

Running head: EMERGENCY PREPAREDNESS IN PENTWATER PUBLIC SCHOOLS

Emergency Preparedness in Pentwater Public Schools

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Certification Statement

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

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Abstract

The problem was the emergency preparedness plans in Pentwater Public Schools were years old and needed to be updated. Pentwater Public Schools is in a small school in a rural community in the Village of Pentwater. The purpose of this action research was to analyze the existing plans to facilitate recommendations and updates. The action research examined federal and state laws that regulate public school emergency preparedness, and present-day school emergency planning concepts. The researcher participated in numerous emergency planning meetings with two area schools, reviewed existing plans, identified plans that needed to be updated and/or implemented, and created updated elements of the schools' overall emergency preparedness. This research was carried out through personal observations in meetings with public safety and school officials, conducting personal interviews of persons with expertise in the research question problem areas, and creating materials for use in future plans. The results indicated most elements were outdated or missing altogether. Recommendations were made to enhance the school's overall emergency preparedness. The assembly of a team including school officials, public safety, and community leaders was facilitated. A school assessment was conducted to identify the school characteristics. Existing emergency plans were reviewed. New maps of school grounds, floor plans, evacuation routes, and individual classroom evacuations plans were created. The existing bomb threat policy was reviewed and a new plan was developed and recommended.

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Emergency Preparedness in Pentwater Public School

Introduction

Located in the Village of Pentwater, Michigan, Pentwater Public Schools (PPS) is a single structure preschool through high school with 275 students and 35 faculty. It is a typical small town school which can be found anywhere in small town America. PPS has been in existence since the 1800's and had 377 students in 1881. Talk to the year round residents who live in the Village and there is a good chance they are in one of the decades old class pictures lining the walls of the school halls. Talk to older alumni and they will tell about the days when they used to bring their rifles to school so they could hunt after school on the way home. In a small community where everybody knows everybody, PPS is very much like many other small town schools; a place where people don't think anything catastrophic will ever happen. The problem was that emergency preparedness plans for PPS needed to be updated to modern standards.

The purpose of this research was to improve emergency preparedness plans for PPS. Action research was used to answer the questions: (a) What, if any, are the Federal and State of Michigan laws that regulate public school emergency preparedness plans, (b) what, if any, are public school emergency preparedness plans that are not required by Federal or Michigan law but are common by present day public school emergency preparedness standards, (c) what is the current emergency preparedness plan for PPS, (d) what, if any, laws and standards that regulate public school emergency preparedness plans are new since the last revision of plans at PPS, and (e) what elements of the PPS plan need to be updated?

Background and Significance

PPS is just one block away from Pentwater Fire Department (PFD). The fire department and school have always had a good relationship and Pentwater's firefighters enjoy working with the school on events such as fire drills and public education. For decades, emergency preparedness in the school has meant, to both students and firefighters, you leave the building when you hear a fire alarm, go into the hallway for a tornado, and not much else. Severe weather, accidents, terrorism, and other acts of violence that led up to, and into, the new millennium require schools, public safety, and the community to be much better prepared for these new threats.

A bomb threat response to PPS in January of 2010 demonstrated emergency plans in place for a bomb threat were outdated and public safety responders were not efficient in execution of the existing plans. The initial response by PFD was disorganized and the department was not familiar with plans to respond this type of threat. The school's response went according to plans in place but the plans were years old and in need of review.

A review of the emergency plans in the summer of 2010 indicated that certain portions of the plan were sufficient (fire, tornado, and lockdown- inside threat) but that other plans were insufficient, outdated, or missing altogether. Evacuation, tornado, and lockdown routes were all on a single, blurry, outdated map of the school. Bomb threat procedures were outdated. Lockdown (outside threat) and reunification procedures did not exist. On a whole, the existing PPS emergency preparedness plans and public safety response left much to be desired.

PFD's experience with school emergency management response planning was very limited. In June of 2010, the researcher met with Oceana County Emergency Management

(OCEM) Coordinator Thomas Osborn to discuss the status of school emergency plans for Pentwater Public Schools and other Oceana County public schools. It was quickly identified that the plans for all of the schools needed to be either updated or created. But neither OCEM nor the researcher had knowledge or experience in the specifics of what school emergency management response plans should contain.

This action research was used to answer questions critical to the development of new plans, assist in development of the new plans, and to introduce the researcher to basic emergency management planning concepts with respect to school emergencies. This research also relates to Unit 4: Community Risk and Capability Assessment of the Executive Analysis of Fire Service Operation in Emergency Management 2nd Edition, 7th Printing (U.S. Fire Administration, 2006) student manual by working with concepts like risk assessment, resource allocation, capability assessment, and hazard mapping. The research also relates to United States Fire Administration's operational objectives by reducing risk at the local level through prevention and mitigation, improving local planning and preparedness, improving fire and emergency services' capability for response to and recovery from all hazards, and improving fire and emergency services' professional status.

Literature Review

No specific federal laws regarding emergency planning in schools could be located. Organizations in the business of creating standards like the National Fire Protection Association (NFPA), the American National Standards Institute (ANSI), and the Institute of Electrical and Electronics Engineers (IEEE) have a wealth of emergency preparedness standards available but

none are required by federal law (National Clearinghouse for Educational Facilities ([NCEF], 2009).

An interview was conducted with James R. VanBendegom to review and evaluate the emergency preparedness plans for PPS. Mr. VanBendegom was selected as a subject expert because of his credentials as a State of Michigan certified Professional Emergency Manager and because of his employer's contracted involvement with Michigan's Region 6 emergency planning. Although there are federal guidelines, no federal requirements exist (J.R. VanBendegom, personal communication, January 28, 2011).

In 2006, Michigan saw two acts signed into law that amended Michigan Act 207, Public Act of 1941, the Fire Prevention Code. Act Number 197, Public Acts of 2006 (House Bill 4460) and Act Number 337, Public Acts of 2006 (Senate Bill 1108) required schools teaching any of the grades kindergarten to 12 to conduct 2 drills each year that both secure the building from outside access and keep all occupants inside the building, along with plans appropriate with the emergency, such as a chemical release or the potential for violence on or near school grounds. The new laws also required a minimum of 6 fire and 2 tornado drills. All of the aforementioned drills are required to be conducted in conjunction with public safety officials.

There are many emergency preparedness plans from various organizations that are not required by law (J.R. VanBendegom, personal communication, January 28, 2011). One important component of any school emergency plans is mapping (NCEF, 2008) because of the need to know the building and the community around it (U.S. Department of Education [DOE], 2007).

Because of the diversity of students, schools, and the communities where they reside, copying plans from other schools is not recommended (DOE, 2007). All schools are different and should undergo assessments on an individual basis (NCFE, 2008). Crisis or risk assessment teams comprised of school officials, public safety officials, and community leaders should be assembled to conduct a hazard vulnerability assessment (Lessons Learned Information Sharing [LLIS], 2006). The U.S. Department of Education agrees that a vulnerability assessment should be conducted for the school (DOE, 2007). J.R. VanBendegom (personal communication, January 28, 2011) agreed on the need for a risk assessment team to conduct an assessment of threats, risk, and hazards.

The current plans for PPS depend on from whom they were obtained. Three different plans have been designated as the current plan. The plans appear to be based on a 2004 state template that details actions for teachers and administrators (J.R. VanBendegom, personal communication, January 28, 2011). However, J.R. VanBendegom (personal communication, January 28, 2011) stated many new threats have emerged; emergency plans should reflect changes in school, community, country, and world.

The laws passed by Michigan in 2006 are the most recent legislation and govern drill related activities (J.R. VanBendegom, personal communication, January 28, 2011).

Updated emergency plans should consider a number of subjects including natural disasters, severe weather, fires, chemical or hazardous material spills, bus crashes, school shootings, bomb threats, medical emergencies, student or staff deaths, acts or terror or war , and outbreaks of disease or infections (DOE, 2007). NCFE (2008) advises emergency responders will require a great deal of information and to consider detailed neighborhood maps, school floor

plans, and off-site evacuations plans. Violence in schools and bomb response are two areas with new best practices that will require updating the current PPS plans and public safety response (J.R. VanBendegom, personal communication, January 28, 2011).

Along with anything performed in the fire service, an effective bomb threat response should start with a vulnerability assessment (Benett, 2009). A procedure that gathers information about the bomb threat, locks down the school, assesses the threat, and then determines the response are all recommended (Michigan State Police [MSP], 2011). Once the plan is in place, the plan should be tested and improved (Bennett, 2009)

The literature findings and personal observations influenced the research by narrowing the scope of what the action research would produce. It was realized there was so much coordination with stakeholders, and work that needed to be done, months would not be enough time to create a complete school emergency plan. Rather than attempt to create a comprehensive, all-inclusive final product for PPS, the researcher would instead focus on learning the process of organizing, updating and creating school plans. As the process was learned in meetings with another area school, the researcher began to emulate findings with PPS, created portions of the plan and provided recommendations for what other areas of the plan are recommended for further updating and/or development. At the time this research was completed the goal is to have a final, comprehensive product ready to implement at PPS for the 2011-2012 school year.

Procedures

The researcher had little knowledge or experience with school emergency planning. OCEM also had very little hands-on experience with current school emergency planning and

someone with expertise in school emergency planning was sought for guidance. Once identified, the resource worked with the researcher and OCEM to begin steps toward plan reviews and updating. James R. VanBendegom was identified and interviewed by the researcher (Appendix A) to provide opinion on research questions.

A series of meetings were initiated which served as steps leading to updating emergency plans in schools (see Appendices B, E, and I) . Each meeting also allowed the researcher to both observe and participate in the process, allowing the researcher proficiency in school emergency planning. Each meeting provided more insight and knowledge into what should be updated or added to plans and how to go about implementing it.

Initial meetings took place between the researcher, OCEM, and the subject expert. The meetings focused on how to begin the process of learning, what should be in the plans and how to begin approaching schools on updating existing plans. Once a basic framework of how to begin took shape, schools were approached to begin discussion on updating emergency plans. Initial meetings focused on organizing crisis teams that represented stakeholders from the school, public safety, and the community. Basic introductions, roles, and high level goals were discussed which facilitated a unified buy-in.

The researcher quickly realized there were so many components to a comprehensive plan that creation of an all-inclusive plan for PPS would not be possible. The researcher began working on portions of the plan which would be required components that were either missing or needed to be updated. The researcher focused on two areas for PPS; maps and bomb threat response (see Appendices C, D, F, G, and H) .

Once stakeholders were on-board with the need for updated plans, smaller meetings and walk-throughs allowed facility assessments to begin. The subtleties of the school were observed and discussed. Building walk-throughs allowed unlimited access to the planners. Sources of information on modern day school emergency preparedness planning were sought to help identify areas needing updating and improvement. With walk-throughs complete, reviews of existing plans began and areas of improvement were identified. Tasks were delegated for individuals to begin developing. As items were developed, meetings were conducted to present updates and recommended next steps presented.

Results

The researcher was able to either partially or completely answer all five research questions by locating information, conducting interviews, personal observation in meetings and plan reviews, and utilizing action research.

State of Michigan certified Professional Emergency Manager Jim VanBendegom was interviewed on January 28, 2011 at 11:30 AM at Fleis & Vandenbrink Engineering, Inc. in Grand Rapids, MI. Mr. VanBendegom was asked research questions one through four verbatim. Research question five was not asked because it was not a research question at the time of the interview.

Research question one asked what, if any, are the Federal and State of Michigan laws regulating public school emergency preparedness? Literature review yielded no indicators that there were federal laws that regulate public school emergency preparedness. J.R. VanBendegom (personal communication, January 28, 2011) agreed and added plans are a product of expectations, safety, and liability, but are not legally required. At the state level, the only laws

specific to emergency planning concern drill types, numbers, and that they must be conducted in conjunction with responders (State of Michigan [SoM], 2006). J.R. VanBendegom (personal communication, January 28, 2011) commented on the legal implications of schools and emergency plans:

Schools have been required to conduct Fire Drills, Tornado – Severe Weather Sheltering for decades. During the past 20 years many new types of critical school incidents have created the need for new laws, rules and guidelines. Until the late 1990's, most schools were independent and avoided interaction with local emergency response agencies except during a specific event. Public image and perceptions were very important to each school district.

During the Mid to late 1990's both school and community officials began to communicate and reach out to develop partnerships. Law Enforcement had moved to a community policing model that linked community incident back to schools. Schools and communities realized that community incidents carried into the schools and school incidents carried over into the communities.

April, 1999- Columbine High School (sentinel event). School violence reaches a new level. The public, schools and community officials are forced to take new actions and address school violence and safety issues. Mandatory Changes included:

- Required school official to notify law enforcement of all crimes that occur at school.
- Required law enforcement to advise school officials of crimes that involve school property, students or that may carry over to schools

- Required school officials to suspend or expel students for weapons violations or acts of violence
- Suggested joint school – community school response plans
- Law Enforcement agencies altered their active shooter response plans
- Many law enforcement, fire and emergency management officials met with school officials to discuss critical incident response, share contact information, and integrate rapid response training

2002 – 2004- Michigan State Police and Michigan Department of Education provided school response plan templates. Public schools were provided the opportunity to obtain homeland security grant funds to conduct school threat assessments, develop emergency response plans and conduct community wide exercises. Note private schools were not provided funds but many communities allowed private schools to participate in these initiatives. Many school safety considerations were suggested, including school lockdown drills, student – staff accountability, identification of alternative site locations

2006 – 2007- New laws were passed that provided new guidelines for school lockdown and shelter in place templates for all schools. The new laws also identified the number of mandatory Fire Drills, Tornado Drills and Lockdown Drills each school building was required to conduct each year. It also required school officials to notify, submit pre and post drill reports to community emergency response officials (Police, Fire, Emergency Management).

2007 – 2010- Public Health, Avian Influenza, Pandemic Influenza Preparedness & Planning - Michigan Department of Community Health conducted several mandatory planning and exercise meetings with schools to prepare for both the Avian and Pandemic

Influenza threats and events. These meetings included emergency management, public health and patient care agencies and organizations.

2011- Michigan State Police and the Michigan Department of Education are in the process of distributing new school bomb threat response procedures and guidelines for all schools.

Research question two asked what, if any, are public school emergency preparedness plans that are not required by federal or Michigan law but are common by present day public school emergency preparedness standards? A wealth of information on various plans, procedures, and guidelines was available from many different sources. Considering the State of Michigan requires only fire, tornado, and lockdown drills, there are a large number of plans that are not required but are common. In 2004, the State of Michigan distributed a “Multi-Hazard Response Guide” that provided basic procedures for 22 different incident types. While there may be some commonality from school to school, J.R. VanBendegom (personal communication, January 28, 2011), Bennett (2009), LLIS (2006), NCEF (2009), and DoE (2007) all agree that the preferred method of determining what a school needs is through a vulnerability assessment. . The National Clearinghouse for Educational Facilities (www.ncef.org) offers an online tool which will generate a customized checklist for a comprehensive school vulnerability assessment.

Research question three asked what is the current emergency preparedness plan for PPS? In working with the school and reviewing plans on file with PFD, it was determined there are at least three different plans circulating. Two copies of those plans provided information specific to PPS, with different dates, were identified by the researcher. A third copy of emergency plans

is in the possession of the Superintendent and is based on the 2004 State of Michigan Multi-Hazard Response Guide.

Research question four asked what, if any, laws and standards that regulate public school emergency preparedness plans are new since the last revision of plans at PPS? A review of the PPS plans was conducted by Mr. VanBendegom. He indicated that PPS plan follows the state template published in 2004 (J.R. VanBendegom, personal communication, January 28, 2011). In 2006 there were legal changes in school drill requirements. J.R. VanBendegom (personal communication, January 28, 2011) added that since the last revision there have been changes in the school, community, and an evolution of threats that schools face.

The fifth research question asked what elements of the PPS plan need updating? To answer this question, the researcher began a series of meetings to gain knowledge in how to evaluate the PPS plans. On June 8, 2010, a meeting was initiated by the researcher to meet with OCEM Coordinator Thomas Osborn at the OCEM office to discuss the possibility of reviewing and updating all Oceana County public schools emergency plans. The meeting discussed the perceived state of school emergency planning in Oceana County and the very probable need for an overhaul of the plans. It also discussed that neither the researcher nor Mr. Osborn possessed the expertise which would be required to review and develop such plans. At the conclusion of the meeting it was decided Mr. Osborn and the researcher would need involvement from someone with expertise in school emergency planning. James R. VanBendegom was identified as a Michigan certified Professional Emergency Manager that was contracted to work with Michigan Region 6 schools, an area that encompasses 13 counties in western Michigan. Mr. Osborn agreed to contact Mr. VanBendegom for assistance.

A second meeting took place on July 29, 2010 at Mason-Oceana 911. Mr. Osborn, Mr. VanBendegom, and the researcher met for an initial discussion on how to go about school emergency plan development for Oceana County schools. A basic overview of some of the sections included in a school plan like contact lists, school size and dynamics, modular design, and the importance of a vulnerability assessment were discussed. One problem noted was that the two largest schools, Hart Public Schools (HPS) and Shelby Public Schools (SPS), were in the process of selecting new Superintendents. It was decided to try to wait for the new administrative leaders to be selected and then to initiate meetings with the schools to begin the process reviewing and updating plans.

With a new SPS Superintendent in place in the fall of 2010, another meeting with the researcher, OCEM, and Mr. VanBendegom took place on November 17, 2010 at Mason-Oceana 911. The meeting looked at sample vulnerability assessments and at the conclusion, a visit of PPS was conducted. PPS Superintendent Robert Gendron joined the meeting and summarized existing emergency plans for PPS. The meeting concluded with a school tour and school assessment of PPS. The school tour marked the first training and experience the researcher had in walking through a school while identifying emergency preparedness points of interest.

While the researcher began work with PPS, Mr. Osborn initiated contact with SPS. SPS was significantly larger than PPS and included 5 different schools in 4 different sites. The initial meeting with SPS was on December 29, 2010 at the SPS administrative building. The meeting included SPS Superintendent Scott Lund, Mr. Osborn, Mr. VanBendegom, and the researcher. The initial meeting outlined the intent of OCEM to assist with updating emergency plans. Existing plans were briefly reviewed and it was decided a significant improvement was necessary. The need for a unified approach involving a number of stakeholders including

principals, public safety, and city officials would be necessary to begin the process of change. The SPS Superintendent would organize this initial meeting.

The researcher conducted an interview with Mr. VanBendegom on January 28, 2011 at Fleis & Vandenbrink Engineering, Inc. in Grand Rapids, MI (Appendix A). Mr. VanBendegom was supplied a copy of existing PPS emergency plans prior to the interview and was then asked research questions one through four verbatim.

An initial SPS team meeting took place on February 1, 2011 at the Shelby Middle School library (Appendix B). Attendees included Mr. Lund, the principals from each of the five Shelby schools, the SPS transportation director, Shelby Police Department, Shelby-Benona Fire Department, Oceana Co. Sheriff Department, Oceana Co. EMS, and Michigan State Police. The meeting introduced all of the stakeholders to each other and outlined the process of reviewing, updating, and creating SPS emergency management plans. At the outcome of the meeting it was decided school walk-throughs at each building would be the next step.

On February 15, 2010, the first of the SPS walk-throughs took place at Shelby High School. Principal Fran Schamber, Assistant Principle Guy Reece, Mr. VanBendegom, Mr. Osbron, and the researcher spent two hours walking through the school and conducting a vulnerability assessment.

The next walkthrough was at Thomas Reed Elementary School and the Early Childhood Center, both of which are in a single structure. The meeting took place on March 7, 2011. Principals Fred Osborn and Valerie Church-McHugh, Mr. VanBendegom, Mr. Osborn, and the researcher participated in the walk-through and vulnerability assessment.

A review of portions of the PPS plan was completed by the researcher in mid-February and it was quickly determined an area that required updating was maps. The existing floor plans allowed a basic overview of the layout but details like doorways were difficult to decipher. Fire, tornado, and lockdown routes were all hand-drawn with color coded marker on a single floor plan. No neighborhood map existed. These were areas that the researcher would be able to develop.

A single map in the existing plan provided a floor plan of the entire school along with hand drawn color coding for 4 different emergency procedures; fire, tornado, lockdown, and an interior classroom evacuation plan. The map provided detail sufficient to see rooms but details like doors and windows were difficult to distinguish. No map of the school grounds existed. The researcher identified the need for quality maps with individual maps or “layers” for fire, tornado, and lockdown. A review of the interior classroom evacuation plan and map with the school revealed that the plan was terribly outdated and eliminated; no interior classroom evacuation layer was created. When no quality mapping (printed or electronic) could be located, the researcher utilized Microsoft Visio 2007 Professional to create a PPS floor plan which provided excellent clarity. Once the initial floor plan was created, layers for tornado and lockdown safe areas were created. The layering allowed one layer to be turned on and printed with other layers hidden. Confidentiality did not allow a copy of the entire floor plan to be available for public release. However, a section of the school was chosen so that the old map, new map, tornado, and lockdown layers can be viewed (Appendix C). Additional plans under development, but not completed, are a utilities layer that includes water, gas, and electricity lines and shutoffs. Telephone, internet, and fire hydrants will also be plotted. Also in development was a rooftop layer that plots HVAC units and roof access points.

In addition to the PPS floor plan a school grounds map was also generated with Microsoft Visio 2007 Professional (Appendix D). This map included an outline of the school, school grounds, and the surrounding area. Streets, parking lots, other structures and other areas of interest were plotted and labeled. Layers were created for fire evacuation routes and bomb threat perimeter checkpoints.

On March 22, 2011, a meeting was organized by the researcher at PPS (Appendix E). The meeting included Superintendent Robert Gendron, Maintenance Supervisor Anthony Davis, Fire Chief Terry Cluchey, Police Liason Randy Lentz, and the researcher. This meeting reviewed some of the findings of the vulnerability assessment and began discussion on plan changes. New floor plans, evacuation routes, neighborhood maps, and external door numbering were presented. Mr. Gendron authorized the researcher to work directly with school personnel on updating portions of the emergency plan. On the following day, March 23, 2011, the researcher met with Mr. Davis to discuss the school utility infrastructure and fire control system. Roof access, rooftop HVAC, and skylights were also plotted for a rooftop map layer.

Within the PPS plans are individual classroom plans that detail steps for fire, tornado, lockdown, and interior classroom evacuation (Appendix F). In the lower left quadrant of each page is a map of the entire school with the routes for all four procedures hand drawn in marker. Because of the size and quality of the map, it is extremely difficult to differentiate where occupants should go based on the map. New maps for fire evacuation (Appendix G) and tornado/lockdown (Appendix H) were developed that require very little reading and provide visual cues which can be quickly understood.

A review of the bomb threat procedure described outdated procedures. Existing PPS plans detailed that when a bomb threat was received it automatically led to interior or exterior building evacuations. A new plan was developed based on the 2011 State of Michigan Bomb Threat Assessment Tool for Schools (SoM, 2011). The new plan follows a model where rather than initiating a building evacuation immediately, a series of steps that lockdown the school, assess the threat, and determine next steps is documented and followed.

The final meeting which took place, that is included in this research, took place on March 29, 2011 at the SPS administrative office. Mr. Lund, Mr. Osborn, Mr. VanBendegom, Oceana EMS, all five SPS principals, and the researcher met to discuss the results of the initial visits to SPS. More considerations for planning were presented by Mr. VanBendegom. At the end of the meeting, dates were set to review each school's walk-through. Next steps were announced and assignments made to update plans severe weather, disgruntled parents, after hours activities, bomb threats, and death of student or staff.

Discussion

Research and a review of the literature suggested that most areas of the PPS emergency plan required significant updating. No federal mandates (J.R. VanBendegom, personal communication, January 28, 2011) or national standards (NCEF, 2009) exist. State guidelines that exist require only drill type, frequency, and reporting requirements (SoM, 2006). Because there are no comprehensive requirements for emergency plans it becomes something which can easily be overlooked by schools and responders alike.

There are many more guidelines and plans available than required by law. Many organizations create emergency management standards but it is up to the school to adopt and

implement them (NCEF, 2009). There is no blanket template that can be applied to all schools. School emergency planning would be easier if it could be duplicated from school to school but it cannot and should not (DOE, 2007). Plans cannot be copied from another school or purchased off the shelf. They must undergo a specific process beginning with assembly of a team comprised of school, public safety, and community officials (J.R. VanBendegom, personal communication, January 28, 2011). NCEF (2008), DOE (2007), and J.R. VanBendegom (personal communication, January 28, 2011) all agreed that a vulnerability assessment must be performed to identify what threats the school should consider planning for.

The existing PPS plans are largely based on generic plans resulting from the State of Michigan 2004 Multi-Hazard Response Guide plans (J.R. VanBendegom, personal communication, January 28, 2011). Those plans are much better than nothing at all but are already 7 years old and the number of threats that schools should plan for continues to grow with time (DOE, 2007). The dynamics of threats and school emergency response have evolved and should be updated (NCEF, 2008). In many ways, emergency planning can be compared with technology in that it is in a constant, rapid state of change.

There are, however, certain elements and procedures that every school must have. DOE (2007) and NCEF (2008) both explain that detailed mapping is critical to almost any type of emergency response. State of Michigan requirements on fire, tornado, and lockdown drills (SoM, 2006) mean that at a minimum, schools should have plans for each.

The organizational implication of the results is that the foundation for change has begun but there is much work to be done by PPS, OCEM, and PFD. The creation of new mapping will help in virtually any response by PFD to PPS. Those maps are a few of the pieces to the plan. The elimination of an outdated bomb threat plan that required the building to evacuate to the gymnasium by way of the fire alarm being sounded is another piece. Creating new visual cues for each classroom for what they should do in the event of a fire, tornado, or lockdown is another piece. A new bomb threat procedure which replaces a terribly outdated procedure is yet another piece. The plan will be completed by continuing to update each portion of the plan is needed until it is complete. From there students, staff, and public safety must understand and collectively practice the plan. Finally, the plan must be reviewed at least annually to consider changes in personnel, threats, school, response best practices, and community.

Recommendations

Based on literature reviewed and action research performed through interviews and personal observation, and generation of new materials, the following recommendations are made to improve the PPS emergency preparedness plans:

1. PPS, OCEM, and PFD should complete a comprehensive vulnerability assessment on PPS that will highlight areas of improvement and creation of the plan.
2. PFD personnel should undergo annual department training on PPS emergency preparedness plans and the PFD response to various incidents.
3. The researcher should continue developing mapping layers for utilities, fire hydrants, fire alarm pull stations, roof access points, main gas shutoff, main water shutoff, main

electrical shutoff, main HVAC shutoff, automatic external defibrillator (AED) locations, and first aid locations.

4. PPS, OCEM, and PFD should actively participate in all school drills and conduct a post-drill analysis of each that highlights areas of success and areas needing improvement.
5. PPS, OCEM, and PFD should review the plan at least annually and update as necessary.

Readers who wish to replicate some or all of the study within their own organization are encouraged to first seek assistance in evaluating existing emergency plans to determine if the scope of the project should be narrowed.

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U.S. Department of Homeland Security

Appendix A- Interview with Jim VanBendegom, Professional Emergency Manager, Fleis and Vandenbrink Engineering, Inc.

Jim VanBendegom is a State of Michigan certified Professional Emergency Manager that is employed by Fleis & Vandenbrink Engineering, Inc. and contracted by Michigan Region 6. Mr. VanBendegom was provided a copy of the current PPS emergency plans and research questions 1 through 4. Research question 5 was not asked because it was introduced after the interview took place. The interview took place January 28, 2011 at 11:30 AM at Fleis & Vandenbrink Engineering, Inc. in Grand Rapids, MI. Mr. VanBendegom was asked all four research questions verbatim and he had prepared statements to answer each. Question 5 of this interview was originally a research question but was changed after the interview was conducted. It has been left in this interview transcript.

Hasil: What, if any, are the Federal and State of Michigan laws that regulate public school emergency preparedness plans?

VanBendegom: Federal guidelines exist but no requirements. The requirements fall into place because of insurance and civil liability, safe workplace, and community expectations.

There are a variety of State laws, rules, and guidelines that outline School Emergency Preparedness, Safety, Reporting and Planning requirements. These fall under the guidance of many agencies, Department of Education, Department of State Police, Fire Marshal, Emergency Management and the Department of Community Health.

Schools have been required to conduct Fire Drills, Tornado – Severe Weather Sheltering for decades. During the past 20 years many new types of critical school incidents have created the need for new laws, rules and guidelines.

Until the late 1990's, most schools were independent and avoided interaction with local emergency response agencies except during a specific event. Public image and perceptions were very important to each school district.

During the Mid to late 1990's both school and community officials began to communicate and reach out to develop partnerships. Law Enforcement had moved to a community policing model that linked community incident back to schools. Schools and communities realized that community incidents carried into the schools and school incidents carried over into the communities.

April - 1999 Columbine High School - Sentinel Event

School violence reaches a new level. The public, schools and community officials are forced to take new actions and address school violence and safety issues. Mandatory Changes included:

- Required school official to notify law enforcement of all crimes that occur at school.
- Required law enforcement to advise school officials of crimes that involve school property, students or that may carry over to schools
- Required school officials to suspend or expel students for weapons violations or acts of violence
- Suggested joint school – community school response plans
- Law Enforcement agencies altered their active shooter response plans

- Many law enforcement, fire and emergency management officials met with school officials to discuss critical incident response, share contact information, and integrate rapid response training

2002 – 2004

Michigan State Police– Michigan Department of Education provided school response plan templates. Public schools were provided the opportunity to obtain homeland security grant funds to conduct school threat assessments, develop emergency response plans and conduct community wide exercises. Note private schools were not provided funds but many communities allowed private schools to participate in these initiatives.

Many school safety considerations were suggested, including school lockdown drills, student – staff accountability, identification of alternative site locations

2006 - 2007

New Laws were passed that provided new guidelines for school lockdown and shelter in place templates for all schools. The new laws also identified the number of mandatory Fire Drills, Tornado Drills and Lockdown Drills each school building was required to conduct each year. It also required school officials to notify, submit pre and post drill reports to community emergency response officials (Police, Fire, Emergency Management).

2007 – 2010

Public Health – Avian Influenza – Pandemic Influenza Preparedness & Planning

Michigan Department of Community Health conducted several mandatory planning and exercise meetings with schools to prepare for both the Avian and Pandemic Influenza threats and events. These meetings included emergency management, public health and patient care agencies and organizations.

2011

Michigan State Police and the Michigan Department of Education are in the process of distributing new school bomb threat response procedures and guidelines for all schools.

Other Laws and requirements include employee safety regulations (State and Federal), building codes, public health disease reporting and tracking.

Hasil: What, if any, are public school emergency preparedness plans that are not required by Federal or Michigan law but are common by present day public school emergency preparedness standards?

VanBendegom: There are many common practices, plans, protocols, and procedures that are based on best practices, lessons learned, and post incident reviews. The State Board of Education, Intermediate School District, Regional Educational Consortiums, and joint community taskforces have established standards that may not have been included in specific laws. Insurance carriers and financial bonding agencies have the ability to require plans and/or actions within schools without changing specific laws. One of the primary motivating factors for

schools to enhance preparedness and emergency response plans is public perception and schools of choice opportunities.

Hasil: What is the current emergency preparedness plan for Pentwater Public School?

VanBendegom: Pentwater Schools preparedness and emergency response plans follow the published state template that identifies specific threats and provides an outline of roles and responsibilities for teaching staff and school administrators. The template – guidelines are generic for all districts. Staff members must be trained and understand the plan. The plans must be exercised with participation from local emergency response agencies. This provides the opportunity for school and emergency response staff to identify gaps in training, capabilities, resources as well as critical issues. Since the time that the current plans were written, many changes have taken place within the school district and the community. Key community players have changed. The community economics and dynamics have changed. Many incidents of school violence have taken place throughout the country and the world. The threats against school continue to develop and expand. The plan should be keeping up with these changes. Students, staff, parents and citizens have witnessed many of these events through media coverage. Many believe this events only happen someplace else, but we all know that bad things can happen anywhere at any time.

One of the threat areas that should be expanded in the current plan is an incident involving a violent domestic dispute that carries over to the school.

Hasil: What, if any, laws and standards that regulate public school emergency preparedness plans are new since the last revision of plans at Pentwater Public School?

VanBendegom: I believe the last revision was completed in 2004. The 2006 drill requirements and drill reporting requirements would be the major law changes. During the period since the last revision, many changes have taken place in best practices and lessons learned. The school sexual assault hostage incidents in Colorado and Pennsylvania, as well as the mass shootings at several colleges and universities have drastically changed the scope of emergency response and preparedness plans.

Currently the statewide initiative to update bomb response protocol within all schools in Michigan provides a great opportunity to revisit, review, and update all emergency response and preparedness plans.

Hasil: How should updated plans be presented and implemented at Pentwater Public School?

VanBendegom: The updating of plans should include a multi-disciplinary taskforce that include school officials, staff members, parents, community leaders and representatives from the community emergency response agencies. Any large-scale event that occurs at the school will impact the whole community. The time to develop understanding and partnerships is before an incident occurs. A review of current plans, laws, best practices and lessons learned from other incidents and events is critical. The taskforce should conduct a threats, risk and hazard analysis

for both the community and the school district. The threats should be prioritized based on history, vulnerability and consequences (impact).

The emergency response – preparedness plan should not be a standalone document but incorporated into daily school operations, student and staff handbooks - manuals, emergency response agency procedures and exercised on a regular basis.

The revisions must be reviewed and accepted by community stakeholder and meet community standards.

Appendix B- Shelby Public School Crisis Team Meeting Notes 2/1/11

Shelby Public Schools
District Crisis Team Meeting
February 1, 2011

Present:

SPS employees: Fred Osborn, Prin. TR - Valerie McHugh, Prin. ECC- Guy Reece, Ast. Prin. HS – Lynette Lentz, Prin. NE- Fran Schamber, Prin. HS- Kim Morden, ASPIRE Dir. – Rod Stevens, Trans. Director - Scott Lund, Superintendent.

Community Members: Bob Wilson, Shelby Police – Kevin Leavitt, MSP – Mark Burmeister, Oceana EMS – Jack White, Shelby / Benona Fire – Ray Hasil, Mason Oceana 911 – Randy Phillips, Village of Shelby – Bob Farber, Oceana Sheriff – Time Priese, Oceana Sheriff – Dan Yost, Oceana 911- Tom Osborn, Oceana Emergency Management -

Agenda / Minutes

1. Introductions
2. The Purpose of our Crisis Team meeting
 - a. What is our outcome and plan to work toward
 - b. Concern for addressing plan for each building
 - i. Maybe sub groups focused on each group
 - ii. Input from all emergency personnel for each group
 - iii. Other stakeholders need input – parents, businesses
 - c. What are the fundamental elements for the plan
 - d. Threat identifications – what are the issues and circumstances in each school
 - e. Address standard treats – every plan will include this
 - i. Then add unique concerns for each building
 - f. Principal typically is leader for developing plan for their building
 - g. Important to unify or standardize plan for county schools – helps emergency responders
 - i. Districts in county are in about the same place as we are
 - ii. All schools need to be updated
 - h. TR and ECC need to be treated as one building – doors numbered
 - i. Doors numbered clockwise– standardized
 - i. Include cardinal direction after number; N, S, E, W
 - j. Concern for communication when emergency responders get on site
 - k. Create a emergency “toolbox” for emergency personnel – at building and 911
 - i. Contact person / alternate

- ii. Maps of buildings w/ numbering system IDed and if locked or not
 - iii. Keys
 - iv. Map of grounds
 - v. Key information – gas lines, water supply
 - vi. Map of area with concerns identified – chemical storage
- 3. Overview of the 1993 & 2004 Plan
 - a. In the past our plan was about shootings, gang violence, parent custody issues
 - b. Our community dynamics have changed
- 4. Shelby's Honeywell Alert system
 - a. Scott reviews and offers as a tool for crisis management to attending organizations
- 5. What are our concerns
 - a. Fire
 - i. TR kids crossing sixth street – fire trucks use this route
 - ii. Concern for number doors
 - iii. What's next if there was a real fire – kids are evacuated, what are the next steps – where do they go.....
 - b. Drugs
 - c. Shootings
 - d. Custody issues
 - e. Accountability of students after evacuation
 - f. Bus manifests for accidents
- 6. What's next
 - i. Share a vulnerability assessment handout to use as a starting point
 - ii. Reviewed guide
 - 1. Vulnerability self assessment
 - 2. Assessment score sheet to prioritize our focus
 - 3. Contact information
 - 4. Copy of flip chart style format used by Hart – 2006
 - iii. Creating two things
 - 1. All encompassing 3 ring binder with detailed plans
 - 2. A flip chart quick access, available to staff similar to Harts
 - iv. Randy discusses if we have a coordinated plan he can prioritize his department to support plan – example: clearing evacuation routes
 - v. Everyone needs input –
 - 1. Tom can sit in all meetings to help develop plan
 - 2. Ray is also available to help
 - a. Involved in class requiring him to create a plan – he can use this to serve us and his class requirements
 - b. Resource if you need help

- 3. Benji – Jim VanBendegom, former Kent County Emergency Manager, former police officer – now retired and consulting others - not here today, but is an asset to help – contact through Tom
- vi. Scott will facilitate organization of task forces with the understanding everyone here could be called for input and review
 - 1. He will set up timeline for accomplishing plan
 - 2. Schedule vulnerability assessments
 - 3. Reconvene entire team to evaluate draft plan and continue progress
- vii. Task seems daunting – but Tom reassures us we can manage this and provide leadership for the county
- viii. Suggestion for coordination at ISD level
- ix. In addition to Public schools – we need to include the private schools
 - 1. Public buildings included
- b. Walk through –
 - i. Could be used to asses our current plan
 - ii. Identify concerns for individual buildings
 - 1. This will happen with Tom and Benji
 - iii. future step to asses plan once it is developed

10:10 Adjourned

Respectfully submitted: Fred Osborn

Post meeting

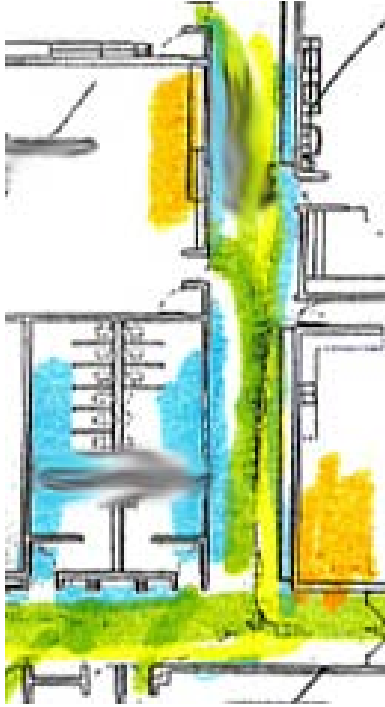
SPS Admin team with Tom and Ray

- 1. Benji is an important part of process – Tom will schedule a walk through with him in all buildings
 - a. Identify issues specific to buildings and general information
 - b. Should have the vulnerability assessment done prior to walk through meeting – Tom will get it to us electronically so we can fill it out
 - i. Send it back to him prior to his walk through with Benji = site assessment
 - c. Wednesday, Feb 23 = NE @ 9:00 followed by TR/ECC
 - d. Tuesday, Feb. 15 = HS @ 9:00 followed by MS
 - i. Principal
 - ii. Other key players – custodian / Gary possible
 - iii. ID communication concerns at buildings
 - e. Goal of site assessment is to collect information to begin thinking about developing building plan.

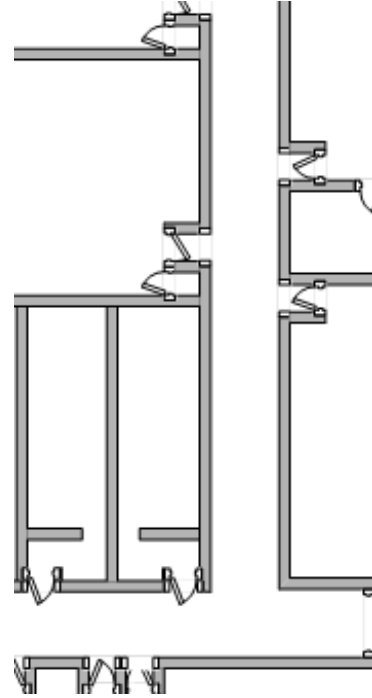
- f. Considerations:
 - i. Must have checklist in office for action steps – scenario specific
 - ii. Multiple incidents happening simultaneously – are they related
 - iii. Who keeps office in the communication loop – info from Em Personnel = incident command system (ICS)
 - iv. ICS is a standardized system all emergency personnel are trained in
 - v. Communication during lock down
 - vi. Can you see emergency responders when they arrive
 - vii. Media relations
 - viii. Cell phones – students how to control and plan for
 - ix. On line training for ICS for admin or whomever – lingo
 - x. Who makes decisions once emergency personnel is on site
 - xi. Set up groups for texting communication among staff
 - xii. Parent role – where, when, what to do with them
 - xiii. Student accountability
 - xiv. Fire alarm during a lock down
 - xv. How to deal with loss of electronic support during a crisis– computers
 - xvi. Prioritize our time during a crisis
- 2. After school program needs to know protocols in every building – plan for after school crisis.
- 3. Tom will research electronic versions of emergency plans we can use as a starting point
 - a. Content
 - b. Format
- 4. District plan –
 - a. dates set for individual site assessments – once this is done we can begin thinking about the District Plan
 - b. Scott has maps from copy machine company we can use – he will share

11:00 Adjourned

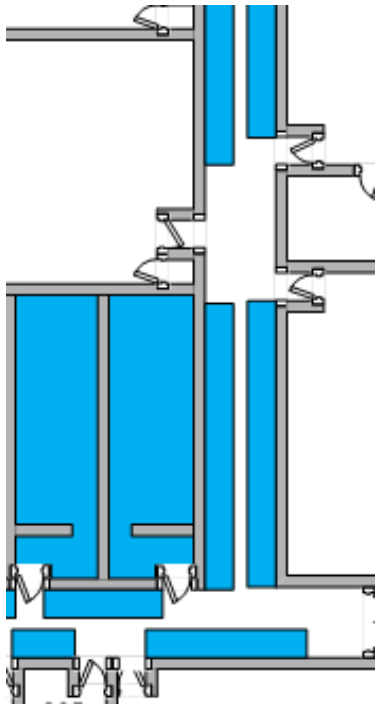
Appendix C- Pentwater Public Schools Old vs. New Floor Plan with Evacuation Layers



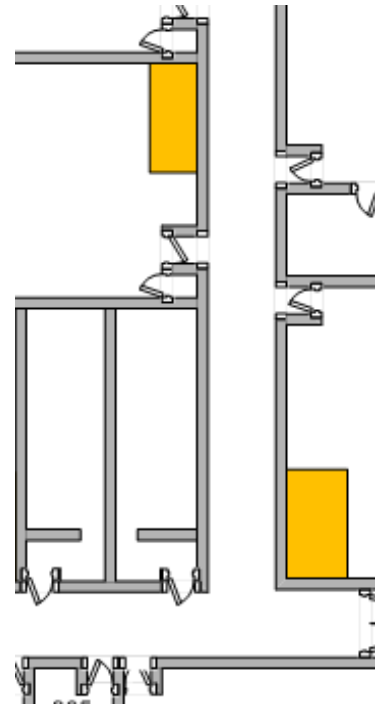
Old Map- this is a close-up of a section of the old map that was used in the emergency plan. The old map did not allow detail sufficient to clearly display windows and doors. It also plotted four different evacuation routes with hand-drawn colors. Room numbers have been blurred because of confidentiality. Entire map was provided for research evaluation but omitted due to confidentiality.



New Map- the same close-up section redrawn. The new map clearly shows doors and windows. The new map was electronically created with Microsoft Visio 2007 Professional and allows for different evacuation routes or “layers” to be turned on and off. Room numbers have been removed because of confidentiality. Entire map was provided for research evaluation but omitted due to confidentiality.

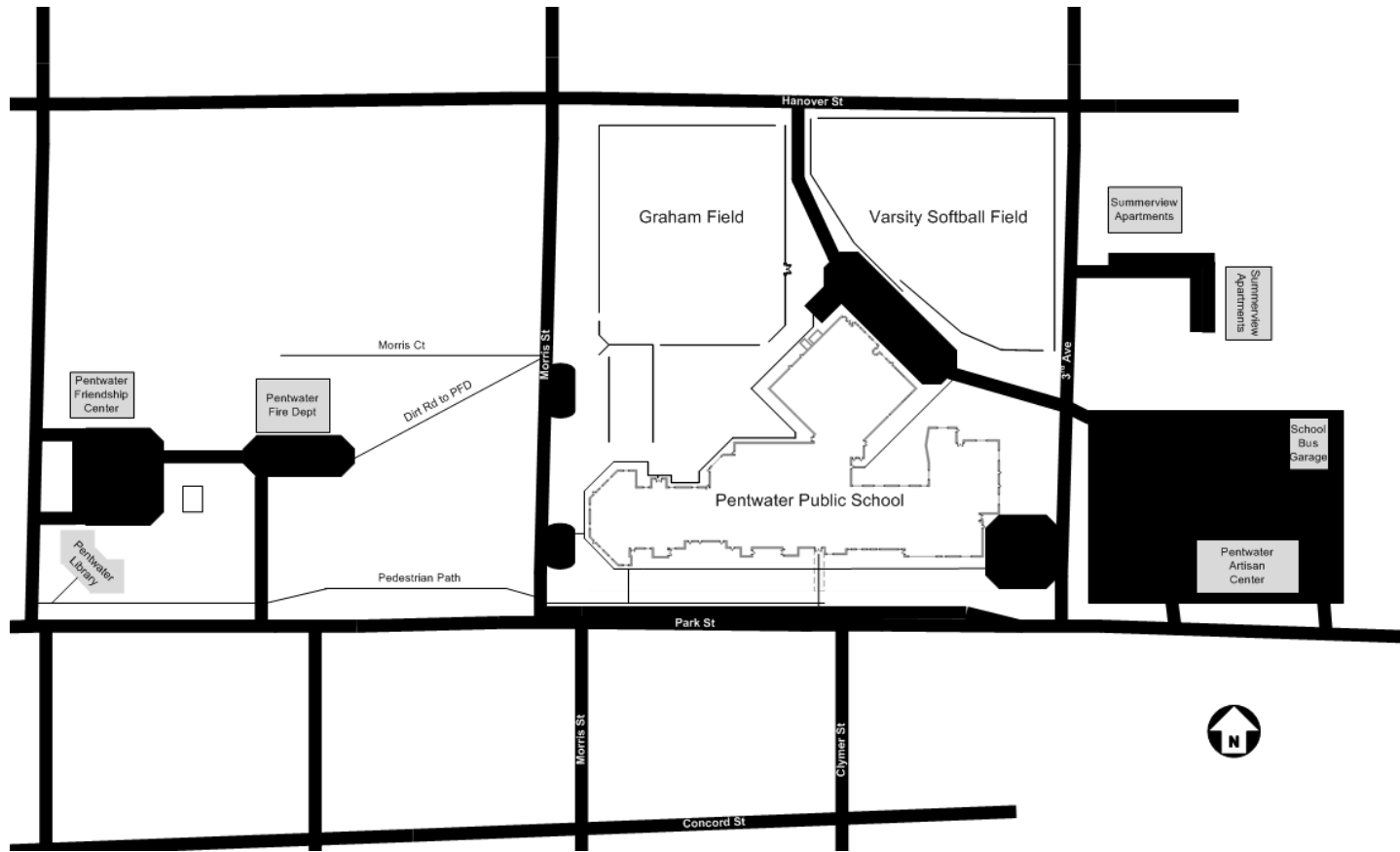


Tornado Layer- the same close-up section with tornado safe areas clearly marked. The new map clearly shows doors and windows. Room numbers have been removed because of confidentiality. Entire map layer was provided for research evaluation but omitted due to confidentiality.



Lockdown Layer- the same close-up section with lockdown safe areas clearly marked. Room numbers have been removed because of confidentiality. Entire map layer was provided for research evaluation but omitted due to confidentiality.

Appendix D- New School Grounds Map



This map of the school grounds allows for planning of school evacuation routes, off-site evacuation locations, hydrant locations, and roadblocks for perimeter control.

Appendix E- Pentwater Public Schools Emergency Planning Meeting Notes 3/22/11

Pentwater Public School Emergency Planning

Meeting Agenda

March 22, 2011

1. Introductions- Superintendent Bob Gendron, Maintenance Supervisor Anthony Davis, Fire Chief Terry Cluchey, Police Liaison Randy Lentz, and Asst. Fire Chief Ray Hasil were present.
2. Task force considerations: community leaders, parents, and teachers- plan to be developed by public safety and school officials. Once developed, school staff will be trained and overview, but not details, will be presented to parents and community.
3. Site survey- Ray to work with school officials to develop site survey and vulnerability assessment.
4. Existing plan reviews
 - a. Emergency lockdown plan- Lockdown can be communicated via PA system or via automated phone calls to each room. The possibility of a signal on doors of classes that are not in distress (blank paper taped to door window) will be explored. A separate “Lockout” policy was also discussed for situations where an external threat existed and all external doors would be locked. The lockout policy will be further explored with law enforcement.
 - i. New map- a new lockdown map was presented and a new safe area for gymnasium occupants was discussed.
 - b. Full building evacuation plan- fire alarm controls were discussed. Pentwater FD will work with school personnel to better understand the fire alarm control system. Evacuation routes were reviewed.
 - i. New map- a new map showing evacuation routes was presented.
 - c. Interior/classroom evacuation plan- this plan’s original intent was for bomb threats and other incidents where classrooms would be evacuated to the gymnasium. The notification method was the fire alarm. After discussion it was mutually agreed that the plan was outdated and should be eliminated.
 - d. Tornado safety assignments plan- the plan was reviewed and discussed. Ray will work with Anthony to identify a couple areas of concern.
 - i. New map- a new map of tornado safe areas was presented.
 - e. Emergency evacuation kit review- the emergency evacuation kit list was reviewed and compared to the actual contents of the kit. Ray will work with school officials to update the list.
 - f. Bomb threat check list review- Ray will review new MSP guidelines and make recommendations to PPS regarding a new bomb threat procedure and checklist.

- g. Emergency contact list review- Ray will work with school personnel to update the emergency contact list.
5. Mapping enhancements
- a. Exterior doorway numbering- a countywide external doorway numbering system was introduced and presented to PPS. The system starts at the school's main entrance as number 1 followed by a direction designation for what side of the building the doorway exists. The system was well received and PPS believes that external signage was something that could be done.
 - i. Map example- PPS was presented with a map of all 35 external doorways.
 - b. Classroom signage
 - i. New color-coded signage for fire, tornado, and lockdown- Ray will develop examples of new signs for classrooms that would more clearly and quickly communicate steps to be taken in the event of a fire, tornado, or lockdown.
 - c. Neighborhood map- the new neighborhood map will be enhanced with many of the below items:
 - i. Utility lines
 - 1. Gas
 - 2. Power
 - 3. Water
 - 4. Telephone
 - 5. Internet
 - ii. Off-site command post- TBD by IC
 - iii. Off-site evacuation points- several are available; PPS maintenance garage, Artisan Center, Pentwater FD, and Pentwater Friendship Center. Exact points will be determined by the IC.
 - iv. Off-site evacuation routes
 - v. Aerial photos
 - vi. Hydrant locations
 - vii. Fire department connections
 - viii. Public safety staging area
 - ix. Media staging
 - x. Parent staging area
 - xi. Landing zones
 - d. School map- the new school map will be enhanced with many of the below items:
 - i. On-site command post- room 300 or room 212
 - ii. On-site staging
 - iii. Roof access points
 - iv. Public address system panel location
 - v. Alarm panels

- vi. Fire hose connects
 - vii. Man power shutoffs
 - viii. Main gas shutoffs
 - ix. Main water shutoffs
 - x. Main HVAC shutoffs
 - xi. Generator location
 - xii. First aid location
 - xiii. AED location- weight room
 - xiv. HAZMAT locations- old boiler room.
6. Procedure considerations- many parts of this section were not discussed due to time constraints.
- a. Fire alarm shutdown
 - b. Sprinkler shutdown
 - c. Building keys information
 - d. Student & staff accountability
 - e. Student & parent reunification
 - f. Student manual plan overviews
 - g. Reviews during in-service training
 - h. Substitute teacher training
 - i. Other staff training
 - j. Plan exercises
 - i. Staff participation
 - ii. Student participation
 - iii. Community participation
 - k. Lockdowns
 - i. Student violence
 - ii. Domestic violence
 - iii. Terrorism
 - l. Public health emergencies
 - m. Death of staff or student
 - n. Bus accidents
7. Radio communication
- a. School radios- Ray to work with Toni on PPS portable radio frequencies.
 - b. Bus radios- Ray to work with Toni on PPS school bus frequencies.

Appendix F- Pentwater Public Schools Individual Classroom Plan Sample

EMERGENCY PROCEDURES FOR ROOM XXX

EMERGENCY 1

<u>Teachers/Classroom Aides</u> <u>Itinerant Teachers</u>	<ul style="list-style-type: none"> • Step 1 for this emergency goes here. • Step 2 for this emergency goes here. • Step 3 for this emergency goes here. • Step 4 for this emergency goes here.
--	--

EMERGENCY 2

<u>Teachers/Classroom Aides</u> <u>Itinerant Teachers</u>	<ul style="list-style-type: none"> • Step 1 for this emergency goes here. • Step 2 for this emergency goes here.
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- Other specific instructions for this emergency were here.

EMERGENCY 3

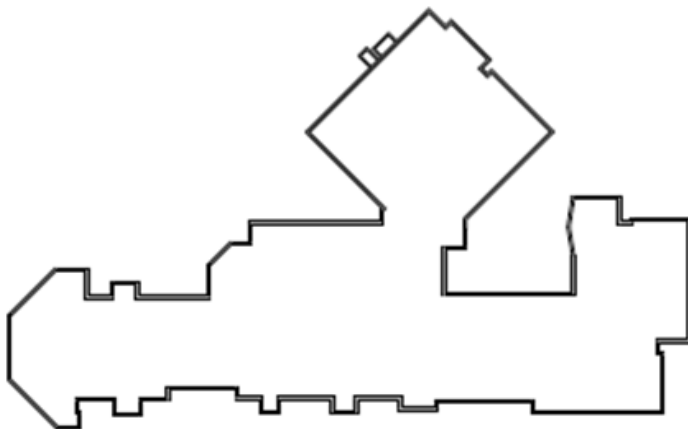
<u>Teachers/Classroom Aides</u> <u>Itinerant Teachers</u>	<ul style="list-style-type: none"> • Step 1 for this emergency goes here. • Step 2 for this emergency goes here.
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Other specific instructions for this emergency were here.

EMERGENCY 4

<u>Teachers/Classroom Aides</u> <u>Itinerant Teachers</u>	<ul style="list-style-type: none"> • Step 1 for this emergency goes here. • Step 2 for this emergency goes here.
--	--

- Other specific instructions for this emergency were here.



911 – SHERIFF’S OFFICE	
Superintendent	555-555-5555 (work) 555-555-5555 (cell)
Maintenance/Bus	555-555-5555 (work) 555-555-5555 (cell)
Curriculum Director	555-555-5555 (work) 555-555-5555 (cell)
Administrative Assistant	555-555-5555 (work) 555-555-5555 (cell)
Athletic Director	555-555-5555 (work) 555-555-5555 (cell)

Every classroom at PPS includes this sheet with summarized procedures for different emergencies. Four different emergency routes are hand drawn for that classroom only. Because of the scale of the map the routes were very difficult to read. Procedures, floor plan details, and evacuation routes have been omitted because of confidentiality.

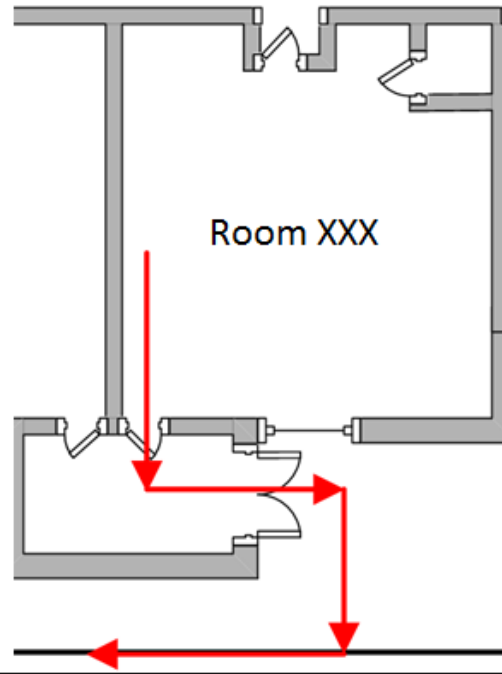
Appendix G- Proposed Individual Classroom Fire Evacuation Plan



IN CASE OF
FIRE

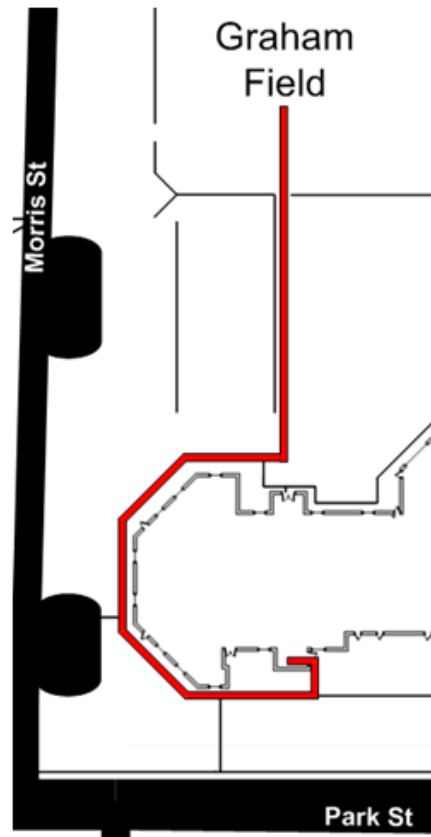
1

Exit the class through the south door and then east through the double doors.



2

Follow the walking path around the west wing and then go north and into Graham Field.

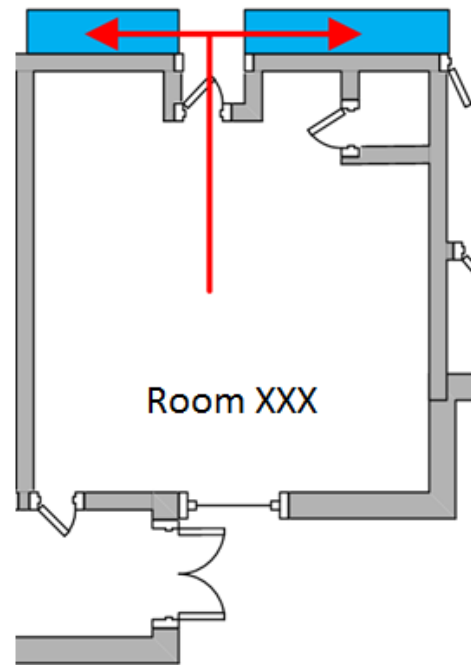


Appendix H- Proposed Individual Classroom Tornado and Lockdown Plans



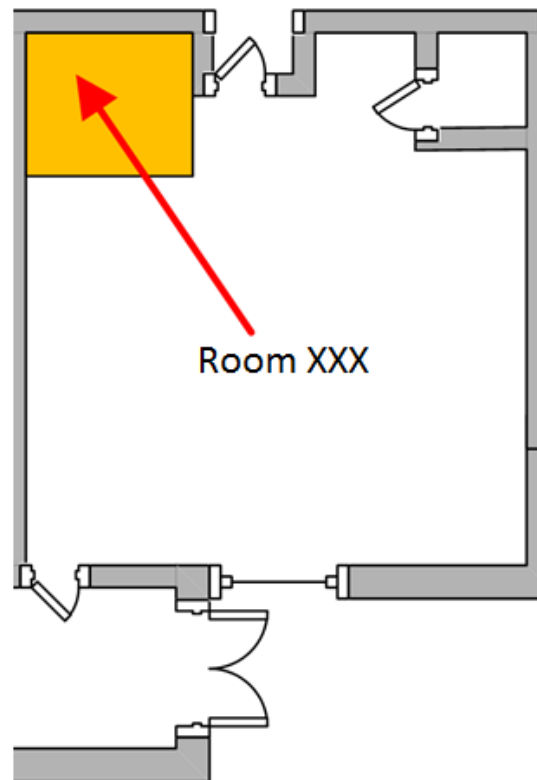
IN CASE OF TORNADO

- Exit the class left and right into the hallway through the north door. Sit on floor with backs against south wall.



IN CASE OF LOCKDOWN

1. Quickly glance into hallway and direct any students or staff inside.
2. Close and lock door. Cover door window.
3. Close window blinds.
4. Move students to the 'safe corner' or your room.
5. Turn off lights and keep quiet.
6. Remain in lockdown until directed by school officials or public safety.



Appendix I- Shelby Public School Crisis Team Meeting Notes 3/29/11

Admin Meeting
 March 29, 2011
 Central Office
 9:00

Tom Osborne, Jim VanBendegom, Lance Corey, Ray Hasil, Val, Fred, Kim, Scott, Vaughn, Fran, Guy,
 and Lynette.

ACTION STEPS IN BOLD

1. Review of walkthroughs with Tom and Benji
 - a. Handouts –
 - b. Plan to sit down with each principal and review the observations and walkthrough at each building
 - i. Concern for glass at NE – best possible plan in place
 - ii. Concern for electrical accessibility
 1. Implications of shut downs
 - iii. Gas shut offs – implications
 - c. Review of contacts – ck for accuracy
 - d. Training is important to ensure our plan is comprehensive
 - e. Kudos to admin for knowing their buildings
 - f. Need floor plans for each building in respective building –part of emergency kit
 - g. Continue review of SPS : two crisis plans exist
 - i. Critical incident style checklist
 - ii. Mental health crisis response plan
 - h. while developing – always keep policy and procedure in mind
 - i. what role does board play
 - i. Review shut off for HVAC systems to minimize outside air exchange: Example – chemical spill
 - j. Prioritize threats to develop action plans accordingly – as a group or break down into a task force
 - i. Consider Historical perspective
 - ii. Ties with the yearlong policy review that is in progress
 - k. Write our plan
 - i. Review protective actions already written by others
 - ii. Consider state guidelines
 - iii. Refer to “Options for Consideration” on handout
 - iv. Refer to “Task List Considerations” on handouts
 - l. Review of other plans – Hart

- i. Flipchart style
 - ii. Several others available – we can use these to build ours
- 2. Checklist style needs several versions
 - a. Classroom
 - b. Office
 - c. Central office
 - d. Special circumstances – Gym, library or special programs
 - e. May need to consider a time with all SPS staff to update and inform
- 3. “Protective Action Checklist” paper – review of handout
 - a. Admin team Review and make recommendations to team
- 4. Severe Weather Response Considerations – review of handout
 - a. Each building has NOAA radios
 - b. Consider having someone monitor and inform others of weather concerns
 - c. Give input after reviewing as Admin group
- 5. Communication – need to review
 - a. One voice
 - b. Media relations
- 6. Need to develop a “reunification location designation” for parents – develop and define
- 7. Educate all stakeholders with relevant info
- 8. Review of Osceola County plan
- 9. Ray – meet with Pentwater schools to help develop their plan
 - a. Report out what he learned as part of this process
- 10. Clockwise to number doors – use main entrance
- 11. Goal of having this done by fall
 - a. Next steps – priorities – by next meeting April 26 at Admin meeting 9:00
 - i. What are steps for areas identified:
 - 1. Severe weather
 - a. Guy and Scott
 - 2. Disgruntled parent
 - a. Fred, Val and Lynette
 - 3. Procedures for after hours activities
 - a. Prioritize – historical considerations
 - b. Fran, Guy and Kim
 - 4. Bomb Treats
 - a. Ray and Benji
 - ii. Review Mental health plan:
 - 1. Death of student or staff
 - a. Vaughn and Scott
 - b. Utilities considerations plan
 - i. Gary, Randy Phillips and Scott

- c. Monday the 18th review walkthrough with each admin
 - i. 8:20 TR and ECC
 - ii. 10:00 HS
 - iii. 11:00 MS
 - iv. 1:00 NE
 - d. Goal - Flip chart done by August – will work on this later
12. Lance has taken care of all batteries for all AEDs
13. FYI – Sky warn - weather watch training in Hart at the medical care facility at 7:00 for about 1.5 hours

10:45 -Emergency team leaves