ERT.
7. If necessary, evacuate the bus to a safe place and have a radio available outside the bus to maintain communication with the ERT.
8. Keep students grouped together and reasonably calm.
9. Protect the scene and do not leave until emergency responders and the ERT clears you.

Emergency Response Team

1. When notified of a bus accident, ensure 9-1-1 has been called and contact the district office.
2. If the accident location is nearby, a school administrator should respond to the scene to assist with response as needed.
3. Identify all students who are involved.
4. Determine if any students are injured.
5. Pull student emergency cards and provide them to the hospital, if necessary.
6. Notify caregivers.
7. If students are transported to area hospitals, staff should work with hospital personnel in identifying students and caregivers.
8. Coordinate with the district office to arrange alternate student transportation as needed.
9. Inform school staff members of the accident.
10. Be prepared to answer caregiver calls and concerns regarding the accident.
11. Evaluate students returning from the accident and confer with caregivers on conditions to watch for at home.
12. Coordinate counseling services, if needed.
13. Complete required forms/accident reports.

CIVIL DISTURBANCE

This protocol would be implemented in response to a civil disturbance, such as protests, riots, or other forms of public unrest, occurring in the vicinity of the school that could potentially endanger the safety of students, staff, and visitors.

General Procedures

1. Continuously monitor local news sources, law enforcement alerts, and other relevant channels for information about civil disturbances near the school.
2. Maintain open lines of communication with local law enforcement agencies, school administrators, staff, students, and caregivers to provide updates and instructions as needed.
3. Prioritize the safety and security of students, staff, and visitors by implementing measures to mitigate risks and ensure orderly evacuation or sheltering if necessary.
4. Keep detailed records of all actions taken, communications received and sent, and incidents occurring during the civil disturbance.

Incident Commander

1. Assess the current situation by gathering information from law enforcement and other sources.
2. Establish a command post and communication center to coordinate response efforts.
3. Deploy security personnel to key areas to monitor the situation and ensure safety.
4. Coordinate with law enforcement to determine if a Hold, Secure, Lockdown, Evacuate, and/or Shelter protocol is necessary.
5. Direct staff to secure entrances and exits to prevent unauthorized access.
6. Communicate with school administration, staff, and ERT members to provide updates and instructions.
7. Monitor the progress of the response and adjust strategies as needed.
8. Coordinate with emergency services to provide medical assistance or other support as needed.
9. Maintain a log of all actions taken and communications received.

Emergency Response Team

1. Report to the Incident Commander.
2. Activate emergency protocols as needed, such as initiating Lockdown procedures or directing evacuation routes.
3. Monitor security cameras and patrol the premises to ensure the safety of students and staff.
4. Assist with securing doors and windows to prevent unauthorized entry.
5. Provide support to the Incident Commander by relaying information and implementing directives.
6. Assist law enforcement with crowd control and ensuring compliance with safety measures.
7. Escort students and staff to designated safe areas and ensure accountability.

8. Coordinate with medical personnel to provide first aid or other assistance as needed.
9. Document all actions taken and report any incidents or concerns to the Incident Commander.

Instructional Staff

1. Follow instructions from the Incident Commander and ERT.
2. Direct students to follow response procedures.
3. Keep students calm and reassured by providing clear instructions and guidance.
4. Assist the ERT as needed.
5. Account for all students and report any missing individuals to the ERT.
6. Assist students who may require medical attention or emotional support.

All Other Staff

1. Follow instructions from the Incident Commander and ERT.
2. Monitor designated areas for any signs of suspicious activity or potential threats.
3. Provide support to students and staff by offering reassurance and assistance as needed.
4. Report any safety concerns or incidents to the Incident Commander or designated authorities.
5. Assist with implementing emergency protocols, such as directing evacuation routes or providing first aid.
6. Document all actions taken and report back to the Incident Commander as instructed.

FIRE

These procedures are to be implemented when a fire-related incident could jeopardize the safety of students and staff.

General Procedures

1. Continuously monitor weather conditions, fire danger ratings, and any reports of wildfires near the school.
2. Maintain open lines of communication with local fire departments, emergency responders, school administrators, staff, students, and caregivers to provide updates and instructions as needed.
3. Establish and communicate evacuation routes and designated assembly areas for students, staff, and visitors.

Incident Commander

1. Assess the situation and determine the extent of the fire threat, including whether it is a wildfire or an indoor fire.
2. Coordinate with local fire departments, emergency responders, and relevant authorities to assess the extent of the fire and determine appropriate response actions.
3. If the threat is a wildfire, determine whether to implement the Evacuate or Shelter protocol based on the wildfire's proximity and severity.
4. Coordinate transportation for evacuation if necessary, ensuring buses or other vehicles are available and that safe routes are planned.
5. Communicate evacuation instructions to staff, students, and caregivers via PA system, text alerts, or other communication channels.
6. Direct staff to assist with evacuation procedures, including ensuring all students are accounted for and aiding those with access and functional needs.
7. Coordinate with emergency services for assistance with evacuation and firefighting efforts.
8. Monitor weather conditions and fire behavior to adjust response strategies as needed.

Emergency Response Team

1. Report to the Incident Commander.
2. Activate emergency protocols and assist with implementing Evacuate or Shelter protocols as directed.
3. If the fire is not in the building, conduct a sweep of the school to ensure all rooms are evacuated.
4. Assist with securing doors and windows to prevent the spread of smoke and fire.
5. If safe to do so, evacuate students and staff to designated assembly areas away from the fire's path.
6. Assist individuals with access and functional needs during evacuation.
7. Communicate regularly with the Incident Commander and provide updates on evacuation progress and any issues encountered.

8. Assist emergency services with directing traffic or providing other support as needed.
9. Document all actions taken and report any incidents or concerns to the Incident Commander.

Instructional Staff

1. Follow instructions from the Incident Commander and ERT regarding response procedures.
2. If evacuating:
 - a. Ensure all students are accounted for and safely evacuated from classrooms to designated assembly areas.
 - b. Follow designated evacuation routes and ensure students remain orderly during the evacuation process.
3. Provide support to students who may be anxious or distressed during response procedures.
4. Assist emergency services with directing traffic or providing other support as needed.

All Other Staff

1. Follow the direction of the Incident Commander and ERT regarding response procedures and safety protocols.
2. Assist with evacuating staff, visitors, and individuals with access and functional needs from the school premises to designated safe areas.
3. Report any fire hazards, safety concerns, or injuries to the Incident Commander or designated authorities immediately.

FLOODING

These procedures are to be implemented when a flooding incident could jeopardize the safety of students/staff.

General Procedures

1. Contact emergency services to report the flooding incident and request assistance as needed.
2. Monitor weather forecasts and alerts from local authorities and emergency management agencies if applicable.
3. If flooding threatens safety, initiate Evacuate protocol using predetermined evacuation routes and designated assembly areas.
4. Ensure all staff and students are safely evacuated from affected areas and accounted for at designated assembly areas.
5. If safe to do so, shut off electrical power, gas, and other utilities to minimize the risk of electrocution or gas leaks.

Incident Commander

1. If flooding occurs due to ruptured pipes or plumbing issues within the school building, instruct the Utility Controller or other utility personnel to immediately shut off the water supply and evacuate affected areas.
2. Keep appropriate authorities informed of developments and actions taken to address the flooding incident. Use multiple communication channels (e.g., phone alerts, email, social media) to provide updates and instructions.
3. Coordinate cleanup efforts to remove water, mud, and debris from affected areas. Ensure proper sanitation and decontamination procedures are followed to prevent health hazards.
4. Initiate repairs and restoration work to restore school facilities and infrastructure to a safe and functional condition. Work with qualified contractors and vendors to expedite the restoration process.
5. Provide support services to affected individuals, including counseling and assistance with temporary housing arrangements if necessary.

Emergency Response Team

1. Report to the Incident Commander.
2. Maintain a safe and secure environment during and after flooding incidents. Implement crowd control measures and restrict access to hazardous areas.
3. Provide first aid and medical assistance, and arrange for emergency medical services as needed.
4. Assess the extent of damage to school property and infrastructure caused by the flooding. Document damage and prioritize cleanup and restoration efforts.
5. Conduct a thorough review of the flooding incident response to identify areas for improvement. Update emergency response procedures based on lessons learned and feedback from staff and responding personnel.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

FOODBORNE ILLNESS

These procedures are to be implemented when staff and/or students are exhibiting symptoms of foodborne illness.

General Procedures

1. Staff and teachers should be trained to recognize symptoms of foodborne illness, such as nausea, vomiting, diarrhea, and fever.
2. Any student or staff member displaying symptoms should immediately be sent to the school nurse or designated health officer.
3. Increase sanitation measures in the school, focusing on dining areas, bathrooms, and common areas.
4. Affected individuals should be isolated to prevent the spread of illness.
5. The first staff member to identify symptoms in an individual should assess the situation and inform the school administration.

Incident Commander

1. Inform caregivers of sick students immediately, advising them to seek medical attention.
2. Temporarily halt the consumption of suspected food items and review food handling procedures.
3. Reinforce food safety practices among kitchen staff and students.
4. Keep staff and students informed about the situation and steps being taken to manage the outbreak.
5. Prepare a statement for the media if the outbreak is significant, detailing the school's response and any collaboration with health authorities.

Emergency Response Team

1. Report to the Incident Commander.
2. Provide applicable guidance and direction to students, staff, and visitors.
3. Notify the district office that the school is experiencing a foodborne illness incident.
4. If multiple cases emerge, notify local health authorities to seek further guidance and assistance.
5. If necessary, call 9-1-1 and coordinate with arriving emergency responders.
6. After the incident, evaluate the effectiveness of the response and identify any needed improvements in the emergency plan.
7. Continue to monitor the health of students and staff for further symptoms or cases.
8. Finalize a detailed report on the outbreak, response actions, and outcomes to be reviewed by the school board.
9. Conduct additional tasks as outlined in your Job Action Sheet.

Office Staff

1. Document the names of affected individuals, symptoms, and any food consumed at school that might be linked to the illness.
2. Work with school catering services to trace and record all food items served on relevant days.
3. Arrange for medical evaluation of severely affected individuals if needed.
4. Be prepared to assist the ERT.

Instructional Staff

1. Follow all response instructions and be prepared to assist the ERT as needed.
2. Assist in providing basic first aid for symptomatic students and staff as appropriate (e.g., hydration for those with diarrhea).

All Other Staff

1. Follow all response instructions and be prepared to assist the ERT as needed.

HAZARDOUS MATERIAL INCIDENT

This protocol is used when there is a chemical, biological, radiological, nuclear (CBRN) incident that could jeopardize the safety of students and staff.

Exposure Symptoms

Chemical exposure symptoms may be present immediately and are dependent on exposure time and toxicity. Chemical agents do not necessarily produce a visible cloud. Symptoms may include:

1. Fever, headache, chills, sweating, weakness, and fatigue
2. Blisters or rashes
3. Unexplained coughing, fatigue, tearing in eyes, dizziness
4. Respiratory distress, difficulty talking or eating, nausea

Biological exposure symptoms may not present themselves immediately, depending on the agent. Symptoms may include:

1. Fever, headache, chills, sweating, weakness, and fatigue
2. Joint and muscle pain
3. Respiratory distress, difficulty talking or eating
4. Nausea

Radiological exposure symptoms may not present themselves immediately, even with high doses, and are dependent on exposure time, distance, and level. Symptoms may include:

1. Fever, headache, chills, sweating, weakness, and fatigue
2. Joint and muscle pain
3. Respiratory distress, difficulty talking or eating
4. Nausea

Nuclear incidents may cause radiation sickness if there is a high dose of radiation received over a short period of time. In addition to the above-listed symptoms for radiological exposure, symptoms of radiation sickness may include:

1. Dizziness and disorientation
2. Hair loss
3. Bloody vomit and stools from internal bleeding
4. Infections
5. Low blood pressure

General Response Procedures

1. If possible, identify the hazard based on foreign or out-of-place substances within or near the surroundings of the building, or unusual/sizable amounts of sickness-related symptoms being experienced by students and staff.

2. Identify and react to the hazard when emergency warning and/or other notifications from local authorities occur.
3. If a hazard is identified outside the building, Shelter 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.
4. If a hazard is identified inside the building and evacuation is necessary, ensure it is done with controlled routes, guiding students and staff as far from the contaminated area as possible, accounting for wind direction and distance. Additional measures should be taken to transport students and staff once accountability has been completed.
5. To avoid further exposure, ensure the isolation of potentially contaminated or symptomatic persons.

Emergency Response Team

1. Call 9-1-1 and notify the district office.
2. Determine the best evacuation route and off-site location, if applicable.
3. Implement Shelter or Evacuate protocol as appropriate.
4. Turn off the HVAC system if necessary.
5. Coordinate with the transportation department to redirect any in-bound buses if necessary.
6. Monitor emergency notifications and public announcements through local emergency managers and/or broadcast media.

Instructional Staff

1. If a hazard is suspected, notify the district office immediately.
2. Notify the main office of injuries, observed physical symptoms, and immediate safety concerns.
3. Close windows and doors.
4. Have students cover their noses and mouths with any accessible fabric material.
5. Ensure that students do not chew gum, eat, drink, or place objects in their mouths.
6. In the event of an evacuation, follow the procedures, including proceeding to the designated assembly area, taking attendance, and immediately reporting any missing students to the ERT. Do not re-enter the building until an “All Clear” is announced.
7. Await further instructions from the ERT.

All Other Staff

1. Following response procedures as directed.
2. If outside when Evacuate is initiated, assist in moving students/staff to the designated assembly areas and wait for further instructions.
3. Be prepared to assist the ERT as needed.

DEATH

These procedures are to be implemented in the event of an on-campus death of a student.

General Procedures

1. If the death occurs during the school day, call 9-1-1 and the district office.
2. Initiate a Hold, Secure, Lockdown, Evacuate, or Shelter, depending on the circumstances, to ensure students and non-essential staff members remain clear of the incident scene.
3. Assemble the school ERT. If the event occurred during off-school hours, this meeting should take place as soon as staff return to school. School personnel should be kept updated on the events and circumstances.
4. Gather the following information:
 - a. Student's class schedule and emergency card.
 - b. Names of student's closest friends, siblings, and the respective schools they attend.
 - c. Names of witnesses, if any.
5. Notify mental health and other student services personnel assigned to the building and designate areas to be used for group counseling. Arrangements may be made for counselors to visit selected classes as needed and to speak personally to staff members.
6. Inform students and staff of the loss, providing facts that will reduce rumors. If possible, this should be done by student services personnel and administrators meeting with individual classes.
7. Conduct a short staff meeting to review the facts of the incident and the role of staff in further coping with the loss. Advise staff members to speak to distressed students privately and arrange counseling if needed.
8. Notify bus drivers and other ancillary/support staff to be on alert for students who show signs of emotional distress. An ERT member may ride the bus of the deceased student if necessary.

INTRUDER/TRESPASSING

This protocol is implemented when an unauthorized person is observed on school grounds. The order of events and/or response procedures will depend upon the situation. General Procedures

Initial response:

- 1.** Make a general assessment of the situation to determine the most appropriate course of action.
- 2.** Immediately inform the main office of the situation and location of the unauthorized person.
- 3.** If safe to do so, approach the person(s) and ask the nature of their business on school grounds. Ask for identification and take note of their personal information.
- 4.** If their reason for being on school grounds is acceptable, politely ask them to proceed to the main office to properly sign-in and follow established visitor procedures.
- 5.** If necessary, request that the person(s) accompany you or another staff member to the office. If they are looking for a specific student, check the student's file for court orders or other relevant information.
- 6.** If there is no acceptable reason for the person(s) to be on school grounds, politely ask them to immediately leave the grounds.

If they refuse to leave:

- 1.** Contact the School Resource Officer or building security officer, if available, and/or principal for immediate assistance.
- 2.** Call 9-1-1 and prepare to initiate the Hold protocol. Hold may be escalated to Lockdown if necessary.
- 3.** When safe to do so, call the district office and report the incident. Provide a detailed description of the event, unauthorized person, and any relevant information.

MISSING STUDENT

These procedures are to be implemented when a student is reported missing or unaccounted for during the school day.

General Procedures

1. Upon notification of a missing student, make all reasonable efforts to locate prior to informing the main office or security.
2. If a student cannot be located following a reasonable search, immediately notify the main office and security to request assistance.

Emergency Response Team

1. Record the name and contact information of the person reporting the missing student, as well as circumstances regarding the incident.
2. Call 9-1-1 if necessary.
3. If an abduction is suspected or reported, gather witness information to provide to law enforcement.
4. Confirm the student was in attendance previously that day.
5. Interview staff and students regarding the student's last known location.
6. Assign staff members to begin checking the student's last known location(s).
7. Pull the student's emergency card and begin documenting the following:
 - a. Name
 - b. Age
 - c. Height/weight
 - d. Skin/eye color
 - e. Clothing, backpack, etc.
 - f. Bus or walking route information
8. Contact the student's caregivers if necessary.
9. If necessary, suspend passing time until the matter is either resolved or the school has been thoroughly searched for the student.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

SEVERE WEATHER

This protocol is implemented during a severe weather emergency (WATCH or WARNING). Designated shelter locations may change depending on specific circumstances.

Definitions

- **WATCH:** When conditions are favorable for the development of severe weather in and close to the watch area.
- **WARNING:** When severe weather is indicated by radar or sighted by spotters. Persons in the affected area should seek safe shelter immediately. Staff members should not wait for an office announcement to implement WARNING protocols if the information is received from an alternate source, such as a phone app, warning siren, media broadcast, etc. General Procedures
 1. All schools should have a working weather alert radio, which should be monitored for announcements regarding severe weather conditions.
 2. Plan for students who walk home or provide their own transportation to school, addressing the following:
 - a. Early dismissal before weather conditions become severe.
 - b. Provisions for emergency transportation and students requiring assistance.
 3. Plan for relocating students housed in portable buildings, including where they will go and how education will continue.

Incident Commander

1. Upon notification of a severe weather WATCH:
 - a. Assemble the ERT and develop a course of action if conditions worsen.
 - b. Suspend outdoor activities until conditions are safe.
 - c. Make a general announcement to staff regarding the WATCH and be prepared to initiate Shelter protocols if necessary.
 - d. Notify the district office if the school is implementing severe weather protocols.
2. Upon notification of a severe weather WARNING:
 - a. Announce the following or equivalent based on incident circumstances:
 - i. *“Shelter! For [severe weather conditions]. [Use safety strategy]. Shelter! For [severe weather conditions]. [Using safety strategy].”*
 - ii. *“Shelter for a tornado. Go to the tornado shelter. Shelter for a tornado. Go to the tornado shelter.”*
3. Limit building entry to designated control points. The school campus may be closed depending on the situation.
4. Notify the district office that the school is implementing severe weather protocols.
5. Continue to provide guidance and direction as needed.

Emergency Response Team

1. Report to the Incident Commander.
2. Provide applicable guidance and direction to students, staff, and visitors.

3. Ensure all exterior entrances are secured.
4. Monitor the school to ensure all students/staff follow procedures until notified that normal activities may resume.
5. Conduct additional tasks as outlined in your Job Action Sheet.

Maintenance Staff

1. Monitor the school to ensure all persons remain sheltered until notified that normal activities may resume.
2. If directed, shut off ventilation systems and/or other utilities.
3. Be prepared to assist the ERT.

Office Staff

1. Monitor the weather radio for emergency announcements.
2. Be prepared to take the visitor log, student sign-out sheets, office Go-Kit, and AED to a designated shelter area.
3. Be prepared to assist the ERT.

Instructional Staff

1. Upon WATCH notification:
 - a. Close windows and gather accountability of students. Continue normal activities if instructed and safe to do so.
 - b. Be prepared to move students from the classroom into designated shelter areas.
 - c. Ensure your classroom Go-Kit is readily available.
 - d. Monitor all student movement, including passing time if applicable.
 - e. If outside, be prepared to move students into the building if directed.
2. Upon WARNING notification (regardless of source):
 - a. Safely move students from the classroom into designated shelter areas.
 - b. If safe to do so, close classroom doors and windows when leaving.
 - c. Upon arriving at the shelter area, take attendance and report information to the ERT.
 - d. Put on a safety vest when safe to do so.
 - e. Remain in the designated shelter area with your students until further instructions.

All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

SEXUAL ASSAULT

These procedures are to be implemented when a sexual assault incident is reported or suspected.

General Procedures

1. If a sexual assault is reported or suspected, immediately notify the main office and security, and call 9-1-1 if necessary.
2. Escort the victim to the main office.
3. If necessary, instruct security to detain the suspect until law enforcement arrives.

Emergency Response Team

1. Call 9-1-1 if not already done.
2. Assign an ERT member to stay with the victim, isolated away from the area associated with the incident.
3. Limit discussion of further incident details with the victim and/or suspected perpetrator, as law enforcement should conduct the official investigation.
4. Depending on the situation, the victim should not eat or drink, change clothes, or shower while awaiting emergency responder arrival.
5. Assess the possible need for initiating Shelter or other applicable protocols until the circumstances surrounding the incident are known.
6. If there is a possible crime scene related to the incident, close off the area and assign staff to secure it until law enforcement arrives.
7. Notify the district office and request additional resources as needed.
8. Notify the victim's caregivers.
9. Assemble the ERT and discuss how to handle the potential emotional effects on students and staff, and plan school events accordingly for the next day.
10. Complete the Incident and Injury Report Forms as applicable.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

SUICIDAL BEHAVIOR

These procedures are to be implemented when a student discloses suicidal behavior (ideation, verbalizations, and actions including suicide attempt) to a staff member or a staff member observes concerning behavior.

General Procedures

1. Gather further information from student of concern, their friends and teachers/coaches, potential witnesses, and others as needed.
2. If there is an immediate risk for suicide, call 9-1-1.
3. Document actions taken and store sensitive information securely.
4. Arrange counseling for staff/students as needed.

Incident Commander

1. Call the caregiver and notify them of the student's disclosure and/or concerning behavior. Emphasize the importance of a supportive response to their child's incident or disclosure. If caregivers cannot be reached:
 - a. Contact emergency contacts if caregivers cannot be reached.
 - b. Assess the situation further to determine what actions need to be taken.
2. Develop a safety plan with the caregiver and student of concern.
3. Obtain caregiver consent to inform any external service provider of the incident or disclosure.
4. Recommend continuous caregiver monitoring of the student and provide emergency response numbers.
5. After an immediate incident, follow-up with the caregiver to confirm whether any recommended actions have occurred.

Emergency Response Team

1. Report to the Incident Commander.
2. Gain consent from the caregiver for trained staff members to conduct a suicide risk assessment. If consent is obtained and trained staff are available, conduct a risk assessment.
3. Determine appropriate action to take, taking into account suicide risk assessment findings if applicable.
4. Update the appropriate authorities on actions taken and outcomes.
5. Consult with appropriate school staff and/or external service providers as required.

Instructional/All Other Staff

1. Follow up with and offer support to any students and staff who may have been affected by the disclosure or incident.
2. Follow all instructions and be prepared to assist the ERT as needed.

THREAT OF VIOLENCE (VERBAL, WRITTEN, DIGITAL)

External Threat

This protocol is implemented upon discovery of a verbal, written, and/or digital threat of harm by an external entity toward students, staff or the school building.

Assemble the ERT to determine the credibility of the threat. Each threat level (low, medium, high) has specific indicators and responses. While common sense should apply when assessing threats, all threats should be taken seriously, and the overall safety of students, staff, and the school will always remain paramount.

General Procedures for ERT

- 1.** Immediately notify the main office and security of any received threat.
- 2.** Follow information/document preservation protocols outlined in the bomb threat procedures as applicable.
- 3.** Immediately assess the threat level with input from law enforcement.

A high-level threat

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

A medium-level threat

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

A low-level threat

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

Internal Threat

This protocol is implemented upon learning of a threat from a student.

- 1.** Immediately assemble the district or school Behavioral Threat Assessment and Management (BTAM) team.
- 2.** Identify the subject/situation of concern.
- 3.** Conduct inquiry to gather additional information.
- 4.** Assess the situation to consider situational, contextual, developmental and disability factors to determine if the subject/situation poses a threat of violence or harm to self and/or others.
- 5.** Engage with law enforcement to determine if an investigation should begin.
- 6.** Manage the situation by implementing problem-solving interventions and supports.

Please note: If the school or district does not have a BTAM team, the ERT should be assembled and should follow the same procedure as outlined in the external threat section.

UNRESTRAINED ANIMAL

This protocol is implemented when a wild/unrestrained animal is observed on school grounds. Any direct physical contact with an unrestrained animal should be immediately addressed, especially if it results in a bite or scratch.

General Procedures

1. Make a general assessment of the situation to determine the appropriate course of action, including observing the animal's behavior and whether it appears to be injured, sick, distressed, agitated, or aggressive.
2. Move students, staff, and visitors to a safe location based on the assessment.
 - a. If moving inside the building, initiate the Hold or Secure protocol.
 - b. If outside is determined to be safer, initiate the Evacuation protocol for students/staff inside the building.
3. Immediately inform the main office of the situation and location of the animal.
4. Do not try to scare the animal away, as the animal may become alarmed and react aggressively.
5. Once assembled within the safe area, account for all persons.
6. If remaining inside, ensure exterior doors and windows are closed and secure.

Emergency Response Team

1. Suspend all indoor and/or outdoor activity as consistent with the implemented protocol.
2. If safe to do so, assign staff to keep track of the animal until it moves off school property or assistance arrives.
3. If the animal injures someone, call 9-1-1 and follow the medical emergency response procedures.
4. Contact the Michigan Department of Natural Resources (MDNR) for additional information regarding actions to take if necessary.
5. If the animal is to be removed from the grounds, contact Brasseurs Animal Removal (248-918-8272) and report the type of animal, last known location, and other descriptive information such as breed, color, etc.
 - a. The MDNR has a nuisance animal control directory available on their website, which can be found here: [MDNR Nuisance Animal Control Directory](#).
6. Notify the district office and report the incident.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

UTILITY FAILURE

This protocol is implemented when a utility failure occurs that may disrupt normal school operations.

General Procedures

1. Determine the extent of the utility failure. Only make repairs that are within responding staff members' capabilities. Notify the local service provider as necessary.
2. Call 9-1-1 if emergency services are required.
3. If the failure does not directly affect day-to-day school operations, continue to monitor the situation and be prepared to respond to any changes.

Emergency Response Team

1. Call 9-1-1 if not already done.
2. Notify the district office of the situation.
3. If the failure results in the decision to release students early, follow appropriate district protocols and guidelines.
4. Prepare to evacuate the school if necessary.

Instructional Staff

1. Remain in the classroom or area. Keep students calm and continue normal activities, if possible, until instructed otherwise.
2. Account for all students and provide a status report to the main office.
3. Await further instructions as necessary.

All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

WEAPON ON CAMPUS

This protocol is implemented when a weapon is reported or observed, and the situation has not escalated.

General Procedures

1. Call 9-1-1 if necessary and notify security.
2. Do not become confrontational with the suspect. If necessary, intervene before security or law enforcement arrives.
3. The suspect should not be left alone and, if applicable, should be escorted through the building.
4. Do not allow the suspect to pick up or carry their own belongings. If the suspect is a student or staff member, an administrator, security officer, or law enforcement officer should take all the suspect's belongings from the classroom or area.
5. When reasonable suspicion occurs and the suspect is a student, the student's property should be thoroughly searched by a school administrator with another adult witness present. A search should include, but not be limited to, backpacks, purses, lockers, and cars, if applicable. If the situation becomes a criminal matter, law enforcement must be involved.
6. Law enforcement should take possession of and secure any weapon located.
7. Take a photo of the weapon for evidence purposes.
8. Notify caregivers as needed.

Emergency Response Team

1. Call 9-1-1 if not already done.
2. Prepare to initiate Lockdown procedures if the situation escalates.
3. If the weapon is reported by a witness:
 - a. Immediately isolate the witness.
 - b. Gather as much information as possible, including:
 - i. Type of weapon
 - ii. Name of individual with the weapon
 - iii. Location of witness when the weapon was seen
 - iv. What actions the witness took after the weapon was displayed
 - v. Current location of the individual with the weapon, if known
 - c. Obtain a detailed, written statement from all known witnesses.
 - d. If available, send security to the area where the suspect was reported and monitor until law enforcement or security arrives, only intervening if necessary.
4. Complete the Incident Report Form.
5. Take appropriate disciplinary action as determined.

Instructional/All Other Staff

1. Follow all instructions and be prepared to assist the ERT as needed.

SECTION 5

APPENDIX
