



**THE  
GREENSPIRE SCHOOL**

**EMERGENCY  
OPERATIONS PLAN**

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

- Practical Information for Crisis Planning: A Guide for Schools and Communities, January 2007
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- The title of this document is *The Greenspire School Emergency Operations Plan (EOP)*.
- The information presented in this document is classified as **For Official Use Only**, and is exempted from disclosure under Section 13(1)(y) of the Michigan Freedom of Information Act (FOIA) Act 442 of 1976, (15.2 MCL)<sup>1</sup>. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate district security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The information contained in this document is for official emergency preparedness use only.
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□ Point of Contact:

Sarah Payette  
Interim Head of School  
1026 Red Drive, Traverse City, MI 49684  
231-421-5905  
Sarah.Payette@greenspireschool.org

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

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

Please sign above your name:

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**Mike Hill**  
**School Superintendent**

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**Yvette Babin-Ringsmuth**  
**School Board Vice President**

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**Sarah Payette**  
**Interim Head of School**

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**Emily Feaster**  
**Assistant Interim Head of School**

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**<Name>**  
**Police Chief**

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**<Name>**  
**Fire Chief**

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**<Name>**  
**<Insert as Needed>**

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**<Name>**  
**<Insert as Needed>**



# General Information

## Section 1

**The purpose** of the The Greenspire School Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of The Greenspire School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. 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 The Greenspire School has established guidelines and procedures to respond to incidents/hazards in an effective way.

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

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

## Scope of the Plan

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

## School Board Policy Statement

The Greenspire School EOP operates within the framework of The Greenspire School district policies.

## Situation Overview

### School Population

|     |                             |
|-----|-----------------------------|
| 132 | Students                    |
| 2   | Administrators              |
| 3   | Office/Support Staff        |
| 9   | Teachers/Specialists        |
| 1   | Maintenance/Custodial Staff |

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

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

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

## Hazard Analysis Summary

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

The following table briefly discusses The Greenspire School's high-priority hazards including flood, severe storm, fire, winter storm, intruder and civil disturbance:

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

|  |   |   |   |  |                       |
|--|---|---|---|--|-----------------------|
| WATER SYSTEM FAILURE                               | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| ACCIDENTS<br>(TRANSPORTATION)                      | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| MEDICAL EMERGENCY<br>(INCLUDING CARDIAC<br>ARREST) | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| MASS CONTAMINATION                                 | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| APPARENT SUICIDE                                   | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| BOMB THREAT  | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| CIVIL DISORDER                                     | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| DEATH ON CAMPUS                                    | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| EXPLOSION  | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| HOSTAGE SITUATION                                  | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |

|                               |   |   |   |  |                       |
|-------------------------------|---|---|---|--|-----------------------|
| INTRUDER                      | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| KIDNAPPING /<br>ABDUCTION     | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| REPORT OF WEAPON ON<br>CAMPUS | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| SEXUAL ASSAULT                | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| TERRORISM                     | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |
| WEAPONS ASSAULT               | 4 Highly likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6-12 hours<br>2 12-24 hours<br>1 24+ hours | 4 24+ hours<br>3 12-24 hours<br>2 3-12 hours<br>1 <3 hours | High<br>Medium<br>Low |

## Planning Assumptions and Limitations

### Planning Assumptions

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

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage, etc.) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- As outlined in the FEMA national standards, schools may have to rely on their own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, visitors, and/or students/staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive.
- Proper prevention and mitigation actions, such as creating a safe school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the school EOP and providing frequent opportunities for stakeholders (students/staff, parents/guardians, etc., first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

### **Limitations**

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



# 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 Greenspire School 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 The Greenspire School, the flow of information **after calling 9-1-1** shall be from the school to the District Office. Information will include the nature of the incident and the impact on the school building and students/staff.

In the event of a fire, the individual discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter-in-place incident in progress, the

building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

In the event The Greenspire School is in receipt of information, such as a weather warning that may affect any school within the district, the information shall be provided to the Head of School.

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

If a school administrator 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 other staff 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 the week before students return to school.
- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

## **Assignment of Responsibilities**

### **Head of School**

-Activate the EOP/Call 9-1-1

-Contact staff to alert them to the crisis, continuous communication with emergency services

-Contact insurance company to care for student/staff health and building and site damage

-Ensure all students and staff are accounted for and direct staff as needed

-Contact parents and provide necessary information

### **Office Staff**

-Refer media to Head of School

-Follow EOP/ call 911 if needed

### Teachers/Instructional Assistants

-Follow EOP and instruct students on safety measures

-Ensure all students are accounted for and supervised

### Other Staff

-Follow EOP

-Assist any students in your area to safety

### Students

-Stay calm and follow EOP

### Parents/Guardians, Etc.

-Meet at rendezvous point if necessary

-Provide photo ID to prove guardianship

## Direction and Control

The designated Head of School is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations within the building.

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.

### Emergency Facilities Post

This post will be established on-scene, away from risk of damage from the emergency, most likely in the conference room. If needed, however, alternate locations may be identified. Predetermined 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).

|                                 |                 |
|---------------------------------|-----------------|
| <b>Primary Post Location:</b>   | Conference Room |
| <b>Alternate Post Location:</b> | TBAISD          |

### **Continuity of School Administration**

The line of succession for the principal is:

|    |                          |
|----|--------------------------|
| 1. | Principal/Head of School |
| 2. | Assistant Head of School |
| 3. | Compliance Officer       |

### **School Incident Command System**

#### **The Greenspire School Incident Command Team**

1. Head of School
2. Assistant Head of School
3. Compliance Officer

### **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 Head of School
- 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 Greenspire School Principal and Head of School will keep the Policy/Coordination Group informed.

### **Coordination with First Responders**

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

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

Upon arrival of qualified first responders, command will be transferred, and a transfer of command briefing shall occur. The school's Head of School 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 The Greenspire School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, students/staff, parents/guardians, etc., responders, and media.

### **Internal Communications**

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

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:

- E-mail and SMS text message
- Regularly-scheduled faculty meetings
- Telephone tree

## **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 The Greenspire School about what is being done, and the safety of the students/staff.

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

Before an incident occurs, Greenspire will:

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

In the event of an incident, The Greenspire School will:

- Disseminate information via text messages, radio announcements, and e-mails 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 is handling the situation
- Provide reunification procedures
- Provide information regarding possible reactions of their children and ways to talk with them
- 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 Head of School will:

- Designate a Public Information Officer (PIO) if necessary
- Establish an off-campus briefing area for media representatives
- Determine the need to establish a Joint Information Center

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

### **Communication with First Responders**

The Head of School 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. The Greenspire School frequently exercises the EOP with first responders to practice effective coordination and transfer of command.

### **Communication after an Incident**

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

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

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

reallocation needs and strategies can be estimated.

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

**The school district will:**

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

## Administration, Finance, and Logistics

### Agreements and Contracts

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

Pre-negotiated agreements and contracts are included in *Appendix J: Memorandums of*

*Agreement/Understanding.*

## **Finance**

The Greenspire School 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 Greenspire School 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

The Greenspire School 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 The Greenspire School 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

| Staff Directory |           |                                       |
|-----------------|-----------|---------------------------------------|
| First Name      | Last Name | Phone                                 |
| Claire          | Alexander | claire.alexander@greenspireschool.org |
| Torre           | Boone     | torre.boone@greenspireschool.org      |
| Marina          | Call      | marina.call@greenspireschool.org      |
| Emily           | Feaster   | emily.feaster@greenspireschool.org    |
| Kelly           | Francisco | kelly.francisco@greenspireschool.org  |
| Kris            | Galoci    | kris.galoci@greenspireschool.org      |
| Phil            | Girard    | philip.girard@greenspireschool.org    |
| Corey           | Hansen    | corey.hansen@greenspireschool.org     |
| Tejas           | Mehta     | tejas.mehta@greenspireschool.org      |
| Sarah           | Payette   | sarah.payette@greenspireschool.org    |
| Jill            | Rowley    | jill.rowley@greenspireschool.org      |
| Katie           | Tomczyk   | katie.tomczyk@greenspireschool.org    |
| Susan           | Wooton    | susan.wooton@greenspireschool.org     |



## General Contact Numbers

|  | Contact                                 | Phone Number   |
|--|---|----------------|
| First Responders -<br>Public Safety<br>Agencies -<br>Hospitals | General Emergency                       | <b>9-1-1</b>   |
|  | Police Department                       | (231) 995-5150 |
|  | Fire Department                         | (231) 947-3000 |
|  | Poison Control                          | (800) 222-1222 |
|  | Local Hospital                          | (231) 935-5000 |
|  | Child Protective Services               | (855) 444-3911 |
|  |   |                |
| Utilities  | Phone Company: Spectrum                 | (888) 812-2591 |
|  | Gas Company: DTE                        | (800) 947-5000 |
|  | Electric Company: TC Light & Power      | (231) 922-4940 |
|  | Heating, Ventilation, Air Conditioning: | (231) 941-1215 |
|  | Security System: EPS                    | (616) 459-0281 |

# Class Rosters and Schedules

Appendix B



## Greenspire Pod Assignments

3rd Quarter - 2019-20

01.27.2020

| один<br>("a-deen")  | два<br>("dva")  | три<br>("tree")  | четыре<br>(chye-lee-ee)  | пять<br>("pyat")   | шесть<br>("shest")   |
|---|---|--|--|--|--|
| Alyssa S<br>Annie S<br>Collin O<br>Dillon S<br>Elijah J<br>Finn S<br>Gabe H<br>Hayden J<br>Jake M<br>Jesse R<br>Jeza R<br>Julia T<br>Julius B<br>Laila V<br>Lily Meyers<br>Lola R<br>Maddie W<br>Ramona G<br>River A<br>Ryder F<br>Tavin B<br>Vincent H | Arden B<br>Caleb W<br>Colton B<br>Dylan B<br>Ella P<br>Ezra B<br>George M<br>Hunter B<br>Jamisen K<br>Josie D<br>Kyra H<br>Michele K<br>Miley O<br>Parker S<br>Rachel A<br>Sadie E<br>Sam K<br>Sydney B<br>Tessa R<br>Thomas R<br>Tristan H | Addisen L<br>Anna W<br>Bella M<br>Carson B<br>Charlotte L<br>Colter N<br>Dylan S<br>Eve M<br>Jayden W<br>Jonas B<br>Kat S<br>Kaylin T<br>Lillian G<br>Lily Mack<br>Maeve C<br>Math C<br>Nathan R<br>Oliver R<br>Wyatt A<br>Zoe M | Aiden B<br>Alejandro L<br>Austin O<br>Carsten W<br>Dalton L<br>Emma K<br>Everett B<br>Felicity M<br>Haylie D<br>Jaime V<br>Keira C<br>Leo L<br>Lily H<br>Lindsay H<br>Luna B<br>Martin K<br>NaTavia R<br>Piper D<br>Sadie H<br>Sam G-S<br>Tenzin L | Arie R<br>Ayden J<br>Charlie L<br>Eliot B<br>Evelyn M<br>Holden T<br>Honora S<br>Jack V<br>Kate S<br>Logan B<br>Lucas M<br>Marie S<br>Maylie S<br>Mitchell W<br>Moses C<br>Naomi D<br>Nik C<br>Rosalyn Z<br>Sonny D<br>Weston W<br>Willow T<br>Zeb M | Abby B<br>Alex P<br>Brookelyn S<br>Casey V<br>Charles M<br>Chayston B<br>Georgi A<br>Joe F<br>Kai S<br>Landon M<br>Leland B<br>Liam E<br>Luca S<br>Luke W<br>Maddie R<br>Maggie M<br>Oliver M<br>Quinton B<br>Sam D<br>Sophia V<br>Zoe S |



## Greenspire Schedule for Monday

3rd Semester 2019-20

01.28.20

| Period         | ОДИН<br>("a-deen")               | ДВА<br>("dva")                   | ТРИ<br>("tree")                  | ЧЕТЫРЕ<br>("chye-tir-ye")        | ПЯТЬ<br>("pyat")                 | ШЕСТЬ<br>("sheest")              |
|----------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 8:30 to 8:45   | Council<br>The Pool              |
| 8:45 to 9:30   | Prayeram<br>Sarah - The Pool     |                                  |                                  |                                  |                                  |                                  |
| 9:35 to 10:20  | Math<br>Emily & Tejas - M:Lab    | ELA<br>Phil - Maple Central      | LR<br>Clare - Library            | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | PENT<br>K & C - Courtyard        |
| 10:20 to 10:35 | Brain Break                      |
| 10:40 to 11:25 | PENT<br>K & C - Courtyard        | Math<br>Emily & Tejas - M:Lab    | ELA<br>Phil - Maple Central      | LR<br>Clare - Library            | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab |
| 11:30 to 12:15 | Social Studies<br>Kelly - SS Lab | PENT<br>K & C - Courtyard        | Math<br>Emily & Tejas - M:Lab    | ELA<br>Phil - Maple Central      | LR<br>Clare - Library            | Science<br>Kris - Science Lab    |
| 12:15 to 12:45 | Lunch!                           | Lunch!                           | Lunch!                           | Lunch!                           | Lunch!                           | Lunch!                           |
| 12:50 to 1:35  | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | PENT<br>K & C - Courtyard        | Math<br>Emily & Tejas - M:Lab    | ELA<br>Phil - Maple Central      | LR<br>Clare - Library            |
| 1:40 to 2:25   | LR<br>Clare - Library            | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | PENT<br>K & C - Courtyard        | Math<br>Emily & Tejas - M:Lab    | ELA<br>Phil - Maple Central      |
| 2:30 to 3:15   | ELA<br>Phil - Maple Central      | LR<br>Clare - Library            | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | PENT<br>K & C - Courtyard        | Math<br>Emily & Tejas - M:Lab    |
| 3:15 to 3:30   | Council & Chores                 |



## Greenspire Schedule for Tuesday

2nd Semester 2019-20

01/05/20

| Period         | ОДИН<br>("a-deen")              | ДВА<br>("dva")                  | ТРИ<br>("tree")                 | ЧЕТЫРЕ<br>("chye-ty-ye")        | ПЯТЬ<br>("pyat")                | ШЕСТЬ<br>("shest")              |
|----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 8:30 to 8:45   | Advisories<br>See Schedule      |
| 8:45 to 9:30   | Stewardship<br>Phil - Courtyard | Lit<br>Clare - Library          | Science<br>Kris - Science Lab   | Soc Studies<br>Kelly - SS Lab   | PENT<br>K & C - Courtyard       | Math<br>E & T - Math Lab        |
| 9:35 to 10:20  | WL<br>Merris - Maple Central    | Stewardship<br>Phil - Courtyard | Lit<br>Clare - Library          | Science<br>Kris - Science Lab   | Soc Studies<br>Kelly - SS Lab   | PENT<br>K & C - Courtyard       |
| 10:20 to 10:35 | Brain Break                     |
| 10:40 to 11:25 | Math<br>E & T - Math Lab        | WL<br>Merris - Maple Central    | Stewardship<br>Phil - Courtyard | Lit<br>Clare - Library          | Science<br>Kris - Science Lab   | Soc Studies<br>Kelly - SS Lab   |
| 11:30 to 12:15 | PENT<br>K & C - Courtyard       | Math<br>E & T - Math Lab        | WL<br>Merris - Maple Central    | Stewardship<br>Phil - Courtyard | Lit<br>Clare - Library          | Science<br>Kris - Science Lab   |
| 12:15 to 12:45 | Lunch!                          | Lunch!                          | Lunch!                          | Lunch!                          | Lunch!                          | Lunch!                          |
| 12:50 to 1:35  | Soc Studies<br>Kelly - SS Lab   | PENT<br>K & C - Courtyard       | Math<br>E & T - Math Lab        | WL<br>Merris - Maple Central    | Stewardship<br>Phil - Courtyard | Lit<br>Clare - Library          |
| 1:40 to 2:25   | Science<br>Kris - Science Lab   | Soc Studies<br>Kelly - SS Lab   | PENT<br>K & C - Courtyard       | Math<br>E & T - Math Lab        | WL<br>Merris - Maple Central    | Stewardship<br>Phil - Courtyard |
| 2:30 to 3:15   | Lit<br>Clare - Library          | Science<br>Kris - Science Lab   | Soc Studies<br>Kelly - SS Lab   | PENT<br>K & C - Courtyard       | Math<br>E & T - Math Lab        | WL<br>Merris - Maple Central    |
| 3:15 to 3:30   | Council & Chores                |



## Greenspire Schedule for Wednesday

2nd Semester 2019-20

10/29/19

| Period           | ОДИН<br>("a-deen")               | ДВА<br>("dva")                   | ТРИ<br>("tree")                  | ЧЕТЫРЕ<br>("chye-tir-ye")     | ПЯТЬ<br>("pyat")              | ШЕСТЬ<br>("shest")               |
|------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|----------------------------------|
| 8:30 to 8:45     | Council<br>The Pool              | Council<br>The Pool              | Council<br>The Pool              | Council<br>The Pool           | Council<br>The Pool           | Council<br>The Pool              |
| 1 8:45 to 9:30   | Social Studies<br>Kelly - SS Lab | Speech<br>Claire - Library       | Math<br>emily & Tjasa - M-Lab    | EIA<br>Phil - Maple Central   | Health<br>Katie - Maple North | Science<br>Kris - Science Lab    |
| 2 9:35 to 10:20  | Social Studies<br>Kelly - SS Lab | Science<br>Kris - Science Lab    | Speech<br>Claire - Library       | Math<br>emily & Tjasa - M-Lab | EIA<br>Phil - Maple Central   | Nature Trail<br>Cory - Courtyard |
| 10:20 to 10:35   | Brain Break                      | Brain Break                      | Brain Break                      | Brain Break                   | Brain Break                   | Brain Break                      |
| 3 10:40 to 11:25 | Speech<br>Claire - Library       | Social Studies<br>Kelly - SS Lab | Nature Trail<br>Cory - Courtyard | Health<br>Katie - Maple North | Math<br>emily & Tjasa - M-Lab | EIA<br>Phil - Maple Central      |
| 4 11:30 to 12:15 | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | EIA<br>Phil - Maple Central      | PE<br>Katie - Courtyard       | Nor Nac<br>Cory - Maple North | Speech<br>Claire - Library       |
| 12:15 to 12:45   | Lunch!                           | Lunch!                           | Lunch!                           | Lunch!                        | Lunch!                        | Lunch!                           |
| 5 12:50 to 1:35  | Math<br>emily & Tjasa - M-Lab    | EIA<br>Phil - Maple Central      | Science<br>Kris - Science Lab    | Nor Nac<br>Cory - Maple North | PE<br>Katie - Courtyard       | Social Studies<br>Kelly - SS Lab |
| 6 1:40 to 2:25   | Nature Trail<br>Cory - Courtyard | Math<br>emily & Tjasa - M-Lab    | Health<br>Katie - Maple North    | Speech<br>Claire - Library    | Science<br>Kris - Science Lab | Social Studies<br>Kelly - SS Lab |
| 7 2:30 to 3:15   | EIA<br>Phil - Maple Central      | Nor Nac<br>Cory - Maple North    | PE<br>Katie - Courtyard          | Science<br>Kris - Science Lab | Speech<br>Claire - Library    | Math<br>emily & Tjasa - M-Lab    |
| 3:15 to 3:30     | Council & Chores                 | Council & Chores                 | Council & Chores                 | Council & Chores              | Council & Chores              | Council & Chores                 |



the greenspire school  
Member of the Greenspire

## Greenspire Schedule for Thursday

2nd Semester 2019-20

2023.19

| Period         | ОДНН<br>("a-deen")            | ДВА<br>("dva")                   | ТРИ<br>("tree")                  | ЧЕТЫРЕ<br>("chye-tir-ye")        | ПЯТЬ<br>("pyat")                 | ШЕСТЬ<br>("shest")            |
|----------------|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
| 8:30 to 8:45   | Advisories<br>See Schedule    | Advisories<br>See Schedule       | Advisories<br>See Schedule       | Advisories<br>See Schedule       | Advisories<br>See Schedule       | Advisories<br>See Schedule    |
| 8:45 to 9:30   | Math<br>emly & Tejas - M-Lab  | Science<br>Kris - Science Lab    | EIA<br>Phil - Maple Central      | Social Studies<br>Kelly - SS Lab | Nature Trail<br>Cory - Courtyard | Health<br>Kate - Maple North  |
| 9:35 to 10:20  | Science<br>Kris - Science Lab | Math<br>emly & Tejas - M-Lab     | LT<br>Clare - Library            | Social Studies<br>Kelly - SS Lab | EIA<br>Phil - Maple Central      | Nor Nat<br>Cory - Maple North |
| 10:20 to 10:35 | Brain Break                   | Brain Break                      | Brain Break                      | Brain Break                      | Brain Break                      | Brain Break                   |
| 10:40 to 11:25 | LT<br>Clare - Library         | Health<br>Kate - Maple North     | Math<br>emly & Tejas - M-Lab     | Science<br>Kris - Science Lab    | Social Studies<br>Kelly - SS Lab | EIA<br>Phil - Maple Central   |
| 11:30 to 12:15 | Health<br>Kate - Maple North  | Nature Trail<br>Cory - Courtyard | Science<br>Kris - Science Lab    | Math<br>emly & Tejas - M-Lab     | Social Studies<br>Kelly - SS Lab | LT<br>Clare - Library         |
| 12:15 to 12:45 | Lunch                         | Lunch                            | Lunch                            | Lunch                            | Lunch                            | Lunch                         |
| 12:50 to 1:35  | PE<br>Kate - Courtyard        | EIA<br>Phil - Maple Central      | Nor Nat<br>Cory - Maple North    | LT<br>Clare - Library            | Math<br>emly & Tejas - M-Lab     | Science<br>Kris - Science Lab |
| 1:40 to 2:25   | Nor Nat<br>Cory - Maple North | LT<br>Clare - Library            | Social Studies<br>Kelly - SS Lab | EIA<br>Phil - Maple Central      | Science<br>Kris - Science Lab    | Math<br>emly & Tejas - M-Lab  |
| 2:30 to 3:15   | EIA<br>Phil - Maple Central   | PE<br>Clare - Courtyard          | Social Studies<br>Kelly - SS Lab | Nature Trail<br>Cory - Courtyard | LT<br>Clare - Library            | PE<br>Kate - Courtyard        |
| 3:15 to 3:30   | Council & Chores              | Council & Chores                 | Council & Chores                 | Council & Chores                 | Council & Chores                 | Council & Chores              |



## Greenspire Schedule for Friday

2nd Semester 2019-2020

01.28.2020

| Period         | 09:00<br>("a-deen")                      | 09:30<br>("dva")                         | 10:00<br>("tree")                        | 10:30<br>("chye-ti-ye")         | 11:00<br>("pyar")                        | 11:30<br>("shest")             |
|----------------|--|--|--|---------------------------------|--|--------------------------------|
| 8:30 to 8:40   | Council<br>The Pool                      | Council<br>The Pool                      | Council<br>The Pool                      | Council<br>The Pool             | Council<br>The Pool                      | Council<br>The Pool            |
| 8:40-9:20      | Community Connections                    |  |  |                                 |  |                                |
| 9:20-9:35      | Brain Break                              |  |  |                                 |  |                                |
| 9:35-10:15     | Community Connections                    |  |  |                                 |  |                                |
| 10:20-11:00    | OW<br>Carrle - SS Lab                    | OW<br>Claire - Library                   | OW<br>Kris - Science Lab                 | PE<br>Kade - Courtyard          | World Language<br>Marena - Maple Central | Math<br>Emily & Tejas - M. Lab |
| 11:05-11:45    | World Language<br>Marena - Maple Central | Math<br>Emily & Tejas - M. Lab           | PE<br>Katie - Courtyard                  | OW<br>Corey - Library           | Phil - Science Lab                       | OW<br>Carrle - SS Lab          |
| 11:45 to 12:15 | Lunch                                    | Lunch                                    | Lunch                                    | Lunch                           | Lunch                                    | Lunch                          |
| 12:20 to 1:00  | Electives and Gardening Program          |  |  |                                 |  |                                |
| 1:05 to 1:45   | Electives and Gardening Program          |  |  |                                 |  |                                |
| 1:50-2:30      | Math<br>Emily & Tejas - M. Lab           | PE<br>Katie - Courtyard                  | World Language<br>Marena - Maple Central | Math<br>Emily & Tejas - M. Lab  | World Language<br>Marena - Maple Central | PE<br>Katie - Courtyard        |
| 2:35-3:15      | PE<br>Katie - Courtyard                  | World Language<br>Marena - Maple Central | Math<br>Emily & Tejas - M. Lab           | Electives and Gardening Program |  |                                |

# School Maps and Floor Plans

Appendix C





# Specific Response Actions and Hazard-Specific Procedures

Appendix D

# Biological Attack/Release/Outbreak

## Background

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents which would likely be used as weapons are bacteria, viruses and toxins.

**Bacteria** are free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment of antibiotics.

**Viruses** are organisms which require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases which generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.

**Toxins** are poisonous substances found in and extracted from living plants, animals or microorganisms. Some toxins can be treated with specific antitoxins and selected drugs.

Symptoms may include:

Fever, headache, chills, sweating, weakness and fatigue, respiratory distress, difficulty talking or eating, joint and muscle pain, and nausea.

**Note:** Symptoms may not present themselves for 1-21 days depending on the biological agent.

## DON'T:

-Chew gum, eat, drink or allow objects to be placed in the mouth unless authorized by the person in charge of the building.

-Leave the building unless directed to do so by an official.

## Biological Attack/Release/Outbreak (Continued)

### Teacher/Staff Checklist:

- Call 9-1-1
- Notify the Head of School
- If outside, seek shelter immediately
- Advise the Head of School of any injuries or anyone in immediate danger
- Notify the Head of School if adverse physical symptoms are present
- Notify medical personnel of any special medications the contaminated people may be taking or any known allergies
- Remain calm and keep students calm
- Close windows and doors
- Ensure that students do not chew gum, eat, drink or place objects in their mouths
- Take attendance and keep class list in your possession
- Remain in room and await further directions from Head of School

# Bomb Threat

## Background

An incendiary device has been reported to be on the school premises that may or may not have exploded.

## Bomb Threats

It is necessary to assume that all bomb threats are valid until proven otherwise. In the event of a bomb threat made during the school day, the following procedures will be used:

The person receiving the call shall obtain as much information as possible (who, what, when, where and how). Use the information from caller ID and try to get information on the actual placement of the bomb within the building.

## Phone Messages

The person receiving the call should remain calm, try to keep the person on the line and obtain as much information as possible. **Never hang up the phone, calls can be traced.**

**Information that one would attempt to obtain from the caller of a bomb threat should include:**

1. What is the exact location of the bomb?
2. What is the time set for detonation?
3. What does it look like?
4. What is the explosive?
5. Why is it placed?

## Bomb Threat (Continued)

**In addition, as many of the following details should be noted as possible:**

1. Date and time of call
2. Exact language used
3. Sex of caller
4. Age of caller, estimated
5. Peculiar or identifiable accent
6. Identifiable background noises such as echoes, music, trucks or other conversations

The threat should be reported to 9-1-1 immediately, then notify the superintendent of schools. An announcement will be made to staff and students and then proceed to the evacuation site (depending on the situation).

Administrative staff will visually inspect exit routes prior to evacuation to ensure the safety of the exit. Following a search of exit routes, the building will be evacuated using the procedures in fire drills.

As staff and students are evacuating the building, staff shall look for any suspicious items as they exit. Staff will report anything suspicious to the Head of School.

The building will be searched by members of local law enforcement agencies.

**Should the search fail to provide evidence of an explosive device:**

- The students and staff will be returned to the building.

**Should the search result in finding an explosive device:**

- The students will remain in their designated location until transportation home is organized and communicated by the Head of School.

All inquiries from the media should be directed to the superintendent.

If a bomb threat is made after hours, the building and grounds will be searched and a determination about whether to hold classes will be made by the Head of School in consultation with emergency personnel.

## **Bomb Threat (Continued)**

### **Teacher/Staff Checklist**

- Ensure students do not turn on cell phones
- Evacuate students upon hearing the evacuation announcement
- Ensure students remain quiet and follow directions
- Have students walk to designated evacuation assembly area further than 1,000 feet from the building
- Ensure students know that when they are inside, they should exit the building by the closest route, then assemble in a previously designated area where they will be met by a staff member
- Take class list and keys and notify the Head of School if a student is missing
- Report anything suspicious or abnormal to the Head of School

# Building Lockdown

## Potential Threat and Imminent Threat

### Background

**Imminent Threat:** When a person (or persons) is (are) observed outside the building who is (are) exhibiting extremely irrational or dangerous behavior to self or others, or they possess a weapon, or they are an apparent threat to the safety of the students or staff

**Potential Threat:** When a situation or incident occurs outside the building, but in the vicinity, involving a potentially dangerous person (or persons) or when local authorities make notification that there is a potentially dangerous person (or persons) in the area

### DON'T:

- Evaluate a room after a lockdown is announced, unless ordered to do so by the police, sheriff, fire department, or the P.A. system
- Turn off lights in hallways

### Imminent Threat Lockdown:

Please see Lock Down Procedure Sheet

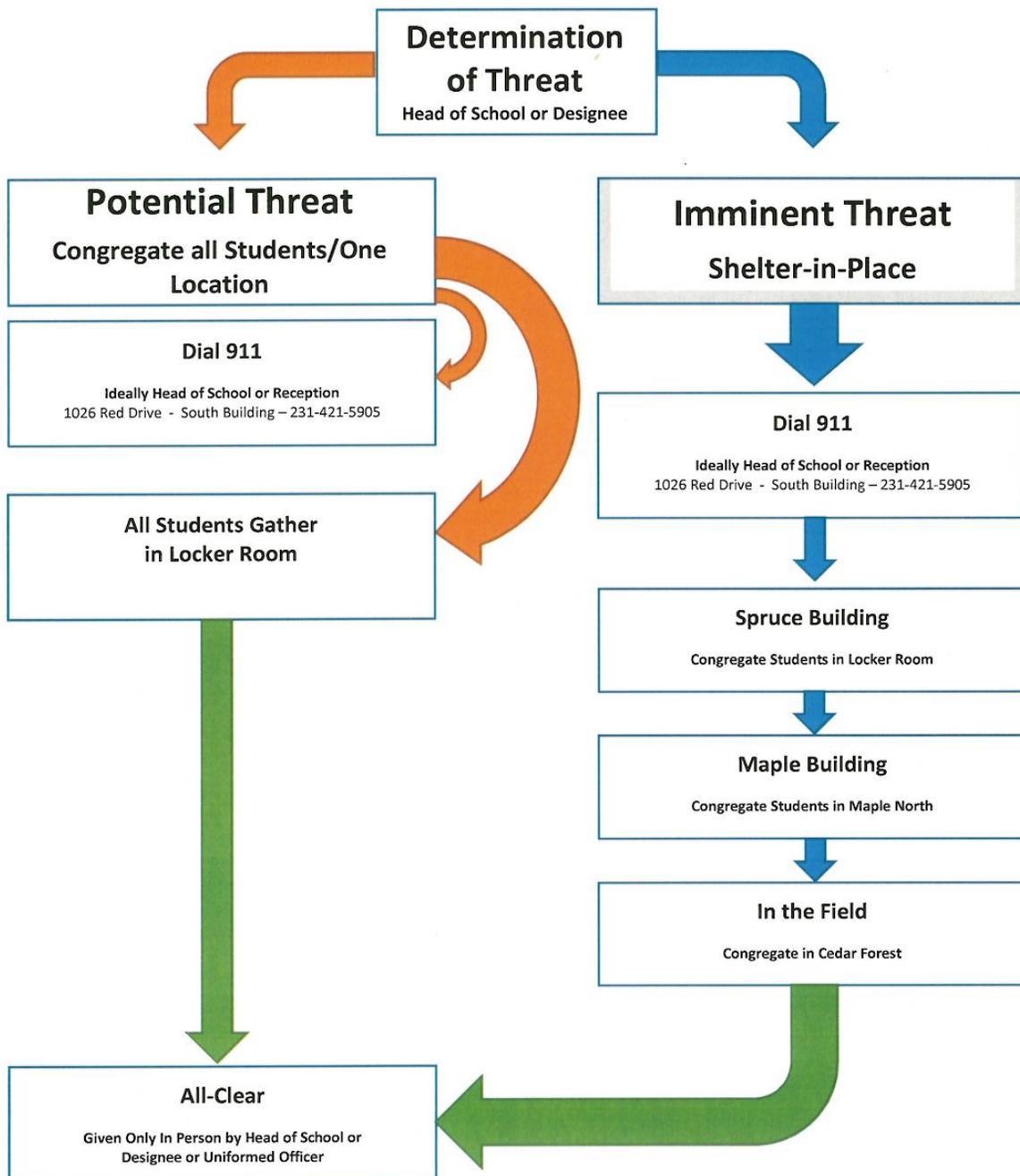
### Potential Threat Lockdown:

Please see Lock Down Procedure Sheet



# THE GREENSPIRE SCHOOL LOCKDOWN PROCEDURES

8.22.17



# Chemical Attack

## Background

Chemical warfare agents are poisonous vapors, aerosols, liquids or solids that have toxic effects on people, animals or plants. Some chemical agents are odorless and tasteless.

Chemical agents can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days).

While potentially lethal, chemical agents are difficult to deliver in lethal concentrations.

Symptoms or evidence of a possible chemical attack may include:

- Blurred vision
- Eye irritation
- Difficulty breathing and nausea
- Blisters or rashes
- Unexplained coughing, fatigue, tearing in eyes, dizziness
- Unusual liquid droplets or oily film
- Unexplained odors
- Unexplained animal sickness or death

Note: Most chemical agents do not produce a visible cloud

## **DON'T:**

- Remain outside; seek shelter.
- Chew gum, eat, drink or allow objects to be placed in the mouth unless authorized by the Head of School.
- Energize any HVAC (heating, ventilation, air conditioning) system until authorized by the proper authorities
- Allow contaminated individuals to come into contact with others

## Chemical Attack (Continued)

### Teachers/Staff Checklist

- If a chemical attack or release is suspected, notify the Head of School immediately
- Advise the Head of School of any injuries or anyone in immediate danger
- Notify the Head of School if adverse physical symptoms are present
- Notify medical personnel of any special medications the contaminated people may be taking or any known allergies
- Remain calm and keep students calm
- Remain in location with doors and windows closed until further instructions are given by the Head of School
- Take attendance and keep class list in your possession
- If outside, seek shelter immediately
- Have students cover their nose and mouth with a paper towel, or cloth material
- Ensure students do not chew gum, eat, drink or place objects in their mouths

# Death of a Student, Staff or Visitor

## Background

None required

### **DON'T:**

- Let the media question employees or guests
- Tell students how they should feel or what they should do
- Act as if nothing happened

### **Teacher/Staff Checklist**

- Check status of victim
- Notify the Head of School immediately for emergency medical assistance
- If on or off school grounds, contact 9-1-1 immediately
- Be prepared to give a full report of the incident, noting the time of events and witnesses
- If possible, remove students from the area
- Keep students calm
- Segregate witnesses
- Protect the scene of the event
- Discourage discussion of event
- Wait for police to arrive
- Identify students in need of counseling
- Refer all media questions to the Head of School

# Death of Student, Staff or Visitor (Continued)

## Crisis Plan for Death of Student, Staff or Visitor

### On school grounds or any school function:

- Call 9-1-1 and provide medical assistance or first aid until relieved by medical personnel
- Secure the scene, and gather information on incident, note time of events and witnesses
- Provide information to law enforcement
- Identify students and staff in need of counseling support
- Head of School obtains permission from family to share information and notifies staff/community of funeral arrangements
- Head of School arranges a long term response and follow up school counseling/social work support as needed
- Head of School contacts ISD crisis response team
- Head of School notifies school board

### Off school grounds and not at a school function:

- Verify death with law enforcement, family
- Identify students and staff in need of counseling support
- Head of School obtains permission from family to share information and notifies staff/community of funeral arrangements
- Head of school arranges a long term response and follow up school counseling/social work support as needed.
- Head of School contacts ISD crisis response team
- Head of School notifies school board

# Earthquake or Other Natural Disaster

## Background

Although the probability of an earthquake at The Greenspire School is very low, it could potentially happen.

### Teacher/Staff Checklist

If indoors:

- Stay inside
- Move students away from windows, shelves and heavy objects that may fall
- Direct students to take cover under a table or if no cover is available, move students to an interior wall and direct them to drop and tuck

If outdoors:

- Move students to an open space away from buildings and overhead power lines
- Direct students to lie down and crouch low to the ground (legs will not be steady)
- Be aware of dangers that may require students to be moved

Post Earthquake or other Natural Disaster:

- Take attendance as soon as possible
- Report any injuries or missing students to the Head of School
- Restore calm, reassure students that the situation is under control
- Assist in any first aid needed in your area
- Await further instructions

# Explosion

## Background

Approximately 70% of terrorist events involve the use of explosives. Explosives can be used to disperse other hazardous materials. Types of explosions are mechanical (e.g. boiler or gas lines), chemical and Nuclear/Radiological. If one explosion has occurred, more explosive devices may be in the vicinity.

### **DON'T:**

- Operate radios, cell phones, audio enhancement devices, electronic bells, wireless clocks, or any electronic equipment
- Remove any items from the building as you exit
- Re-enter the building
- Touch any strange or unusual devices or packages, particularly ones with visible batteries attached
- Energize any HVAC (heating, ventilation, air conditioning) system until authorized by the proper authorities

### **Teacher/Staff Checklist**

- Evacuate to the designated area leaving doors open as you exit
- Do not operate radios, cell phones, or electronic equipment
- Do not lock doors, remove any items from the building, or turn lights on/off as you exit
- Remain calm and keep students calm
- Advise the Head of School of any injuries or anyone in immediate danger
- Take attendance and keep a class list in your possession
- Report any missing students to the Head of School
- Do not re-enter the building

# Fire

## Background

Area or building on fire, or the appearance or smell of smoke, or an alarm consisting of a loud intermittent buzzer and flashing lights.

### DON'T:

- Attempt to put out a large fire
- Lock doors, just close them
- Remove any personal items from the building as you exit
- Dismiss students unless directed by Head of School
- Talk when evacuating the building
- Run, walk in an orderly fashion

### Teacher/Staff Checklist

- If a fire is detected, pull alarm
- Evacuate all students using the closest exit, count students and ensure you are not missing anyone
- Ensure anyone in a nearby restroom or other room not under the supervision of a teacher/staff is evacuated
- Teachers are responsible for physically disabled students in their immediate care
- Ensure students remain quiet and follow directions
- Walk with students to the designated assembly area
- Notify the Head of School immediately if any student is missing
- If directed to release students to parents, keep accurate records of students released
- Remain in the evacuation area until the "all clear" is sounded by the fire department or Head of School

# Hazardous Material/Chemical Accident

## (Outside of the Building)

### Background

Toxic air cloud, potential toxicity in air and/or ventilation, or release of hazardous material producing irritating smell or vapors

### DON'T:

- Enter or move through the area

### Teacher/Staff Checklist

- Remain with students during the entire emergency
- Close windows and doors
- Take attendance and alert Head of School if anyone is missing immediately
- Follow directions from the Head of School

# Hazardous Material/Chemical Accident

## (Inside of the Building)

### Background

Toxic air cloud, potential toxicity in air and/or ventilation, or release of hazardous material producing irritating smell or vapors

### DON'T:

- Enter or move through the area

### Teacher/Staff Checklist

- Remain with students during the entire emergency
- Move students away from affected area
- Take attendance and alert Head of School if anyone is missing immediately
- Evacuate the building if directed to by Head of School and remain in evacuation area until the "all clear" is given by the Head of School
- Follow directions from the Head of School

# Homeland Security/Terrorist Attack

## Severe Threat

- Listen to radio/TV for current information/instructions
- Be alert to suspicious activity and report it to proper authorities immediately
- Close school if recommended to do so by appropriate authorities
- 100% identification check and escort of anyone entering school other than students, staff and faculty

## High Threat

- Be alert to suspicious activity and report it to proper authorities
- Review emergency plans
- Prepare to handle inquiries from anxious parents and media
- Discuss student fears concerning possible terrorist attacks

## Elevated

- Be alert to suspicious activity and report it to the proper authorities
- Ensure all emergency supplies are stocked and ready

## Guarded

- Be alert to suspicious activity and report it to proper authorities
- Conduct safety training/emergency drills following the school's written plans
- Ensure emergency communication plan is updated

## Low

- Develop written emergency plan to address all hazards including plans to maintain the safety of students, staff and faculty as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty.
- Ensure selected staff members take a Red Cross CPR/ AED and first aid course

# Hostage

## Background

Hostage taking is a violent criminal offense involving the holding of individual(s) hostage, or exercising or attempting to exercise control over the individual(s) by the use of force or threat of force, or by other violent behavioral verbal actions, which if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands.

These situations are probably the least predictable and the most dangerous of the emergency situations that may occur.

Follow the instructions of hostage taker and treat him/her as normally as possible. Try not to panic and calm students if they are present. Be respectful to a hostage taker. Ask permission to speak and do not argue or make suggestions.

If the Head of School is taken hostage, the Assistant Head of School shall take charge.

### **DON'T:**

- Try to disarm an intruder
- Panic
- Argue with or make suggestions to a hostage taker
- Intervene in a hostage situation
- Approach a person with a weapon

## Hostage (Continued)

### Teacher/Staff Checklist

- Call 9-1-1, if possible
- Notify the Head of School as soon as possible
- Do not approach or intervene in the hostage situation
- Follow the advice of police
- Remain calm; do not panic and act as normal as possible
- Each teacher is responsible for the safety of their own students
- Ask permission to speak and do not argue or make suggestions
- Allow law enforcement to negotiate
- Cooperate, but do not authorize requests from the hostage taker
- Obtain good description of hostage(s) taker
- Direct students to locker room if possible and go into a lockdown procedure
- Refer all media questions to the Head of School

# Intruder Alert

## Background

A person(s) with no business on school premises or a person(s) observed inside the building exhibiting irrational or dangerous behavior to self or others, or they possess a weapon, or they are an apparent threat to the safety of the students or staff

### **DON'T:**

- Evacuate a room unless ordered to do so by the police, or the Head of School
- Turn off lights in hallways

### **Teachers/Staff**

- If possible, notify the Head of School of the presence of an intruder
- Don't confront the intruder or attempt to force them to go anywhere
- Notify the office and wait for instructions regarding if a lockdown is needed
- Turn off lights in classroom
- Take attendance and move students away from windows if possible.
- Remain in directed area until an "all clear" is given

# Larceny, Robbery, Or Extortion

## Background

No background necessary

### DON'T:

- Contaminate the crime scene

### Teachers/Staff

- Notify Head of School as soon as possible
- Remain calm; avoid violence
- Treat robber as normal as possible and with respect
- Notice robber's facial features, height, weight, clothing, weapon, number of accomplices, car, anything else that might help police identify him/her

# Missing Student

## Background

Student(s) accounted for at school, on school property, or while traveling to and from school

National HotLine for Missing and Exploited Children: 800-843-5678

National Runaway HotLine: 800-621-4000

## DON'T:

- Forget to inform everyone involved when a missing student is located

## Teacher/Staff Checklist

- Notify the Head of School immediately
- Be on the lookout for the missing student
- Report observations of unknown or unauthorized persons to the Head of School; make note of appearance, vehicle type and color, registration plate number, etc.

# Nuclear Attack/Release

## Background

This could include:

- Threatened use of nuclear weapons
- Seizure or sabotage of nuclear facilities
- Detonation of a thermonuclear bomb
- Destruction of a nuclear facility or transportation vehicle
- Use of a dirty bomb- using an explosive device to disseminate radioactive material
- Dissemination of radioactive materials with a spray device

## DON'T:

- Chew gum, eat, drink or allow objects to be placed in the mouth unless authorized by the Head of School
- Energize any HVAC (heating, ventilation, air conditioning) system until authorized by the proper authorities

## Teacher/Staff Checklist

- If outside with students, seek shelter immediately
- Move students to the location designated by the Head of School and await further direction
- Remain calm and keep students calm
- Advise the Head of School of any injuries or anyone in immediate danger
- Notify the Head of School if adverse physical symptoms are present
- Close windows and doors
- Ensure that students do not chew gum, eat, drink or place objects in their mouths
- Have students cover their nose and mouth with paper towel or cloth material
- Do not allow anyone to view a nuclear blast
- Take attendance
- Remain in room and await further instructions from the Head of School

# Radiological Attack/Release

## Background

Symptoms of radiation sickness may not be present themselves for 2-6 hours even with high doses, and may include: nausea, vomiting, diarrhea, dizziness, fatigue, headache

### DON'T:

- Chew gum, eat, drink or allow objects to be placed in the mouth unless authorized by the Head of School
- Energize any HVAC (heating, ventilation, air conditioning) system until authorized by the proper authorities

### Teacher/Staff Checklist

- If outside with students, seek shelter immediately
- Move students to the location designated by the Head of School and await further direction
- Remain calm and keep students calm
- Advise the Head of School of any injuries or anyone in immediate danger
- Notify the Head of School if adverse physical symptoms are present
- Close windows and doors
- Ensure that students do not chew gum, eat, drink or place objects in their mouths
- Have students cover their nose and mouth with paper towel or cloth material
- Do not allow anyone to view a nuclear blast
- Take attendance
- Remain in room and await further instructions from the Head of School

# Serious Injury or Illness

## Background

Severely injured student, staff or visitor

### DON'T:

- Move a seriously injured person unless there is immediate danger
- Transport a seriously injured person

### Teacher/Staff Checklist

- Call 9-1-1 if necessary
- Contact the Head of School upon witnessing any injury or being made aware of an injury
- Stay with the injured party until help arrives
- Notify medical personnel of any special medications the injured person may be taking or any known allergies
- If possible, evacuate students and other by-standers from the immediate area of the injured party
- Follow universal precautions
- Do not move a severely injured person or leave them alone
- If certified in CPR/ first aid, assist as needed
- Discourage discussion between students
- Keep calm
- If witness to the injury, complete an accident report

# Tornado

## Background

Weather is monitored hourly at The Greenspire School due to the outside nature of our program. Due to the amount of windows in every part of our buildings, in the event of a possible tornado, we evacuate the school and move all students and staff to the TBAISD building across the street and have students tuck and cover in the interior hallways.

### **DON'T:**

- Bring personal belongings with you
- Leave TBAISD building until given the “all clear” by the Head of School

### **Teacher/Staff Checklist**

- Take attendance of students and escort them across the street to the TBAISD building
- Move students to an interior hallway and make sure they are all in “tuck and cover” position
- Report absences to the Head of School as soon as possible
- Keep students calm and quiet
- Wait for further instructions from Head of School

# Severe Weather/Shelter Plan

## Background

Tornado/Severe Weather Watch:

- Conditions are favorable for tornado or other severe weather
- Make staff aware, prepare, but take no action

Tornado Warning:

- Tornado has been sighted
- Take shelter immediately

Severe Weather Warning

- Take shelter immediately

## DON'T:

- Allow students to go outside during severe weather warnings

## Teacher/Staff Checklist

- If outside with students, seek shelter immediately
- Move students to the location designated by the Head of School and await further direction
- Keep students calm and quiet
- Report any injuries or missing students to the Head of School

## Shelter Plan

In the event that weather conditions dictate that students must be placed in a shelter location, that decision will be made by the Head of School. When severe weather is present, office staff members will tune to local radio stations and/or internet for weather updates. Upon noting that severe weather will impact the school, the procedures above will be implemented.

# **Sexual Assault**

## **(Criminal Sexual Conduct)**

### **Background**

- Refer to Michigan Penal Code- Act 328 of 1931 for acts that are defined as Criminal Sexual Conduct
- Information or assistance can be obtained by contacting the Rape, Abuse and Incest National Network at (800) 656-4673

### **DON'T:**

- Leave victim or perpetrator alone or together
- Question the victim any further than to confirm that a crime may have been committed
- Contaminate crime scene

### **Teacher/Staff Checklist**

- Ensure victim is safe
- Immediately contact the Head of School
- Detain perpetrator (if possible) in a separate location away from victim
- Do not question the victim, the accused perpetrator, or witnesses

# Student Abduction/Kidnapping

## Background

Abduction: Abduction occurs when a person unlawfully and without consent restricts another person's movements, and there is knowledge by the person of the restriction and a substantial interference of the liberty of the person restricted. This does not have to be the removal of a person from the site but can be detaining of a person on a school site by an unauthorized person.

Kidnapping: The unauthorized removal of a student from school property without consent either from school officials and/or parent(s)/guardian(s). In many instances this violation of school rules and state laws is perpetrated by a parent or relative involved in a domestic dispute.

## Teacher/Staff Checklist

- Verify student is missing and then contact Head of School as soon as possible
- Gather facts about abduction, description of abductor and any vehicle involved
- Be prepared to write a notarized statement
- Keep calm and ensure the safety of the rest of the students

# **Suicide**

## **(Suicide Attempt)**

### **Background**

A suicide attempt is a suicidal act that does not end in death.

Those with a history of such attempts are 100 times more likely to eventually end their own lives than those without a history of suicide attempts.

### **DON'T:**

- Leave a suicidal person alone
- Lecture a suicidal person

### **Teacher/Staff Checklist**

- Notify Head of School immediately
- Do not be alone with suicidal person or leave them alone
- Using a two-person team, isolate suicidal person from others
- Await law enforcement or emergency medical staff to remove means of committing suicide, i.e. pills, weapons
- Stay with suicidal person until law enforcement or emergency medical staff arrives
- Relate pertinent information from suicidal incident to members of law enforcement and emergency medical staff
- Identify staff/students "at risk" as a result of this incident to Head of School

# Suicide

## (Mental Health Information)

### **Educating School Staff: Mental Health Issues**

School staff members are often the first to notice mental health issues among the student population. Information may be provided to help educate staff using:

- Professional Development Days
- Small Group Presentations
- Fact Sheets
- Guest Speakers and Panels

### **School Staff Should be Familiar with:**

Warning signs:

- Any drastic, noticeable changes including but not limited to:
  - Sadness, anxiety, fear, unusually withdrawn, talk of self-harm and/or suicide
- Signs of:
  - Substance use, aggression and/or fighting, change in energy level, traumatic event

### **Who to Contact if there is a Concern:**

- Head of School
- Parent/ Guardian
- Community Mental Health Provider
- Law Enforcement

# Utility Emergency

## Background

Utility shutdown such as a power outage, water main break, lack of heat, etc.

Dangerous utility situations such as a gas leak or live electrical line

### **DON'T:**

- Run/connect electricity from an outside source
- Bring fuel heaters into a school building

### **Teacher/Staff Checklist**

- Remain with students during the entire emergency
- Take attendance and alert Head of School if you are missing anyone
- Follow directions from the Head of School

# Vandalism or Destruction of Property

## Background

Willful or malicious destruction or defacement of public or private property

### **DON'T:**

- Alter the area without direction from the Head of School
- Contact law enforcement authorities without direction from the Head of School

### **Teacher/Staff Checklist**

- Notify Head of School as soon as possible
- Keep students away from the area; calm and safe
- Protect the area to prevent contamination of possible evidence
- Assist the Head of School with investigation if necessary

# Continuity of Operations Plan

Appendix E

## Continuity of Operations Plan

- After an incident has occurred, every effort will be made to get students back into a safe and peaceful environment focused on learning.
- Crisis counselors from around the area will be called in to assist students, staff and parents as needed.
- The Head of School will determine when buildings are safe to enter and teachers will calm students, letting them know they are safe and can return to teaching.
- If alternate learning sites are needed for long periods of time, the Head of School will work the Board to make sure students have a suitable place to learn.
- All parents and staff will be notified of the plans and input will be solicited. The office will keep all records and notify insurance provider of incidents and needs of students/staff.

# Incident Command System Job Action Sheets

Appendix F

## Incident Command Job Action Sheets

The office staff will maintain accurate logs and these vital records will be protected accordingly. Members of the school who are witnesses to an incident will fill out a school incident report to be turned in to the Head of School. Incident reports are kept in the Head of School's office.

**Head of School-** The Head of School will serve as the lead contact person for the Crisis Team. In the absence of the Head of School, the Assistant Head of School will assume these duties. The duties of the Head of School are:

- Confirm the death or trauma situation with the coroner or police department
- Contact staff to alert them of the crisis
- Prepare a press release and notify school board members
- Conduct all communications with the media
- Schedule a meeting with staff as soon as possible
- Prepare a memo for staff distribution to the student body advising of the death and any funeral arrangements, if known
- Make certain that no student leaves the building without the parent/legal guardian accompanying the student
- Remind all staff to never give out information to the media, other parents or students
- Insure that school will be conducted according to a normal schedule, considering the circumstances of the situation

**Instructional Staff-** The role of the instructional staff is critical to the success of the intervention. As much as possible, the role of the instructional staff is to maintain as normal a routine as possible, while understanding the extreme stress the student body is experiencing. To accomplish this, it is vital that the staff stays in control of the situation, which may mean the staff have to refrain from displays of emotion, especially in front of the students. Other duties are:

## Incident Command Job Action Sheets (Continued)

- Move to squelch any rumors among the students. Talk only about known facts.
- Direct students who need assistance to the office.
- If the teacher needs relief, call for someone to watch your class.
- Staff should respond to student emotions, rather than dealing with the “how’s and why’s” of the situations.
- The staff should use phrases such as “these are the facts as we know them” when dealing with students.

**School Administrative Assistants-** The role of the administrative assistant is also one of vital importance to the success of the intervention team. Often, as the first link of concerned parents or community, the administrative assistant must convey a sense of control and calm, that the situation is well in hand. It is crucial that the administrative assistants, or anyone answering the phones, do not give out any information except as directed by the Head of School. The administrative assistant also strives to see that all information received that is crucial to the situation be directed to the Head of School in a timely manner.

**Community Resource Personnel-** Community resource personnel are defined as volunteers, substitute teachers, members of the local clergy, counselors, police and fire department. These individuals can be used as extra supervision, members of the intervention team, or provide other assistance as required. The Head of School will hold meetings with these individuals to further define their roles.

# Resource Inventory

Appendix G

| Resource/Material    | Location/Source  |
|----------------------|--|
| First Aid Supplies   | Main Office: Upper Cupboards   |
| Cell Phones          | All staff have access to Cell Phones   |
| Two-Way Radios       | All outdoor staff as well as staff in Maple, Head of School and Office Staff |
| AED                  | Maple North  |
| Fire Extinguishers   | Student Entrance, Main Entrance, Sauna, Maple North and Maple Central        |
| Maintenance Supplies | Maple North and Custodial Closet by Student Entrance in Spruce               |
| Food and Water       | Kitchen, Maple North   |
|                      |  |
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# Go-Kit and Emergency Supplies Checklists

Appendix H

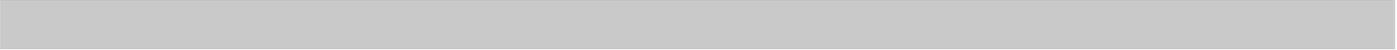




# Memorandums of Agreement/Understanding

Appendix I

| Agency | Resources Agreed to Provide |
|--------|-----------------------------|
| None   | None Currently Provided     |
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# Law Enforcement Command Posts

Appendix J

# Law Enforcement Command Posts

## **State Police Department**

218 W Fourteenth St, Traverse City, MI 49684

(231) 946-4647

## **Grand Traverse County Sheriff's Department**

851 Woodmere Ave, Traverse City, MI 49686

Phone: (231) 995-5000

# Emergency Utility Shut-Off Procedures

Appendix K

# Electricity

|                    |  |
|--------------------|--|
| Shut-off location: | Mechanical Room                        |
| Key location:      | Key box located in the Conference Room |
| Tools required:    | None                                   |
| Instructions:      | Flip the break                         |



## Natural Gas

Shut-off location: Outside of Science Lab in Spruce

Key location: N/A

Tools required: No Tools Needed

Instructions: Turn the lever to the off position.



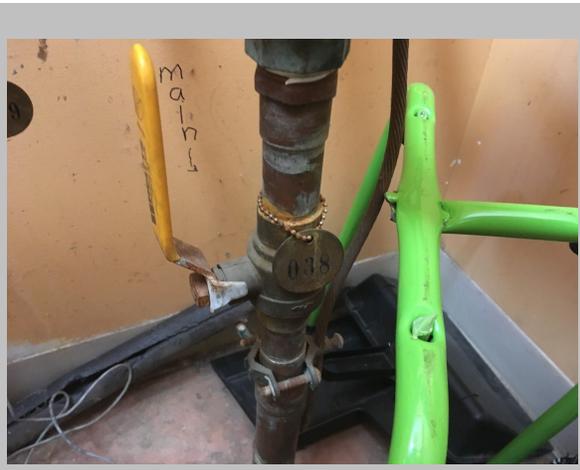
## Water

Shut-off location: Maple North, Laundry Room

Key location: No Key Needed

Tools required: N/A

Instructions: Shut off valve #38 and #39



## Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location: Mechanical Room, Spruce Building

Key location: Key to Mechanical Room in Lock Box in Conference Room

Tools required: None Required

Instructions: Push the Red Button





# Cardiac Emergency Response Plan

Appendix L

# School Cardiac Emergency Response Protocol

## Purpose

The Greenspire School has created this Cardiac Emergency Response Plan to minimize the risks associated with a Cardiac Emergency and to provide guidance for preparation and safe response to such an event. This plan does not create medical emergency standards of care beyond the standard of care expected by a reasonable non-medical professional. Actions taken in an emergency are afforded the protections of the Michigan Good Samaritan Law.

## Cardiac Emergencies

DEFINITION: A medical condition that may be associated with the patient's heart requiring advanced emergency medical care. They include but are not limited to:

-Sudden Cardiac Arrest (SCA) which occurs when the electrical impulses of the human heart malfunction (known as Ventricular Fibrillation (VF). This erratic and ineffective electrical heart rhythm causes complete cessation of the heart's normal function of pumping blood resulting in sudden death. Early recognition, early 9-1-1, early Cardio-Pulmonary Resuscitation (CPR), early defibrillation, and early advanced life support improve the chances of survival from this fatal arrhythmia. There are many causes of SCA and it can affect people of all ages. Signs of SCA include:

- Unconsciousness
- Not responding; not moving
- Not breathing or not breathing normally (gasping, gurgling, moaning or labored)
- Seizures/convulsions which may occur upon collapse

# School Cardiac Emergency Response Protocol (Continued)

**In the event a person collapses, perform the steps listed below:**

Staff:

- Confirm the scene is safe
- Let the Head of School know immediately
- Call 9-1-1 and remain on the phone until 9-1-1 disconnects
- Direct occupants to adjacent space if needed
- If CPR/AED trained, respond according to your training
  - If not CPR/AED trained, start Hands Only CPR with directions from 9-1-1 operator
- Assign individual to direct EMS to scene
- Stay with individual and continue CPR until EMS arrives
- Maintain crowd control
- Follow up with Head of School

Office:

- Confirm location/status of victim
- Confirm 9-1-1 has been called
- Call for a “soft-lockdown” if Head of School deems necessary
- Copy victim’s emergency information for EMS
- Notify the emergency contact when instructed to do so by Head of School
- Notify staff when students can return to a regular schedule