

# **Saginaw Preparatory Academy EMERGENCY OPERATIONS & CRISIS PLAN**



Updated August 3, 2020

**Saginaw Preparatory Academy Mission:** *“To prepare students for academic excellence and responsible citizenship.”*

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

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

This Emergency Operations Plan (EOP) template is the result of collaboration between education and first response agencies and based on guidelines from the Federal Emergency Management Agency (FEMA) and the Department of Education. Information presented in this document (e.g., procedures, tasks, assignments) are for your consideration and implementation may differ at your local jurisdictional level; therefore, this template is not all-inclusive nor is it intended to be adopted as merely a “fill in the blanks plan.” Planners should refer to the All-Hazards Emergency Operations Planning Guidance for Schools 2014 for samples to be included, additional information, and references.

Furthermore, planners should coordinate with local law enforcement, fire, and emergency managers when refining these procedures. It is important to tailor all EOPs to the specific hazards and needs of your jurisdiction and school district guidelines.

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*The title of this document is Saginaw Preparatory Academy Emergency Operations Plan (EOP).*

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

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

Please sign above your name:

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**Kate Schied-Weber**  
**School Superintendent**

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**James Perkins**  
**School Board President**

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**James Kenney**  
**School Leader**

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**Hailey Kuschel**  
**School Office Manager**

---

**Aaron Hoepfner**  
**Fire Chief**

---

**Reggie Williams**  
**Police Chief**



## References

Michigan Department of Community Health (MDCH)

- o MI HEARTSafe School: [www.migrc.org/miheartsafe](http://www.migrc.org/miheartsafe)

Michigan Department of Education (MDE)

- o MI Ready Schools Emergency Planning Toolkit

United States Department of Education (DOE)

- o A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, 2008

United States Department of Homeland Security (DHS)

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

Federal Emergency Management Agency (FEMA)

- o Guide for Developing High-Quality School Emergency Operations Plans, 2013
- o Post-Disaster Reunification of Children: A Nationwide Approach, November 2013
- o Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks

Against Buildings (FEMA 426), December 2003

- o IS-100.b: Introduction to the Incident Command System
- o IS-100.sca: Introduction to the Incident Command System for Schools
- o IS-120.a: An Introduction to Exercises
- o IS-130: Exercise Evaluation and Improvement Planning
- o IS-139: Exercise Design
- o IS-200.b: ICS for Single Resources and Initial Action Incidents
- o ICS-300: Intermediate Incident Command System
- o IS-362.a: Multi-Hazard Emergency Planning for Schools
- o IS-366: Planning for the Needs of Children in Disasters

- o IS-393.a: Introduction to Hazard Mitigation
- o ICS-400: Advanced Incident Command System
- o IS-547.a: Introduction to Continuity of Operations
- o IS-700.a: National Incident Management System (NIMS), an Introduction
- o IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- o IS-702.a: National Incident Management System (NIMS) Public Information Systems
- o IS-703.a: NIMS Resource Management
- o IS-704: NIMS Communications and Information Management
- o IS-706: NIMS Intrastate Mutual Aid - An Introduction
- o IS-800.b: National Response Framework (NRF), an Introduction
- o IS-907: Active Shooter: What You Can Do
- o IS-914: Surveillance Awareness: What You Can Do
- o [www.fema.gov](http://www.fema.gov)
- o <http://training.fema.gov/is/>

# General Information

## Section 1

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

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

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

## Scope of the Plan

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

## School Board Policy Statement

The Saginaw Preparatory Academy EOP operates within the framework of Saginaw Preparatory Academy policies.

## **Situation Overview**

### **School Population**

279 Students

3 Administrators

1 Office/Support Staff

21 Teachers/Specialists

7 Instructional Assistants

4 Cafeteria Staff

1 Maintenance/Custodial Staff

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

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

- ❖ Limited English proficiency (LEP) (see next page).
- ❖ Cognitive or emotional disabilities.
- ❖ Mobility/physical disabilities (permanent and temporary).
- ❖ Medically-fragile health (including asthma, diabetes, and severe allergies).

## Translation Services

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

## Translation Services Required

Spanish

## Hazard Analysis Summary

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

The following tables briefly discusses Saginaw Preparatory Academy high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

## Hazard 1: Inclement Weather

### Hail

PREVIOUS EVENTS (SOURCE : NATIONAL CLIMATE DATA CENTER, 2016)

Location	Date	Magnitude (inches in diameter)	Deaths	Injuries	Property Damage	Information from 2008 Plan
FOSTERS	7/27/2000	0.75	0	0		
FRANKENMUTH	5/25/2001	0.88	0	0		
OAKLEY	10/24/2001	0.75	0	0		
ST CHARLES	10/24/2001	0.75	0	0		
BRIDGEPORT	10/24/2001	0.75	0	0		
FENMORE	6/17/2002	0.75	0	0		
FREELAND	7/17/2003	0.88	0	0		
LAYTON CORNERS	6/9/2004	1	0	0		
OAKLEY	6/23/2004	0.75	0	0		
CHESANING	6/23/2004	1	0	0		
ARTHUR	8/2/2004	0.75	0	0		
MERRILL	6/5/2005	0.75	0	0		
FREELAND	6/5/2005	0.75	0	0		
HEMLOCK	6/5/2005	1.75	0	0		
SAGINAW	6/5/2005	1.75	0	0		

## Lightening

### PREVIOUS EVENTS

Lo cation	Date	Dea th	Injuries	Prope rty Da mage	Cr op Da mage
BR IDG EPO RT	5/6/2005	0	0	\$15,000	
SAG INAW	5/6/2005	0	0	\$50,000	
SAG INAW	7/9/2006	0	0	\$8,500	
SAG INAW	7/17/2006	0	0	\$106,000	
HEM LOC K	7/18/2007	0	0	\$10,000	
Total		0	0	\$189,500	

### SAGINAW COUNTY PERSPECTIVE

Saginaw County is not an exception when it comes to damaging lightning strikes. Of the 5 lightning strikes that have happened since 2000, 3 of them have happened in the City of Saginaw. This suggests that the probability of a damaging lightning strike is not equal throughout the County, but may be more prone to occur in urban areas. A more specialized study will need to be done to determine what structures in the County are a higher risk and might be in need of greater protection. The annual frequency of damaging lightning is about 0.33 per year, and the property damages average about 37,900 dollars per strike. This value does not take into consideration the economic costs or costs to human health. Lightning strikes are an unpredictable, but very real threat to the County.

## Severe Wind

Date	Type	Magnitude (Wind Speed)	Deaths	Injuries	Property Damage	Crop Damage
11/13/2005	High Wind	52	0	0	\$10,000	
11/15/2005	Strong Wind	48	0	0	\$450,000	
3/13/2006	High Wind	52	0	0	-	
12/23/2007	High Wind	50	0	0	\$35,000	
1/30/2008	High Wind	52	0	0	\$6,000	
12/28/2008	High Wind	56	0	0	\$2,000,000	
9/7/2010	Strong Wind	39	0	0	\$5,000	
10/27/2010	High Wind	52	0	0	\$5,000	
5/14/2011	High Wind	50	0	0	\$15,000	
10/15/2011	Strong Wind	39	0	0	\$2,000	
10/19/2011	High Wind	52	0	0	\$5,000	
11/17/2013	High Wind	54	0	0	\$2,000,000	
11/24/2014	High Wind	50	0	0	\$50,000	
Total			0	2	\$6,313,000	

### SAGINAW COUNTY PERSPECTIVE

Because the National Climate Data Center defines a wind event as anything above 58 mph, the occurrences listed above are only representative of those events. There have been many other occurrences of wind events in the County that caused millions of dollars in damage, but these did not exceed 58mph. and thus were not tabulated for this hazard. According to data compiled by the NCDC, for the period from 2000-2015, Saginaw County experienced 19 severe wind events (not including tornadoes), which resulted in \$6,313,000 in damage. From this information, it can be inferred that there will be an average of 1.26 severe wind storms annually in Saginaw County. Although, the damage from these storms seems severe, it is not representative of the actual amount of damage due to strong winds that occurs each year.

## Snow and Ice Storms

Date	Type	Deaths	Injuries	Property Damage	Information from 2008 Plan
2/20/2005	Heavy Snow	0	0		
4/23/2005	Winter Storm	0	0		
12/15/2005	Heavy Snow	0	0		
1/21/2006	Heavy Snow	0	0		
2/16/2006	Ice Storm	0	0	\$1,000,000	
3/2/2006	Winter Storm	0	0		
1/14/2007	Winter Weather	0	0		\$100,000
2/25/2007	Winter Weather	0	0		
3/1/2007	Winter Weather	0	0		
4/4/2007	Winter Weather	0	0		
12/1/2007	Winter Storm	0	0		
12/11/2007	Winter Weather	0	0		
12/16/2007	Winter Storm	0	0		
12/28/2007	Heavy Snow	0	0		
1/1/2008	Winter Storm	0	0		
1/14/2008	Heavy Snow	0	0		
1/21/2008	Heavy Snow	0	0		
2/3/2008	Heavy Snow	0	0		
2/6/2008	Winter Storm	0	0		
12/9/2008	Winter Storm	0	0		
12/19/2008	Winter Storm	0	0		
2/9/2010	Heavy Snow	0	0		
12/12/2010	Winter Storm	0	0		
2/2/2011	Blizzard	0	0		
2/20/2011	Heavy Snow	0	0		
3/22/2011	Winter Storm	0	0		
2/24/2012	Winter Storm	0	0		
2/7/2013	Heavy Snow	0	0		
12/21/2013	Ice Storm	0	0	\$3,000,000	
1/5/2014	Heavy Snow	0	0		
<b>Total</b>				\$165,125,000	\$162,887,000

### SAGINAW COUNTY PERSPECTIVE

Over the past 15 years almost every year has had at least 2 major snow or ice events, and some years have had significantly more. On average, Saginaw County can expect to have 3.2 snow or ice storms per year, and some of these events can be very severe, as the emergency declarations listed at the end of this section indicate. Although some years have fewer reported snow or ice storms, a major event tends to occur every 5 years, causing more than \$1 million of damage in the County. Between major and minor events with recorded damages, it is estimated that the average annual property damages due to snow and ice, (not including the value of casualties, emergency response, snow clearance, delays, and power failures) is approximately \$11 million.

## Hazard 2: Tornadoes

### PREVIOUS EVENTS

Location	Date	EF Scale	Deaths	Injuries	Property Damage	Crop Damage
	6/5/1953	F2	0	0	\$25,000	
	5/12/1956	F2	0	0	\$25,000	
	4/14/1967	F1	0	0	\$250,000	
	8/22/1972	F1	0	0	\$2,500	
	6/1/1973	F1	0	0	\$250,000	
	6/18/1976	F1	0	0	\$25,000	
	6/15/1982	F2	0	3	\$2,500,000	
	6/20/1982	F1	0	0	\$250,000	
	4/28/1986	F2	0	0	\$2,500,000	
	8/17/1991	F0	0	0		
<b>FRANKENMUTH</b>	6/21/1996	F3	0	0	\$5,000,000	
<b>CHESANING</b>	7/2/1997	F1	0	0	\$400,000	
<b>CHESANING</b>	7/2/1997	F1	0	0	\$400,000	
<b>LAYTON CORNERS</b>	7/2/1997	F1	0	0	\$200,000	
<b>BURT</b>	7/2/1997	F1	0	0	\$50,000	
<b>FERGUS</b>	6/10/2001	F0	0	0	\$5,000	\$5,000
<b>FOSTERS</b>	10/24/2001	F0	0	0		
<b>SHIELDS</b>	5/14/2004	F1	0	0	\$250,000	
<b>BURT</b>	5/22/2004	F0	0	0		
<b>ARTHUR</b>	5/22/2004	F0	0	0		
<b>HEMLOCK</b>	6/5/2005	F0	0	0		
<b>LAKEFIELD</b>	8/9/2011	EF0	0	0		\$500
<b>CHESANING ARPT</b>	8/20/2011	EF0	0	0	\$3,000	
<b>BRANT</b>	6/11/2014	EF1	0	0	\$250,000	
<b>BIRCH RUN</b>	6/22/2015	EF0	0	2	\$50,000	
<b>Total</b>			0	5	12,410,500	\$5,500

### SAGINAW COUNTY PERSPECTIVE

Because tornadoes are such devastating events and occurrences are rarer than other natural hazards in this plan, all the data that was available from the NCDC was considered. There is a total of 25 events dating back to 1953, including separate tornado touchdowns originating from the same storm. These events result in an average of 0.6 events per year. When only considering data from the past 15 years, there have been a total of 10 events, increasing the average to 0.66 events per year. In 1996, an EF3 tornado which caused \$5 million dollars in property damage rolled through Saginaw County, this was the most intense tornado the County has experienced.

### Hazard 3: Flooding

Location	Date	Type	Deaths	Injuries	Property Damage	Crop Damage	2008 Crop Damage
	3/8/2005	Flood	0	0	-	-	
SAGINAW	3/11/2006	Flood	0	0	10,000	-	
FREELAND	3/13/2006	Flood	0	0	7,000	-	
SAGINAW	6/27/2007	Flash Flood	0	0	10,000	-	
FENMORE	9/14/2008	Flood	0	0	100,000	-	
HEMLOCK	6/21/2011	Flash Flood	0	0	-	-	
MERRILL	4/10/2013	Flood	0	0	150,000	-	
(MBS)TRI CITY APT SA	4/19/2013	Flood	0	0	1,300,000	-	
MUNGER	8/11/2014	Flash Flood	0	0	-	-	
			0	0	2,677,000	1,000,000	

**SAGINAW COUNTY PERSPECTIVE**

The County has a total of 23 jurisdictions within the regulatory floodplain. (see the maps at the end of this document) There are also numerous properties that have been identified as "repetitive loss properties" and may be eligible for special funding for mitigation actions that would alleviate flood impacts on such properties. The following information was provided by the Michigan State Police.



### Hazard 4: Transportation Accidents (Bus, Airplane, Train)

**SIGNIFICANT EVENTS**

Easter Sunday 1958 - At the time, the worst commercial passenger airplane crash in Michigan took place at Saginaw Tri-City International Airport (now MBS), and remained the most serious event in the State until August of 1987. The Saginaw incident resulted in 47 fatalities and was determined to have resulted from ice build-up on the plane's directional systems. The pilot was unable to maneuver the plane to reach the runway on the land approach at the airport.

March 5, 1992 - Twin Cessna 414, was departing Tri City Airport. At 15:04 the pilot notified the Control Tower it was experiencing a mechanical problem and was returning to the Airport. Within seconds the pilot stated he could not make it back to the Airport Runway. The aircraft crashed 68' east of the main air carrier terminal building against a blast wall. All three occupants of the air ambulance (pilot, nurse and patient) died in the crash. The aircraft was owned by Airborne Flying Services from Hot Springs Arkansas. The weather conditions were not a factor in the crash. On site Airport Fire Crews along with Tittabawassee Fire Department responded to the crash extinguishing the fire.

Fortunately, there have not been any additional significant transportation accidents in the County.

## Hazard 5: Structural Fire

### PREVIOUS EVENTS

2006- Arson and "Devil's Night" Disturbances- 42 fires reported over a two-day period before and during Halloween night. The community responded quickly and since has only had a quarter or less of this number of fires on those two days.

February 23, 2015- Elmwood Manor- Fire on the 7<sup>th</sup> floor of a 10-story building. Residents were evacuated and street was closed during the response. There were 2 injuries.

The following chart contains more generalized data for recent fires in Saginaw County. This information is from the Michigan Department of Licensing and Regulatory Affairs (LARA). This is the information currently available on the National Fire Incident Reporting System.

Fire Incidents in Saginaw County		
	2013	2014
Total Fires in Saginaw County	776	752
Arson	83	99
Suspicious	158	130
Total Estimated Loss	\$ 5,819,821	\$ 8,323,908
Statewide average number of fires per County	304	309
Statewide average Loss per County	\$ 7,765,769	\$ 6,195,526

## Hazard 6: Hazardous Materials Transportation Incidents

### SAGINAW COUNTY PERSPECTIVE

Saginaw County has had numerous small-scale hazardous material transportation incidents that required a response by local fire departments and hazardous material teams, and many required the implementation of evacuation and other protective actions. As a major manufacturer, user and transporter of hazardous materials, Saginaw County remains vulnerable to the threat of a serious hazardous material transportation incident at any point in time. Also, Saginaw County is crisscrossed by major interstate routes and state trunk line roads, all of which are used by commercial traffic that may be transporting hazardous materials.

As mentioned previously in this plan, this hazard is particularly important to Saginaw County because of the various industries in the surrounding region. There are significantly more hazardous materials being transported through the County via rail and trucking than the average community. First responders and emergency personnel need to be aware of this, and have the proper training to deal with incidents, otherwise accidents could get out of control very quickly.

The greatest risk for hazard material transportation incidents arise when proper safety procedures are not observed, therefore enforcing those safety measures is paramount to ensure the safety of hazardous materials transportation.

## Hazard 7: Public Health Emergency

### SAGINAW COUNTY PERSPECTIVE

Like the rest of the United States and the world, Saginaw County has had serious outbreaks of diseases like influenza and it has been many years since the County has had to deal with diseases like polio in the 1950's. However, Saginaw County is susceptible to health emergencies such as the Severe Acute Respiratory Syndrome (SARS) outbreak in Canada, the West Nile Virus, and meningitis outbreaks that occur sporadically on local college campuses. More recently, diseases such as Pertussis (whooping cough), Measles, E Coli, H1N1, MRSA, and Norovirus have become more of a threat to the state of Michigan. The following statistics were taken from the Saginaw County Health Department report detailing confirmed cases of diseases from 2009- 2014

- 308 confirmed cases of foodborne illness- including Salmonella and Norovirus
- Almost 50,000 cases of influenza
- 150 cases of Meningitis
- 579 cases of E. Coli
- In July of 2015, West Nile Virus was officially confirmed in Saginaw County.

Costs associated with public health emergencies include deaths, hospitalizations, doctors' visits, mass immunization programs, lost wages, and lost productivity. Public health emergencies can also occur as primary or secondary events related to natural or human related hazards. Because there have not been any major public health emergencies in recent past in Saginaw County, it is difficult to determine probability or cost, but considering the trends in the County and the historical precedent the risk is low. There are not enough recently documented cases in Saginaw County to estimate an average cost.

## Hazard 8: Hazardous Material Incidents at Fixed Sites (Including Industrial)

### SAGINAW COUNTY PERSPECTIVE

The County is home to various industrial businesses that have the potential to create an industrial accident. As the majority of these structures are private facilities, it is not public knowledge what chemicals are used and stored at each site. Therefore, the public has very little opportunity to effect change, though due to the nature of these accidents, on a large scale the public will be somewhat unaffected. The mapping section of this plan includes the locations of the various industrial sites in the County.

## Hazard 9: Extreme Temperatures

### PREVIOUS EVENTS

Date	Type	Deaths	Injuries	Property Damage	Crop Damage	Information from 2008 Plan
3/8/2000	Excessive Heat	0	0	-	-	
12/21/2000	Extreme Cold/Wind Chill	0	0	-	-	\$475,000
8/6/2001	Heat	0	0	-	-	1 death 200 injuries
1/10/2003	Cold/Wind Chill	0	0	-	-	3 deaths
5/29/2006	Heat	0	3	-	-	75 injuries
7/29/2006	Heat	0	0	-	-	25 injuries
8/1/2006	Heat	0	0	-	-	215 injuries
2/3/2007	Cold/Wind Chill	0	10	\$25,000	-	
1/14/2009	Extreme Cold/Wind Chill	0	0	-	-	
7/17/2011	Excessive Heat	0	0	-	-	
6/28/2012	Heat	0	5	-	-	
7/1/2012	Heat	0	5	-	-	
7/14/2013	Heat	0	6	-	-	
1/6/2014	Cold/Wind Chill	0	0	-	-	
1/28/2014	Cold/Wind Chill	0	0	-	-	
2/14/2015	Extreme Cold/Wind Chill	0	0	-	-	
2/19/2015	Extreme Cold/Wind Chill	0	0	-	-	
2/23/2015	Extreme Cold/Wind Chill	0	0	-	-	
				\$25,000	-	

### SAGINAW COUNTY PERSPECTIVE

In the County, excessive heat occurs, on average, every few years and has been seen to cause numerous hospitalizations, and even some deaths. Extreme cold has a slightly longer and more frequent history in Saginaw County, but similarly appears to occur every few years (although every winter season includes isolated conditions that may temporarily exhibit similarly dangerous effects.) Far fewer persons were affected by extreme cold conditions (perhaps because it is easier to heat spaces than it is to cool them down, or perhaps because fewer people know the health effects heat can have and thus fewer take precautions against them). However, the extreme cold hazard has caused larger amounts of property damage, due to freezing pipe damage, and overlaps between freezing events and snow/ice accumulations that may cause other forms of damage. Periods of extreme heat may create greater energy demands for widespread air-conditioning. This may cause the power supply system to become temporarily overwhelmed, resulting in a power failure in a time of great need. This would be a case where hazard mitigation planning would need to overlap with the considerations of utility providers, to encourage the maintenance of people's health and comfort through adequate system capacities and functioning.

## Hazard 10: Civil Disturbance

### SAGINAW COUNTY PERSPECTIVE

Saginaw County has experienced many labor strikes over the years, and rallies concerning jobs and politics, but these have not lead to any major civil disturbances. Large public gatherings, such as those occurring at sporting events, concerts, and festivals always create the potential for a civil disturbance. Although these gatherings usually occur without a serious incident, law enforcement must maintain a heightened level of vigilance when managing crowds in any situation.

Another site facility with potential for unrest is the Saginaw Regional Correctional Facility located in Tittabawassee Township. This is a state prison located on 142 acres of land. It is comprised of 11 main buildings totaling 304,000 square feet. The facility includes 3 Level II buildings, 3 Level IV buildings, and 1 Level I building along with buildings for education, programs, administration, food service, health care, and maintenance. The facility has demonstrated its ability to restrain prisoners properly, and the chances are high that any problems would be contained with the facility itself.

The County is fortunate enough to have many institutions of higher learning. Universities and Colleges are can be home to many social organizations which have the potential to be a detriment the community. Fortunately, this has not been the case in Saginaw County.

Overall the risk of a civil disturbance is low in Saginaw County.

## Hazard 11: Infrastructure Failure

### SAGINAW COUNTY PERSPECTIVE

Many cases of infrastructure failure result from utility failures and weather events. Failure of electrical power infrastructure in Michigan has mostly been the result of severe weather incidents such as winds, snow, or ice. Temporary loss of electrical power because of severe weather conditions is not uncommon, but because duration of outages vary so widely, accurate loss of power in terms of frequency can only be estimated based on the frequency of severe weather events. Because larger storms could cause more severe damage to the power infrastructure, it is important that facilities which require power for essential and life-sustaining services maintain long-lasting power back-ups.

As the County's infrastructure system continues to age faster than Municipal and State resources are available to update it, one challenge for Saginaw County will be working with a system that could have the possibility of more frequent failures, which will have negative effects on all populations, especially the elderly, handicapped, and children, as well as schools and hospitals. These people and facilities must be given special consideration when these infrastructure failures which have the possibility to tax or even overwhelm the emergency response capabilities of the area occur.

## Hazard 12: Oil and Natural Gas Pipeline Accidents

### SAGINAW COUNTY PERSPECTIVE

According to the National Pipeline Mapping System, there are several gas transmission pipelines and hazardous liquid pipelines which run through 21 jurisdictions in the County. The majority of the gas pipelines run horizontally through the whole of the County and several around and inside the City of Saginaw. The hazardous liquid pipelines run through Tittabawassee Township, Blumfield Township, Frankenmuth Township, Birch Run Township, and the Village of Birch Run. Maps showing the location of lines are not permitted to be reprinted to protect the location of lines and deter sabotage.

Because there are pipelines that traverse Saginaw County, there is a possibility of an accident. For the general public, the most relevant aspect of this hazard, is to be aware of the signs that may indicate a gas leak in one's own home or workplace, install appliances in your home or workplace to monitor gas levels, and to use the Miss Dig phone service whenever any sort of excavation, construction, or digging activities are being considered that may disturb the ground. The Miss Dig service can advise about whether a given location requires special treatment due to the presence of any type of underground infrastructure, including pipelines. Because the locations are unknown, obtaining knowledge before taking action is the most effective way for the public to effectively deal with this hazard. The contact information for the Miss Dig is 811 or 1-800-482-7171, and more information can be found [www.missdig.org](http://www.missdig.org). If there ever is an accident in the County, alert authorities who will have proper channels to contain spills.

## Hazard 13: Drought

### PREVIOUS EVENTS

Location	Date	Deaths	Injuries	Property Damage	Crop Damage
	7/1/2001	0	0	0	0
	9/1/2002	0	0	0	0

### SAGINAW COUNTY PERSPECTIVE

It is estimated that the County, like the State, may be dealing with drought conditions about 1 out of every 4 or 5 years (although some drought conditions may extend across more than one year). With a more serious drought occurring once every 15 years. The potential impacts appear to be most severe for the area's agricultural industry, with the past decade's drought events causing millions of dollars of crop losses.

## Hazard 14: Wildfires

### SAGINAW COUNTY PERSPECTIVE

Although Michigan is a vast resource of natural land which is at great risk to wildfires, that is not necessarily true of Saginaw County. There is not an extensive history of wildfires causing large impacts upon the population of the County. Since 1981, on average, there have been an average of one wildfire per year, on average burning 16 acres per year. The most significant hazards in the County occur in the state and federally managed land.

Even though this is not a significant threat to the County, various warnings have occasionally been given to alert residents and agencies to the possibilities of wildfire effects, and to advise caution so as not to increase the risk of accidental events through carelessness or ignorance. The awareness of the potential for wildfires should be maintained and enhanced, and those property owners situated near natural areas should consider whether their property meets the "Firewise" criteria for wildfire safety, as described as the Firewise website: [www.firewise.org](http://www.firewise.org). The County has a good network of fire stations and fire control procedures, as well as a small percentage of woods. Therefore, while wildfires are a risk, they are not so important compared to other Counties in the north.

## Hazard 15: Oil and Natural Gas Accidents

### SAGINAW COUNTY PERSPECTIVE

According to the Michigan Hazard Mitigation Plan, as of 2012, Saginaw County has a total of 54 registered oil and gas wells. Not all those registered wells are necessarily active in production, and many probably do not pose any potential threat. The DNR has detailed mapping information highlighting the location of well, storage sites, and other detailed information pertaining to this hazard. The County doesn't have a particularly large number of such wells, compared to many other counties throughout Michigan. However, if there is a concern about the vulnerability of a specific location or the status of a well, the Office of Geological Survey at the Michigan Department of Environmental Quality can be contacted to obtain more site-specific information about the location and status of a particular well.

## Hazard 16: Dam Failure

### SAGINAW COUNTY PERSPECTIVE

The National Dam Inventory reports 13 dams in Saginaw County.

The Michigan Department of Natural Resources has information about various dams within Saginaw County (based upon the National Inventory of Dams) and all registered dams have been evaluated according to the amount of development downstream. Of the dams, dikes, and levees within Saginaw County, all of them except one have been classified as low hazard potential. The one exception is the Misteguay Creek 4 dam (in the northeast quadrant of Section 3, Township 6 North, Range 10 East) for which an Emergency Action Plan (EAP) was required and was last updated in October of 2014. The EAP has considered preventative activities to protect and maintain the dam, the possibilities of what might happen to downstream areas because of dam failure, and what sort of response may be needed in the case of each event. The following list are the additional jurisdictions in the County which have dikes or levees: Albee Township, Spaulding Township, Taymouth Township, Bridgeport Charter Township, and Village of St. Charles. If Boyce Dam in Midland County on Stanford Lake, were to fail, then Saginaw County could be inundated.

In the event of flooding, which is a fairly common occurrence in the County, these structures pose a risk of failure. Failure of the Misteguay Creek Dam could have significant consequences on the most vulnerable jurisdictions listed above. Inactive dams also pose a threat, as an out of use dam still has the potential to break. In the case of all active dams, proper maintenance and monitoring is key to avoiding major hazards.

This hazard has been rated low by Saginaw County because the one dam that requires planning is managed by and EAP. The EAP is in place to cover the possibility of failure as a required precaution due to the existence of development downstream from the dam's location on the Misteguay Creek. While there is a possibility of damage, dam failure compared to other hazards is low. This plan calls for mitigation strategies, and the high hazard potential dam already has an action plan in place.

## Planning Assumptions and Limitations

### Planning Assumptions

Stating the planning assumptions allows Saginaw Preparatory Academy to deviate from the plan if certain assumptions prove not to be true during operations. The Saginaw Preparatory Academy EOP assumes:

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

improve the school's readiness to respond to incidents.

- A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

### **Limitations**

It is the policy of Saginaw Preparatory Academy that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Saginaw Preparatory Academy can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

### **Authorities and References**

The following regulations are the authorizations and mandates upon which are the basis for this EOP. These authorities and references provide a legal basis for incident management operations and activities.

### **Additional Planning References**

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

# Concept of Operations

## Section 2

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

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

## Lockdown

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

## Evacuation

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

## Shelter-in-place

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

## Notification Procedures

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

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

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

### **Notification During Summer or Other School Breaks**

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

- Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members. See Appendix 1 for Emergency Contact Rosters.
- Notify general faculty/staff and families of students with appropriate information.
- Schedule a faculty/staff meeting for an update prior to students returning to school.
- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

### **Assignment of Responsibilities**

#### **District Office**

Communicate incident to Corporate Office

#### **Corporate Office**

Support with media relations

Designate spokesperson

#### **Principal and/or Designee**

Site Incident Commander

Communicate incident to District Office

Initiates Crisis Response Team

Communicates incident with staff

## **Office Staff**

Communication with parents

In charge of student/staff data system

Student Release

- Setting up a secure reunion area
- Checking student emergency cards

## **Crisis Response Team Coordinator-- initiates the following**

Facility & Security Response Team

Evacuation/Shelter/Care Team

First Aid Team

Search & Rescue Team

Crisis Intervention Team

## **Teachers/Instructional Assistants**

Evacuate students to safe spot

Responsible for student information clipboards

Supporting with keeping track of students

Making calls to parents if directed to do so

Keeping two-way radios on at all times

## **Food Service/Cafeteria Workers**

Gather resources and supplies; medical and food sources

## **Direction and Control**

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

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

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

## **Emergency Facilities/Crisis Response Team Post**

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

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

**Primary Post Location:** Saginaw Preparatory Academy Main Office

**Alternate Post Location:** Cafeteria

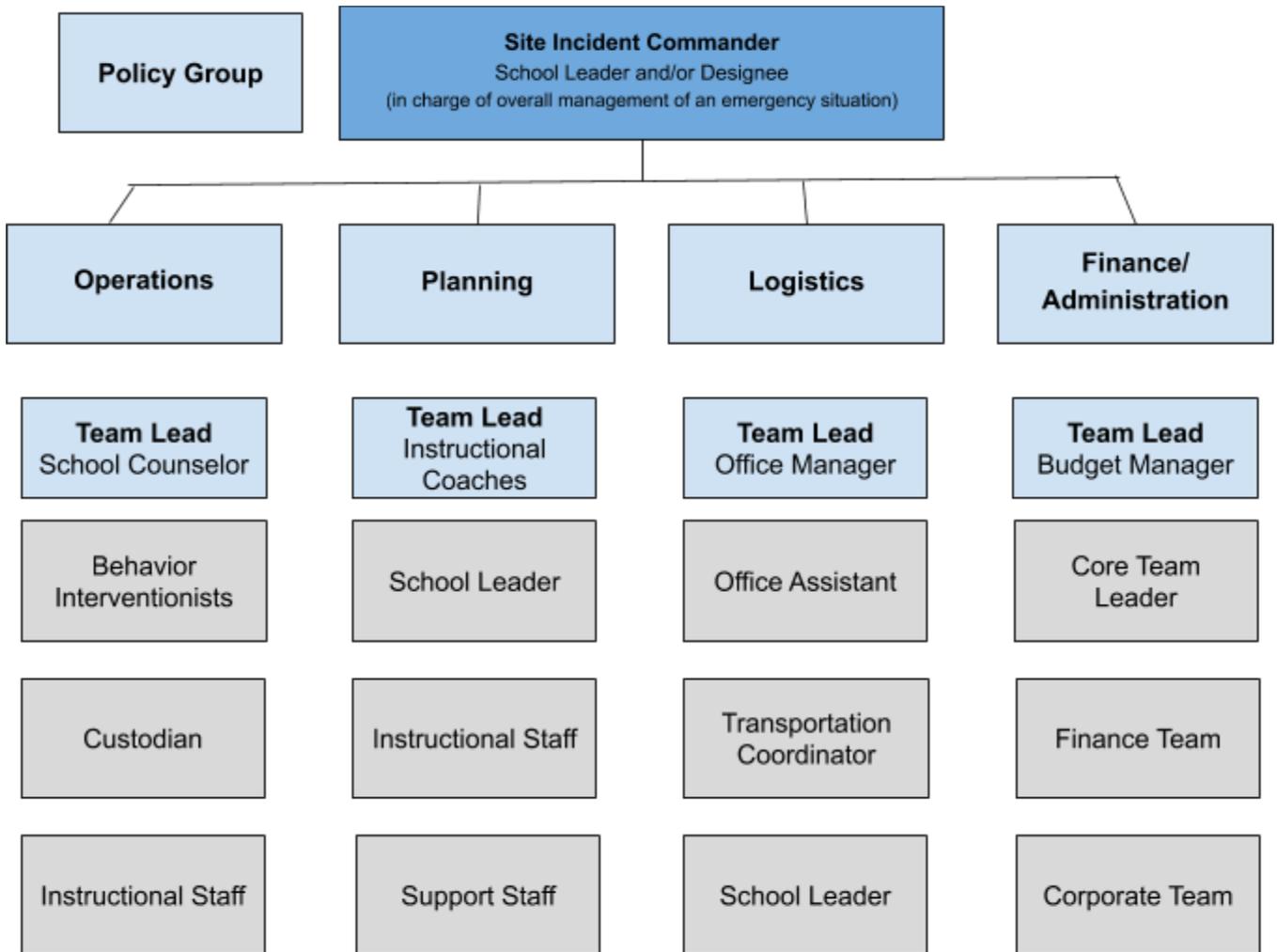
**Off-Site Location:** Buena Vista High School Parking Lot

**Continuity of School Administration--** The line of succession for the principal is:

1. Instructional Coach
2. Crisis Response Team Coordinator
3. Office Manager

# SCHOOL INCIDENT COMMAND SYSTEM

## Saginaw Preparatory Academy Incident Command Team



## Coordination

### Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will convene at the school district operations center. The role of the Policy/Coordination Group is to:

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

The Saginaw Preparatory Academy School Leader and Site Incident Commander will keep the Policy/Coordination Group informed.

### **Coordination with First Responders**

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

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

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

### **Communications**

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

#### **Internal Communications**

##### **Communication between Staff/Faculty Members**

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information *internally* when appropriate:

- Telephone tree
- E-mail
- faculty meeting
- Intercom

## **Communication with the District Office**

The Site Incident Commander will notify the principal of the school's status/needs. The principal will notify the District Office. The District Office will notify the Corporate Office/The Leona Group of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

## **External Communications**

Communicating with the larger school community begins before an incident occurs. Parents/guardians, etc., media, and first responders will require clear and concise messages from Saginaw Preparatory Academy about what is being done, and the safety of the students/staff.

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

Before an incident occurs, Saginaw Preparatory Academy will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, Saginaw Preparatory Academy will:

- Disseminate information via text messages and letters to inform parents/guardians, etc., about exactly what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians, etc., who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number where parents/guardians, etc., can receive updated incident information.
- Inform parents/guardians, etc., and students/staff about when and where school will resume.

## **Communication with the Media**

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

- Designate a Public Information Officer (PIO) (The Leona Group)
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group

Saginaw Preparatory Academy staff members are to refer all questions and requests for information to the designated spokesperson. The district PIO maintains media contacts at the major television, Internet, and radio stations. In the case of an incident, these media contacts will broadcast Saginaw Preparatory Academy external communications plans, including the information hotline for parents/guardians, etc.

## **Communication with First Responders**

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

## **Communication after an Incident**

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

### **The staff/faculty teams will:**

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine information technology assets and personnel resources. Determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged structures, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so temporary space reallocation needs and

strategies can be estimated.

- Arrange for ongoing status reports during the recovery activities to:
  - Estimate when the educational program can be fully operational.
  - Identify special building, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate students/staff and parents/guardians, etc., on available crisis counseling services.
- Inform the district of recovery status.

**The school district will:**

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, videoconferencing, tele-group tutoring, etc.).
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

**Administration, Finance, and Logistics**

**Agreements and Contracts**

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

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

## **Finance**

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

## **Recordkeeping**

Activity Logs The ICS Section Chiefs will maintain accurate logs, recording key incident management activities, including:

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

## **Preservation of Records**

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records. The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of the All-Hazards Emergency Operations Planning Guidance for Schools 2014, and should be inserted into Appendix F of this plan.

The Saginaw Preparatory Academy school's Crisis Response Team is responsible for the overall maintenance and revision of the EOP. The Exercise Planning Team is responsible for coordinating training and exercising the EOP. Both teams are expected to work cooperatively to make recommendations for revising and enhancing the plan.

*The school board and the superintendent are responsible for approving and promulgating this plan. Local fire, law enforcement, and emergency manager approval and suggestions will also be requested.*

## **Plan Development, Maintenance, and Distribution**

### **Approval and Dissemination of the Plan**

The school board, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review and validate the plan.
- Present the plan (for comment or suggestion).
- Obtain plan approval (school board).
- Distribute the plan.

### **Record of Changes**

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format (Page 8 of this EOP) and maintained by the School Crisis Response Team.

### **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 Crisis Response Team 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 Crisis Response Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

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

## **Training and Exercising the Plan**

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

Basic and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory EOP training will include:

- Orientation to the EOP.
- Hazard and incident awareness training for all staff.
- First aid, CPR, and AED (if applicable) training for all staff.
- Team training to address specific incident response or recovery activities, such as parents/guardian, etc., student reunification, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, and relocation.
- Two online FEMA courses: IS-100.sca and IS-700 (both courses are free at FEMA's Emergency Management Institute (EMI) Web site).

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

All Saginaw Preparatory Academy staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

# **Emergency Contact Rosters**

## Appendix A

### School Crisis Response Team

Name/Position	Phone	E-Mail
James Kenney	989-293-3813	james.kenney@leonagroup.com
Darrin Overton	989-752-9600	darrin.overton@leonagroup.com
Ashley Thayer	989-752-9600	ashley.thayer@leonagroup.com
Courtney Woods	989-752-9600	courtney.woods@leonagroup.com
Hailey Kuschel	989-752-9600	hailey.kuschel@leonagroup.com

### Corporate Team

Name/Position	Phone	E-Mail
The Leona Group MI Corporate Office	517-333-9030	

### District Staff

Name/Position	Cell Phone	E-Mail
Kate Scheid-Weber	989-753-2349	kate.scheid@leonagroup.com

<b>General Contact Numbers</b>		
	<b>Contact</b>	<b>Phone Number</b>
<b>First Responders- Public Safety Agencies Hospitals</b>	General Emergency	9-1-1
	Emergency Manager	989-790-5434
	Police Department	989-753-7793
	County Sheriff	989-790-5456
	State Police	248-584-5740
	Fire Department	989-753-7793
	American Red Cross	800-733-2767
	Poison Control	800-222-1222
	Local Hospital	Covenant 989-583-0000 St Mary's 989-907-8000
	Child Protective Services	855-444-3911
	National Suicide Prevention Hotline	800-273-8255
National Center for Missing and Exploited Children	800-843-5678	

<b>General Contact Numbers</b>		
	<b>Contact</b>	<b>Phone Number</b>
<b>Utilities</b>	Phone Company	1-833-267-6094
	Gas Company	1-800-477-5050
	Electric Company	1-800-477-5050
	Heating, Ventilation, Air Conditioning	989-790-6546
	Fire Alarm	1-844-340-5373

<b>School Staff</b>		
<b>Name/Position</b>	<b>Cell Phone</b>	<b>E-Mail</b>
Kathy Tindell / Pre-K	989-859-4057	kathleen.tindell@leonagroup.com
Chelsea Bayly / Kindergarten Teacher	248-770-1420	chelsea.bayly@leonagroup.com
Stephanie Dillard / Paraeducator	989-714-8831	stephanie.dillard@leonagroup.com
Tamara Henderson / 1st Teacher	989-615-3571	tamara.henderson@leonagroup.com
Jacqueline Fuller / 1st Teacher	810-837-0327	jacqueline.fuller@leonagroup.com
Trenika Stevenson / Paraeducator	989-992-1501	trenika.stevenson@leonagroup.com
Elizabeth Malott / Interventionist	989-714-7654	elizabeth.colpean@leonagroup.com
Jade Blazo / 2nd Teacher	989-996-0487	jade.blazo@leonagroup.com
Candice Welling / 2nd Teacher	989-752-9600	candice.welling@leonagroup.com
Pamela Bates / 3rd Teacher	989-928-6184	pamela.bates@leonagroup.com
Keri Diener / Interventionist	810-955-6336	keri.diener@leonagroup.com
Victoria Buchinger / 4th Teacher	989-882-7670	victoria.buchinger@leonagroup.com
Larilyn Burdess / 5th Teacher	989-573-1823	larilyn.burdess@leonagroup.com
Gregory Baugh / Paraeducator	989-316-8235	gregory.baugh@leonagroup.com
Jesica McPherson / Interventionist	231-420-1309	jesica.mcpherson@leonagroup.com
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<b>School Staff</b>		
<b>Name/Position</b>	<b>Cell Phone</b>	<b>E-Mail</b>
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# **Class Rosters and Schedules**

## Appendix B

## K-8 Master Schedule:

KA Bayly					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	ELA				
10:05-10:50	Computers	Social/Emotional	Art	Social/Emotional	PBIS
10:55-11:40	Science / S.S. (ELA Emphasis)				
11:45-12:35	Lunch (11:45 - 12:15) Recess (12:15 - 12:35)				
12:40-1:00	Rest Time				
1:00-2:30	Math				
2:30-3:00	Writing				
3:00-3:30	Wrap Up / Intervention / Dismissal				

1A Henderson					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	ELA (Small Group)				
9:15-10:00	ELA (Teacher Led)				
10:05-10:50	Science / S.S. (ELA Emphasis)				
10:55-11:40	Computers	Social/Emotional	Art	Social/Emotional	PBIS
11:45-12:35	Lunch (11:45 - 12:15) Recess (12:15 - 12:35)				
12:40-1:25	Math (Teacher Led)				
1:25-2:10	Math (Small Group)				
2:15-3:00	Writing				
3:00-3:30	Wrap Up / Intervention / Dismissal				

1B Fuller					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	ELA (Small Group)				
9:15-10:00	ELA (Teacher Led)				
10:05-10:50	Science / S.S. (ELA Emphasis)				
10:55-11:40	Social/Emotional	Art	Social/Emotional	Computers	PBIS
11:45-12:35	Lunch (11:45 - 12:15) Recess (12:15 - 12:35)				
12:40-1:25	Math (Teacher Led)				
1:25-2:10	Math (Small Group)				
2:15-3:00	Writing				
3:00-3:30	Wrap Up / Intervention / Dismissal				

2A Welling					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	Math (Teacher Led)				
9:15-10:00	Math (Small Group)				
10:05-10:50	ELA (Small Group)				
10:50-11:40	ELA (Teacher Led)				
11:45-12:35	Recess (11:45 - 12:05) Lunch (12:05 - 12:35)				
12:35-1:10	Writing				
1:10-1:20	Bathroom				
1:20-2:05	Social/Emotional	Art	Social/Emotional	Computers	PBIS
2:10-3:10	Science/S.S. (ELA Emphasis)				
3:10-3:30	Wrap Up / Intervention / Dismissal				

2B Blazo					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-8:40	Bathroom				
8:30-9:15	Math (Teacher Led)				
9:15-10:00	Math (Small Group)				
10:05-10:50	ELA (Small Group)				
10:50-11:40	ELA (Teacher Led)				
11:45-12:35	Recess (11:45 - 12:05) Lunch (12:05 - 12:35)				
12:35-1:15	Writing				
1:20-2:05	Computers	Social/Emotional	Art	Social/Emotional	PBIS
2:10-3:10	Science/S.S. (ELA Emphasis)				
3:10-3:30	Wrap Up / Intervention / Dismissal				

3 Bates					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	ELA (Teacher Led)				
9:15-10:00	ELA (Small Group)				
10:05-10:15	Bathroom Break				
10:15-11:05	Writing				
11:10-11:55	Science/S. S. (ELA Emphasis)				
12:00-12:50	Lunch (12:00 - 12:30) Recess (12:30 - 12:50)				
12:50-2:05	Math (Teacher Led)				
2:05-2:45	Computers	social/Emotional	Art	social/Emotional	PBIS
2:50-3:30	Math (Small Group)				

#### 4 Buchinger

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	Social Studies				
9:15-9:25	Bathroom				
9:30-10:15	Science				
10:20-11:50	ELA				
11:55-12:45	Recess (11:55 - 12:15) Lunch (12:15 - 12:45)				
12:45-1:10	Writing				
1:15-2:45	Math				
2:50-3:25	Computers	social/Emotional	Art	social/Emotional	PBIS
3:30	Dismissal				

#### 5 Burdess

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (with Teacher)				
8:30-9:15	Social Studies				
9:15-9:25	Bathroom				
9:30-10:15	Science				
10:20-11:50	ELA				
11:55-12:45	Recess (11:55 - 12:15) Lunch (12:15 - 12:45)				
12:45-1:10	Writing				
1:15-2:45	Math				
2:50-3:25	social/Emotional	Art	social/Emotional	Computers	PBIS
3:30	Dismissal				

8 Olivarez (Math/Science)						
P	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:30	Immediately report to homeroom to drop off coats/backpacks and will eat breakfast until 8:25 am. Students will transition to their 1st period at 8:25 am, and at 8:30 am instruction will begin for the 1st period class.				
1	8:30-10:00	RTI / Test Prep 6th				
2	10:00-11:30	6th				
3	11:30-1:00	7th				
	1:00-1:40	Lunch				
4	1:40-3:20	8th				
5	3:20-3:30	Dismissal				

7 Peake (ELA)						
P	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:30	Immediately report to homeroom to drop off coats/backpacks and will eat breakfast until 8:25 am. Students will transition to their 1st period at 8:25 am, and at 8:30 am instruction will begin for the 1st period class.				
1	8:30-10:00	8th				
2	10:00-11:30	RTI / Test Prep 7th				
3	11:30-1:00	6th				
	1:00-1:40	Lunch				
4	1:40-3:20	7th				
5	3:20-3:30	Dismissal				

Marsh (SS)						
P	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:30	Immediately report to homeroom to drop off coats/backpacks and will eat breakfast until 8:25 am. Students will transition to their 1st period at 8:25 am, and at 8:30 am instruction will begin for the 1st period class.				
1	8:30-10:00	7th				
2	10:00-11:30	8th				
3	11:30-1:00	RTI / Test Prep 8th				
	1:00-1:40	Lunch				
4	1:40-3:20	6th				
5	3:20-3:30	Dismissal				

Smith (RTI)						
P	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	8:00-8:30	Hallway & Bathroom Monitor				
1	8:30-10:00	RTI / Test Prep 6th				
2	10:00-11:30	RTI / Test Prep 7th				
3	11:30-1:00	RTI / Test Prep 8th				
	1:00-1:40	Lunch				
4	1:40-3:20	Prep	Olivarez	Marsh	Peake	Prep
5	3:20-3:30	Dismissal				

## Specials:

### Art: M-F

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	-	Breakfast (K)		-	Breakfast (K)
8:30-9:15	-	Support (1st)	Support (1st)	-	Support (1st)
9:15-10:00	-	Support (K)	Support (K)	-	Support (K)
10:05-10:50	-	Pre-K		-	PBIS
10:50 - 11:35	-	1(B)	1(A)	-	
11:45 - 1:20	-	Lunch / Prep		-	Lunch / Prep
1:20 - 2:00	-	2(A)	2(B)	-	PBIS
2:05 - 2:45	-	Support (K)	3	-	
2:45 - 3:25	-	5	4	-	

### Physical Education: M-F

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast in classroom (7th)				
8:30-9:15	Support (7th)	Support (7th)	Support (7th)	Support (7th)	Support (7th)
9:15-10:00	Support (6th)	Support (6th)	Support (6th)	Support (6th)	Support (6th)
10:05-10:50	Support (8th)	K	Support (8th)	K	PBIS (K)
10:50-11:35	1(B)	1(A)	1(B)	1(A)	PBIS (1)
11:45 - 1:20	Lunch / Prep				
1:20 - 2:00	2(A)	2(B)	2(A)	2(B)	PBIS (2)
2:05 - 2:45	Support (8th)	3	Support (8th)	3	PBIS (3)
2:45 - 3:25	5	4	5	4	PBIS (4/5)

## Lunch:

K-1 Lunch: 11:45-12:15	Bathroom Breaks
Recess: 12:15-12:35	10:55-11:05 (3rd)
2-3 Lunch: 12:05-12:35 (3rd 12:00-12:30)	11:35-11:45 (2nd)
Recess: 11:45-12:05 (3rd 12:30-12:50)	11:45-11:55 (4th & 5th)
4-5 Lunch: 12:15-12:45	11:00-12:25 (M.S.)
Recess: 11:45-12:15	
6-8 Lunch: 12:30-1:00	

# **School Maps and Floor Plans**

## **Appendix C**



# **Specific Response Actions**

## Appendix D

### **In the event of a fire:**

1. The first person to discover a fire shall pull the fire alarm and immediately alert other staff members in the vicinity of the fire
2. Notify the office as to the fire location and severity and begin fire and evacuation process
3. Office will call 911

### **Classroom Procedures:**

1. Line up class
2. Grab emergency documents and class list
3. Shut lights and fans off and close windows
4. Walk designated **evacuation route**. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
5. Meet at **designated location**:
  - a. Inside the fenced area of the playground (Located behind school)
6. Take attendance once at designated location. If you are missing a student notify the office immediately.

### **Tornado Procedures:**

- 1 – Alarm will sound over the PA
- 2 – Line up class
- 3 – Grab emergency bag, class list, and walkie-talkie
- 4 – Shut lights and fans off and close windows
- 5 – Walk students outside your classroom and take cover crouching down on knees covering neck. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
- 6 – Take attendance once at designated location. If you are missing a student notify the office



immediately via walkie-talkie.

**School Violence and Attacks & Threats of School Violence and Attacks:**

1. Call 101 for assistance
  - a. Office Manager will notify the following individuals
    - i. Behavior Coordinators
    - ii. Social Worker
    - iii. Administration
2. Remove or keep students clear of violence
3. Once help arrives, separate and remove individuals
4. Notify parents/guardians immediately
5. Have all involved individuals write down their accounts
6. Schedule parent meetings to address situation
7. Determined by administration, plan and distribute school issued statements regarding situations

**Threats to School-Sponsored Event On or Off School Premises:**

1. Determine if threats are low/moderate/high risk threats
  - a. Low -
    - i. Contact parents - Both students threatened and students threatening
    - ii. Determine disciplinary action based on school board policy
    - iii. Referral to school and/or community based resources
  - b. Moderate -
    - i. Take precautions to protect potential victims
    - ii. Caution the subject who made the threat
    - iii. Contact subject's parents and enlist their support in ensuring threats will not be carried out
    - iv. Notify intended targets parents
    - v. Consult with appropriate personnel to determine if law enforcement is needed
    - vi. Follow applicable disciplinary procedures in accordance with conduct policy
    - vii. Where appropriate, refer the subject for counseling, conflict mediation, or other interventions to reduce the threat of violence.
  - c. High -
    - i. Notify law enforcement immediately
    - ii. Take immediate precautions to protect potential victims
    - iii. Caution the subject who made the threat

- iv. Contact subject's parents and enlist their support in ensuring threats will not be carried out
  - v. Notify intended targets parents
  - vi. Follow applicable disciplinary procedures in accordance with conduct policy
  - vii. Where mental health or disability issues are reasonably believed to be causing or contributing to violence risk, a mental health risk assessment should be conducted by a qualified independent medical/psychological professional
    1. The school administrator will determine the conditions of readmission to school that may include the requirement to cooperate in a mental health evaluation. If the subject is a student, the parents are to be notified of all requirements and any failure to comply. A readmission meeting must be held prior to the subjects return to school/work.
  - viii. A student/employee should only be removed if the threatening behaviors engaged in by the subject are a violation of the relevant Code of Conduct /school board policy, and when all applicable disciplinary procedures are followed.
2. Determined by administration, plan and distribute school issued statements regarding situations

### **Hard/Soft Lockdown Procedure:**

The office will announce a lockdown over the PA by saying "hard lock down" or "soft lock down." Once the announcement is heard, follow the procedures below.

Office personnel will secure the office as the command post. Closing pass through gate, locking and barricading office door. Notification of the intruder's whereabouts and weapon(s) will be updated on-going via the PA system, walkie-talkie, or text. This will afford classrooms the ability to evacuate if appropriate.

If the incident is occurring in the office, communication via eye witness, walkie-talkie, and cell phone will be utilized for notification of the intruder's whereabouts, again affording classrooms the ability to evacuate if appropriate.

***The first person to notice an active shooter or armed intruder must contact 911 immediately and then notify the office.***

### **Active Shooter in Building**

#### **HARD LOCKDOWN (shooter or armed intruder in building)**

1. Lock classroom door and shut lights off
2. Grab emergency flip chart and emergency bag, class list, walkie-talkie, and cell phone
3. Line students up along the wall next to the door
4. Notify office immediately if a student is missing and last location
5. Notify office of any students pulled out with service providers
6. Listen for PA, walkie-talkie, or cell phone for instructions
7. **When instructed exit your classroom and school out of the CLOSEST/SAFEST EXIT quickly**
8. Walk your classroom from school to the **RALLY POINT = Buena Vista High School**
9. Take attendance once you reach the parking lot.
10. If a student is missing notify SL (989-293-2813).
11. Once at Rally Point, use cellphone to text SL (989-293-3813) state: “[Name] SAFE”

**In the event you cannot exit the classroom follow these steps:**

1. Lock classroom door and shut lights off
2. Barricade the door with anything available (tables, bookshelves, chairs, etc..)
3. Grab emergency flip chart and emergency bag, class list, walkie-talkie, and cell phone
4. Line students up along the wall next to the door
5. Notify office immediately if a student is missing and last location
6. Notify office of any students pulled out with service providers
7. Listen for PA, walkie-talkie, or cell phone for instructions
8. Wait for school leader/designee or law enforcement to announce the all clear

## **Active Shooter in Classroom**

**In the event an active shooter or armed intruder enters your classroom or begins shooting in the classroom follow these steps:**

1. **Enters:** Use whatever counter strategies necessary to keep yourself and students safe. This may include any and all forms of resistance to the threat. This does not mean fighting
2. **Shoots:**
  - a. Make noise, moving about the room to lessen accuracy, throw items (books, computers, and phones, book bags) to interfere with the ability to shoot accurately.
  - b. Exit classroom when able.

Those in the **GYM** should follow these step:

1. Lock the door next to the Social Worker office
2. Notify the specials teachers and any students/staff in the gym
3. Lock and barricade the door
4. Specials teachers and any students/staff in the gym need to move to a classroom and lock
5. Listen for instruction and/or location of intruder
6. Exit when safe through the closest/safest exit and head to **RALLY POINT = Buena Vista High School**
7. Once at Rally Point, use cellphone to text SL (989-293-3813) and state “[Name] SAFE”

Those in the **Library** should follow these steps:

1. Shut the door that leads to the gym.
2. Enter either room 204 for safety or exit building through the **CLOSEST/SAFEST EXIT** and head to **RALLY POINT = Buena Vista High School**
3. Notify office immediately if a student is missing and last location
4. Listen for instruction and/or location of intruder
5. Exit when safe through the **CLOSEST/SAFEST EXIT** and head to **RALLY POINT = Buena Vista High School**
6. Once at Rally Point, use cellphone to text SL (989-293-3813) and state “[Name] SAFE”

### **SOFT LOCKDOWN (unsafe activity outside of building, but near school)**

1. If class is on the playground, immediately return to the classroom
2. Maintain normal class schedule (**NO OUTSIDE RECESS**)
3. Listen for PA or walkie-talkie for instructions

### **Shelter-In-Place (Chemical/Haz-Mat Situation) Procedure and Drill:**

1. Immediately shut fans off and close all windows
2. Line up class
3. Grab emergency bag, class list, and walkie-talkie
4. Walk to your classroom lockers and sit. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)

5. Take attendance once at designated location. If you are missing a student notify the office immediately.

### **Emergency Early Release**

- An emergency release can include inclement weather, building problems, etc...
- 1. School will be placed on a soft lockdown and all students return to classrooms
- 2. A mass message (text or phone message) will be sent out to inform parents
- 3. All Specials, special education services and interventions will stop
- 4. Staff will report to assigned posts
  - a. 2 staff members assigned to each grade level with sign out books
  - b. 3 staff members assigned to each grade level will help with getting students from classrooms
  - c. 2 staff members assigned to the main entrance
- 5. Dismissal Procedures
  - a. Kindergarten-2nd Grade – staff will report to 600 wing
  - b. 3rd-4th Grade – staff will report to 500 wing
  - c. 5th-8th Grade – staff will report to 400 wing

### **Medical Emergencies:**

#### **Diabetes**

- Ensure the student is having their blood sugar checked at the appropriate intervals.
- If a student is showing any of the below symptoms, take them to the office immediately to have their blood sugar checked and the appropriate intervention administered.
- If a student has low blood sugar the typical intervention is to give the student food or juice to boost the blood sugar. If a student has high blood sugar the typical intervention is the use of insulin.
- If a student is unresponsive, will not consume anything, Glucagon will be administered.

#### **Signs and symptoms of HYPOGLYCEMIA (low blood sugar)**

Shaking, sweating, anxious, dizziness, hungry, sudden change in behavior, weakness, fatigue/tired, headaches, stomach aches, irritable.

### **Signs and symptoms of HYPERGLYCEMIA (high blood sugar)**

Extreme thirst, frequent urination, dry skin, very hungry, blurry vision, drowsy, fidgety, impulsive

### **Asthma Attack**

If a student is showing signs of difficulty breathing, send them to the office, with a buddy, for treatment.

If the student cannot make it to the office for treatment, contact the office immediately to have the treatment brought to the student.

### **Signs and symptoms**

Coughing, wheezing, tightness in chest,

### **Seizure:**

In the event of a seizure, follow these steps:

1. Remove all objects and persons to ensure the safety of student and peers
2. Assist student to the floor in a lying position and on their side (***do not place anything in mouth or restrain***)
3. Contact the office and have office call home
4. Once seizure is over - place on side and ensure airway is open
5. Allow for rest/orientation back to surroundings
6. Check for any injuries
7. Complete seizure log

### **Contact 911 if:**

1. Student does NOT have a seizure plan of care
2. Seizure lasts more than 5 minutes (most seizures last less than 2 minutes)
3. Several seizures occur in a short period of time without the student being able to recover between seizures
4. Student is injured during the seizure
5. Student is unresponsive in any way 30 minutes after the seizure

6. Student is having trouble breathing
7. If you are concerned that something is wrong

# Hazard-Specific Procedures

## Appendix E

**Shelter-In-Place (Chemical/Haz-Mat Situation) Procedure and Drill:**

1. Immediately shut fans off and close all windows
2. Line up class
3. Grab emergency bag, class list, and walkie-talkie
4. Walk to your classroom lockers and sit. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
5. Take attendance once at designated location. If you are missing a student notify the office immediately.

**Bomb Threat and Suspicious Packages:**

In the event a bomb threat is made follow these steps:

**If a bomb threat is received by phone:**

1. Remain calm
2. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
3. Listen carefully. Be polite and show interest.
4. Try to keep the caller talking to learn more information.
5. If possible, write a note to a colleague to call the authorities or, as soon as the caller

hangs up, immediately notify them yourself.

6. If your phone has a display, copy the number and/or letters on the window display.
7. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
8. Immediately upon termination of the call, do not hang up, but from a different phone, contact 911 immediately with information and await instructions.
9. Do not evacuate the building until the police arrive and evaluate the threat

**If a bomb threat is received by handwritten note:**

1. Call 911
2. Handle note as minimally as possible.

**If a bomb threat is received by email:**

1. Call 911
2. Do not delete the message.

**If a suspicious package is found on or near the building follow these steps:**

1. Do not touch or move the package
2. Notify the office immediately via telephone (**DO NOT: Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb**)
3. Contact 911
4. Do not evacuate the building until the police arrive and evaluate the threat

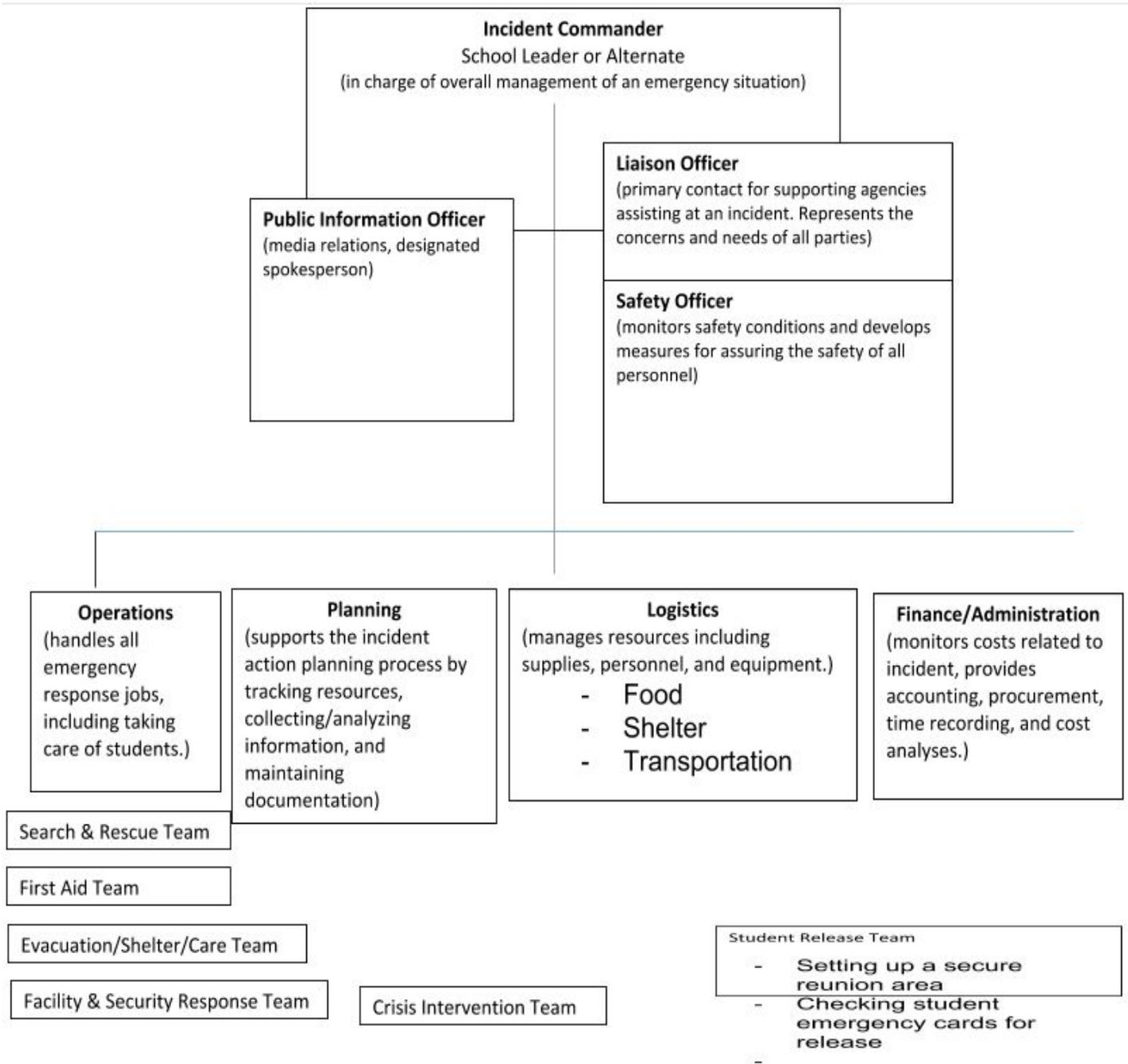
**Signs of a suspicious package:**

No return address, poorly handwritten, excessive postage, misspelled words, stains, incorrect titles, strange odor, foreign postage, strange sounds, restrictive notes, unexpected delivery.

# Continuity of Operations Plan

## Appendix F

# Incident Command System Job Action Sheets Appendix G



# Resource Inventory Appendix H

Resource/ Material	Location/Source
First Aid Supplies	Main Office, Kitchen, Classrooms, Staff Lounge
Fire Extinguishers	Found throughout hallways and kitchen
Classroom emergency kits	Hung by each door in the classroom
Food	Kitchen
Water	Kitchen and main office
Maintenance supplies	Custodian closet

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

Sample lists may include:

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

# Memorandums of Agreement/Understanding Appendix I

# Law Enforcement Command Posts

## Appendix J

# Emergency Utility Shut-Off Procedures Appendix K

## Electricity

Shut-off location:	Cafeteria-- Closet
Key location:	Backroom
Tools required:	None
Instructions:	Push lever towards off position.



## Water

Shut-off location:	Gym Closet
Key location:	None
Tools required:	None
Instructions:	Shut all three

## Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	Gym Closet
Key location:	Frontroom
Tools required:	None
Instructions:	Turn off each individual units



# Cardiac Emergency Response Plan

## Appendix L

8. The office personnel will retrieve the student's emergency card, copy both sides and have it delivered to the emergency site. If no available staff is able to deliver it, radio to have designated administrator or staff pick it up.
9. Office personnel and parents should be notified and remain in contact for further communications.
10. After care has been assumed by the advance medical personnel, the members of the MERT must complete a School Accident/Illness Report.
11. If you are NOT on the MERT, you should shut off radios once the team is activated. Any instructions will be relayed to you via the telephone or PA.

### **Room Coverage**

MERT members will designate other staff members to cover their classrooms/positions so that they are able to proceed to the scene of the emergency.

### **Athletic Emergency Response Plan (Emergency Action Plan)**

In the event of a medical emergency, the school's designated Medical Emergency Response Team (MERT) will administer immediate emergency aid to the injured individual after surveying the scene to make sure it is safe.

1. The MERT will assess the situation in accordance with their training.
2. Designate a person to retrieve the AED. Main office across from the copy machine on the bottom shelf.
3. Call 9-1-1 and:
  - a. Identify self and exaction location
  - b. State nature and seriousness of injury and what care has been provided.
  - c. Advise how emergency vehicle is to reach the activity area.
  - d. Stay on the phone with EMS until the operator disconnects. You hang up Last!
  - e. Remain with the injured individual until EMS arrives and takes over care.
4. Designate a person to meet emergency vehicle at venue entrance.
  - a. Facilitate individual obtaining all necessary keys.
5. Designate a person to provide crowd control.
6. Designate a person to accompany the injured individual to the hospital and remain until a parent or designated administrator arrives. Ensure that the injured individual's emergency information is given to the accompanying person as soon as possible at the scene or delivered to the hospital.
7. Contact parent/guardian and school administrator to advise of the circumstance(s).
8. Document all relevant information including care provided, time and date of incident, and persons notified.