

George Crockett Academy

EMERGENCY OPERATIONS & CRISIS PLAN



Updated, August 3, 2020

George Crockett Academy Mission: George Crockett Academy provides a nurturing, respectful, and stimulating academic environment, committed to the empowerment of responsible citizens who are critical thinkers in a global society.

"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

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The title of this document is George Crockett Academy Emergency Operations Plan (EOP).

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¹ 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 George Crockett Academy Emergency Operations Plan (EOP) has been completed and approved through a collaboration of effort throughout the community, including:

Please sign above your name:

Ali Abdel
School Superintendent

<Name>

Lisa Bey-Knight
School Board President

<Name>

Thomas Goodley, Jr.
School Leader

<Name>

Natasha Brown-Terry
School Office Manager

<Name>

<Name>
Fire Chief

<Name>

<Name>
Police Chief

<Name>

Record of Changes

[illegible]

References

Michigan Department of Community Health (MDCH)

- o MI HEARTSafe School: 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

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
- o <http://training.fema.gov/is/>

General Information

Section 1

The purpose of the George Crockett Academy Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of George Crockett 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 George Crockett 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. George Crockett Academy regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases George Crockett 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 George Crockett Academy EOP outlines the expectations of the faculty/staff, the roles and responsibilities, direction and control systems, internal and external communications plan, 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 George Crockett Academy EOP operates within the framework of George Crockett Academy policies.

Situation Overview

School Population

435 Students

2 Administrators

7 Office/Support Staff

29 Teachers/Specialists

10 Instructional Assistants

2 Cafeteria Staff

1 Bus Driver/Security

1 Security

3 Maintenance/Custodial Staff

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

George Crockett 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

George Crockett Academy does not require translations services

Hazard Analysis Summary

George Crockett 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.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows George Crockett Academy to deviate from the plan if certain assumptions prove not to be true during operations. The George Crockett 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 George Crockett Academy that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, George Crockett 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
- <Insert additional references applicable to emergency response planning>

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 George Crockett 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 George Crockett 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 George Crockett 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: George Crockett Academy Main Office

Alternate Post Location: Cafeteria

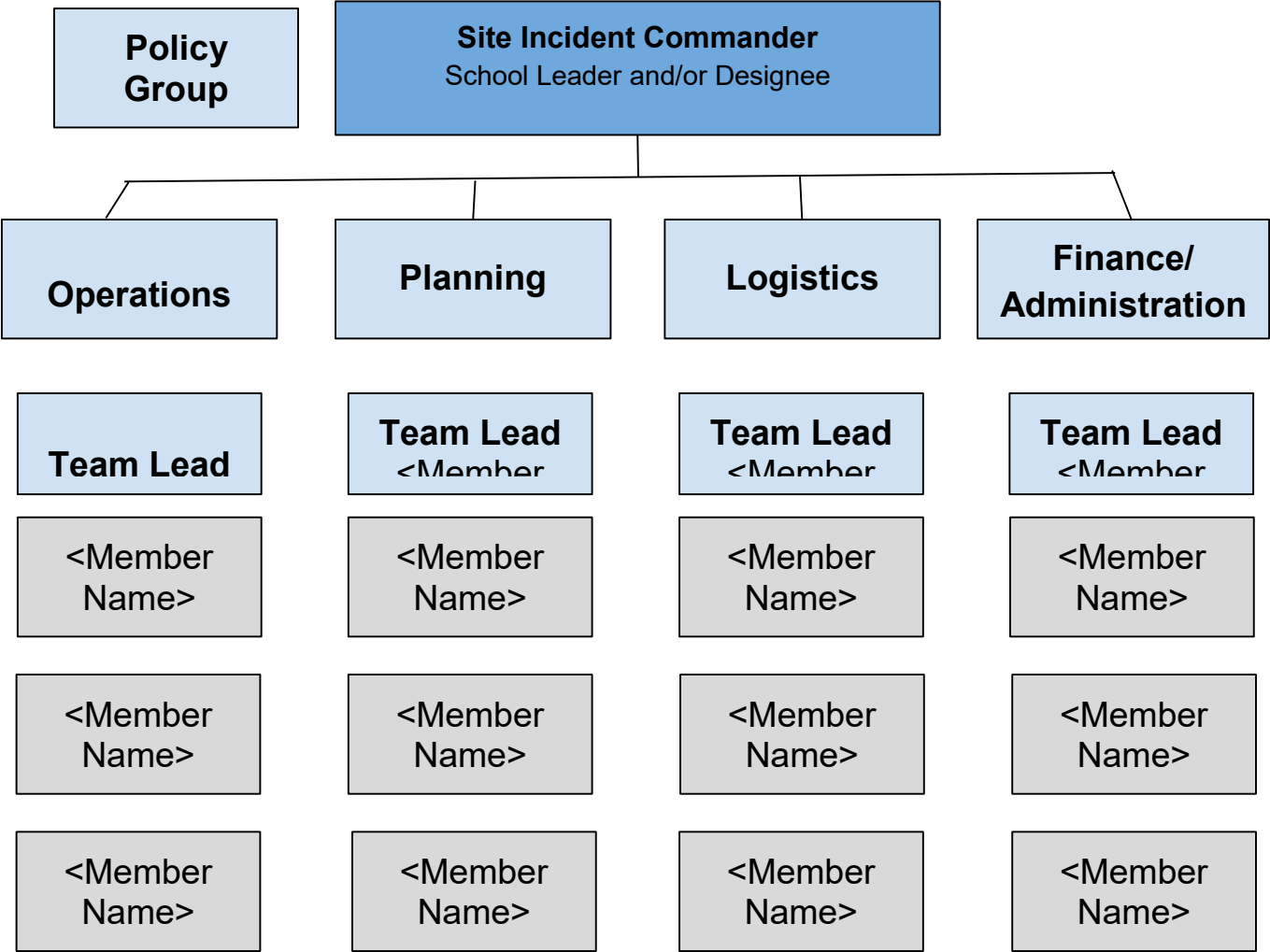
Off-Site Location: Core City Park

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

George Crockett 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 George Crockett Academy School Leader and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the George Crockett 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 George Crockett 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 George Crockett 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 George Crockett Academy about what is being done, and the safety of the students/staff.

Communication with Parents/Guardians, Etc.

Before an incident occurs, George Crockett 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, George Crockett 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

George Crockett 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 follow George Crockett 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. George Crockett Academy frequently exercises the EOP with first responders to practice effective coordination and transfer of command.

Continuity/Communication of operations 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, George Crocket 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.

Finance

George Crocket 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 George Crocket 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

George Crocket 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 George Crocket 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	Cell Phone	E-Mail
Thomas Goodley	313-400-2529	Thomas.goodley@leonagroup.com
Mary Seals	313-896-6078	Mary.seals@leonagroup.com
Shalonda Davis	313-896-6078	Shalonda.Davis@leonagroup.com
Natasha Brown-Terry	313-896-6078	Natasha.Brown-Terry@leonagroup.com
Donna Woods	313-896-6078	Donna.Woods@leonagroup.com

Corporate Team		
Name/Position	Cell Phone	E-Mail
The Leona Group MI Corporate Office	517-333-9030	
Ali Abdel	248-459-6431	Ali.Abdel@leonagroup.com

District Staff		
Name/Position	Cell Phone	E-Mail
Marvin Pillow	313-896-6078	Marvin.Pillow@leonagroup.com
Debra Yates	313-896-6078	Debra.Yates@leonagroup.com
Deidre Yelder	313-896-6078	deidre.yelder@leonagroup.com

Other District Facilities		
School/Facility	Primary Phone	Alternate Phone
Marvin Pillow	313-896-6078	Marvin.pillow@leonagroup.com

General Contact Numbers		
	Contact	Phone Number
First Responders- Public Safety Agencies Hospitals	General Emergency	9-1-1
	Police Department	313-596-5300
	County Sheriff	313-224-2222
	State Police	734-287-5000
	Fire Department	313—596-1601
	American Red Cross	800-733-2767
	Poison Control	800-222-1222
	Local Hospital- Children’s Hospital	313-989-9259
	Detroit Medical Center (DMC)	313-745-0804
	Child Protective Services	855-444-3911

	National Suicide Prevention Hotline	800-273-8255
	National Center for Missing and Exploited Children	800-843-5678
General Contact Numbers		
	Contact	Phone Number
Utilities	Gas Company	800-477-4747
	Electric Company	800-477-4747
	Fire Alarm (Siemens)	734-456-3800

School Staff		
Name/Position	Cell Phone	E-Mail
Betty Avery / K Teacher		betty.avery@leonagroup.com
Carol Balfour / Spec Ed Teacher		carol.balfour@leonagroup.com
Kelondna Banner (Wright) / Custodian		kelondna.banner@leonagroup.com
Brenda Bonner / 2 nd Grade Teacher		brenda.bonner@leonagroup.com
Natasha Brown-Terry / Office Manager		natasha.brown-terry@leonagroup.com
Deborah Bryant / Math Interventionist		deborah.bryant@leonagroup.com
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Latisha Lindsey / LRE Aide		latisha.lindsey@leonagroup.com

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Class Rosters and Schedules

Appendix B

Middle School Schedule

Science			Math		ELA		Soc St		ELA		Math
O'Hala					Pippenger		Fields		Busemann		Dunbar
750-805	Homeroom	6A	6B		7A	7B	8A	8B			
810-900	1st hr	7a	6a		6b	8a	8b	7b			
905-955	2nd hr	8a	6a		6b	7a	8b	7b			
1000-1050	3rd hr	7b	6b		7a	6a	8a	8b			
1055-1145	4th hr	PREP	PREP		PREP	7b	8a	8b			
1150-1240	5th hr	6a	6b		7a	PREP	PREP	PREP			
1245-115	lunch	lunch	lunch		lunch	lunch	lunch	lunch			
120-220	6th hr	8b	7a		6a	6b	7b	8a			
225-325	7th hr	6b	7a		6a	8b	7b	8a			

Lunch		Recess	
K-2	1115-1145	1150-1205	
3-5	1155-1225	1230-1245	
6-8	1245-115		

Section	Prep Time	M	T	W	TH	R
6A	1055-1145	PE	Art	Music	Library	Comp
6B	1055-1145	Library	Comp	Art	PE	Music
7A	1055-1145	Art	Music	PE	Comp	Library
7B	1150-1240	Art	Music	PE	Computer	Library
8A	1150-1240	PE	Art	Music	Library	Comp
8B	1150-1240	Library	Comp	Art	PE	Music

Section	RTI Times	Prep Time	Prep Time	M	T	W	TH	F
Ka	1230-115	M, TH 220-310	T, W, Fri 125-215	PE	Music	Library	Art	Music
Kb	1230-115	M, T, TH, F 220-310	W 125-215	Library	Music	Art	PE	Music
1a	900-945	M 810-900	T-F 125-215	Library	PE	Music	PE	Art
1b	900-945	M 10-1050	T 810-900/W-F 125-215	Art	Library	PE	Music	PE
2a	950-1035	M 225-325	T, Th, Fri 220-310, W 1230	Art	PE	Library	Music	PE
2b	950-1035	M 125-215/W 220	T, TH, F 1230-120	Music	PE	Library	Art	PE
3a	810-855	M-F1000-1050		PE	Library	PE	Music	PE

3b	810-855	M-F 1000-1050		Library	PE	Art	PE	Art	PE	Art
4a	1105-1150	M-F 810-900		PE	Art	PE	Library	Music	Library	Music
4b	1105-1150	M-F 810-900		Art	PE	Music	PE	Library	PE	Library
5a	120-205	M-F 905-955		PE	Art	PE	Music	Library	Music	Library
5b	120-205	M-F 905-955		Art	PE	Music	Library	PE	Library	PE

Computers
RTI Pull Out
Prep
Special Projects
Lunch
Safety

PE	M	T	W	TH	F
750-805	750-805		750-805		750-805
810-900	4a	4b	4a	4b	810-900
905-955	5a	5b	5a	Prep	905-955
1000-1050	3a	3b	3a	3b	1000-1050
1055-1145	6A	Prep	7a	6b	1055-1145
1150-1240	8A	Lunch	7b	8b	1150-1240
1245-115	Lunch	2B	Lunch	Lunch	1230-120
125-215	Prep	1A	1B	1A	125-215
220-310	KA	2A	Prep	KB	220-310
315-325	Safety Checks	Safety Checks	Safety Checks	Safety Checks	315-325

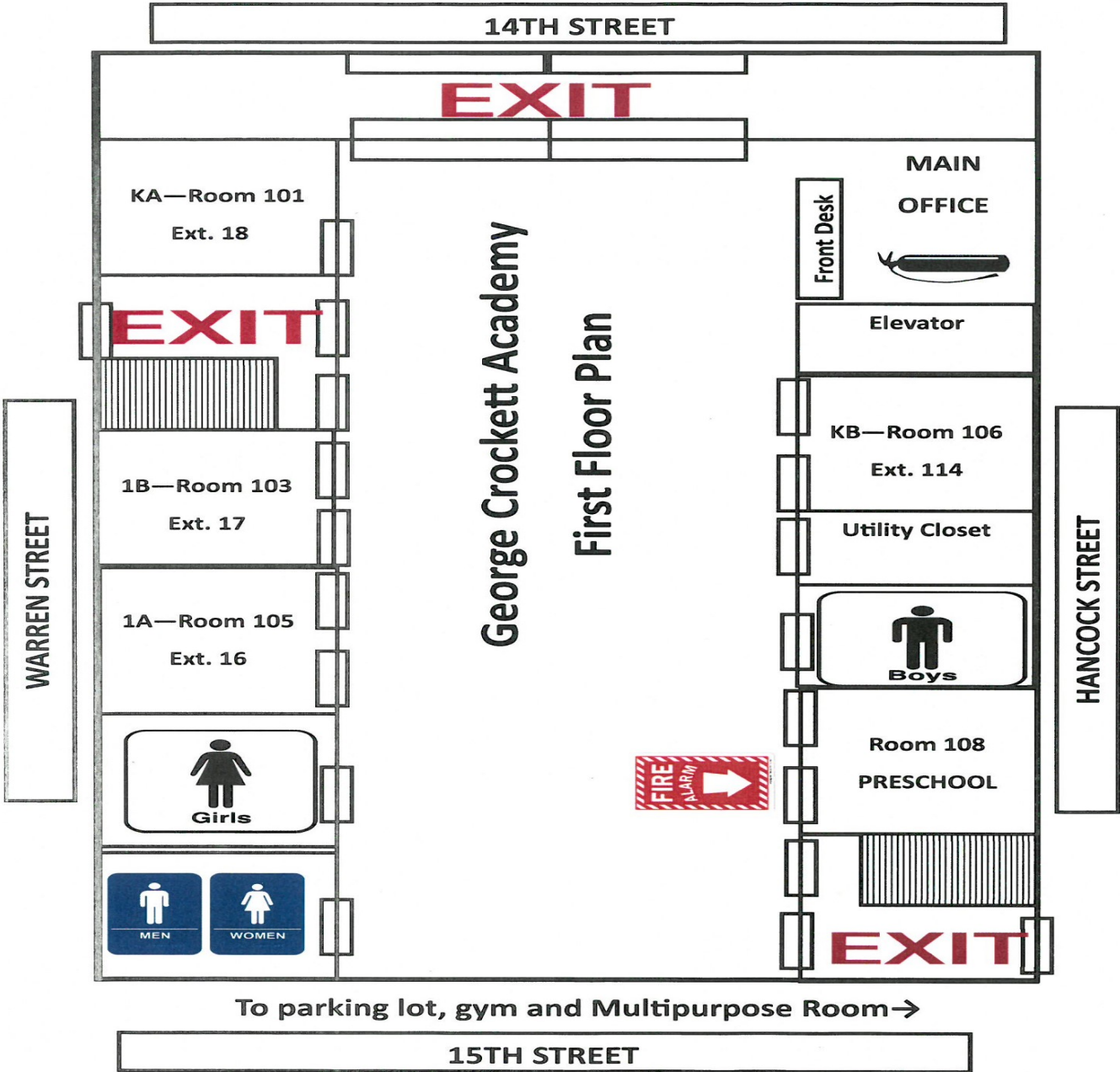
Art	M	T	W	TH	F
750-805	750-805		750-805		750-805
810-900	4b	4a	RTI 3rd Read	RTI 3rd Read	810-900
905-955	5b	5a	RTI 1st Read	RTI 1st Read	905-955
1000-1050	1B	RTI 2nd Read	3b	RTI 2nd Read	1000-1050
1055-1145	7a	6a	6b	Computer Planning	1055-1145
1150-1240	7b	8a	8b	Lunch	1150-1240
1245-115	Lunch	Lunch	Lunch	2B	1245-115
125-215	Prep	RTI 5th Read	KB	Prep	125-215
220-310	2a	Prep	Prep	KA	225-325

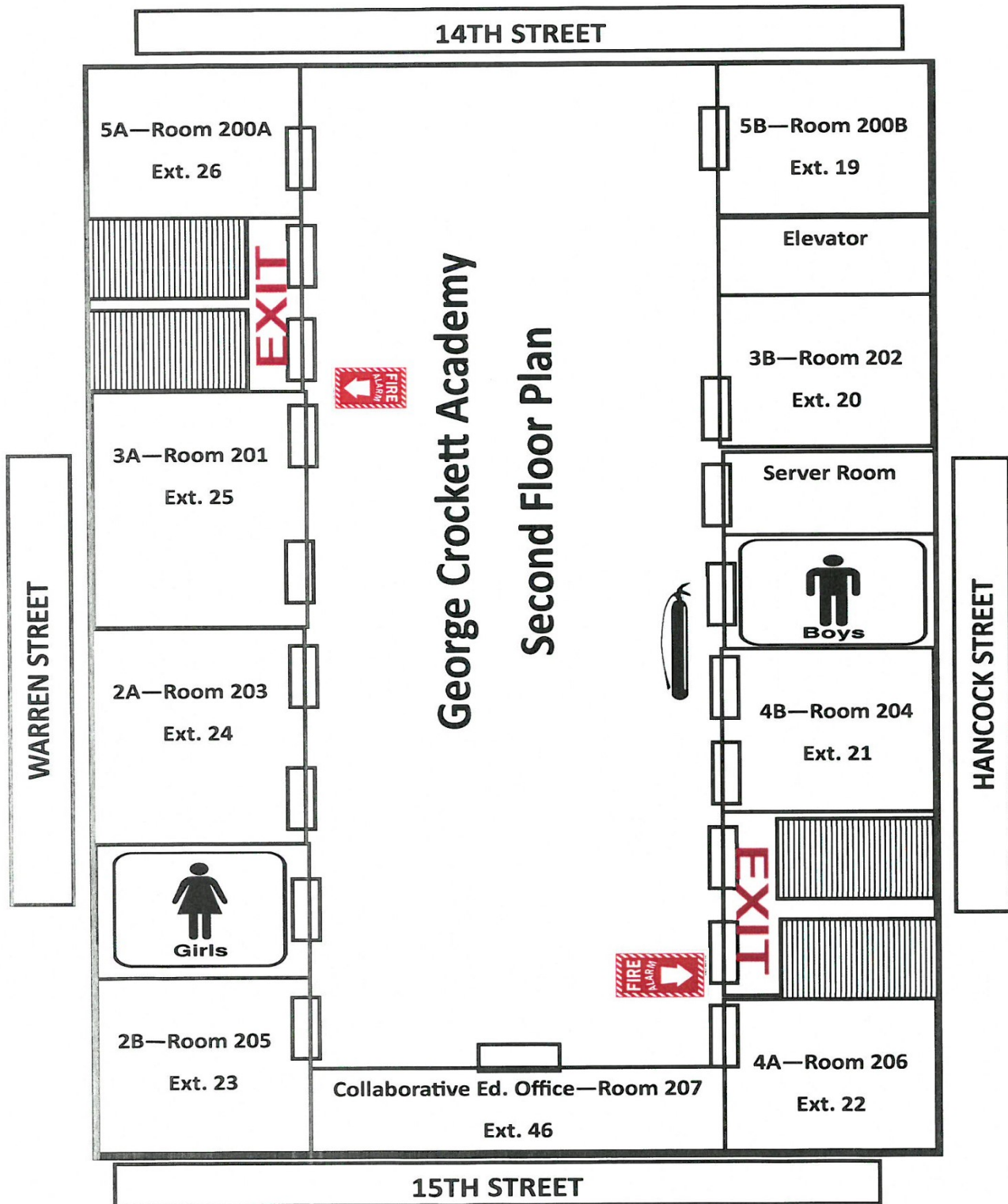
Music	M	T	W	TH	F
750-805	750-805		750-805		750-805
810-900	RTI 3rd Read	RTI 3rd Read	4b	Prep	810-900
900-950	RTI 1st Read	RTI 1st Read	5b	5a	905-955
955-1045	Computer Planning	Prep	Prep	3a	1000-1050
1050-1145	RTI 4th Read	7a	6a	7a Computers	1055-1145
1150-1240	Prep	7b	8a	7b Computers	1150-1240
1245-115	Lunch	Lunch	Lunch	Lunch	1245-115
125-215	2B	KA	1A	1B	125-215
220-310	Push in 5B	KB	Push in 5B	2A	220-310
315-325	Safety Check	Safety Check	Safety Check	Safety Check	315-325

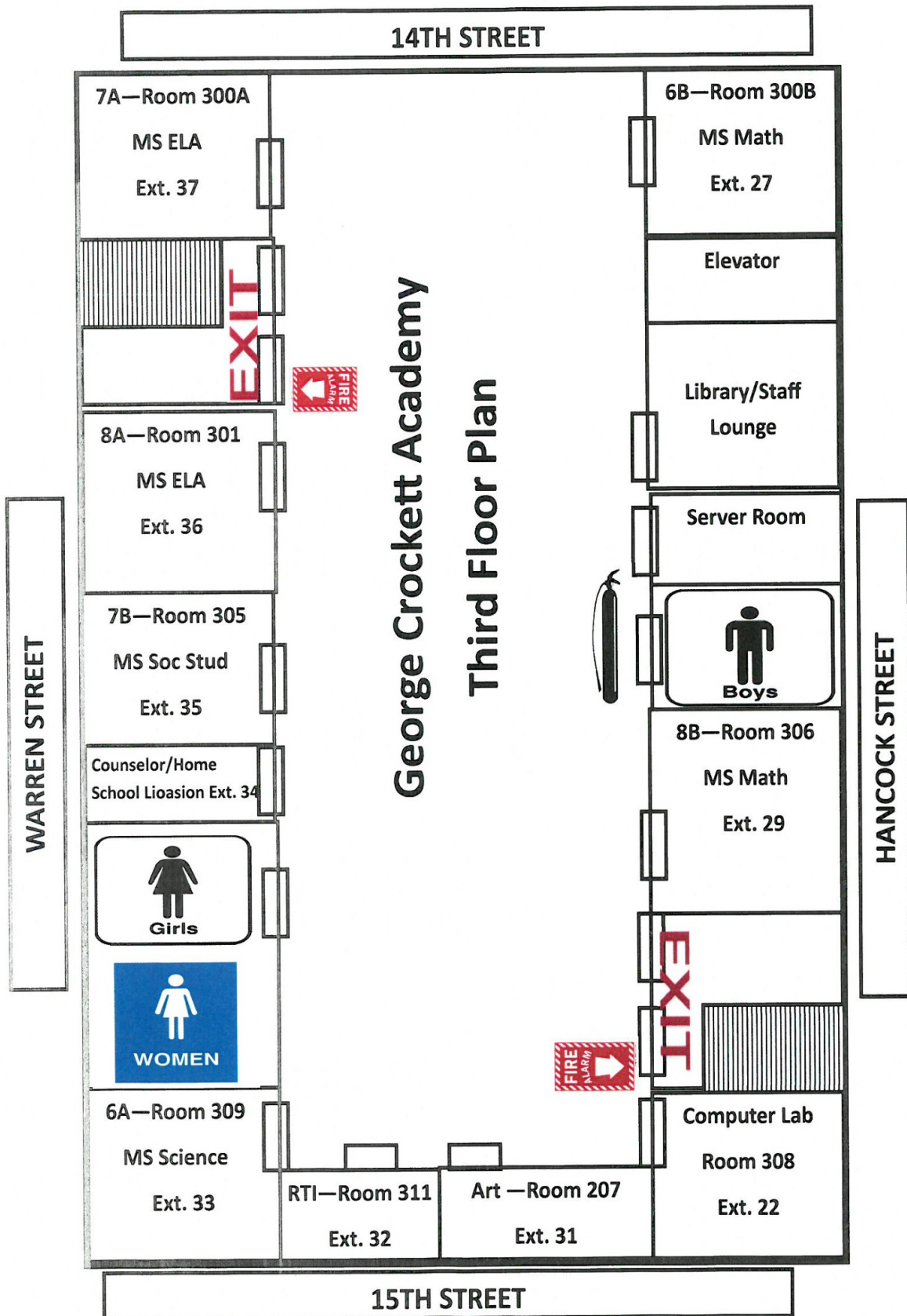
Library	M	T	W	TH	F
750-805	750-805		750-805	750-805	750-805
810-900	810-900	1B	Technology	810-900	810-900
905-955	RTI 1st Read	RTI 1st Read	Technology	905-955	905-955
1000-1050	3b	1000-1050	Technology	1000-1050	1000-1050
1055-1145	6b	1055-1145	Technology	1055-1145	1055-1145
1150-1240	8b	1150-1240	Lunch	1150-1240	1150-1240
1245-115	Lunch	1245-115	2a	1245-115	1245-115
120-215	Prep	RTI 5th Math	KA	125-210	125-210
220-310	KB	Prep	2B	220-325	220-325
315-325	Parent Outreach	Parent Outreach	Parent Outreach	7a Math	7a Math

School Maps and Floor Plans

Appendix C









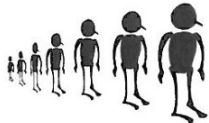
Multi-Purpose Room

FIRE EXIT

Students stand and face the stage.

Tables on the alley side of the MPR exit in a single line through the first set of doors.

Tables on the playground side of the MPR exit in a single line through the second set of doors.



All turn right and walk to 15th Street.

Specific Response Actions

Appendix D

Active Violence

An active violence incident involves an individual actively engaged in killing or attempting to kill people in a confined and populated area. The individual may be armed with a firearm or bladed weapon or may engage in other violent acts such as driving a vehicle into a crowd. There may or may not be a pattern or method to their selection of victims.

Before an incident occurs

- Don't assume it will never happen.
- Be aware of your surroundings at all times along with any possible dangers.
- Know where all of the exits in your area are located.
- Determine whether the space you are in can be locked.
- Know your exact workplace address including the office number.
- Have an escape plan, same as in a fire.

When an incident occurs

Run

- Take decisive action if you hear gunshots—don't wait until others tell you to act.
- Know your surroundings—have an escape route and plan in mind.
- Run and call 911 from a cell or campus phone when it's safe to do so.
- Help others if you can, but keep moving.
- When calling 911, be sure to provide an exact location—don't assume a dispatcher knows where you are located.

Hide

- If you can't run, hide as a second option.
- Do not huddle together, as it makes one easy target.
- Lock and/or use items to barricade doors, shut off lights.
- Put your cell phone on silent and call 911, but do not speak loudly to avoid being heard.
- Keep others calm around you.

Fight

- As a last resort, when running and hiding are not an option, fight when your life is in imminent danger.
- Assume a survival mindset and know that active violence situations are often over in a few minutes.
- Find an object to use as a weapon—fire extinguisher, chair, book bag, letter opener, etc.

- Develop a plan with others to take out a potential shooter—be decisive and commit to action.

What should I tell the 911 operator?

Don't assume someone else is calling 911. If you have specific information and have made it out safely, call the police.

- Be specific about the location where the incident is occurring—for example, “There is an active shooter on the campus of Northwestern University, first floor of Norris Center.”
- Provide a specific description of those involved, including clothing and weapons.
- Pre-program your cell phone with the Northwestern University Police Department emergency number: 847-491-3456.

What should I expect when police officers arrive?

- Remain calm and be prepared to show your hands to arriving police officers.
- Do not slow down responding officers. Follow their instructions and keep moving.
- Do advise them where the suspects may be in the building.

Fire & Evacuation Drill:

1. Lights off
2. Windows and doors closed
3. Evacuate silently and in one line to your predetermined location on the clipboard posted by door (take your emergency clipboard).
4. Take attendance once you are outside.
5. Small groups working stay with that teacher; do not go back to their classroom.
6. Designated Personnel will check bathrooms.
7. Students remain silent for directions.

Tornado Drill:

1. Lights off
2. Windows and doors closed
3. Main building evacuates to lockers, Cafeteria and 3rd floor evacuate to the gym. Students kneel down and bend over with head down, covering head. (take your emergency clipboard)
4. Take attendance once you are at destination.
5. Students remain silent for directions.

Hard Lockdown (Code Red & Blue – Activity is happening inside the building)

The announcement will be made over the school P.A. and a radio call will be made to the Gym and MPR. (information will be relayed as to what situation is in progress.)

1. Close and Lock classroom door. (Keep doors locked at all times, even if door is open)
2. Release door window covers to block window.
3. Huddle students in classroom out of view of windows and doors. (*Subject to change*)
4. Turn off lights.

5. Students in the Gym must move to the exit area (the exit door wall near light switch). If class is outside, go to the front of the church and sit on the steps.
6. All students must be silent until lockdown is lifted.

Teacher and/or Staff should check bathrooms closest to them for students – if safe to do so.

Soft Lockdown (Code Yellow & Orange)

The announcement will be made over the school P.A. and a radio call will be made to the Gym and MPR.

1. Close and Lock classroom door. (Keep doors locked at all times, even if door is open)
2. No one will be allowed to leave or arrive without administrative or police approval.
3. Designated staff will be observant for anything unusual.
4. Outdoor gate must be locked.
5. An announcement will be made when lockdown is lifted.

Evacuation (Code Black – Activity is happening outside the building)

In case of a bomb threat, the school evacuation will be announced over the P.A. The Gym and MPR will be contacted by land line or in person. ***Absolutely no cell phones or radios are to be used.***

1. Staff & students are to **EVACUATE** the building just as in a Fire Drill (1st, 2nd, 3rd floor).
2. Everyone is to meet on the football field across the street.
3. Staff & students will wait on the football field until the evacuation is lifted.

Walkie-Talkies will be stationed in the **Main Office, Gym, Music**; they are NOT to be removed for any reason.

- In all crisis situations, please keep your cell phones on you, & **ON VIBRATE**.
- ALL Staff members should have a cell phone list.
- The School Leader will inform staff when Lockdown is lifted.

If there are any Lockdowns during Lunch, or staff & students are in the MPR, they are to:

- **Lock MPR doors**
- **EVERYONE is to move to the back of the stage in the MPR & draw the curtains** (*Subject to change*)
- **Title I teachers can take Students in their office & lock the door.**
- **Remain silent and still until notified from appropriate source.**

If there are any Lockdowns during Transition, or Staff & Students are in the hallway they are to:

- **Move quickly to the nearest classroom & lock doors.**
- **Move to the back of the stage in the MPR and draw curtains** (*Subject to change*)
- **Remain silent and still until notified from appropriate source.**

Lockdown by Classes: *(Subject to change)*

1st FLOOR – *When entering the classroom...*

Room 101; Right – front corner

Room 103; Right – front MIDDLE SECTION between doors

Room 105; Right -- front MIDDLE SECTION between doors

Room 106; Left -- front MIDDLE SECTION between doors

Room 108; Left -- front MIDDLE SECTION between doors

2nd FLOOR – *When entering the classroom...*

Room 200A -- Closet

Room 200B -- Closet

Room 201 -- Closet

Room 202 -- Closet

Room 203 -- Closet

Room 204 -- Closet

Room 205 -- Closet

Room 206 -- Closet

3rd FLOOR – *When entering the classroom...*

Room 300A -- Closet

Room 300B; Left -- front corner (near Teacher's desk)

Room 301; Left -- front corner (near Promethean board)

Room 302; Left -- front corner (near book shelf & computer)

Room 305; Left -- front corner (near Teacher's desk)

Room 306; Left -- front corner (near Teacher's desk)

Room 307 (office) -- close & lock door

Room 308 (computer lab) -- close & lock door

Room 309; Left -- near Discipline Office

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
 - d. 2 staff member assigned to Parking lot exit to let people out of the building and not into the building
5. Dismissal Procedures
 - a. Kindergarten, 1st, 4th, 5th Grade – staff and students will exit out main door
 - c. 2nd, 3rd, 6th, 7th, 8th Grade – staff and students will exit down the back stairwell (Parking lot side)

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

ACTIVE SHOOTER

The most dangerous and threatening incident which could occur at any school is an active shooter within the building. Great care needs to be taken to keep students, faculty and staff safe, quiet and out of sight from the intruder. Law enforcement officers entering the building will be concentrating on finding the perpetrator and ending the assault. Extreme caution should be used in all decisions.

√	TIME	PRIORITY PROCEDURES
		Contact 911 immediately
		Place the school in an immediate lockdown.
		Determine the appropriate option based on known information and instruct students in that option. Your best option may include Lockdown: Locks, Lights, Out of Sight.
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
PRINCIPAL OR DESIGNEE		
SCHOOL RESOURCE OFFICER		
FACULTY AND STAFF		
√	TIME	PRINCIPAL OR DESIGNEE
		Activate School Emergency Operations Plan
		Contact 911 immediately.
		Contact the School Resource Officer.
		Secure the Main Office area.
		If possible and safe to do so, gather all information of suspect(s) involved and relay to 911
		Initiate a lockdown command.
		Remain on 911 call to assist in law enforcement deployments
		Lock doors if it can be safely done. Follow your training.
√	TIME	SCHOOL RESOURCE OFFICER
		Lockdown the building.
		If possible, attempt to identify location of suspect(s) involved and relay to responding officers
		Make personal decision to initiate possible contact with suspect(s) or wait for first responding officers.
		Inform responding officers of location in building and how you can be identified to responding officers

		Attempt to isolate and/or contain scene until further resources arrive
		Do not stop to render first aid unless you are sure the threat has been removed.
√	TIME	FACULTY AND STAFF
		Determine the appropriate option based on known information and instruct students in that option. Your best option may include Lockdown: Locks, Lights, Out of Sight.
		In in lockdown, maintain silence and listen for further directions from authorized personnel. Ensure all cell phones and pagers are off or in the "silent" mode
		Be a good witness. If you have seen the suspect or others involved, try and keep track of what you have observed

ASSAULT / FIGHTING

Violence or threat of physical harm to students, staff, administrators or other persons not involving a dangerous weapon or firearm

√	TIME	PRIORITY PROCEDURES
		Notify School Resource Officer
		Approach in a calm manner and direct combatants to stop fighting
		Escort combatants to the office, keeping them isolated from other students and each other
		Convene Threat Assessment Team and School Crisis Team, depending on the situation and decide what additional resources and support will be needed
ROLE REQUIRED		INDIVIDUAL ASSIGNED TO ROLE
WITNESS/REPORTED BY		
PRINCIPAL OR DESIGNEE		
SCHOOL COUNSELOR		
SCHOOL NURSE		
SCHOOL CRISIS TEAM		
PUBLIC INFORMATION OFFICER		
	TIME	WITNESS/REPORTED BY
		Inform police of your observation and be prepared to make a written statement.
		Check for injuries and if confirmed, call 911
		Use appropriate de-escalation strategies: √ remain emotionally neutral; √ quickly analyze situation to decide response, especially if police need to be called; √ if warranted and trained staff are available, restrain combatants; √ seek additional trained support staff for backup; √ remove other students and secure the scene.
		Get names and addresses of any witnesses and report to law enforcement and principal or designee
√	TIME	PRINCIPAL OR DESIGNEE
		Approach in a calm manner and direct combatants to stop fighting
		Separate combatants to a safe area, if possible
		Verify extent of assault or fight and notify law enforcement
		Attempt to determine who has been injured, and the extent of injuries. Notify the school nurse and request additional medical help as needed

		Direct the clearing of the classroom or halls in the immediate vicinity or request all of the hallways be cleared
		Direct preparation of a phone list identifying names of students and parents who need to be notified
		Contact superintendent
		Work with the School Counselor to initiate plan as determined by need and severity of the situation
		Work with Public Information Officer if a press release is needed after consulting with police
		Conduct investigation and follow school discipline policies and administrative procedures, which may include anger management or other appropriate counseling
		Determine consequence for the offender(s). This could include: suspension, in-school punishment, criminal charge, group conferences, restorative justice methods, and referral to community justice center
		Debrief with School Crisis Team and staff
		Complete an incident report and file
√	TIME	SCHOOL COUNSELOR
		Assist principal or designee with notifying parents of victims
√	TIME	SCHOOL NURSE
		Assess extent of injuries, administer first aid and seek further medical support as needed
√	TIME	SCHOOL CRISIS TEAM
		Approach in a calm manner and direct combatants to stop fighting
		Escort combatants to the office, keeping them isolated from other students and each other
		Convene School Crisis Team, depending on the situation and decide what additional resources and support will be needed
√	TIME	PUBLIC INFORMATION OFFICER
		Handle press
		Prepare a written statement, if the situation warrants it, for staff to read to students at school and send to parents/guardians describing the facts known at the time and procedures for accessing support as needed
		Contact media with predetermined message that has been approved by principal or designee after communication with the police

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 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

Continuity/Communication of operations 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:

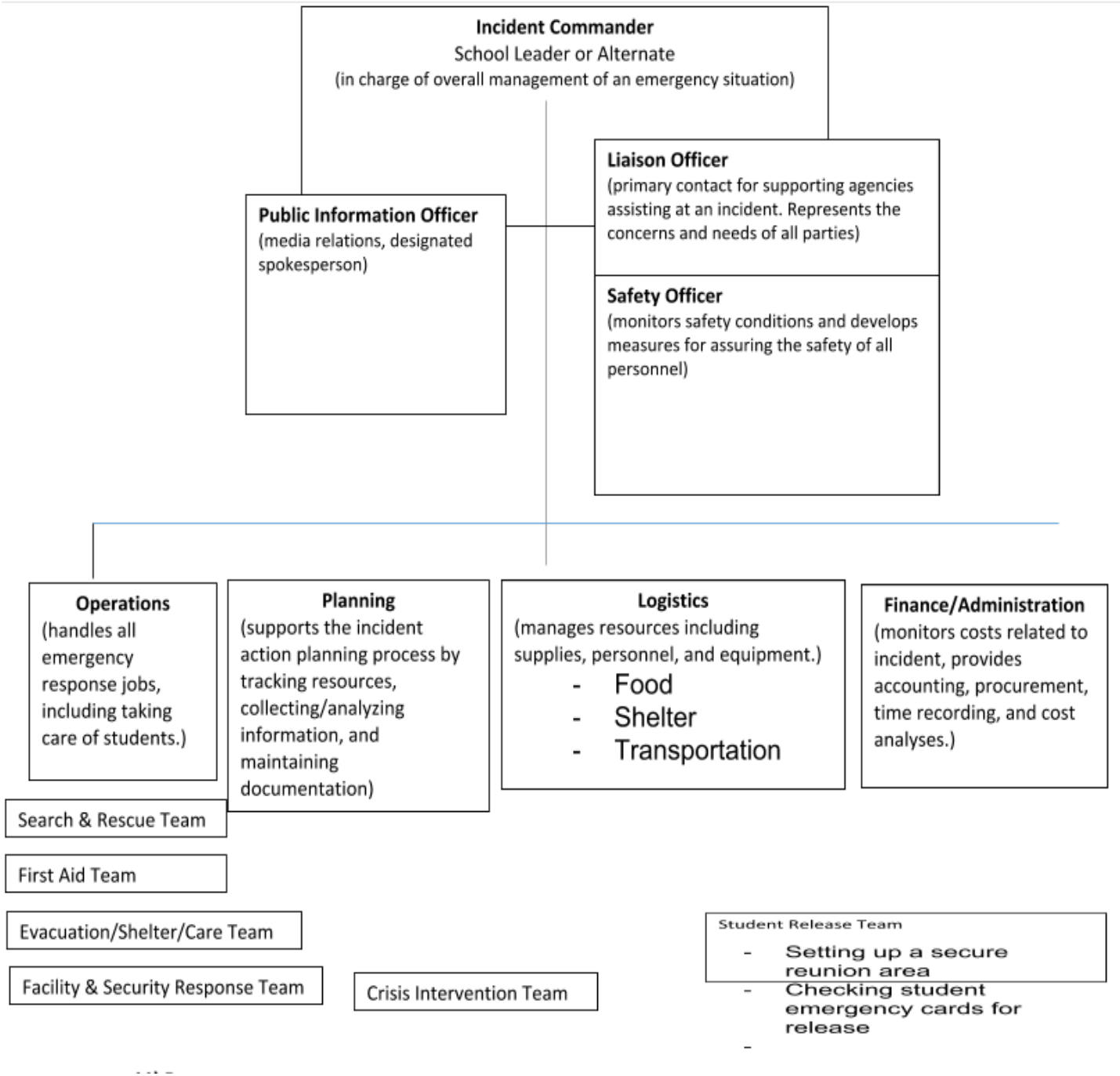
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine information technology assets and personnel resources. Determine the impact on the school operations for 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.

Incident Command System Job Action Sheets

Appendix G



Resource Inventory

Appendix H

Resource/ Material	Location/Source
First Aid Supplies	Main Office and kitchen
Fire Extinguishers	Found throughout hallways and kitchen
Classroom emergency kits	Each door of classroom
Food	Kitchen
Water	Kitchen and main office
Maintenance supplies	Shed and closet on 1 st floor under stairs
Communication equipment	Main Office

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.

Go-Kit and Emergency Supplies Checklists

Appendix I

Go-Kit Checklist: Administration/Main Office

	Clipboard with lists of: <ul style="list-style-type: none">• All students<ul style="list-style-type: none">○ Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential○ School personnel○ School emergency procedures○ Key contact information for the district crisis team
	Parent- Student Reunification Plan
	Whistle
	Hat or brightly colored vest for visibility and leadership identification
	Battery-operated flashlight and batteries
	Utility turn-off procedures
	Emergency communication device
	First-aid kit with instructions

Go-Kit Checklist: Classroom

	Clipboard with lists of: <ul style="list-style-type: none"> ● All classroom students <ul style="list-style-type: none"> ○ Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential ○ Classroom personnel ○ School emergency procedures
	Whistle
	Hat or brightly colored vest for visibility and leadership identification
	First-aid kit with instructions
	Pens and paper
	Age-appropriate student activities (such as playing cards, checkers, inflatable ball, etc.)
	Epi Pen Kit- if applicable
	Diabetic Pen- if applicable

Emergency Supplies: Administration/Main Office

	Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet
	Reflective vests or other means of identifying safety team members
	Whistles
	Small directory with emergency telephone numbers of local drug stores, etc
	Walkie-talkies
	Pens, pencils, or wax markers
	Cell phone charger(s)
	Special needs roster
	Campus maps with evacuation sites & reunification site (See: Rapid Responder)
	First aid supplies
	First aid instruction manual
	Medical gloves and Work gloves
	Canned Food and Water supply--- Can opener
	Battery-operated flashlight or light sticks
	Extra batteries
	Battery-operated radio
	Blankets, pillows
	garbage bags
	Sanitary items (toilet paper and towelettes)
	Breathing masks
	Waterproof matches and container Lighter
	Multipurpose tool, wrench or pliers, and knife
	Speaker or megaphone
	Utility turnoff procedures

Emergency Supplies: Classroom

[illegible]

Memorandums of Agreement/Understanding

Appendix J

N/A

Law Enforcement Command Posts

Appendix K

School Leaders Office

Emergency Utility Shut-Off Procedures

Appendix L

Electricity	
Shut-off location:	Main Electrical Panel Outside West Door (Parking Lot) Service Disconnect in Boiler Room in Gym
Key location:	Custodian - Office
Tools required:	None
Instructions:	Push lever towards off position on all four levers.



Natural Gas	
Shut-off location:	Indoor closet under stairs (East stair case)
Key location:	None
Tools required:	None
Instructions:	Turn shut off valve until it is lined up with the whole on the right



Water	
Shut-off location:	Basement under stairs
Key location:	None
Tools required:	None
Instructions:	Shut down both locations



Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	
Key location:	Janitorial Closet in MPR
Tools required:	
Instructions:	Flip Positon Switch to OFF



Boiler	
Shut-off location:	Boiler Room located in Gym near Restroom
Key location:	Custodians and office
Tools required:	None
Instructions:	Flip switch to off position



Cardiac Emergency Response Plan

Appendix M

Cardiac Emergency Response Plan

George Crockett Academy

This Cardiac Emergency Response Plan is adopted by **George Crockett Academy** effective **November 12, 2019**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **George Crockett Academy** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

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

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for (insert name of school/school district):

- (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **George Crockett Academy** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) **Additional Resuscitation Equipment:** A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.

- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- (a) Staff Training:
 - (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **George Crockett Academy** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
 - (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.
- (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **George Crockett Academy** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less **George Crockett Academy** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district’s plan

- (a) **George Crockett Academy** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.

- (c) **George Crockett Academy** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

George Crockett Academy shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.
Post-event documentation and action shall include the following:
 - (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. **Protocol for School Cardiac Emergency Responders**

George Crockett Academy

Cardiac Emergency Response Team PROTOCOL

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name & Address _____

School Emergency Phone# *Insert #s for school-hours & after-hours, may be office during school hours* _____

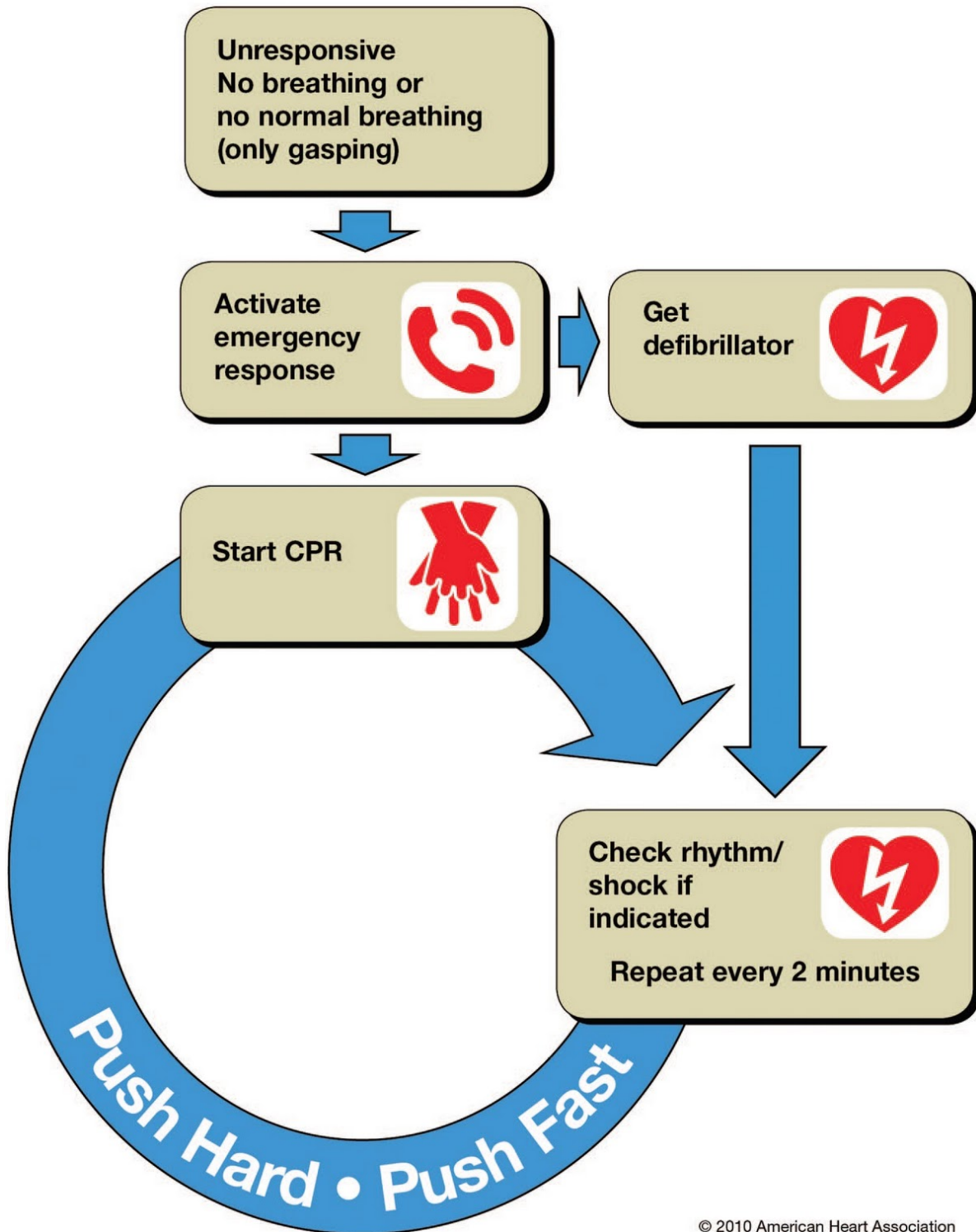
Cross Streets _____

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

AED Location _____ **AED Location** _____

George Crockett Academy
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL
Simplified Adult BLS



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Parent and Pupil Reunification

Appendix N

Parent-Student Reunification Procedures

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to insure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Parent-Student reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, schools must establish a safe area for parents to go to pick up their children. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

- Parents will report to the assigned area and give the name of their child/children.
- Picture I.D. will normally be required by the person in charge to insure the person requesting the child/children is a match to the name on the emergency release card.
- A runner will go to the student assembly area and get the child/children requested by the parent or adult. The runner will escort the student back to the pick-up area.
- Parents will be asked to sign a form indicating they picked up the child/children. The date and time will also be indicated on the pick-up form.
- If the child is in the first aid area the parent will be escorted to that area for reunification with their child/children.
- Counselors, when available, will be located close to the first aid area in the event they are needed.

Traffic Control

- Traffic will be controlled by school based law enforcement until local law enforcement is available and on scene at the school.

- To every extent possible two-way traffic will be maintained to allow for entry and exit of emergency vehicles.
- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up. It should be understood this will not occur at the beginning of the incident.
- When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles, to manage the emergency or disaster.

Maintaining the Procedures

- Student rosters should be updated at least twice a year. If your enrollment dictates you might want to update more often.
- Updated rosters should be stored in every classroom in an area easily identified by the both teachers and substitutes. Additional copies of the rosters should be distributed to the principal, and placed in the back of the emergency plan binder.
- Emergency cards should be filled out at the beginning of the year. This card should include contact information on parents/guardians, as well as other adults who can be contacted if the parent/guardian is not available. The card should also indicate who the child is permitted to leave campus with if necessary.

DO NOT release students to people not listed on the student emergency card. A well intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students' families will know where they are. The card should also include all pertinent medical information such as allergies, medications, and doctor contact information. These cards should be stored in the front office in both hard copy and electronically if possible.

Things to remember

- Some parents will refuse to cooperate with the student/parent reunification process. This situation can be diminished, to some degree, if parents are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. It is a good idea to include this material included in your student handbook distributed at the beginning of the school year.
- Parents may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise.
- Shortly after the incident the media will have a presence on your campus. The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that parents be sheltered from media representatives

Vulnerability of Risk Assessment

Appendix N

Effective planning requires the identification and prioritization of Threats and Hazards that pose a risk to your school. Utilizing your School Public Safety Team and historical records, complete the table below. If there are Threats/Hazards that pose a risk to your school but are not included below, please add them.

You will determine the Risk Priority to your school by considering its probability, magnitude, warning and duration. Those items that you identify as having a High Risk Priority should be addressed first in your planning and mitigation actions.

Threat/Hazard	Probability 1. Unlikely 2. Possible 3. Likely 4. Highly Likely	Magnitude 1. Negligible 2. Limited 3. Critical 4. Catastrophic	Warning 1. 24+ hrs 2. 12-24 hrs 3. 6-12hrs 4. Minimal	Duration 1. <3 hrs 2. 3-6 hrs 3. 6-12 hrs 4. 12+ hrs	Risk Priority Low Medium High
Flooding	2	-	1	1	Low
Earthquake	1	-	-	1	Low
Infectious Disease	2	-	-	1	Low
Hurricane/Tropical Storm	1	-	-	1	Low
Tornado	2	-	-	1	Low
Landslide/Rockslide	1	-	-	1	Low
Severe Thunderstorm	3	-	1	3	Medium
Fire	1	-	4	1	Medium
Dam Failure	2	-	-	1	Low
Severe Winter Storm	2	-	1	4	Low
Hail	1	-	-	1	Low
Ice Jam	2	-	-	1	Low
Extreme Temperatures	3	-	1	4	Medium
Power Outage	3	-	4	3	Medium
Hazardous Material Release	1	-	-	1	Low
Terrorism	1	-	-	1	Low
Active Shooter	2	-	-	1	Low
Bomb Threat	2	-	-	1	Low
Suicide	2	-	-	1	Low