

2019-20

Hartland Consolidated Schools School Safety Emergency Operations Plan

This plan has been approved by the Livingston County School Safety Committee. Each Central Office site shall maintain a copy of this Plan and ensure that each school site has a copy of the companion Quick Reference Guide including the required supplements for current Building Maps, Building Team Assignments, and a completed Annual Safety Checklist for each classroom.

EMERGENCY PROCEDURES

Building

Room

FIRE



EVACUATE

- Pull nearest fire alarm.
- Turn lights off and close door.
- Proceed to nearest available exit.
- Use stairs, not elevators.
- Assist persons with disabilities/special needs.
- Meet at designated rally point away from building.
- Stay in groups.
- Account for individuals.
- Re-enter area only when directed by authorities.

ACTIVE SHOOTER



Lock Out, Hide Out, Get Out

- **Lock out** – Find shelter and lock your door. If locked out of a safe place run away from the danger zone to a rally point or to emergency personnel.
- **Hide out** – Barricade the room. Turn off lights, be quiet, and stay out of sight. Prepare to evacuate and protect yourself by any means necessary.
- **Get out** – If at any time the situation warrants, evacuate to rally point or to emergency personnel.

SEVERE WEATHER



SEEK SHELTER

- Close all doors, including main corridors.
- Move to lowest interior space of building (hallway, basement, restroom) away from windows and glass.
- Crouch near floor or under heavy, well supported objects and cover back of your head.
- If outdoors move to sturdy building.
- If there is no time to move into a building, lie flat in nearest depression (ditch, ravine) and cover the back of your head.
- Listen for announcements or if after school hours monitor 93.5 WHMI for all clear.

SHELTER IN PLACE



STAY PUT

- If outdoors move into the building to a secure area.
- Lock the doors (interior & exterior).
- Stay in your room (no passing).
- Wait for further instruction.

Be Prepared

CALL 911

Remain Calm

Follow Emergency Personnel Directions

MEDICAL /CARDIAC



GET HELP

- If trained, administer first aid/CPR/AED as appropriate.
- If not trained, stay clear of area where emergency has occurred.
- Alert school personnel/office.
- Direct first responders to incident location.
- Re-enter area only when directed by authorities.

POWER OUTAGE



EVALUATE

- Stay where you are and wait for emergency lighting.
- Begin Shelter in Place procedures.
- If people are trapped in an elevator, alert school personnel/office - do not pry open elevator doors.

HAZARDOUS MATERIALS



EVACUATE & ISOLATE

- Alert people to evacuate the contaminated area.
- Avoid breathing vapors from spill.
- Alert school personnel/office.
- If personally contaminated, avoid contact with others (isolate), seek eye wash and/or emergency shower.
- Do not operate any electrical devices, phones (including cellular), appliances, light switches, or equipment with open flames, within spill area.
- Re-enter area only when directed by authorities.

NATURAL GAS LEAK



STAY CLEAR

- Evacuate the building to the designated rally point and await further instructions.
- Do not operate any electrical devices, phones (including cellular), appliances, light switches, or equipment with open flames.
- Do not try to locate source of gas leak
- Alert school personnel/office.
- Re-enter area only when directed by authorities.

Published August 2014

This Emergency Operations Plan has been prepared to facilitate response and recovery efforts during emergencies. The response and hazard specific guides provide procedures that should be followed during the listed emergency. The guides offer a framework that can be applied to a variety of emergency situations. Each incident, however, is unique, and employees and visitors are urged to use common sense in applying guidelines.

RED Level Responses:

- **Fire** - Pg. 5
- **Active Shooter (Assailant) & Lockdown** - Pg. 6
- **Severe Weather** - Pg. 9

ORANGE Level Responses:

- **Shelter in Place** - Pg. 11
- **Medical/Cardiac** - Pg. 12

YELLOW Level Responses

- **Power Outage** - Pg. 16
- **Hazardous Materials** - Pg. 17
- **Natural Gas Leak** - Pg. 19

Other Emergency Response Information

- **Open Carry of a Gun** - Pg. 20
- **Reunification Response** - Pg. 21
- **Bomb Threat Response** - Pg. 23
- **Annual School Safety Checklist Template** - Pg. 24
- **Communication Protocol Template** - Pg. 26
- **Building Safety Team Assignment Template** - *Added by Each Building*
- **Building Maps** - *Added by Each Building*

General Statements

Administration, Finance, and Logistics: If school resources prove to be inadequate during an incident the Hartland Consolidated School District shall support coordination efforts with local emergency services and provide supplemental assistance inclusive of negotiating contracts, managing expenditure of funds, and maintenance of accurate records of key incident management activities.

Knox Box: Each school site shall update the Knox Box with all required information (ex: building maps and floorplans, utility shut-off procedures) during the months of September and February. Updates shall be confirmed with the designated central office administrator.

Continuity of Operations: School will resume as soon as possible after an emergency event to ensure minimal disruption to the school system, students and staff. The exact time and location for classes to resume will depend on the type and severity of the event. The school will conduct its essential missions and functions by resuming educational operations, even if those operations must be temporarily relocated.

Direction and Control: The lines of succession for incidents should respect the administrative structures for each district/building. Roles and responsibilities shall be established by the Superintendent or his/her designee based on the magnitude of each individual event. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. 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.

Job Action Sheets provide school personnel with the basic information needed when assigned a position by the Superintendent or his/her designee within the EOP. Following are the essential functions of the key jobs during an incident:

Central Incident Commander (Superintendent or his/her designee): Works at a central location with emergency responders to organize implementation of response and reunification efforts.

Public Information Officer: Generally a responsibility of the Incident Commander, provides information to the public through the news media and other mechanisms.

Site Incident Commander: Serves as the emergency lead person at the site of the incident and is responsible for making all operational decisions in consultation with the Operations Section Chief, overseeing staff, and ensuring the workflow is running efficiently.

Resource Inventory: The resources to be used during events include cellular phones assigned to school administrators, first aid kits located in the building's main office, and resources provided by first responders.

Go-Kit & Emergency Supplies Kit: The main office of each building shall maintain a kit to be used during an event that includes at a minimum: emergency response quick reference guide, student rosters with identification of students with medical or dietary needs, and a list of school emergency contacts. The Go-Kit shall be updated each September and February and confirmed with the designated central office administrator. Each classroom should maintain a kit that includes at a minimum a current student roster and school emergency contacts.

Law Enforcement Command Post: The Superintendent of each district shall establish emergency operations locations in coordination with local law enforcement personnel based on the location, type, and magnitude of each individual response event.

FIRE

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

Notification Procedures: Evacuate the building by using the fire alarm while simultaneously shouting “FIRE, FIRE, FIRE!”.

Call 9-1-1

- Any witness to or anyone witnessing the fire will CALL 9-1-1.
- Stay calm and assess the situation.
- Identify the name and address of the school, describe the emergency, and indicate that the school is being evacuated.
- Remain on the phone to provide the location of the fire within the building, updates, and any additional information.
- Conduct evacuation procedures, account for all students/staff, and be prepared to evacuate off-campus to a relocation site.
- Be prepared to utilize an alternate exit path if the primary exit route is unsafe.
- Ensure the building is evacuated.
- Render first aid to injured students/staff that may be in or near the area, as long as it is safe to do so.
- Assist police/fire/EMS, as needed.

FIRE



EVACUATE

- Pull nearest fire alarm.
- Turn lights off and close door.
- Proceed to nearest available exit.
- Use stairs, not elevators.
- Assist persons with disabilities/special needs.
- Meet at designated rally point away from building.
- Stay in groups.
- Account for individuals .
- Re-enter area only when directed by authorities.

ACTIVE SHOOTER (Assailant) & LOCKDOWN

Purpose: This protocol is used when there is an active shooter (assailant) threat posing imminent danger to students/staff or there is a need to initiate a lockdown independent of an active shooter (assailant) threat.

Procedures: If an active shooter (assailant) is spotted a lockdown should be announced. Any staff member is empowered to initiate a lockdown. Make the following announcement using the building public address system or by any other means available at the time:

Lockdown immediately!

Lockdown immediately!

- Call 9-1-1** and identify the name and address of the school, describe the emergency, indicate that the school is going into LOCKDOWN, provide a description of suspect(s) and weapon(s), if known, and identify the location of the primary school staff, or command post.
- Remain on the phone to provide updates and additional information to the emergency dispatcher.
- DO NOT** approach police officers as they attempt to locate and neutralize the threat.
- DO NOT** attempt to make contact with the individual who poses the threat.

See General Lockdown Procedures on Next Page



Lock Out, Hide Out, Get Out

- **Lock out** – Find shelter and lock your door. If locked out of a safe place run away from the danger zone to a rally point or to emergency personnel.
- **Hide out** – Barricade the room. Turn off lights, be quiet, and stay out of sight. Prepare to evacuate and protect yourself by any means necessary.
- **Get out** – If at any time the situation warrants, evacuate to rally point or to emergency personnel.

ACTIVE SHOOTER (Assailant) & LOCKDOWN (Continued)

General Lockdown Procedures:

When instructed to do so or when in your opinion the situation warrants:

- If 9-1-1 has already been contacted, proceed to the next step. If you are unsure, **call 9-1-1** anyway and let them know the school is going into lockdown and explain why.
- Ensure that all students and staff take immediate refuge, securing all doors and windows, and barricading as many items possible between students/staff and the threat. Close shades/shutters on doors/windows
- Render first aid to injured students/staff that may be in or near the area, as long as it is safe to do so. Find and secure yourselves and any students in a safe location.
- Move to least visible area of the room, remain silent, and students should turn cell phones *off*--staff should turn cell phones to “*vibrate*.”
- Await further instructions.

If necessary and safe to do so, authorized staff should:

- Notify the district central office.
- Notify students/staff outside to immediately move to the off-campus assembly area(s); account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- Notify the transportation department to stop all in-bound buses and redirect them to designated sites.

DO NOT LEAVE A SECURE LOCATION DURING A LOCKDOWN EVEN IF THE FIRE ALARM ACTIVATES AND THERE IS NO SIGN OF FIRE OR SMOKE

DO NOT OPEN THE DOOR FOR ANYONE EXCEPT A LAW ENFORCEMENT OFFICER WITH A SCHOOL REPRESENTATIVE

ACTIVE SHOOTER (Assailant) & LOCKDOWN (Continued)

Effectively trained staff will do the following in a lockdown:

- Immediately close and lock the door of their classroom.
- Barricade the classroom door effectively.
- Encourage students to do whatever it takes to survive if the room is breached
- Recognize that a locked, barricaded classroom is the safest environment in most incidents, but that they have the option and ability to evacuate their students if that is the best remaining choice.
- NOT** respond to a fire alarm if it activates and there is no sign of fire or smoke.
- NOT** open the door for anyone except a law enforcement officer AND school representative together. These two people will come door to door after a lockdown concludes.

SEVERE WEATHER

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

Watch: A precautionary alert is issued when conditions are favorable for the development of severe weather in a specific area. Outside events for students are to be cancelled or moved inside.

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

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

General Notification Procedures:

- Monitor developing weather conditions.
- Contact the administrator-in-charge for direction.
- If conditions warrant protective measures to be taken, initiate severe weather procedures and assist students/staff to proceed to the shelter area.
- If there is a medical emergency, **CALL 9-1-1.**
- If damage has occurred to the building, evacuate the affected areas/campus if able to do so safely.
- Discourage the release of students/staff until the severe weather passes.
- Account for all students/staff and visitors.
- Keep students quiet and calm.



SEEK SHELTER

- Close all doors, including main corridors.
 - Move to lowest interior space of building (hallway, basement, restroom) away from windows and glass.
 - Crouch near floor or under heavy, well supported objects and cover back of your head.
 - If outdoors move to sturdy building.
 - If there is no time to move into a building, lie flat in nearest depression (ditch, ravine) and cover the back of your head.
 - Listen for announcements or if after school hours monitor 93.5 WHMI for all clear.
-

Transportation Procedures Shown on Next Page

SEVERE WEATHER (continued)

Transportation Procedures:

In the event of a Tornado Warning buses are not to be dispatched. If in route buses will deliver existing students to nearest school where students and drivers can take shelter. Underpasses do not provide protection and should be avoided. Passengers should never remain on a school bus in a tornado.

During Regular Routes:

- If a tornado is spotted while on route the driver is to travel at right angles from the tornado's path. If there is not time to drive away from it, radio base and look for a ditch or ravine and then stop and get all passengers out of the vehicle and move away from the vehicle in the direction of the tornado (facing headwind). In open country, lie flat in a nearby ditch and depression and hold onto something.
- If the warning occurs during the route the radio dispatcher will notify drivers that there is a "weather warning" which means it is a tornado warning or that a severe thunderstorm has been sighted. In those cases you must find a safe location (such as a school building). Be sure to contact base to inform them of your location so that we can contact you on your cell phone or at the location where you are.
- During this weather warning there should be no radio traffic unless an emergency arises. We will contact you when the warning has been lifted and you can proceed on your route.

During Activity Field Trips

- Shelter should be taken at the nearest school or public building.

SHELTER IN PLACE

Purpose: This protocol is used to provide a refuge for students/staff and the public when movement needs to be restricted within the building or during an external situation, which could potentially become an emergency affecting the schools. The most common shelter is the normally assigned classroom. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

Notification Procedures: In the event that a shelter-in-place incident becomes apparent in any school location—the building principal or designee should make the following announcement (or equivalent) using the building public address system (if there is power), two-way radio, telephone, or megaphone:

“ YOUR ATTENTION, PLEASE. WE ARE IMMEDIATELY GOING INTO SHELTER-IN-PLACE. STUDENTS AND STAFF ARE DIRECTED TO REMAIN IN THEIR CLASSROOM UNTIL FURTHER NOTICE. ALL STAFF AND STUDENTS IN THE HALLWAYS OR IN UNSECURED COMMON AREAS ARE TO IMMEDIATELY MOVE TO A NEARBY CLASSROOM. STAND BY FOR FURTHER INSTRUCTIONS.”

- Order students/staff outside or in portable classrooms to move inside the building if appropriate. **Note:** Ensure persons entering the building from a potentially contaminated environment **DO NOT** integrate with those already inside to avoid cross-contamination concerns.
- If necessary, move students/staff into designated safe areas, such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors. Direct staff to close all windows and doors:
 - If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas up-wind or cross-wind from the spill.
 - If warranted, order the shut-off of utilities and HVAC systems to stop the inflow of outside air into the building.
 - Maintain and report student attendance.
- All persons must remain in shelter until notified that normal activity may continue.

**SHELTER
IN PLACE**



STAY PUT

- If outdoors move into the building to a secure area.
- Lock the doors (interior & exterior).
- Stay in your room (no passing).
- Wait for further instruction.

MEDICAL / CARDIAC

MEDICAL

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

Notification Procedures: In the event of a medical emergency at any school location-- report the medical emergency immediately.

[Call 9-1-1](#)

- Stay calm and evaluate the scene.
- Isolate the area.
- If the scene is not safe (e.g., electrocution, downed wires, etc.), wait for EMS.
- If the scene is safe, proceed to the victim and assess the severity of the situation/injury.
- Instruct a staff member trained in first aid/CPR to respond to the area to assist.
- Stabilize the victim and administer first aid.
- Assign an individual to meet/escort the emergency medical responders.
- Notify the parents/guardians, etc.
- Provide the police/fire/EMS with emergency information.
- Accompany the student/staff member to the hospital if the parents/guardians, etc., cannot be there.

CARDIAC

See Next Page

**MEDICAL
/CARDIAC** 

GET HELP

- If trained, administer first aid/CPR/AED as appropriate.
- If not trained, stay clear of area where emergency has occurred.
- Alert school personnel/office.
- Direct first responders to incident location.
- Re-enter area only when directed by authorities.

MEDICAL / CARDIAC (continued)

CARDIAC

Purpose: This protocol is used when there is suspected sudden cardiac arrest.

Notification Procedures: In the event of a suspected cardiac emergency at any school location--report the emergency immediately.

- Recognize sudden cardiac arrest (e.g., collapsed and unresponsive; no breathing or gasping, gurgling or labored breathing; seizures may occur).

Call 9-1-1

- Provide exact location of emergency and best access point. Document time of call and time of EMS arrival.
- Assign an individual to meet/escort the police/fire/EMS.

Activate school's cardiac emergency response plan and follow procedures in "TEAM Procedures" below. If cardiac emergency response team is delayed or not available, proceed with following:

- If automated external defibrillator (AED) is available, assign an individual to bring it to the scene; have a staff member trained in the use of the AED respond to the area to assist.
- Assign an individual to assist with crowd control, documentation, and clearing all rescuers and bystanders.
- Assess patient (e.g., airway, breathing, and circulation).
- Prepare victim by removing his/her shirt; dry his/her chest, if wet.
- If AED available, have trained staff member operate AED.
- If no AED or trained staff member is available/present, have a staff member trained in first aid/CPR respond to the area to assist.
- EMS will take charge of the situation upon arrival.
- Notify the parents/guardians, etc.

See Medical Emergency Response Team (MERT) Procedures on Next Page

MEDICAL / CARDIAC (continued)

Medical Emergency Response Team (MERT) Procedures

- Alert Office via phone, radio, or student/staff
 - Request AED
 - Provide exact location
 - Direct other students to adjacent classroom or location; stay with victim
 - Immediately begin CPR
- Announce Alert within Building
 - Notify Medical Response Team
 - Consider announcement of “Shelter in Place – Medical Emergency”
- All Medical Emergency Team Members Proceed Immediately to Location
 - Closest team member is to retrieve AED en route to location
 - If CPR has not been initiated, then first responder on scene begins CPR
 - Open and apply AED as soon as it is on scene
 - Continue providing CPR and using AED, if indicated, until EMS arrives
- Communications:
 - Person Designated to manage communications and document events
 - School Hours: Office Staff
 - After School: Administration
 - Person Designated to notify appropriate administrative contacts
 - School Hours: Office Staff
 - After School: Administration
 - Person(s) Designated to call parents/family
 - School Hours: Office / Administrative Staff
 - After School: Administration
 - Person Designated to copy victim’s emergency card for EMS
 - School Hours: Office Staff
 - After School: Administration

MEDICAL / CARDIAC (continued)

Cardiac Emergency Response Documentation

School Name	Hartland High School
School Address	10635 Dunham Road, Hartland, MI 48353
School Phone	810-626-2200
Cross Streets	Dunham Road and Hartland Road
Location/Type of AED (5)	1 st Floor / Portable, 2 nd Floor / Portable, Athletics / Portable 3 rd Floor / Portable, Pool / Portable
Location/Type of AED (2)	See above
Most Recent Plan Review:	2018-19
Response Team Alert Method(s)	Motorola Radio
Message to Announce Alert	“Emergency: We need the AED at.....”

On-Site EAP Coordinator	Name and Title: Mr. Mike Capra
	Phone and/or Extension: ext # 2227
Person responsible for AED maintenance and registration	Name and Title: Darci Delproposto / District School Nurse
	Phone and/or Extension: ext. # 2130
	Location of Maintenance Log: Darci’s Office

Additional Administration to be notified in case of emergency	
School Hours	Name and Title: Kate Gregory, Jason Reck, Tom Ureche, Emily Aluia
	Phone and/or Extension: 2210, 2216, 2212
After School	Name and Title: Kate Gregory
	Phone and/or Extension: 517-375-2253

Emergency Response Team			
	Name/Title	Phone/Extension	CPR/AED Training Expiration
School Hours	Jason Reck/Asst. Prin.	810-626-2216	2020
	Emily Aluia/Asst. Prin.	810-626-2211	2021
	Kathy Williams/ Sec.	810-626-2209	2020
	Rachel Wright/. Adm. A	810-626-2206	2020
After School	Emergency	911	
	Chuck Hughes, Supt.	810-623-4666	

POWER OUTAGE

Notification Procedures:

- Contact the custodial/maintenance personnel regarding the utility outage.
- Ensure the local utility company has been contacted.
- Determine the full extent of the utility failure for the principal/administrator.
- Keep students in the classroom and continue to teach unless there is an immediate hazard associated with the outage.
- If school is dismissed early, refer to individual student emergency forms to confirm student destinations. Make phone calls, as necessary, for alternate plans and document the change on the student's emergency form.

**POWER
OUTAGE**



EVALUATE

- Stay where you are and wait for emergency lighting.
- Begin Shelter in Place procedures.
- If people are trapped in an elevator, alert school personnel/office - do not pry open elevator doors.

HAZARDOUS MATERIALS

CHEMICAL INCIDENT

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

Notification Procedures: In the event that a chemical incident becomes apparent in any school location--report the threat immediately (or as soon as it is safe to do so).

Call 9-1-1

- Identify the threat based on foreign or out-of-place substances present within or near the surroundings of the school.
- Identify and react to the threat based on emergency warning systems in place for the city or county notification procedures.
- Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced with students/staff.
- Stay calm and assess the situation. Determine if the threat originates within or outside of the building.
- Turn off HVAC system and provide Safety Data Sheets to Emergency Responders.
- If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside; ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance.
- If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students/staff, and while limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction.
- Have students cover nose and mouth with any fabric material.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth.

**HAZARDOUS
MATERIALS**



EVACUATE & ISOLATE

- Alert people to evacuate the contaminated area.
- Avoid breathing vapors from spill.
- Alert school personnel/office.
- If personally contaminated, avoid contact with others (isolate), seek eye wash and/or emergency shower.
- Do not operate any electrical devices, phones (including cellular), appliances, light switches, or equipment with open flames, within spill area.
- Re-enter area only when directed by authorities.

HAZARDOUS MATERIALS (Continued)

- Ensure the segregation of potentially contaminated persons or those showing symptoms, to avoid cross contamination.
- Render first aid to injured persons that may be in or near the area, as long as it is safe to do so.
- Conduct attendance audit of staff/students and visitors.
- Monitor public announcements through the local emergency manager or broadcast media and await further instructions.

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

- Fever, headache, chills, sweating, weakness and fatigue.
- Blisters or rashes.
- Unexplained coughing, fatigue, tearing in eyes, and dizziness.
- Unusual liquid droplets or oily film.
- Unexplained animal sickness or death.
- Unexplained odors.
- Respiratory distress, difficulty talking, or eating.
- Nausea.

NATURAL GAS LEAK

Recognize:

Signs of natural gas leak:

- “Rotten egg” smell
- Blowing or hissing sound
- Dead or discolored vegetation in an otherwise green area
- Dirt or dust blowing from a hole in the ground
- Bubbling in wet or flooded areas
- Flames, if a lead has ignited

React:

- Leave the area immediately, without using anything that could ignite the natural gas
- Do not use any electrical device, such as light switches, telephones/cell phones, automatic doors
- Do not use an open flame, matches or lighters
- Do not try to locate the source of the gas leak
- Do not re-enter the building or area until told safe to do so

Report:

- Call 911 to report the leak
- Evacuate the building
- Go to a safe location
- Contact the maintenance department
- Contact your gas company

**NATURAL
GAS LEAK** 

STAY CLEAR

- Evacuate the building to the designated rally point and await further instructions.
- Do not operate any electrical devices, phones (including cellular), appliances, light switches, or equipment with open flames.
- Do not try to locate source of gas leak
- Alert school personnel/office.
- Re-enter area only when directed by authorities.

OPEN CARRY OF A GUN

Procedure:

Anyone that sees a person other than a uniformed officer carrying a gun (long-gun or handgun) on school grounds should immediately initiate a lockdown of the building using the following procedures:

- Initiate a lockdown by announcing: **“Lockdown immediately! Lockdown immediately!”**
- Contact the school liaison officer and/or 9-1-1
- Contact the building administrator and follow the “Lockdown” procedures on page #7.

REUNIFICATION

Important Documents to Keep Updated:

- By October 1st and February 1st of each school year update the Knox Box information which should consist of:
 - Student Rosters (Local Fire and Sheriff Deputy indicate NO NEED)
 - Student Emergency Contacts (Local Fire and Sheriff Deputy indicate NO NEED)
 - Building Maps noting door numbers and each location for utility shut off
 - Administrative Contacts
- **Note:** (School Command Center Supervisor will have access to Student Rosters and Emergency Contacts via Student Record Data Base / MiStar)
- Incident Command Chart
- Evacuation Locations & Contacts

Purpose: A Reunification Plan is intended to ensure a safe and secure means of accounting for students and staff, and reuniting parents/guardians with their children whenever a school building or grounds is rendered unsafe, resulting in the need for a secure alternate site.

Notification: Parents/Guardians will be notified of the reunification location via the communication system put in place by the affected school. The system may include telephone, text, email, school website, local radio broadcast, or other system specific to the school.

Procedures: Establish a safe area away from the incident (hazard, damage or crisis) for parents to pick up their children. In a typical release the following Reunification Incident Team titles and responsibilities will be assigned:

- **Reunification Site Manager** – In coordination with the Superintendent, establish the reunification site in a safe area away from the incident, media and general public. Organize and manage all groups working within the reunification area. Designate the four general of the reunification site areas that are private and out-of-sight from the others:
 1. A parent staging area for presenting identification and sign in.
 2. A release area where parent and student are reunited.
 3. A student assembly area (building, buses, stadium, etc) for students and staff.
 4. Private area for counseling and care needs (school nurse & crisis counseling team).

REUNIFICATION (continued)

- Security Director** - Will delegate duties to security staff and coordinate with law enforcement to establish control and oversight for 1) parent parking; 2) reunification area - parent staging & student assembly area; 3) building entrances and egress; 4) traffic; 5) media staging area.
- Teachers** - will be responsible for care, control and accounting of students in the student assembly area.
- Greeters** - Coordinate the parent staging area by organizing parents in an orderly manner to allow them to complete a reunification form and present ID to Checkers.
- Checkers** - Verify parent ID and match with student emergency card. Initial and time stamp the reunification card. District tech personnel can assist with student rosters and emergency contact data.
- Runners** - Will take the reunification card from the checker and escort the parent to the release area. The runner will retrieve the student from the student assembly area and reunite with parent in the release area. The reunification card will be signed to indicate the reunification of parent and child is complete.

Things to Consider:

- Are parents aware of the reunification plan? Consider communicating the plan to parents annually.
- Radio communication is working and cell phone contacts are updated.
- Class roster, student contact information and parent contact information updated and readily accessible.
- Provide proper assistance to functional needs of all students and staff. Be aware of and ready to assist with special needs/circumstances.
- Do not release students to people not listed on the student emergency card.
- Be prepared for parents who refuse to cooperate with the reunification process.

BOMB THREAT RESPONSE

**BOMB THREAT CHECKLIST (To be easily accessible at all Secretary Locations)
(COMPLETE ALL POSSIBLE ITEMS IMMEDIATELY AFTER THE CALL)**

1. Time Call Received _____
2. Time Call Terminated _____
3. Caller's Name and Address (if known): _____
4. Sex: Male / Female
5. Age: Adult / Child
6. Bomb Facts (Questions to Ask):
 - a. When will it explode? _____
 - b. Where is the bomb right now? _____
 - c. What kind of bomb is it? _____
 - d. What does it look like? _____
 - e. Why did you place the bomb? _____
7. Voice Characteristics

Tone	Speech	Language
Soft	Slow	Good
High Pitch	Distorted	Fair
Low Pitch	Cursing	Raspy
Stutter	Slurred	Nasal
Lisp		
Disguised		
Foreign		

8. Background Noise

Music	Traffic	Voices	Machines	Cell Phone
Quiet	Children	Laughing	Typing	Television
Other				

9. Person Receiving Call: _____
10. Location: _____
11. Date: _____

ANNUAL SCHOOL SAFETY CHECKLIST **TEMPLATE**

Teacher _____ Room Number _____

Please return to _____ by _____, September __. If you have more than one classroom, please complete a checklist for each. Thank you! ☺

_____ I know how to use the public announcement (“PA”) system to communicate with my building.

_____ I have an emergency preparedness poster by my door.

_____ I have a current tornado shelter sign/map by my door.

_____ I have a current fire evacuation sign/map by my door.

_____ I have a magnet to prevent my door from closing completely when it’s locked.

_____ I have a plan for what will be used to barricade my door.

_____ I know the blind corners in my room to use for a lockdown.

_____ I can hear announcements in my room.

_____ I know the members of my Medical Emergency Response Team (MERT).

_____ Other:

COMMUNICATION PROTOCOL TEMPLATE

QUICK CALL EMERGENCY RESPONSE

Upon experiencing an incident in or near your building, note the department and or agencies indicated for each incident.

Incident	Call Order		
Bomb Threat / Dangerous Device Found	C	A	E
Chemical Spill	E	C	A
Disturbance	A	B	E
Electrical Power Loss	E		A
Fire	C	E	A
Gas Leak	E	C	A
Hazardous Materials Incident	A	E	F
Heat Loss		E	
Injury / Illness – Not Serious		G	
Injury / Illness - Serious	G	D	A
Severe Weather		A	
Sewer Back-Up		E	
Telephones Down		E	
Water Systems Failure	E		A

	Notify	Telephone
A	Superintendent	810-626-2110 w / 810-623-4666 c
B	Police Department	911
C	Fire Department	911
D	Ambulance	911
E	Operations	810-626-2189
F	Transportation	810-626-2175
G	Parent, Guardian, or Spouse of Injured	Check School Records

External Communications: Telephone, cellphones, school website/social media, phone tree, email, local radio WHMI 93.5 (other source as appropriate).

Internal Communications: School PA, email, telephone, cellphone, two-way radio.

District Specific Documents/Plans/References

1. HCS Threat Assessment Template (attached)

HCS Threat Assessment Documentation	
<p>Instructions: This form should be completed by the school administrator when conducting a threat assessment. This form should be maintained in the cumulative file of the student's scholastic record if the threat is determined to be substantive. If the threat is determined to be transient, the form may be maintained in the student's scholastic record at the discretion of the administrator. Record specific account(s) of the threat made from the student making the threat and from the recipient(s) of the threat and witness(s) as applicable.</p>	
Administrator completing the form:	
Position:	School:
Information on Student Making Threat:	
Name:	Date of birth:
Address:	Grade:
Emergency Contact:	Relationship:
Phone:	
Is there a history of violent behavior in school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is there a history of violent behavior away from school?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is there a history of discipline referrals? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Other Information:	
Information About the Threat:	
Date threat occurred: ___/___/___	
Date administrator learned of threat: ___/___/___	
Where the threat was made:	

Who reported the threat:

What was reported (quote as possible; use quotation marks to identify direct quotes):

Information on victim(s) or recipient(s) of threat:

Has the intended target/victim(s) been identified? Yes No

Name(s) & grade of victim(s):

Primary recipient(s) of the threat (check all that apply):
 Student Teacher Parent Administrator Other

Number of victim/recipients of threat: one two three four five or more

HCS Threat Assessment Documentation

Student Name:

Administrator completing interview:

Date:

Student Interview Directions: Use these questions as a guide to interview the student making the threat. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Use quotation marks to indicate student's exact words when applicable.

1. Do you know why I wanted to talk with you? Tell me.

2. What happened today when you were [place of incident]? (record student's exact words as possible)

3. What exactly did you say? And what exactly did you do?

4. What did you mean when you said or did that?

5. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the student believes the person who was threatened was frightened or intimidated.)

6. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

7. What are you going to do now? Do you intend to carry out the threat?

8. Additional witnesses; other relevant information:

HCS Threat Assessment Documentation

Witness Name:

Administrator completing interview:

Date:

Witness Interview Directions: Use these questions as a guide for individuals who have direct or indirect knowledge of the threat; complete this form for each individual interviewed. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Write the student's exact words as possible and use quotation marks to indicate student's exact words.

1. What exactly happened today when you were [place of incident]?

2. What exactly did [student who made the threat] say or do? (Write the witness's exact words.)

3. What do you think he or she meant when saying or doing that?

4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?
5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)
6. Additional witnesses; other relevant information:

HCS Threat Assessment and Response Summary Sheet

This summary sheet is used to determine the level of threat and to guide the response to the threat.

Name of student:	Date of threat:
Team members:	
<i>To your knowledge, did the student making the threat:</i>	
Have or seek accomplices:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Report the threat as a specific plan:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Write plan(s) or a list:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Repeat the threat over time:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Mention weapon in the threat:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown

Use weapon in the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Have prior conflict with recipient:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Previously threat the recipient:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Experience being bullied by the recipient of the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Follow or approach the recipient of the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown
Have the ability to develop and carry out the threat:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unknown

HCS Threat Assessment and Response Protocol

Identify and Evaluate Threat

A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual prospective victim is aware thereof, existing in any fashion, whether orally, visually, in writing, or electronically. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or language such as slurs, insults, or verbal abuse that does not constitute a threat. WHEN IN DOUBT, treat the expression as a threat.

Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

The administrator makes a preliminary determination of the seriousness of the threat. If the threat has not been resolved, and the administrator determines it is potentially serious, then the *Threat Assessment Documentation and Threat Assessment and Response Summary Sheet* should be completed.

The Student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the *Threat Assessment Documentation* form.

Student Interview	Witness Interview
<ul style="list-style-type: none"> ● Do you know why I wanted to talk with you? ● What happened when you were [place of incident]? ● What exactly did you say? And what exactly did you do? ● What did you mean when you said or did that? ● How do you think he/she feels about what you said or did? ● What was the reason you said or did that? ● What are you going to do now that you have made this threat? 	<ul style="list-style-type: none"> ● What exactly happened when you were [place of incident]? ● What exactly did [student] say or do? ● What do you think he/she meant when saying that? ● How do you feel about what he/she said or did? ● Why did he/she say or do that?

Determine whether threat is clearly transient or substantive

<p style="text-align: center;">Transient Threat</p> <p>A transient threat meets one or more of the following:</p> <ul style="list-style-type: none"> ● Non-genuine expression ● Non-sustainable intent to harm ● Temporary feelings of anger ● Tactic in argument ● Intended as joke or figure of speech ● Resolved on scene or office (time-limited) ● Conflict is resolved and ends with apology, retraction or clarification ● WHEN IN DOUBT, consider threat as substantive and assess further 	<p style="text-align: center;">Substantive Threat</p> <p>A substantive threat meets one or more of the following:</p> <ul style="list-style-type: none"> ● Specific, plausible details such as a specific victim, time, place, and method ● Threat has been repeated over time or related to multiple persons ● Threat is reported as a plan or planning has taken place ● Recruitment of accomplices or invitation for an audience ● Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan) <p><i>Factors to consider in which substantive threats are more likely:</i></p> <p style="text-align: center;">Age of student Credibility of account Documented history of aggression</p>	
	<p>Determine if Substantive Threat is Serious or Very Serious</p>	
	<p>Serious</p> <p>A threat to assault</p>	<p>Very Serious</p> <p>Threat to kill, rape, or inflict severe injury or involves the use of weapons</p>
<p>Respond to Transient Threat</p>	<p>Respond to Serious Threat</p>	<p>Respond to Very Serious Threat</p>
<ul style="list-style-type: none"> ● Contact student’s parents if necessary ● Notify intended victim’s parents if necessary ● See that threat is resolved through explanation, apology or making amends ● Consult with safety and security specialist/SRO if necessary ● Refer for conflict mediation or counseling, to resolve problem if appropriate ● Develop behavior intervention plan/ contract as appropriate ● Maintain threat assessment documentation in the cumulative file of the student’s scholastic record, if completed, as appropriate 	<ul style="list-style-type: none"> ● Mobilize threat assessment team members as needed ● Notify student’s parents ● Protect and notify intended victim and parents of victim ● Caution the student about the consequences of carrying out the threat ● Provide direct supervision of student until parents assume control ● Consult with safety and security specialists/SRO ● Refer for conflict resolution or counseling ● Develop behavior intervention plan ● Maintain threat assessment documentation in the cumulative file of the student’s scholastic record 	<ul style="list-style-type: none"> ● Mobilize threat assessment team ● Notify student’s parents ● Protect and notify intended victim and parents of victim ● Notify cluster assistant superintendent or designee ● Caution the student about the consequences of carrying out the threat ● Provide direct supervision of student until parents assume control ● Consult with safety and security specialist/police ● Conduct mental health assessment ● Develop behavior intervention plan/contract ● Maintain threat assessment documentation in the cumulative file of the student’s scholastic record

2. Medical Emergency Response Team (MERT)

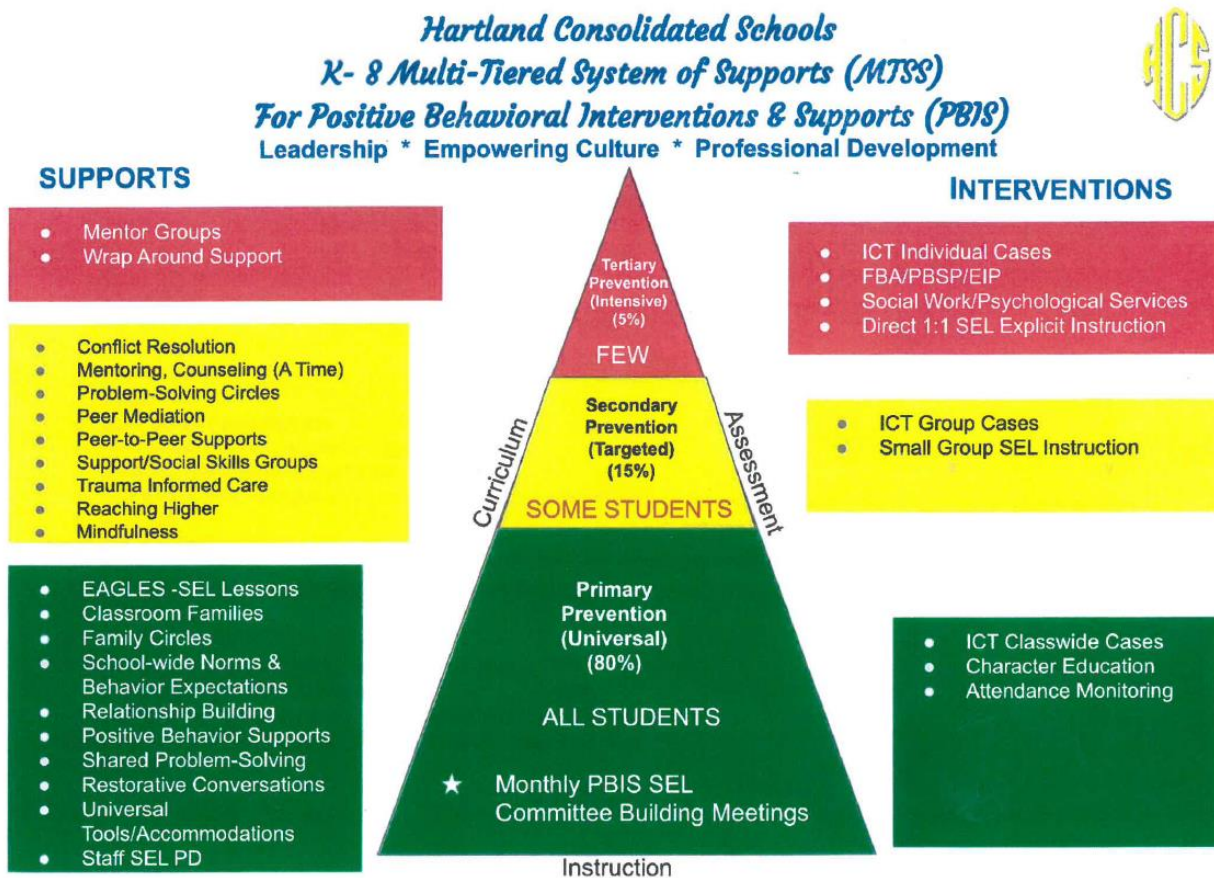
Medical Emergency Response Team (MERT)

Current for 2018/19 & 2019/20

Updated 8/27/19

Building	Name	Training completion date	Expiration Date
Creekside	TBD	6/20/2018	All certificates valid for 2 years from date of training completion
Creekside	Kendra Prach	6/20/2018	
Lakes	Anthony Howerton	6/20/2018	
Lakes	Matt Conway	6/20/2018	
Lakes	Jason Eaton	8/13/2019	
Round	Dotty Selix	6/20/2018	
Round	Tammy Chinn	6/20/2018	
Round	Brenda Blush	10/28/2017	expires 10/20/2019
Village	Angelina Kreger	6/20/2018	
Village	Barb Striz		
Village	Cortney Wood	5/31/2019	5/31/2021
Farms	Mikki Cheney	6/20/2018	
Farms	John VanGoethem	6/20/2018	
Farms	Robin Nelson	6/20/2018	
Farms	Ethan Hawker		
Farms	Mary Day	6/20/2018	
HMS	Lawrence Pumford	6/20/2018	
HMS	Chris Chanavier	11/10/2017	American Red Cross - 11/10/2019
HMS	Patti Roberts	6/20/2018	
HHS	Jason Reck	6/20/2018	
HHS	Kathy Williams	6/20/2018	
HHS	Emily Aluia	8/13/2019	
HHS	Rachael Wright	6/20/2018	
Legacy	Scott VanEpps	6/20/2018	
Legacy	Carol Hayes	6/20/2018	
HESSC	David Minsker	6/20/2018	
District	Darci DelProposto		School District Nurse
Heartsaver Trainer: Brion Cooley - 989-758-2900			

3. Staff training on mental health and pupil and staff safety



Positive Behavioral Interventions and Supports (PBIS) are used throughout the school district to support and encourage positive, appropriate and safe behavior. PBIS is a proactive approach to establishing positive expectations for student behavior so all students are empowered to thrive in a safe social, emotional, and academic culture.

4. Key Identified Personnel (KIP)

Hartland HS Key Identified Personnel (KIP)									
	BUILDING	STAFF NAME	ROLE	G/A COMPLETION DATE	DATE CPR TRAINED EXPIRES	DATE CPI TRAINED EXPIRES	NEED FOR CPI SUPPLEMENT (secondary to training occurring prior to XXX)	MERT TEAM (YES/NO)	Peer Review Team - To Review Monthly
1	HS	Jason Reck	Asst Principal	10/24/18	6/20/20	9/19/20		MERT	
2	HS	Kate Gregory	Principal		8/13/21	10/31/20		MERT	
3	HS	Emily Aluia	Asst Principal		8/13/21	10/31/20		MERT	
4	HS	Tom Ureche	Asst Principal		8/13/21	10/31/20		MERT	
5	HS	Erica Empie	Counselor		8/13/21	10/31/20			
6	HS	Nicole Lusk	Counselor		8/13/21	10/31/20			
7	HS	Mike Capra	Security		8/13/21	10/31/20		MERT	
8	HS	Lonnie Franklin	Security		8/13/21	10/31/20		MERT	
9	HS	Jen Thomas	Security		8/13/21	10/31/20			
10	HS	Donna Ingamells	OT		3/22/21	9/19/18			
11	HS	JD Wheeler	AD		8/31/21				
						* Trainer Certification (Valid for 2 Yr)			
	HS	JD Wheeler	AD		8/31/21				

5. School Drills and Knox Boxes

- a. Minimum of 10 drills per school building (5 fire / 2 weather / 3 shelter-lockdown).
- b. Knox boxes and Go Kits are in place at each building and contain documents in accordance to the following:

Go Kit

1. Building Safety Response Contact List
2. District Safety Response Contact List
3. School Master Schedule
4. School Bell Schedule
5. Student Schedules

(Updated Oct. 1 and Feb. 1)

6. Staff Directory
7. Emergency Supplies
(Provided by LCHD and/or School Personnel if needed)

Knox Box

1. Building Safety Response Contact List
2. District Safety Response Contact List
3. Building Map with Door Numbers
4. Building Map with Utility Shut Off Locations
(Each will note how to shut off)
5. Building Master Interior and Exterior Key
6. Staff Directory

- Livingston County Sheriff's Department and Michigan State Police has key access to the Knox boxes located on school properties. Hartland Fire Department has key access to Knox boxes attached to each school building.

6. OK2SAY

- a. Program adopted by school district for students to report information about suspicious behaviors, bullying, suicide threats, anxiety, drugs, etc. The school district incorporates OK2SAY presentations, provides emergency contact information, and completes outcome reports. (Reference Michigan School Safety Recommendation #12 and #13 by the School Safety Task Force, November 2018)

7. Safe Schools Response Committee

- a. The Livingston County Emergency Manager has established this committee to foster communication, collaboration, and coordination of school safety initiatives.
- b. HCS Assistant Superintendent of Personnel and Student Services and the HCS Security Director participate on this committee.
(Reference Michigan School Safety Recommendation #23 by the School Safety Task Force, November 2018)

8. The Hartland Consolidated Schools Board of Education adopted Board Policy 8402 as of June 10, 2019 in accordance to M.C.L. 380.1308b regarding Emergency Operations Plan (EOP). The Plan must include guidelines and procedures that address all of the following:

- a. School Violence and attacks – Covered in EOP
- b. Threats of School Violence and attacks – Covered in EOP
- c. Bomb Threats – Covered in EOP
- d. Fire – Covered in EOP
- e. Weather Related Emergencies – Covered in EOP
- f. Intruders – Covered in EOP
- g. Parent and Pupil Reunification – Covered in EOP
- h. Threats to School Sponsored activity or event whether or not it is held on school premises – Follow EOP protocol.
- i. A plan to train teachers on mental health and pupil and teacher safety – workshop and presenter-style training ongoing at buildings. Counselors and LESA personnel involved.
- j. A plan to improve school building security – maintain Security Director and security personnel. Enhance security measures (physical plant, technology) using pending bond funds and grant opportunities (Competitive School Safety Grant Program).
- k. An Active Shooter Protocol – Covered in EOP
- l. Continuity of Operations after an incident – determined on a case by case incident; Superintendent to lead a team of school personnel delegated to assess all aspects of continuing operations (physical plant, social/emotional/mental and physical health of all constituents) and considering logistics and resources to resume and continue to repair and heal.
- m. Vulnerability Assessment – Safety drills involving security team, police agencies and fire agencies make up part of the overall assessment. School Safety Committee determining recommendations for security enhancements to the overall physical plant (access points: doors/windows, exterior, landscape, technology), communication (alert protocol, devices), and general considerations for overall improvement/enhancement to school safety.

9. Resources for training and School Safety enhancements:

- a. Preparing Schools for Critical Incidents – training held on October 9, 2019 sponsored by SetSeg and presented by Jason Russell, Secure Education Consultants
- b. Premier Security Solutions – David Forystek, President, and Michael Angus, Director of Sales and Marketing
- c. Final Recommendations of the School Safety Task Force – November 2018
- d. REMS TA – Guide for Developing High-Quality School Emergency Operations Plans.
- e. U.S. Department of Education: The Role of Districts in Developing High-Quality School Emergency Operations Plans (https://rems.ed.gov/docs/District_Guide_508C.pdf)
- f. Vector Solutions – Safe Schools Training Programs