

ADDISON COMMUNITY SCHOOLS



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

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

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

Planners should feel free to edit/modify any aspect of this document – as necessary – to meet local jurisdictional needs and requirements.

Table of Contents

Administrative Handling Instructions	xx
Signatory Page	xx
Record of Changes	xx
Glossary of Terms	xx
References	xx

Section 1: General Information

Purpose of the Plan.....	1-X
Scope of the Plan	1-X
School Board Policy Statement.....	1-X
Situation Overview.....	1-X
School Population	1-X
Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Population.....	1-X
Translation Services	1-X
Hazard Analysis Summary.....	1-X
Planning Assumptions and Limitations.....	1-X
Authorities and References	1-X

Section 2: Concept of Operations

Initial Response	2-X
Notification Procedures	2-X
Emergencies Occurring During Summer or Other School Breaks.....	2-X
Assignment of Responsibilities	2-X
District Office	2-X
Principal	2-X
Office Staff	2-X
Crisis Response Team.....	2-X

Teachers/Instructional Assistants	2-X
Counselors, Social Workers, and Psychologists	2-X
School Nurses/Health Assistants	2-X
Custodians/Maintenance Personnel	2-X
Food Service/Cafeteria Workers	2-X
Bus Drivers	2-X
Other Staff	2-X
Students	2-X
Parents/Guardians, Etc.	2-X
Direction and Control.....	2-X
Emergency Facilities/Crisis Response Team Post	2-X
Continuity of School Administration.....	2-X
School Incident Command System	2-X
Coordination	2-X
Coordination with Policy/Coordination Group	2-X
Coordination with First Responders	2-X
Communications	2-X
Internal Communications	2-X
External Communications	2-X
Communication after an Incident.....	2-X
Administration, Finance, and Logistics	2-X
Agreements and Contracts	2-X
Finance	2-X
Recordkeeping	2-X
Plan Development, Maintenance, and Distribution	2-X
Training and Exercising the Plan	2-X

Appendices

Appendix A: Emergency Contact Rosters

Appendix B: Class Rosters and Schedules

Appendix C: School Maps and Floor Plans

Appendix D: Specific Response Actions

<Insert Specific Response Action>	D-X
<Insert Specific Response Action>	D-X
<Insert Specific Response Action>	D-X
<Insert Specific Response Action>	D-X
<Insert Specific Response Action>	D-X
<Insert Specific Response Action>	D-X

Appendix E: Hazard-Specific Emergency Procedures

<Insert Hazard-Specific Emergency Procedure>	E-X
<Insert Hazard-Specific Emergency Procedure>	E-X
<Insert Hazard-Specific Emergency Procedure>	E-X
<Insert Hazard-Specific Emergency Procedure>	E-X
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<Insert Hazard-Specific Emergency Procedure>	E-X
<Insert Hazard-Specific Emergency Procedure>	E-X
<Insert Hazard-Specific Emergency Procedure>	E-X

Appendix F: Continuity of Operations Plan

Appendix G: Incident Command Job Action Sheets

Appendix H: Resource Inventory

Appendix I: Go-Kit and Emergency Supplies Checklists

Appendix J: Memorandums of Agreement/Understanding

Appendix K: Law Enforcement Command Posts

Appendix L: Emergency Utility Shut-Off Procedures

Appendix M: Cardiac Emergency Response Plan

- ➔ The title of this document is **Addison Community Schools Emergency Operations Plan (EOP)**.
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- ➔ Point of Contact:
Steven Guerra
Addison Superintendent
219 N. Comstock
517-547-6900
guerras@addison.k12.mi.us

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

The **Addison Community Schools** Emergency Operations Plan (EOP) has been completed and approved through a collaboration of effort throughout the community, including:

Please sign above your name:

Steven Guerra
School Superintendent

Michael Murphy
School Board President

Julie Yeider
School Principal

Ashley Davis
School Counselor

Josh Lindeman
Athletic Director

Tim Shaw
Fire Chief

Sherry Beaudin
School Resource Officer

Craig Tannis
Emergency Manager Coordinator

Kathee Santiago
School Principal

Justin Hallenbeck
Facilities Director

<Name>
<Insert position as needed>

<Name>
<Insert position as needed>

<Name>
<Insert position as needed>

<Name>
<Insert position as needed>

<Name>
<Insert position as needed>

The following are key references used during the development of this guidance. They may also provide a future benefit to schools and districts in supporting the development of local emergency response plans.

Michigan Department of Community Health (MDCH)

- MI HEARTSafe School: www.migrc.org/miheartsafe

Michigan Department of Education (MDE)

- MI Ready Schools Emergency Planning Toolkit

United States Department of Education (DOE)

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

United States Department of Homeland Security (DHS)

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

Federal Emergency Management Agency (FEMA)

- Guide for Developing High-Quality School Emergency Operations Plans, 2013
- Post-Disaster Reunification of Children: A Nationwide Approach, November 2013
- Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings (FEMA 426), December 2003
- IS-100.b: Introduction to the Incident Command System
- IS-100.sca: Introduction to the Incident Command System for Schools
- IS-120.a: An Introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning
- IS-139: Exercise Design

- IS-200.b: ICS for Single Resources and Initial Action Incidents
- ICS-300: Intermediate Incident Command System
- IS-362.a: Multi-Hazard Emergency Planning for Schools
- IS-366: Planning for the Needs of Children in Disasters
- IS-393.a: Introduction to Hazard Mitigation
- ICS-400: Advanced Incident Command System
- IS-547.a: Introduction to Continuity of Operations
- IS-700.a: National Incident Management System (NIMS), an Introduction
- IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- IS-702.a: National Incident Management System (NIMS) Public Information Systems
- IS-703.a: NIMS Resource Management
- IS-704: NIMS Communications and Information Management
- IS-706: NIMS Intrastate Mutual Aid - An Introduction
- IS-800.b: National Response Framework (NRF), an Introduction
- IS-907: Active Shooter: What You Can Do
- IS-914: Surveillance Awareness: What You Can Do
- www.fema.gov
- <http://training.fema.gov/is/>

General Information Section 1

The purpose of the *Addison Community Schools* Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of *Addison Community Schools* and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. 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 *Addison Community Schools* 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. *Addison Community Schools* regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases *Addison Community 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 *Addison Community Schools* 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 *Addison Community Schools* EOP operates within the framework of *Addison Community Schools* policies.

Situation Overview

School Population

<Edit table as needed>

<#	Students Elementary 390 Middle 200 High 240
	Administrators Superintendent 1 Elementary Principal 1 Secondary Principal 1 CFO 1 Administrative Assistant 1 Director of Facilities 1 Food Service Director 1
	Office/Support Staff Secondary Secretary 2 Secondary Office Clerk 1 Elementary Secretary 1 Elementary Office Clerk 1
<#>	Teachers/Specialists Elementary Teachers 24 Secondary Teachers 22
<#>	Instructional Assistants Elementary Paraprofessionals 8

	Secondary Paraprofessionals 5 Speech Pathologist 1 Social Worker 1 Psychologist 1
<#>	Cafeteria Staff Head Cooks 2 Food Service Workers 7
<#>	Maintenance/Custodial Staff Custodians 8
<#>	Bus Drivers Bus Drivers 8
<#>	<Other>

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

Addison Community Schools 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).

Translation Services

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

Hazard Analysis Summary

Addison Community Schools 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 *Addison Community Schools* high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

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

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
MEDICAL EMERGENCY (INCLUDING CARDIAC ARREST)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
KIDNAPPING / ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
<INSERT ADDITIONAL HAZARDS AS APPLICABLE>	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows *Addison Community Schools* to deviate from the plan if certain assumptions prove not to be true during operations. The *Addison Community Schools* 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 *Addison Community Schools* that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, *Addison Community Schools* can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Authorities and References

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

- Michigan State Police, Lenawee County Sheriff, Michigan Department of Education, Lenawee County Emergency Management Coordinator

Additional Planning References

- All-Hazards Emergency Operations Planning Guidance for Schools 2014.
- MI HEARTSafe Schools: www.migrc.org/miheartsafe

Concept of Operations Section 2

During the initial response, school personnel are usually first on the scene.

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

The principal or designee is responsible for activating the *Addison Community Schools* 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 Addison Community Schools, 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,

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

Notification During Summer or Other School Breaks

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

- Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members. *See Appendix 1 for Emergency Contact Rosters.*
- Notify general faculty/staff and families of students with appropriate information.
- Schedule a faculty/staff meeting for an update 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

Crisis Response Team

Superintendent	Steven Guerra	269-578-3364
CFO	Wendy Rokita	517-812-8050
Administrative Assistant	Paula Rodlund	517-673-1538
Kathy Reed	Office Clerk	517-937-9707
Jennifer Olsofsky	Elementary Secretary	517-962-8941
RoseMary Yanakeff	Secondary Secretary	517-206-6618
Kathy Bradstreet	Secondary Secretary	517-918-1129
Ashley Davis	Secondary Counselor	517-945-6376
LuAnn Hurd	Behavior Specialist	517-425-9397
Justin Hallenbeck	Director of Facilities	517-240-0363
Michele Dunn	Food Service Director	517-398-4173
Jodi Barker	HS Head Cook	517-745-3461
Sarah McCollum	Elem Head Cook	517-936-8795
Dale Sumner	Transportation Supervisor	517-416-0988
Julie Yeider	Secondary Principal	517-990-2537
Kathee Santiago	Elementary Principal	517-937-7358
Brian Eccles	Technology	810-620-0319

Direction and Control

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

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

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

Emergency Facilities/Crisis Response Team Post

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

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

Post Locations:	Somerset Beach Campground
Post Locations:	New Jerusalem Church

Continuity of School Administration

The line of succession for the principal is:

1.	Principal
2.	Crisis Response Team Leader
3.	Site Incident Commander

Coordination

Coordination with Policy/Coordination Group

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

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

The *Addison Community Schools* principal and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the *Addison Community Schools* 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 *Addison Community Schools*.

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

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

Communications

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

Internal Communications

Communication between Staff/Faculty Members

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

- Telephone tree.
- E-mail and SMS text message.
- Regularly-scheduled faculty meetings.
- Alert Now Calls
- FaceBook
- Webpage

Communication with the District Office

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

External Communications

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

Communication with Parents/Guardians, Etc.

Before an incident occurs **Addison Community Schools** 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, *Addison Community Schools* 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 and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents/guardians, etc., can receive updated incident information.
- Inform parents/guardians, etc., and students/staff about when and where school will resume.

Communication with the Media

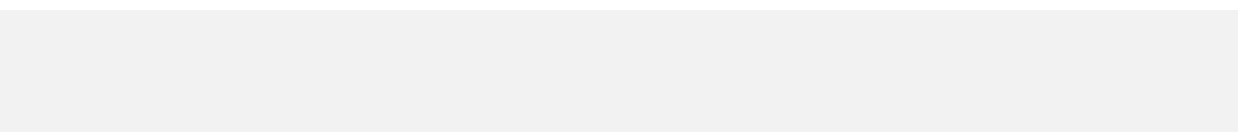
In the event of an incident, the Site Incident Commander will:

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

Addison Community Schools 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 *Addison Community Schools* external communications plans, including the information hotline for parents/guardians, etc.

Communication with First Responders

The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. *Addison Community Schools* 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, *Addison Community Schools* 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

Addison Community Schools 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 **Addison Community Schools** Crisis Response Team is responsible for the overall maintenance and revision of the EOP. The Exercise Planning Team is responsible for coordinating training and exercising the EOP. Both teams are expected to work cooperatively to make recommendations for revising and enhancing the plan.

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

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan

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

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

Record of Changes

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

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The school Crisis Response Team will indicate the title and name of the person receiving the plan, the date of delivery, and the number of copies delivered.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the school Crisis Response Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

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

Training and Exercising the Plan

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

EMERGENCY CONTACT ROSTERS APPENDIX A

School Crisis Response Team			
Name / Position	Office Phone	Cell Phone	E-mail
Steven Guerra Superintendent	517-547-6900	269-578-6900	guerras@addison.k12.mi.us
Dale Sumner Transportation Supervisor		517-416-0988	sumnerd@addison.k12.mi.us
Wendy Rokita CFO	517-547-6904	517-812-8050	rokitaw@addison.k12.mi.us
Julie Yeider Secondary Principal	517-547-6950	517-990-2537	yeiderj@addison.k12.mi.us
Kathee Santiago Elementary Principal	517-547-6910	517-937-7358	santiagok@addison.k12.mi.us

School Crisis Response Team District Staff			
Name / Position	Office Phone	Cell Phone	E-mail
Ashley Davis Secondary Counselor	517-547-6953	517-945-6376	davisa@addison.k12.mi.us
LuAnn Hurd Behavior Specialist	517-547-6924	517-425-9397	hurdl@addison.k12.mi.us
Justin Hallenbeck Facilities Director	517-547-6905	517-240-0353	hallenbeckj@addison.k12.mi.us
RoseMary Yanakeff Secondary Secretary	517-547-6952	517-206-6618	yanakeffr@addison.k12.mi.us
Kathy Bradstreet Secondary Secretary	517-547-6951	517-918-1129	bradstreetk@addison.k12.mi.us

School Crisis Response Team Additional Staff			
Name / Position	Office Phone	Cell Phone	E-mail
Angie Huston LISD Speech Pathologist	517-547-6936	517-605-8604	Angela.Huston@lisd.us
Lora Murray LISD Social Worker	517-547-6984	517448-8912	Lora.Murray@lisd.us
Brian Moeckel LISD Psychology	517-547-6965		Brian.Moeckel@lisd.us
Michele Dunn Food Service Director	517-547-6908	517-398-4173	dunnm@addison.k12.mi.us
Jennifer Olsofsky Elementary Principal	517-547-6913	517-962-8941	olsofskyj@addison.k12.mi.us

General Contact Numbers		
	Contact	Phone Number
First Responders - Public Safety Agencies - Hospitals	General Emergency	9-1-1
	Emergency Manager Craig Tanis	517-204-6808
	Police Department Jack Welch	517-263-0524
	Fire Department Tim Shaw	517-748-1134
	Poison Control	800-222-1222
	Local Hospital Henry Ford Alleg.	517-205-4800
	Child Protective Services	855-444-3911
	<Insert Other>	
	<Insert Other>	
	<Insert Other>	

General Contact Numbers		
	Contact	Phone Number
Utilities	Phone Company DMP	888-436-7832
	Gas Company Consumers Energy	1 (800) 477-5050
	Elect Company Consumers Energy	1 (800) 477-5050
	Heating, Ventilation, Air Conditioning Adrian Mechanical	(517) 263-5025
	<Insert Other>	
	<Insert Other>	
	<Insert Other>	

Class Rosters and Schedules

Appendix B

Addison Community Schools Master Schedule 2018-2019

*denotes an "at risk" classroom

	8:00-8:30	8:35-9:21	9:26-10:12	10:17-11:03	11:08-11:54 11:38-12:24 (MS)	12:29-1:15	1:20-2:06	2:14-3:00
	1 st hour	2 nd hour	3 rd hour	4 th hour	5 th hour	6 th hour	7 th hour	8 th hour
Schroeder	MS Seminar	English 7	Plan	Exploratory Beyond the Books (%)	*English 7	English Support (%)	English 7	English 8
Braman	MS Seminar (24)	Plan	History 6	US History	US History	History 6	Honors History	Accounting
Cornett	MS Seminar (24)	Science 6	Science 6	Science 8	Plan	Science 8	Science 8	Study Hall (Reg Ed)
Davis	MS Seminar (21)	Plan	Math 8	Math 7	Math 6	Math 6	Math 7	Math Intervention
K. McClure	MS Seminar (23)	English 6	English 6	Plan	English Support (6/7)	English 8	English 6	English 8
R. McClure	MS Seminar (22)	Math 8	PLTW 7	PLTW 6	Study Hall	Math 7	Math 6	Exploratory Mechanical Drawing (6/7)

Schwartz	MS Seminar (21)	History 8	History 8	US History	World History	Online	History 7	Plan
Lindeman	MS Seminar	History 7	World History	History 7	Science 7	Study Hall	History 6	Science 7
Beougher	HS Seminar	Science 7	Geology	Plan	Chemistry	Physics	Astronomy/ Oceanography	Chemistry
Brown	HS Seminar	English 9	English 9	English 11	English 9	Mythology	English 11	AP English
Kubish	HS Seminar	Algebra 1	Algebra 2	Gym 6	Pre-Calc	Algebra 2	Calculus	Algebra 1
Lakatos	HS Seminar	Plan	Algebra 1 (8)	Geometry	PLTW	Marketing	Algebra 2	Geometry
Wesche	HS Seminar	Biology	Psychology	Botany	Science 6	Biology	Biology	Anatomy
Ingels	HS Seminar	Modern Social Issues	English 10	English 10	Civics/ Econ	Econ/Civics	Creative Writing	Plan
Freshcorn	HS Seminar	English 12	Plan	Spanish 1	Spanish 2	Spanish 2	Spanish 1	English 12
Colson	HS Seminar	Ceramics	Art 7	Art 6	Art 8	Plan	Painting	Freshman Art
Haag	HS Seminar	Online	Computers 7	Computers 6	Computers 8	Senior Finance	Plan	Emerge with Computers
Wright	HS Seminar	HS Choir	Plan	MS Band (41)	Music Apprec	5/6 grade Band	HS Band	Exploratory Music Appr
Sumner J.	MS Seminar (21)	P/E Health	Gym 7	Fitness Activities	Gym 8	Freshman PE/Health	Plan	Strength/Conditioning
Sumner C.	MS Seminar	Math 8	Eng 6	Plan	Science 6	History 6	Math 6	Tutorial

	(21)							
Fidler	HS Seminar	newspaper	Eng 10	Plan	US Hist (Braman)	Eng 8	Exploratory Healthy Homes	Tutorial
McNett	HS Seminar	Tutorial	Alg 1	Geom	Plan	Yearbook	Biology	Chemistry /Eng 12
Duford	HS Seminar	Reading/Lit	Social Studies	Plan	Science	English	Math	Life Skills
Merrill	MS Seminar (10)	Math	Social Studies	Literature	Plan	Writing	Healthy Homes	Science



2018-2019

Daily Schedule

High School

Middle School

	Start Time	End Time		Start Time	End Time
1 st Hour	8:00	8:30	1 st Hour	8:00	8:30
2 nd Hour	8:35	9:21	2 nd Hour	8:35	9:21
3 rd Hour	9:26	10:12	3 rd Hour	9:26	10:12
4 th Hour	10:17	11:03	4 th Hour	10:17	11:03
5 th Hour	11:08	11:54	Lunch	11:03	11:33
Lunch	11:54	12:24	5 th Hour	11:38	12:24
6 th Hour	12:29	1:15	6 th Hour	12:29	1:15
7 th Hour	1:20	2:06	7 th Hour	1:20	2:06
8 th Hour	2:14	3:00	8 th Hour	2:14	3:00

½ Day Schedule

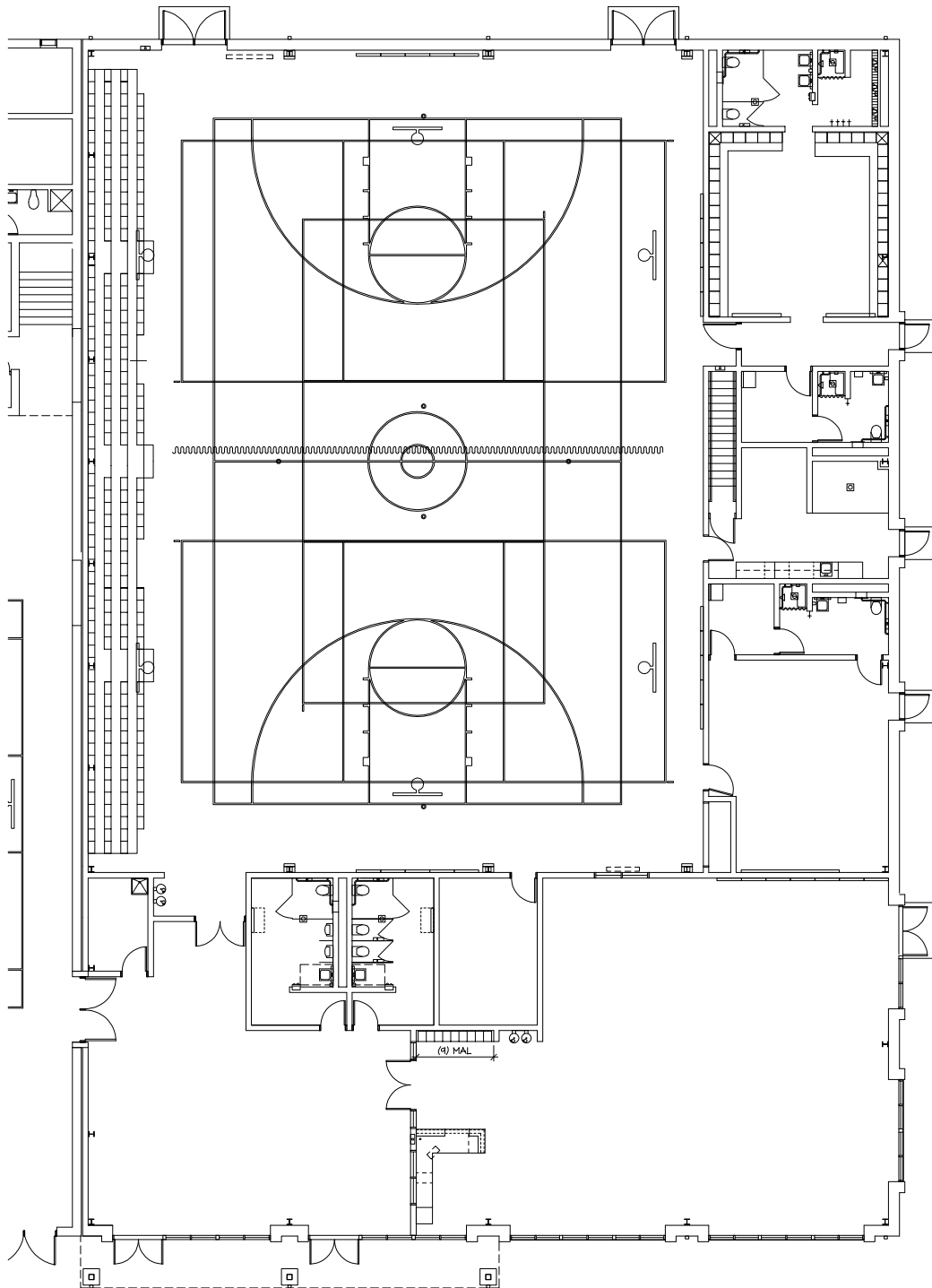
1 st Hour	8:00-8:25
2 nd Hour	8:30-8:55
3 rd Hour	9:00-9:25
4 th Hour	9:30-9:55
5 th Hour	10:00-10:25
6 th Hour	10:30-10:55
7 th Hour	11:00-11:25
8 th Hour	11:30-12:00

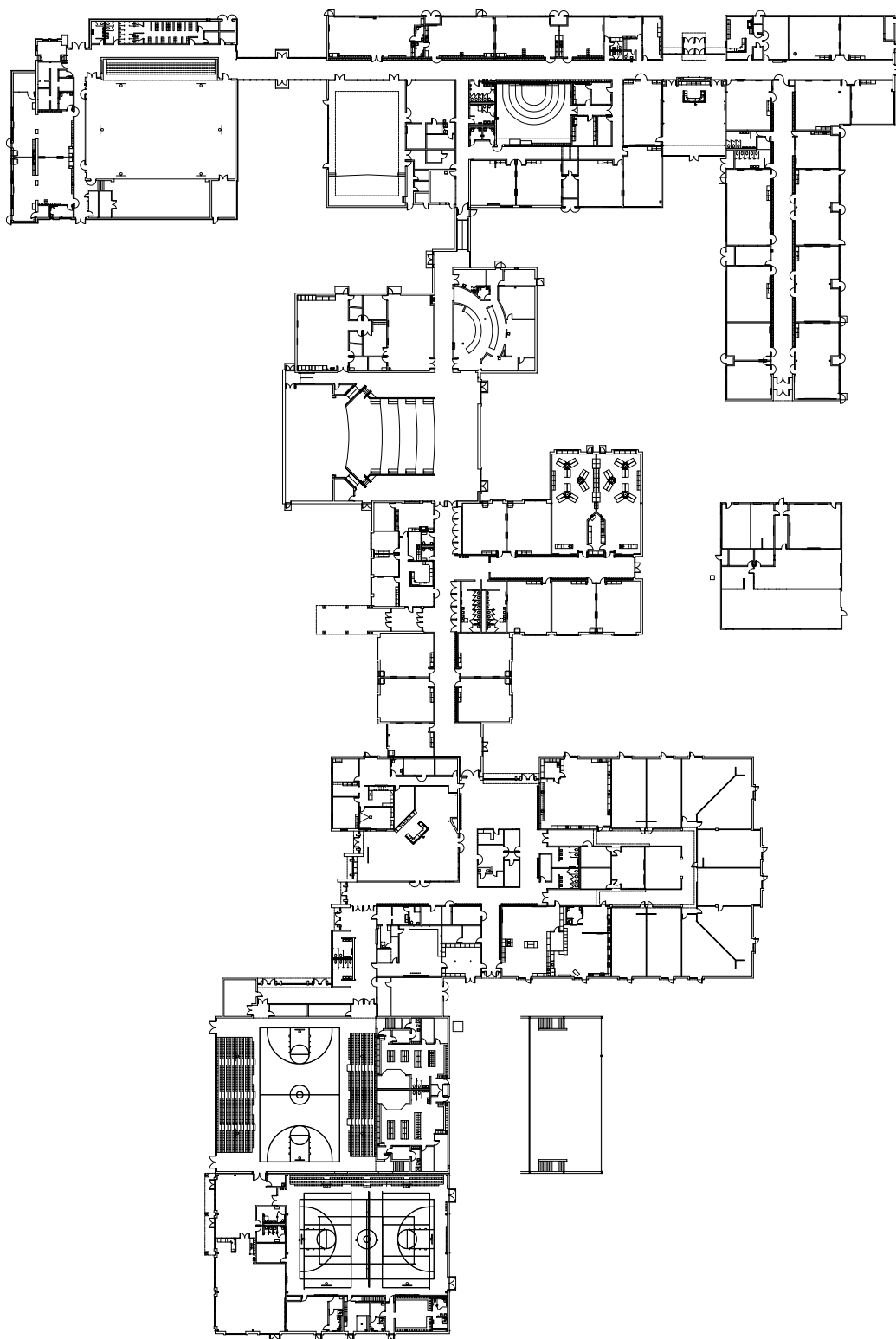
2 Hour Delay

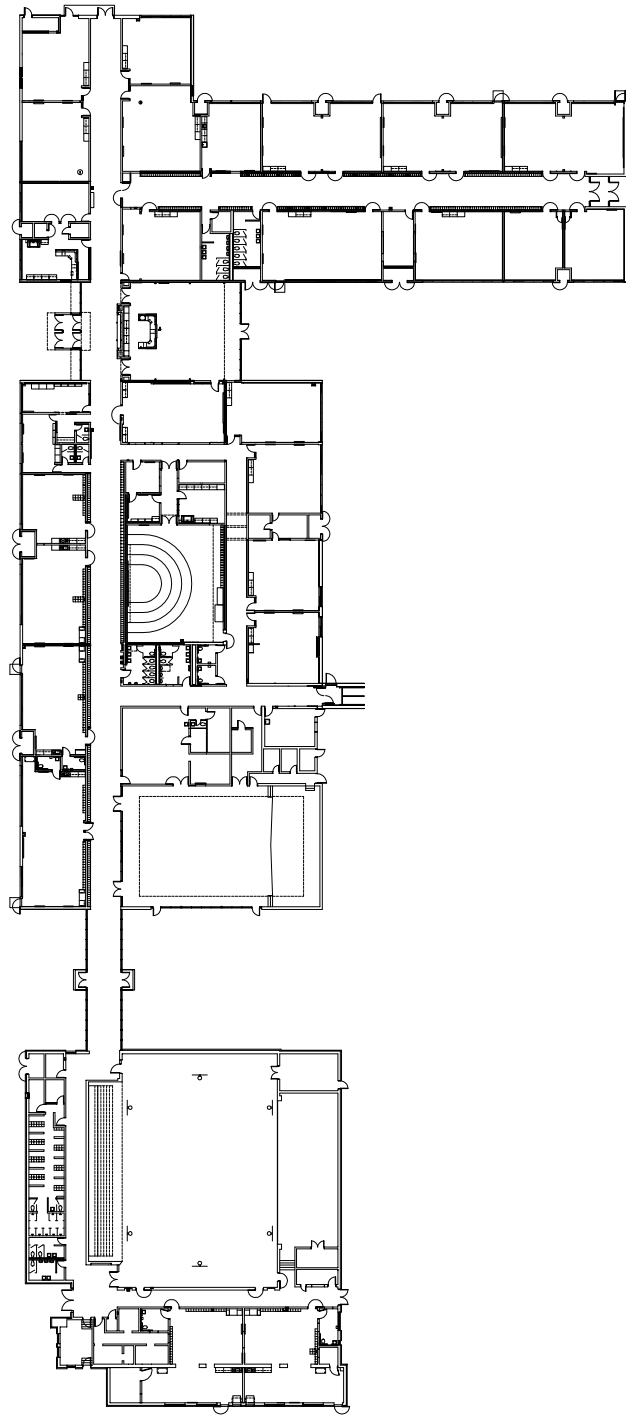
1 st Hour	10:00-10:30
2 nd Hour	10:35-11:05
3 rd Hour	11:10-11:40
MS Lunch	11:40-12:10
MS 4 th Hour	12:15-12:45
HS 4 th Hour	11:45-12:15
HS Lunch	12:15-12:45
5 th Hour	12:50-1:20
6 th Hour	1:25-1:55
7 th Hour	2:00-2:30
8 th Hour	2:35-3:00

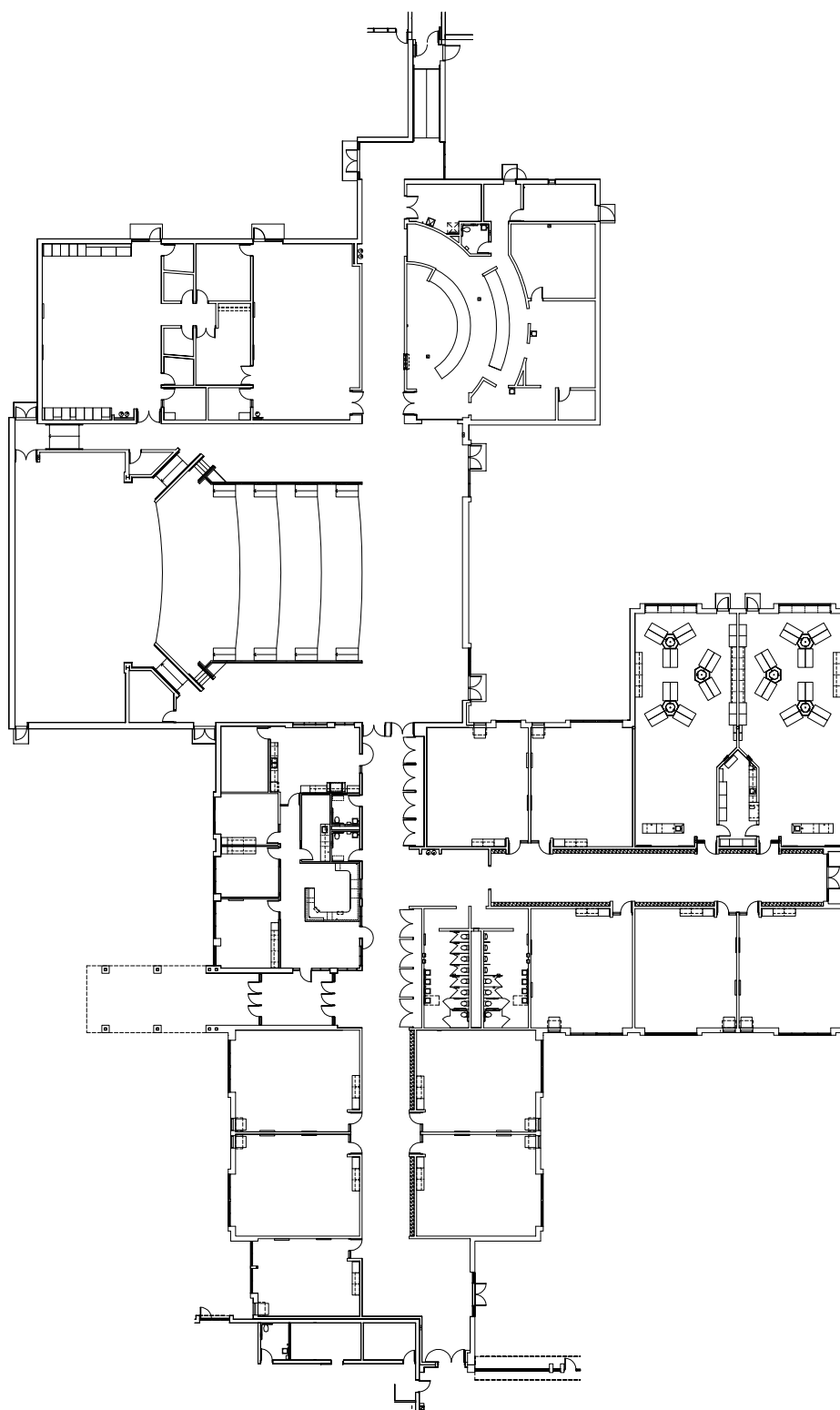
School Maps and Floor Plans

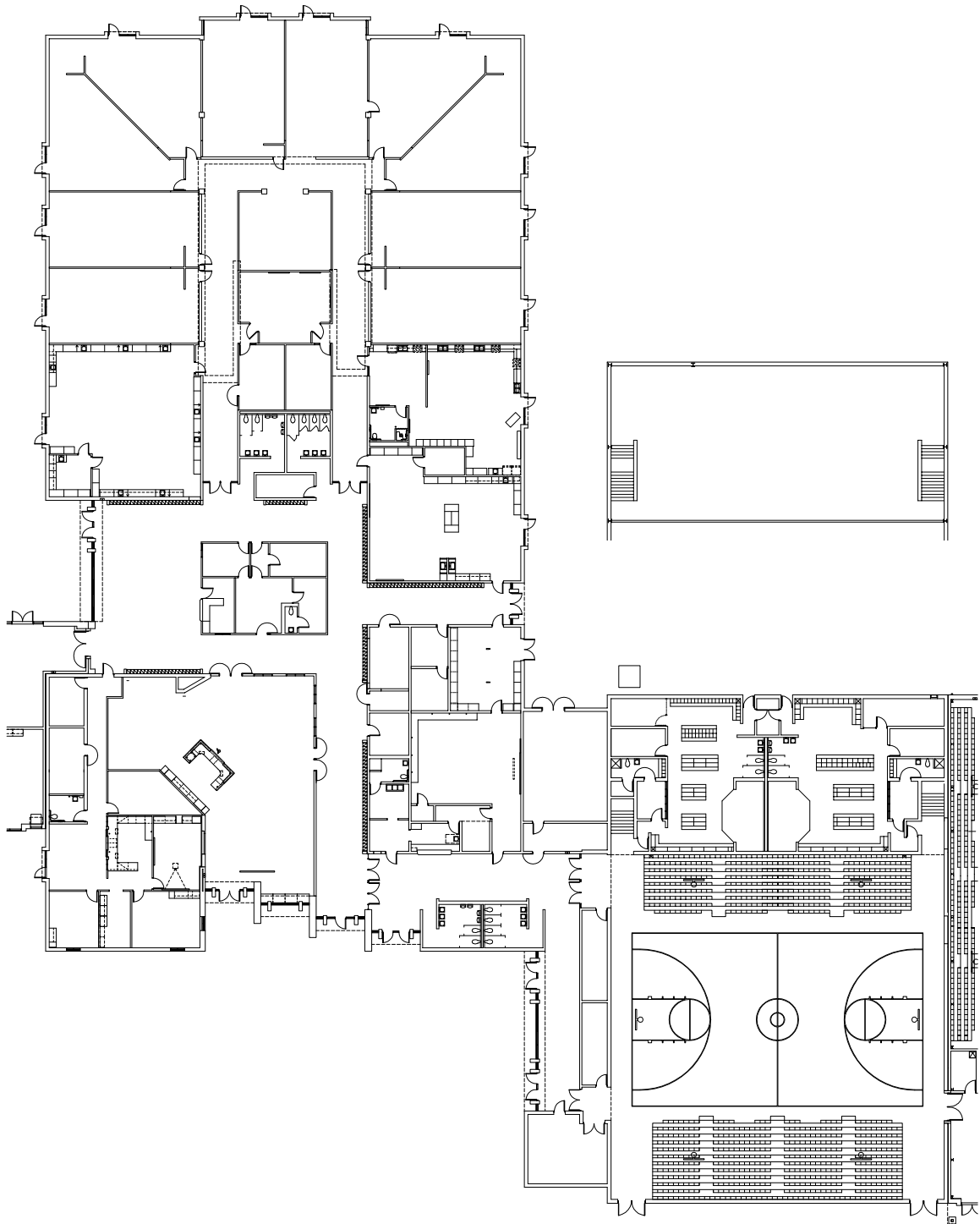
Appendix C











Specific Response Actions

Appendix D

ACTIVE VIOLENCE INCIDENT

Purpose: This protocol is used when there is an armed person or trespassing-related incident that could jeopardize the safety of students/staff.

Notification Procedures: In the event that an active threat of violence (“active threat”) becomes apparent in any school location (internal or external) the threat should be reported immediately (as soon as it is safe to do so).

Call 9-1-1

- ☐ Initiate LOCKDOWN procedures, or if safe to evacuate, allow for this.

School Notification Procedures: The school may use the following systems to notify school faculty, student/staff, and parent/guardians, etc., of an existing “active threat” to the school:

- Phone tree
- SMS text message
- Message boards
- School Web site
- E-mail

In addition to the above means of communication, the school should also use public mass media (e.g., radio and television) for appropriate announcements to keep the school and community informed. Individuals are encouraged to minimize the use of personal cell phones unless it is to report the incident or to assure their personal safety or the safety of others. Mass use of cell phones typically results in system overloads and the general failure of the system until traffic diminishes.

Individual / Group Safety:

- ☐ Stay calm and assess the situation; determine the location of the threat if possible.
- ☐ **Call 9-1-1**, as soon as it is safe to do so.

ACTIVE VIOLENCE INCIDENT (CONT.)

- ☐ Evacuate the area by a safe route if possible, if not, seek an area of safe refuge.
- ☐ If persons must seek a safe refuge, secure all doors and windows as quickly as possible and barricade as many items between persons and the threat as possible (e.g., arm chairs, tables, cabinets, etc.).
- ☐ Render first aid to injured persons that may be in or near the area. Do this so long as it is safe to do so. Simple first aid includes applying direct pressure to the wound and elevating, if possible.
- ☐ **DO NOT** attempt to make contact (verbal or physical) with the individual responsible for the threat, unless no other option is available.
- ☐ If persons must have contact with the individual posing the threat, attempt to find some cover (e.g., solid objects) to place between them and the individual.
- ☐ Be prepared to combat the subject individually to neutralize the threat, if lives are in imminent danger. Active resistance may increase the chance of survival, but this is strictly a personal decision.
- ☐ If persons barricade themselves in a room, identify objects that could be used as weapons to deter the threat from pursuing them at that location.

Examples may be student desks, keys, shoes, belts, books, cell phones, iPods, book bags, laptops, pens, pencils, scissors, etc., or any item capable of being launched or used against an attacker. Articles of clothing can be used for protection against a knife-wielding attacker.
- ☐ If persons are fortunate to be in a group, develop a plan for how they will combat the attacker posing the threat should he/she gain access to the area of refuge. Frequently it is possible to overwhelm an attacker if multiple people resist or attack from different directions at the same time. While this reduces the risk of numerous serious or fatal injuries to the group as a whole, the chances of someone being injured is still present.

ACTIVE VIOLENCE INCIDENT (CONT.)

- ☐ **DO NOT** leave a secure location during an active threat, even if the fire alarm activates.
- ☐ **DO NOT** open the door for anyone but law enforcement. This includes others seeking refuge, as this may be a ploy by the attacker to gain access.
- ☐ **DO NOT** approach law enforcement officers as they attempt to locate and neutralize the threat. During this time, the officers are trained to seek out and respond to the threat, which could include the use of deadly force. They are not able to assist with the evacuation or provide medical assistance to injured parties. Once the threat has been neutralized, the officers will return immediately to organizing the evacuation of the school and obtaining or providing emergency medical response.

LOCKDOWN

Purpose: This protocol is used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (e.g., armed student, weapons on property, intruder, active threat, hostage incident, gang violence, etc.).

Notification Procedures: Initiate **LOCKDOWN** procedures by making the following announcement:

“LOCKDOWN, LOCKDOWN, LOCKDOWN!”

**“IMMEDIATELY FOLLOW EMERGENCY PROCEDURES AND AWAIT
FURTHER INSTRUCTIONS.”**

“LOCKDOWN, LOCKDOWN, LOCKDOWN!”

Call 9-1-1

- ☐ Stay calm and assess the situation.
- ☐ Any staff member should call 9-1-1 and identify the name and address of the school, describe the emergency, indicate that the school is going into LOCKDOWN, provide a description of suspect(s) and weapon(s), if known, and identify the location of the primary school staff, or command post.
- ☐ The staff member should remain on the phone to provide updates and additional information to the emergency dispatcher.
- ☐ Students/Staff should find and a safe location to secure themselves.
- ☐ Close and lock all doors; close shades/shutters on doors/windows.
- ☐ Move to the least visible area of the room and remain silent.

14

LOCKDOWN (CONT.)

- ☐ All students should turn cell phones off--staff should turn cell phones to "vibrate."
- ☐ Notify the district office.
- ☐ Await further instructions.

If necessary and safe to do so:

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

**DO NOT LEAVE A SECURE LOCATION DURING A LOCKDOWN
EVEN IF THE FIRE ALARM ACTIVATES.**

**DO NOT OPEN THE DOOR FOR ANYONE BUT LAW
ENFORCEMENT.**

DEATH OR HOMICIDE

Purpose: This protocol is used when there is a death or homicide on school property.

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

Call 9-1-1

- ☐ Stay calm and assess the situation. Check status of the victim.
- ☐ Any staff member should **call 9-1-1** and identify the name and address of the school and describe the emergency.
- ☐ If a HOMICIDE is suspected, initiate **LOCKDOWN** and advise 9-1-1.
- ☐ Provide a description/location of suspect(s) and weapon(s), if known. Identify the location of the primary school staff, or command post.
- ☐ The staff member should remain on the phone to provide updates and additional information to the emergency dispatcher.
- ☐ Students/staff should find a safe location and secure themselves.
- ☐ Secure emergency information from student enrollment files for suspect(s) and/or victim(s).
- ☐ Wait for police to arrive.
- ☐ Discourage discussion.
- ☐ Notify the district office.
- ☐ Await further instructions.

16

DEATH OR HOMICIDE (CONT.)**If necessary and safe to do so:**

- ☐ Notify students/staff outside to immediately move to the off-campus assembly area(s). Account for the students/staff and be prepared to evacuate off-campus to a relocation site.
- ☐ Necessary Notifications:
 - Superintendent's office.
 - Parent(s) and/or guardian(s).
 - Staff.
- ☐ Initiate counseling services for staff/students.

PHYSICAL ASSAULT

Purpose: This protocol is used when a physical assault could jeopardize the safety of students/staff.

Notification Procedures: It is recommended that if any of the following occur during a physical assault, the incident be reported to the police:

- The victim alleges injury.
 - The victim is a member of the school staff.
 - There is injury to the victim and/or suspect, which requires medical attention.
 - The suspect used a weapon during the physical assault.
- ☐ Stay calm and assess the situation.
 - ☐ Make contact with a calm voice.
 - ☐ If behavior continues, shout "STOP" and then lower your voice.
 - ☐ Notify the principal's office.
 - ☐ Isolate students to an area where they can calm down.
 - ☐ Clear the area of other students--to reduce audience and lessen danger.
 - ☐ Render first-aid to injured students/staff that may be in or near the area, if it is safe to do so.
 - ☐ If appropriate **CALL 9-1-1** to report the incident.
 - ☐ Secure emergency information from student enrollment records.
 - ☐ Notify the superintendent's office, parents/guardians, and staff.

DRIVE-BY SHOOTING

Purpose: This protocol is used when a drive-by shooting could jeopardize the safety of students/staff.

Notification Procedures: In the event that a drive-by shooting incident occurs near any school location, report the threat immediately (or as soon as it is safe to do so).

Call 9-1-1

- ☐ Stay calm and assess the situation. If possible, determine the location of the threat.
- ☐ Initiate emergency **LOCKDOWN** procedures.
- ☐ Render first-aid to injured students/staff that may be in or near the area, if it is safe to do so.
- ☐ Do not attempt to make contact with the individual responsible for the threat.
- ☐ Once in a secure location, **DO NOT** open the door for anyone but law enforcement.
- ☐ Discourage discussion and wait for police to arrive.
- ☐ **DO NOT** approach police officers as they attempt to locate and neutralize the threat.
- ☐ Take attendance and immediately report any missing student(s).

ARSON/EXPLOSION/FIRE

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

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

Call 9-1-1

- ☐ Anyone witnessing the fire will **CALL 9-1-1**.
- ☐ Stay calm and assess the situation.
- ☐ Identify the name and address of the school, describe the emergency, and indicate that the school is being evacuated.
- ☐ Remain on the phone to provide the location of the fire within the building, updates, and any additional information.
- ☐ Conduct evacuation procedures, account for all students/staff, and be prepared to evacuate off-campus to a relocation site.
- ☐ Ensure the building is evacuated.
- ☐ Render first-aid to injured students/staff that may be in or near the area, if it is safe to do so.
- ☐ Assist police/fire/emergency medical services, if requested.

BOMB THREAT

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

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

Call 9-1-1

If bomb threat is made by phone:

- ☐ Stay calm and assess the situation. Complete the Bomb Threat Response Report (below), as completely as possible.
- ☐ Start a recording device, if available.
- ☐ Signal another staff member to listen in on the call, if possible.

If bomb threat is written, emailed, or posted on social media:

- ☐ Save the document.
- ☐ Handle the document as little as possible.
- ☐ Re-write the threat exactly as it reads on a separate piece of paper. Record “who, what, where, when, why, and how” details surrounding the document.
- ☐ Secure the original document. If small, place in a bag or envelope. **DO NOT** fold, crumple, tear, delete, or mark the item in any way. If on a large object, secure the location.
- ☐ Print off the posting displayed on social media.
- ☐ Copy the link and paste it in email form to retain the website for law enforcement investigative purposes.
- ☐ Save any threats received via email for investigative law enforcement purposes

BOMB THREAT (CONT.)

If bomb threat is verbal:

- ☐ Detain the person making the threat, if possible, practical, and safe.
- ☐ If the person who made the threat leaves, note the direction in which they are going. If possible and safe, follow them at a discreet distance. Have another staff member notify the principal/administrator.
- ☐ Note the description of the person who made the threat:
 - Name (if known)
 - Race
 - Sex
 - Age
 - Facial hair
 - Distinguishing features
 - Type and color of clothing
 - Size (height and weight)
 - Hair color
 - Scars/tattoos
 - Glasses
- ☐ Write down the threat EXACTLY as it was communicated to you:
 - Exact wording
 - Where the person who made the threat is now
 - Who made the threat
 - The date and time of the threat

If a suspicious item is found or a location of bomb is determined:

- ☐ **DO NOT TOUCH THE ITEM.**
- ☐ Report location and description.
- ☐ Secure area where the item is located. Do not guard the item (stay away from it).
- ☐ Notify the principal/administrator.
- ☐ **DO NOT** use any type of radio or cellular communication when in close proximity to the item.
- ☐ Notify police, fire, EMS, bomb squad.
- ☐ Select and clear evacuation routes and assembly areas that are away from the suspicious item.
- ☐ When evacuation routes and assembly areas are cleared, conduct evacuation by the safest route possible.

22

BOMB THREAT (CONT.)

- ☐ Meet arriving emergency responders and brief them on the situation. Let them speak with the person who found the item, and inform them where the item is located.
- ☐ Law enforcement will assume command of the scene. The School Crisis Response Team should remain at the scene to inform and manage evacuees, media, parents/guardians, and others, as appropriate.

BOMB THREAT (CONT.)

BOMB THREAT RESPONSE REPORT

Bomb Threat Questions to Ask

1. When is the bomb going to explode? _____
2. Where is it right now? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. What is your address? _____
9. What is your name? _____
10. What time was call received? _____

Exact wording of the threat: _____

Describe the Caller

- ☐ Male
- ☐ Female
- ☐ Unsure
- ☐ Approximate Age _____

Emotions of Threat

- ☐ Agitated
- ☐ Angry
- ☐ Boastful
- ☐ Crazy
- ☐ Distant
- ☐ Excited
- ☐ Happy
- ☐ Matter-of-fact
- ☐ Sad
- ☐ Sincere

Type of Phone

- ☐ Cellular
- ☐ Phone Booth
- ☐ Land Line

Caller's Voice

- ☐ Accent (Describe): _____
- ☐ Clearing Throat
- ☐ Cracking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep Breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Familiar (Who?): _____
- ☐ Laughing
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Soft
- ☐ Slow
- ☐ Slurred
- ☐ Stutter
- ☐ Other: _____

Background Sounds

- ☐ Animal Noises
- ☐ Children
- ☐ Clear
- ☐ Factory/Machinery
- ☐ House Noises
- ☐ Motor
- ☐ Office
- ☐ PA System
- ☐ Street Noises
- ☐ Voices
- ☐ Other: _____

Threat of Language

- ☐ Foul
- ☐ Incoherent
- ☐ Irrational
- ☐ Reading
- ☐ Taped
- ☐ Well Spoken
- ☐ Other: _____

BOMB THREAT (CONT.)**BOMB THREAT RESPONSE REPORT (CONT.)****Written /Emailed Threat**

Describe the threat: _____

Where was it found? _____

Verbal Threat

Who made the threat? _____

Exact words: _____

Who is the threat directed at? _____

Suspicious Package

Describe package location: _____

Description of package: _____

Has package been moved/disturbed? _____

Person who received threat: _____

Time/date: _____

SUICIDE/ATTEMPT

Purpose: This protocol is used when a suicide or suicide attempt occurs on school property.

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

- ☐ Try to calm the student and others.
- ☐ Ask the student for permission to evacuate the area.
 - Do not attempt to diffuse the situation.
 - Do not negotiate.
- ☐ Wait for police to arrive.
- ☐ Identify students in need of counseling.

Call 9-1-1

- ☐ Stay calm and assess the situation.
- ☐ Request Emergency Medical Services.
- ☐ Secure emergency information from student enrollment records.
- ☐ Assist the police in locating the student.
- ☐ Notify:
 - Superintendent's office.
 - School counselor.
 - Parent(s) and/or guardian(s).
 - District psychologist (if applicable).
 - Staff.
- ☐ Initiate counseling services for students/staff.

SUICIDE/ATTEMPT (CONT.)

If a WEAPON is present during an incident,
refer to: ACTIVE VIOLENCE INCIDENT

THREAT OF SUICIDE

Purpose: This protocol is used when a threat or suicide could jeopardize the safety of students/staff.

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

- ☐ Take the threat seriously.
- ☐ If safe to do so, speak to the student and reassure him/her that you are concerned about their welfare.
- ☐ Isolate the student from peers, if possible.
- ☐ Do not leave the student alone.

Call 9-1-1

- ☐ Stay calm and assess the situation.
- ☐ Notify and inform parent(s) and/or guardian(s) to come to the school.
 - If possible, provide parents with information concerning available community counseling resources.
 - Parents may be required to provide proof of medical release prior to the student's return to school.

**If a WEAPON is present during a threat, refer
to: ACTIVE VIOLENCE INCIDENT**

SEXUAL ASSAULT

Purpose: This protocol is used when there is sexual assault (criminal sexual conduct) incident that could jeopardize the safety of students/staff.

Criminal Sexual Conduct:

- ☐ Nonconsensual sexual penetration or nonconsensual, intentional touching of a person's intimate parts (breast, buttock, groin, genital area, or inner thigh).
- ☐ Consensual sexual penetration involving a person under the age of 16 is criminal sexual conduct.
- ☐ Consensual sexual touching involving a person under the age of 13 is criminal sexual conduct, and consensual sexual touching of a person between the ages of 13 and 16 is criminal sexual conduct if the perpetrator is 5 or more years older than the victim.
- ☐ Sexual penetration includes oral sex and the insertion of an object into a person's genital or anal openings
- ☐ Persons required to report child abuse or neglect refer to the **Child Protection Law, Act No. 238, Public Acts of 1975, as amended, being sections 722.621-722.636 of the Michigan Compiled Laws.**

Notification Procedures:

- ☐ Notify the principal's office as soon as possible.
- ☐ Do not leave the victim alone. Do not allow the victim to alter his or her physical condition by washing. Follow the principal's instructions
- ☐ Discourage discussion among students.

Call 9-1-1

SEXUAL ASSAULT (CONT.)

- ☐ Provide the information gathered. Describe alleged perpetrator.
- ☐ Await police response.
- ☐ Make necessary notifications. Persons required to report child abuse or neglect refer to: **Child Protection Law, Act No. 238, Public Acts of 1975, as amended, being Sections 722.621-722.636, Michigan Compiled Laws.**
- ☐ Initiate school counselor response.

ROBBERY OR EXTORTION

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

Armed Robbery: The taking of property from a person by force, or threat while armed with a weapon/article representing a weapon.

Unarmed Robbery: The taking of property from a person by force or threat.

Extortion: Threatening another person for the purpose of getting money or property from the victim, or to compel the threatened person to do an act against the threatened person's will.

Notification Procedures:

- ☐ Identify the problem and the location. Stay calm and assess the situation.
- ☐ Try to calm the student(s), if necessary.

Call 9-1-1

- ☐ Provide the suspect's description and information gathered.
- ☐ Await police response.
- ☐ If appropriate, initiate emergency LOCKDOWN procedures.

For further instructions refer to:
ACTIVE VIOLENCE INCIDENT

LARCENY (THEFT)

Purpose: This protocol is used when a larceny occurs on school property.

LESS SIGNIFICANT THEFT:

- ☐ A call to police may not be necessary.
- ☐ Problem may be addressed by applying school district policy.

SIGNIFICANT THEFT:

- ☐ Mandatory reporting:
 - Theft of item(s) value \$100 or more.
 - Theft motivated by hate* or is gang-related.
*motivated because of the victim's race, color, religion, gender, and/or national origin.
- ☐ Call 9-1-1 or local police to report incident.
- ☐ Assist police in locating and identifying possible suspect(s) and/or witnesses.
- ☐ Notify:
 - Superintendent's office.
 - Parent(s) and/or guardian(s).
 - Staff.

TRESPASSER

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

Notification Procedures:

- ☐ Identify the problem and the location. Stay calm and assess the situation.
- ☐ Approach the subject and determine the nature of his/her business within the building.
- ☐ Ask the subject for identification. Take note of identification information, in case follow-up is required by public safety personnel.
- ☐ Request that the subject accompany a staff member to the office. If the suspect is looking for a specific student, check the student's file for court orders (e.g., personal protection orders, custody orders).
- ☐ If there is no acceptable reason for the subject to be in the building, ask the subject to leave the building site.
- ☐ If the subject refuses to leave:

Call 9-1-1

- ☐ Provide the suspect's description and information gathered.
- ☐ Await police response.
- ☐ If appropriate, initiate emergency **LOCKDOWN** procedures.

UNAUTHORIZED REMOVAL OF STUDENT

Purpose: This protocol is used as a guide for responses to the unauthorized removal of a student from school (e.g., Department of Health and Human Services supervised, court ordered-- no contact with named parent and/or person).

- ☐ Compile a list or "flag" enrollment records of students with special custody arrangements.
- ☐ Confirm with custodial parent, guardian, or Department of Health and Human Services (if indicated), before releasing student. If a question should occur:
 - Obtain a copy of identification or driver's license of person picking up student.
- ☐ Verify identity of any parent/guardian who requests for student's release.
 - Record time/date.
- ☐ Verify any custody changes through obtaining an actual "true copy" of court documents.
- ☐ Hold in the school office any student who appears reluctant to go with an individual picking them up.
 - Notify parent/guardian of student's reluctance.
- ☐ Notify principal's office, as soon as possible.
- ☐ Confirm that the student was removed from school without authorization.

Call 9-1-1

- ☐ Provide suspect(s) description.
- ☐ Obtain license plate, if possible.
- ☐ Notify the parent/guardian listed on the student's enrollment records.
- ☐ Notify the other schools where sibling(s) attend.
- ☐ Assist police in locating emergency information.
- ☐ Do not release any information to the media.

34

VANDALISM OR DESTRUCTION OF PROPERTY

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

- ☐ Identify problem and evaluate situation.
- ☐ Notify principal's office, as soon as possible.

Less Significant Incident:

- ☐ Minor damage.
- ☐ A call to police may not be necessary.
- ☐ Problem may be addressed by applying school district policy.
- ☐ Document damage in written form and/or with photographs.

Significant Incident, Mandatory Reporting:

- ☐ Damage in excess of \$100.
- ☐ Numerous events of minor damage.
- ☐ Damage motivated by hate* or is gang-related.

*motivated because of the victim's race, color, religion, gender, and/or national origin.

Call 9-1-1

- ☐ Photograph damage and document in written form.
- ☐ Assist police in locating and identifying possible suspect(s) and/or witnesses.
- ☐ Notifications necessary:
 - o Superintendent's office.
 - o Parent(s) and/or guardian(s).
 - o Staff.

DRUG USE OR OVERDOSE

Purpose: This protocol is used when there is a drug use or overdose incident that could jeopardize the safety of students/staff.

- ☐ Identify problem and evaluate the situation. Assess credibility of information.
- ☐ Notify principal's office, as soon as possible:
 - Removal of student from class may be necessary.
 - Provide the name of the student when notifying office.
- ☐ Keep the student as stable as possible.
 - Speak calmly while waiting for the police to arrive.
- ☐ Discourage discussion between students.

Call 9-1-1

- ☐ If an EMERGENCY:
 - Request emergency medical services (EMS).
 - Secure emergency information from student enrollment records.
- ☐ Attempt to determine the following for EMS:
 - Name of the drug.
 - Quantity of the drug.
 - Time drug was taken.
 - How drug was taken.
- ☐ Provide police and EMS with emergency information.
- ☐ Notifications necessary:
 - Superintendent's office and staff
 - Parent(s) and/or guardian(s)

36

DRUG POSSESSION OR SALE

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

- ☐ Identify problem and evaluate situation. Assess credibility of information.
- ☐ Notify Principal's Office if you have knowledge of or information regarding:
 - A drug sale.
 - Drug possession.
 - Drug use.
- ☐ Assess character, history, and school record of suspect(s).
- ☐ Determine if reasonable suspicion exists to search.
- ☐ Determine if it is advisable to search school property by school personnel:
 - Any search of personal property must comply with State of Michigan law.

Call 9-1-1

- ☐ If drugs are found:
 - Call 9-1-1 or local police to report the incident.
- ☐ Assist the police in locating and identifying possible suspect(s).
 - Any evidence should be turned over to the police.
- ☐ Secure emergency information from student enrollment records for suspect(s) and/or witnesses.

DRUG POSSESSION OR SALE (CONT.)☐ Notifications necessary:

- Superintendent's Office.
- Parent(s) and/or guardian(s).
- Staff.

MINOR IN POSSESSION OF ALCOHOL/TOBACCO

Purpose: This protocol is used when a minor is in possession of alcohol or tobacco-related items.

Alcoholic Liquor:

Alcoholic liquor includes any beverage containing .05 percent or more of alcohol by volume. It cannot be possessed by anyone under the age of 21. Cereal beverages with any alcohol content, such as non-alcoholic beer, cannot be furnished to anyone under the age of 18.

Tobacco Products:

It is a misdemeanor for anyone under the age of 18 to possess tobacco products. Tobacco products include cigarettes, cigars, chewing tobacco, tobacco snuff, pipe tobacco, or tobacco in any other form.

- ☐ Identify the problem and bring the student to the office.
 - Alcohol consumption.
 - Alcohol possession.
 - Tobacco use.
 - Tobacco possession.
- ☐ Inform student of what is suspected.
 - Two adults should be present.
 - If an alcohol or tobacco product is found or usage has been witnessed, notify parent(s) and/or guardian(s).
- ☐ Contact police.
 - Any search must comply with state of Michigan law.
- ☐ Notifications necessary:
 - Superintendent's office.
 - Parent(s) and/or guardian(s).
 - Staff.

BUS/SCHOOL BUS STOP INCIDENT

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

NOTE:

Calls to the bus garage, 9-1-1, and/or the principal should occur in every emergency situation.

BUS ACCIDENT:

DRIVER

- ☐ Check for injuries.
- ☐ Call bus garage, keep line of communication open.
- ☐ Have bus dispatch call 9-1-1 or local police to report a crash or incident.
- ☐ Request emergency medical services, if there are any suspected injuries related to a crash or incident.
- ☐ Secure vehicle and display warning signs.
- ☐ Keep all students on the bus, unless it is unsafe to do so.
 - If a threat of fire, move everyone to a safe location.
- ☐ Administer first-aid, if necessary.
- ☐ Account for all injuries.
 - Record extent of injuries.

PRINCIPAL'S OFFICE

- ☐ Contact appropriate administrators.
- ☐ Collect information from enrollment records.
- ☐ Contact parent(s)/guardian(s).

BUS GARAGE

- ☐ If emergency call is received, record all accident information.
 - Keep open communication with driver.
- ☐ Call 9-1-1 or local police, if not done already by driver.
- ☐ Notify the superintendent's office

SUPERINTENDENT'S OFFICE

- ☐ Notify all principals of the accident.
 - Give updates when available.
- ☐ Obtain list of student riders.
 - Use bus route files.
- ☐ Obtain list of injured students, as soon as possible.
- ☐ Provide for a second bus and driver to assist with remaining students at the scene.

Hazard-Specific Procedures

Appendix E

DRAFT

MEDICAL EMERGENCY

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

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

Call 9-1-1

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

CARDIAC EMERGENCY

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

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

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

Call 9-1-1

- ☐ Assign an individual to meet/escort the police/fire/EMS.

Activate school's cardiac emergency response plan. If cardiac emergency response team is delayed or not available, proceed with following:

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

SEVERE WEATHER INCIDENT

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

Watch: A precautionary alert issued when conditions are favorable for the development of severe weather in a specific area.

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

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

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

FIRE/EXPLOSION

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

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

Call 9-1-1

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

FLOODING

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

If a flood is likely in the area, persons should:

- ☐ Listen to the radio or television for information.
- ☐ Know that if there is any possibility of a flash flood, move immediately to higher ground. Do not wait for instructions to move.
- ☐ Be aware of streams, drainage channels, canyons, and other areas known to flood suddenly.
- ☐ Make sure the staff member in charge of the NOAA radio shares information, so personnel are prepared.

If students/staff must prepare to evacuate, they should do the following:

- ☐ Secure the classroom or office. If time permits, bring in outdoor furniture or equipment. Move essential items to a higher floor.
- ☐ Disconnect electrical appliances. Do not touch electrical equipment if wet or standing in water.
- ☐ Turn off utilities at the main switches or valves, if instructed to do so.

UTILITY FAILURE

Purpose: This protocol is used when there is a utility failure on school property.

Notification Procedures:

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

CHEMICAL INCIDENT

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

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

Call 9-1-1

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

CHEMICAL INCIDENT (CONT'D.)

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

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

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

BIOLOGICAL INCIDENT

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

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

Call 9-1-1

- ☐ Stay calm and assess the situation; if possible, determine if the source of the biological threat originates within or outside of the building.
- ☐ If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside; ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance.
- ☐ If a threat is determined outside the building, shelter-in-place as far from the source of the contamination as possible, closing all doors and windows and covering any gaps between doorways with a wet towel or similar means of obstruction.
- ☐ Notify students/staff to immediately move to the designated assembly area(s), account for the students, and be prepared to evacuate off-campus to a relocation site, if necessary.
- ☐ Conduct attendance audit of students/staff and visitors; ensure the building is evacuated.

BIOLOGICAL INCIDENT (CONT'D.)

- ☐ Render first aid to injured persons that may be in or near the area, as long as it is safe to do so.
- ☐ Re-occupy the building when "All Clear" is announced.

Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include:

- **Fever, headache, chills, sweating, weakness, and fatigue.**
- **Joint and muscle pain.**
- **Respiratory distress, difficulty talking, or eating.**
- **Nausea.**

RADIOLOGICAL/NUCLEAR INCIDENT

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

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

Call 9-1-1

- ☐ Identify the threat based on foreign or out of place substances present within or near the surroundings of the school.
- ☐ Identify and react to the threat based on emergency warning systems in place for the city or county notification procedures.
- ☐ Identify the threat based on unusual or sizable amounts of sickness-related symptoms being experienced with students/staff.
- ☐ Stay calm and assess the situation. Determine if the threat originates within or outside of the building.
- ☐ Turn off HVAC system.
- ☐ If a threat is determined inside the building, conduct evacuation procedures to an upwind assembly area outside. Ensure it is done with controlled routes, guiding students/staff as far from the contaminated area as possible, accounting for wind direction and distance.

RADIOLOGICAL/NUCLEAR INCIDENT (CONT'D.)

- ☐ If a threat is determined outside the school, shelter-in-place as far from the source of the contamination as possible, while providing the best means of protection for students and faculty, and while limiting exposure time. Close all doors and windows and cover any gaps between doorways with a wet towel or similar means of obstruction.
- ☐ Have students cover nose and mouth with any fabric material.
- ☐ Ensure that students do not chew gum, eat, drink or place objects in their mouth.
- ☐ Ensure the segregation of potentially contaminated persons or those showing symptoms, to avoid cross contamination.
- ☐ Render first aid to injured persons that may be in or near the area, as long as it is safe to do so.
- ☐ Conduct attendance audit of staff/students and visitors.
- ☐ Monitor public announcements through local emergency manager or broadcast media and await further instructions.

Symptoms may not present themselves for 2-6 hours even with high doses dependent on exposure time, distance and rate.

Symptoms may include:

- **Fever, headache, chills, sweating, weakness, and fatigue.**
- **Joint and muscle pain.**
- **Respiratory distress, difficulty talking, or eating.**
- **Nausea.**

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that can be implemented across a variety of emergency situations. When the emergency begins, the Principal or his designee, as the Incident Commander (IC) will decide upon the Universal Emergency Procedures to implement.

There are six Universal Procedures to respond to various emergency situations:

1. Evacuation 2. Severe Weather 3. Bus Evacuation 4. Lock Down 5. Off-Site Evacuation & Reunification 6. Shelter in Place

1. Evacuation (Fire) – An orderly and preplanned exit from a building when conditions are safer outside than inside.

Signal – loud continuous blast from alarm horn and pulsating strobe lights

- * Take closest & safest * Teachers take attendance –take classroom kits
- * Office staff ensures evacuation destination is safe * Office staff take building crisis kit & megaphone
- * Office staff account for itinerant staff & visitors * Assist those with special needs

Record Results

2. Tornado or Severe Weather Shelter – Placement of students and staff in a pre-determined interior part of the building where damaged due to weather will be less

Signal – Clear speech announcement via intercom *Students take duck and cover positions

- *Remain quiet for further instructions
- *Teachers take attendance – close all doors & windows *Teachers take classroom crisis kit (if have one) *Pre-determine communication methods between office staff and shelter areas
- *Remain until all clear is given
- *Assist those with special needs

Record Results

3. School Bus Evacuation – An orderly removal of bus occupants due to an emergency situation

Signal – Verbal directions given by the bus driver, adult aid, sponsor or designated student helper

*Assess the need to evacuate & recognize the hazard *Safe exit of students (passengers) is first priority *Indicate type of evacuation (i.e. – front door, rear floor emergency, side door or combination, etc.)

*Assist younger students or those with special needs

*Use radio or other communication systems to obtain help and notify dispatch of situation and precise location *Direct passengers to a safe area 100' from bus

*Take fire extinguishers, first aid kits & other safety items *Take attendance & stay together

Record Results

4. Lock Down – A situation where there is an imminent threat inside or outside of the building. Students and staff are to immediately go to a protective place/position in their room

Lock In – Some schools practice a lock in as part of this drill. A lock in is where normal academic activities continue in the classroom, but students & staff remain in their assigned room **Signal** – intercom announcement (if possible) pre-determine a secondary communication method for each building

*Clear all hallways – report to nearest available classroom *Close, cover and lock all windows and doors – shut off lights *Move away from doors and windows drop to floor in designated place – usually with backs against interior walls *BE QUIET! – Wait for further instructions

*Take attendance – use red/green card system if part of plan *Assist those with special needs

Record Results

5. Off-Site Evacuation & Reunification – An orderly removal of students and staff to a pre-determined host location (or a safe area in building) due to conditions inside the school building. **Signal** – Clear speech announcement using the intercom. If the intercom is unavailable a pre-determined method will be used *Find and use pre-determined evacuation & reunification procedures

*Staff will escort students to safe area

*Method of transporting to safe area may be either by walking or by bus transportation

*Teachers take attendance and account for all their students before leaving school

*Teachers take their classroom crisis kits

*Office staff take the building crisis kit and account for itinerant staff and visitors

*Upon arrival at host site, teachers retake attendance

- *Upon arrival at host site, additional instructions will be given for reunification
- *Assist those with special needs

6. Shelter in Place (SIP) – Placement of students and staff in a pre-determined area of the building's interior due to an external gas or chemical release.

Signal – Clear speech announcement via the intercom

- *Move students and staff to designated area(s)
- *Open and use items from SIP kit to seal off area
- *Shut down HVAC - close , lock & seal doors & windows *Take attendance
- *Do not allow anyone to leave area
- * Wait for further instructions
- *Assist those with special needs
- *Teachers take classroom kits to SIP area

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Continuity of Operations Plan

Appendix F

Continuity of Operations Procedures (COOP)

1. The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district.
2. The scope of these COOP plans pertain to this school district.
3. Designated school staff will perform the essential functions as listed below:
 - Superintendent/Their Designee/Incident Commander
 - i. Determine when to close schools, and/or send students/staff to alternate locations.
 - ii. Disseminate information internally to students and staff.
 - iii. Communicate with parents, media, and the larger school community.
 - iv. Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
 1. *Ensure systems are in place for rapid contract execution after an incident
 2. *Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
 - Principals and/or Department Heads
 - i. Identify relocation areas for classrooms and administrative operations.
 - ii. Create a system for registering students
 - iii. Brief and train staff regarding their additional responsibilities.
 - iv. Secure and provide needed personnel, equipment, resources, and services
 - i. 1. required for continued operations.
 - v. Identify strategies to continue teaching
 - vi. Reevaluate the curriculum

- vii. Other as needed
 - Custodians/Maintenance Personnel
 - i. Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
 - ii. Manage the restoration of school buildings and grounds (e. g. debris removal, repairing, repainting, and/or re-landscaping)
 - iii. Other as needed
 - Teaching staff
 - i. Work with others to obtain class teaching materials
 - ii. Work with others to obtain student curricular materials
 - iii. Prepare for alternative curricular delivery methods as needed
 - iv. Other as directed
 - School Secretary/Administrative Support Staff
 - i. Maintain inventory
 - ii. Maintain essential records
 - iii. Ensure duplicate of records is kept at a different physical location.
 - iv. Secure classroom equipment, books, and materials in advance.
 - v. Retrieve, collect, and maintain all building personnel data (emergency contact etc.).
 - vi. Provide accounts payable and cash management services
 - vii. Other duties as needed
 - Counselors, Social Workers, and School Nurses/Health Assistants
 - Establish academic and support services for students and staff/faculty.
 - Implement additional response and recovery activities according to established protocols. Support Staff
 - Support Staff
 - Determine how transportation, food services, maintenance and custodial services will resume.
4. Annual Training
 - i. All core COOP Plan members and senior staff will undergo annual training on the COOP Plan. Training will be designed to inform each member of their responsibilities during a COOP Plan implementation. Identified COOP Plan members will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of off-site backup system data and IT operating systems in cooperation with the district office.
 5. Procedures
 - a. The following procedures will be followed by staff/faculty to assist in the execution of
 - b. Essential functions and the day-to-day operations.
 6. Activation and Relocation

- a. The Superintendent/Administrator will determine when to activate and implement the COOP Plan and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP Plan whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.
7. Alert, Notification, and Implementation Process
 - i. A telephone tree will be used to notify employees of the COOP Plan activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.
8. Relocation Sites
 - i. Relocation sites have been identified as locations to establish management and to implement essential functions as warranted by an incident. Alternate Facilities and Strategy
9. Alternate Facilities and Strategy
 - a. Contingent alternative facilities are listed below:
 - District Business Office _____
 - High School(s) _____
 - Middle School(s) _____
 - Elementary Schools _____
 - Special Purpose School(s) _____
 - District Support/Maintenance Offices _____
10. Vital Records and Retention File
 - a. Vital records are archived or retained on backup data systems stored off site.
11. Human Capital Management
 - i. Employees responsible for essential functions are cross-trained. Identified special needs
 - ii. employees are provided ADA accommodation and guidance in their responsibilities and assistance may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.
12. Reconstitution
 - i. In most instances of COOP Plan implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:
13. Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
14. Supervise an orderly return to the school building.
15. Conduct an after-action review of COOP operations, plans and procedures.

COOP Procedures Personnel

Superintendent	<ul style="list-style-type: none"> • Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Principal(s)	<ul style="list-style-type: none"> • Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students (out of district or into alternative schools). • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). • Reevaluate the curriculum.
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or relandscaping).

Incident Command System Job Action Sheets

Appendix G

EST Leader

Responsibilities

- Oversees school system response to emergency incidents
- Participates in media briefings as necessary
- Coordinates with the County Emergency Coordinator
- Designates LEA representative
- Informs the Village of incidents impacting the LEA
- Remains at Administrative Offices
- Activates Continuity of Operations Plan (COOP) when necessary

Immediate Actions (initiated within first hour of the emergency)

- ___ Initiates the LEA EST by assuming the role of EST Leader
- ___ Notifies appropriate staff of need to send designated representative to the EOC
- ___ Establishes online communication with EOC and the 911-center dispatcher
- ___ Appoints all EST staff positions. Depending on the situation at hand, the IC may elect not to fill some of the positions
- ___ Attends the status/action plan meeting
- ___ Determines need for participation of outside resource representatives
- ___ Communicates status to EOC, Village Office, and other appropriate agencies as necessary

- ___ Adopts a proactive attitude. Thinks ahead and anticipates situations and problems before they occur

Intermediate Actions (normally after first hour of the emergency and over next four–six hours)

- ___ Authorizes resources as needed or requested
- ___ Approves media releases.
- ___ Communicates status to the EOC, Village Office, and other appropriate agencies, as necessary

Extended Actions (if emergency lasts longer than eight hours and/or when emergency ends)

- ___ Reviews plans for recovery and salvage efforts, institutes special security requirements as conditions warrant (i.e., locking down section of physical facility for safe purposes and/or to facilitate recovery and salvage efforts), and updates the action plan for continuance or termination. A meeting should occur at least once every eight hours.
- ___ Declares the end of the emergency and closes down the EST.
- ___ Instructs staff to submit a written summary of their activities during the emergency, within 72 hours.
- ___ Ensures a detailed review and evaluation of the LEA response to the emergency within two weeks.
- ___ Appoints a team to relieve the initial EST and holds a meeting to debrief the situation, if needed.

Liaison Officer

Responsibilities

- Reports to EST Leader
- Functions as primary incident interagency contact person for MPD, FEMS, DOC, and other organizations
- Relays information to LEA EST staff
- Relays information to the district Superintendent
- Relays information to the EOM

- Relays information to site leader(s), principal(s) of affected school(s)

Immediate Actions (initiated within first hour of the emergency)

- ___ Checks in upon arrival with EST Leader
- ___ Wears position identification badge
- ___ Obtains briefings on the current situation
- ___ Reviews LEA emergency organizational charts to determine appropriate contacts and message routing
- ___ Attends status/action plan meeting
- ___ **Establishes and maintains communications with PIO**
- ___ Secures incident information to address agency inquiries, such as the EOC
- ___ Establishes contact with Liaison Officers of each cooperating agency, such as the EOC.
- ___ Ensures Liaison Officers receive updates on incident development and changes to LEA emergency response
- ___ Adopts proactive attitude. Thinks ahead. Anticipates situations and problems before they occur.

Intermediate Actions (normally taken after 1st hour of emergency and over next four–six hours)

- ___ Requests assistance, information through other agencies (e.g., MPD, DOH, FEMS) as needed
- ___ Apprises EST Leader of changes in emergency response by other agencies (e.g., deactivation of EOC)

Extended Actions (if emergency lasts longer than eight hours and/or emergency is declared over)

- ___ Advises other agencies when the EST Leader concludes LEA emergency response. However, long-term recovery and/or salvage efforts may continue. This information is transmitted to other agencies involved in the recovery process.

Resource Inventory

Appendix H

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

Sample lists may include:

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

Go-Kit and Emergency Supplies Checklists

Appendix I

Classroom Preparedness Checklist (from Ready.gov)

School Emergency Supplies and “Go Kits”

Every school, before and after care center, and day care center should store emergency supplies in preparation for either an evacuation or an emergency that requires students and staff to shelter in place. The safety team should select supplies that address the needs of the specific school, its population, climate, facilities, and resources. Because emergency supplies are so important, the school emergency operations plan should reference both the supplies to be stockpiled and staff role responsible for stocking and replenishing.

School Emergency Supplies

Every school should store emergency supplies in case its students and staff are required to shelter in place due to an emergency or a lockdown. All supplies should be securely stored in an accessible, central location. They should be labeled, protected, and maintained. Supplies that have expiration dates (such as batteries, food, water, and prescription medications) must be replenished over time. The safety team leadership should delegate the responsibility for making sure that these kits are properly stocked and replenished.

Schools should consider the following lists in light of their particular needs. Some items are easily stored while others are not. For example, extra clothing for young students is commonly stored in the classroom; older students could store extra clothes in their lockers.

Classroom Supply Checklist

- ☐ Clipboard with
 - ☐ List of classroom students (and photo)
 - ☐ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
- ☐ List of emergency procedures
- ☐ Whistle & hat (or other identifier) for teacher
- ☐ First aid supplies
- ☐ First aid instruction manual
- ☐ Medical gloves
- ☐ Food
- ☐ Water
- ☐ Battery-powered flashlight
- ☐ Batteries

- ☐ Blankets
- ☐ Bucket
- ☐ Sanitary items (towelettes & toilet paper)
- ☐ Work gloves
- ☐ Breathing masks
- ☐ Plastic sheeting
- ☐ Duct tape
- ☐ Can opener
- ☐ Hard candies
- ☐ Student activities

“Go Kits”

In case of an emergency evacuation, it is critical that every classroom and the administration maintain a “go kit,” a self-contained and portable stockpile of emergency supplies, often placed in a backpack and left in a readily accessible but secure location so that it is ready to “go.” The school safety plan should reference the go kits and note the personnel to whom responsibility is delegated for stocking and replenishing them. The contents of the go kits should reflect the safety team’s consideration of the school’s circumstances and resources.

Go Kit Supply Checklist

- ☐ Clipboard with
 - ☐ List of classroom students
 - ☐ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
- ☐ List of school emergency procedures
- ☐ Whistle and hat for teacher identification
- ☐ First aid kit with instructions
- ☐ Student activities (such as playing cards, checkers, inflatable ball)

Emergency Supply Office Kit Checklist

1. Water & Food

Water

- Keep at least a three-day supply of water per person; each person will need a gallon each day
- Children, nursing mothers, and sick people may need more water
- If you live in a warm weather climate more water may be necessary
- Store water tightly in clean plastic containers such as soft drink bottles

Food

- Store at least a three-day supply of non-perishable food
- Select foods that require no refrigeration, preparation or cooking and little or no water
- Pack a manual can opener, paper cups, plates and plastic utensils
- Choose foods your family will eat such as:
 - Ready-to-eat canned meats, fruits and vegetables
 - Protein or fruit bars
 - Dry cereal or granola
 - Peanut butter
 - Dried fruit
 - Nuts
 - Crackers
 - Canned juices
 - Non-perishable pasteurized milk
 - High-energy foods
 - Food for infants
 - Comfort/stress foods

2. First Aid Kit

In any emergency, a family member may be cut, burned or suffer other injuries. If you have these basic supplies you are better prepared to help your loved ones when they are hurt. Remember, many injuries are not life threatening and do not require immediate medical attention. Knowing how to treat minor injuries can make a difference in an emergency. Consider taking a first aid class, but simply having the following things can help you stop bleeding, prevent infection and assist in decontamination.

Things You Should Have:

- Two pairs of sterile gloves
- Sterile dressings to stop bleeding
- Soap and antibiotic towelettes to disinfect
- Antibiotic ointment to prevent infection
- Burn ointment to prevent infection
- Adhesive bandages in a variety of sizes
- Eye wash solution to flush the eyes
- Thermometer
- Prescription medications you take every day (you should periodically rotate medicines to account for expiration dates)
- Prescribed medical supplies such as glucose and blood pressure monitoring equipment and supplies
- Medicine dropper
- First Aid book
- Non-prescription drugs (aspirin or non-aspirin pain reliever, anti-diarrhea medication, antacid, laxative)

3. Other Items

- Cell phone
- Scissors
- Tweezers
- Petroleum jelly
- Battery-powered radio
- Flashlight
- Extra batteries
- Whistle to signal for help
- Dust mask or cotton t-shirt, to help filter the air
- Moist towelettes for sanitation
- Wrench or pliers to turn off utilities
- Plastic sheeting and duct tape to shelter-in-place
- Infant formula and diapers
- Garbage bags and plastic ties for personal sanitation
- Cash or traveler's checks, change
- Paper towels
- Fire extinguisher
- Tent
- Compass
- Matches in a waterproof container
- Signal flare
- Paper, pencil
- Feminine supplies
- Personal hygiene items
- Disinfectant
- Household chlorine bleach
 - You can use bleach as a disinfectant (diluted nine parts water to one part bleach), or in an emergency you can also use it to purify water
 - Use 16 drops of regular household liquid bleach per gallon of water
- Copies of important family records in a waterproof portable container

4. Clothing and Bedding

- One complete change of warm clothing and shoes per person, including:
- A jacket or coat
- Long pants
- A long sleeve shirt
- Sturdy shoes
- A hat and gloves
- A sleeping bag or warm blanket for each person
- Rain gear

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Memorandums of Agreement/Understanding

Appendix J

Law Enforcement Command Posts

Appendix K

TBD by law enforcement upon arrival

Emergency Utility Shut-Off Procedures

Appendix L

Electricity

Shut-off location:

Elementary: Utility room in the hallway leading to high school next to the walk in cooler. North hallway closet. Middle School Boiler room and utility closet next to girl's bathroom. High School utility room inside Kitchen area as well as Utility closet behind teacher lounge.

Key location:

Key is located in Administration office

Tools required:

No tools required

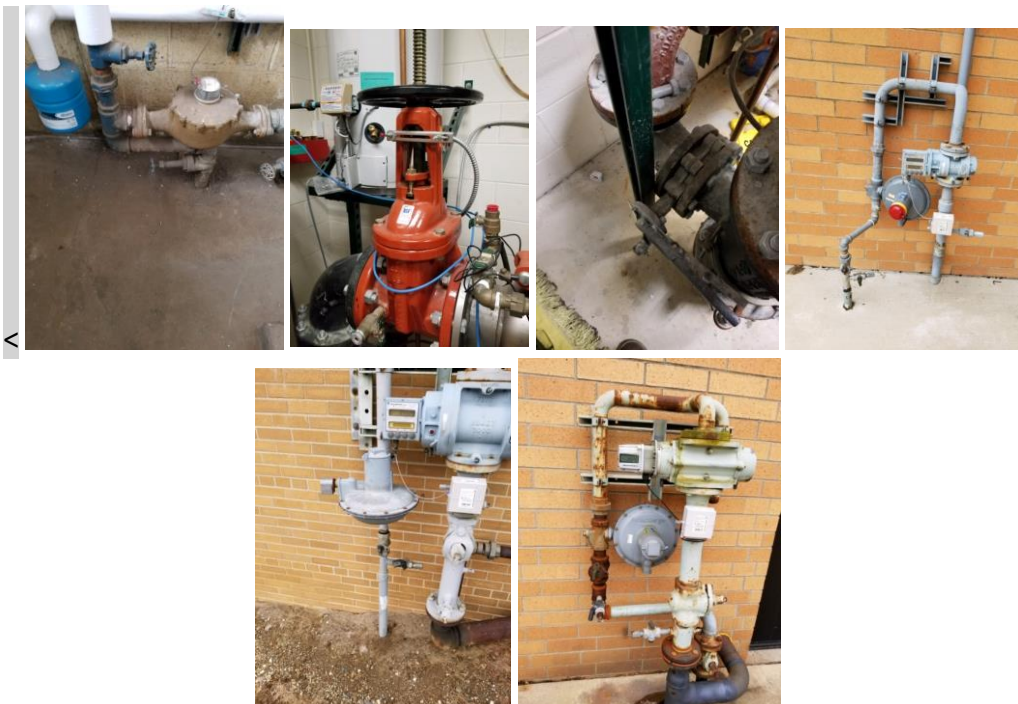
Instructions:

Move breakers from left to right

<Insert a digital photo of the shut-off>

Natural Gas

Shut-off location:	Natural Gas has three internal locations. Middle School Boiler Room, High School Delivery Area, Elementary Boiler Room.
Key location:	Access through Hallway or exterior door, Keys in Admin office for doors in Elementary and Middle School.
Tools required:	Adjustable Wrenches
Instructions:	Turn value ¼ turn until gas shuts off.



Water

Shut-off location:	Two locations Elementary Boiler Room, High School Delivery area.
Key location:	Elementary can access through hallway or exterior door, High school location through the hallway. Keys to doors in Administration office
Tools required:	Adjustable wrenches
Instructions:	Turn value clockwise until shuts off.

<Insert a digital photo of the shut-off>

Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:

All HVAC systems are control from Director of Facilities laptop located in the maintenance building. Each roof top unit has a electrical disconnect located on the unit.

Key location:

<Insert key location, if required, to access room/area>

Tools required:

<Insert tools required to shut-off utility>

Instructions:

<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Server Room/Phone

Shut-off location:	Server: Located in room 729 middle school area. Phone: Room 750 next to server room.
Key location:	Key located in Administration office.
Tools required:	No tools required
Instructions:	Unplug server power source from battery back up



Cardiac Emergency Response Plan

Appendix M

Addison Community Schools

Administrative Procedures

8452 - CARDIAC EMERGENCY RESPONSE PLAN

The following cardiac emergency response plan was developed for schools by the American Heart Association. It is adapted for use by the District.

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

Signs of sudden cardiac arrest can include one (1) or more of the following:

- A. not moving, unresponsive or unconscious, or
- B. not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), or
- C. seizure or convulsion-like activity.

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

The Cardiac Emergency Response Plan of the District shall be as follows:

A. Developing a Cardiac Emergency Response Team (CERT)

1. The CERT shall be comprised of those individuals who have current CPR/AED certification. It should include the school nurse, clinic assistant, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct local emergency medical services (EMS) to the location of the cardiac emergency.
2. Members of the CERT are identified in the "CPR/AED Certified Staff" attachment, to be updated yearly and as needed to remain current. The school nurse shall be designated as the CERT Coordinator.
3. All members of the CERT shall receive and maintain nationally recognized training (American Heart Association or Red Cross) which includes a certification card with an expiration date of not more than two (2) years.

B. Activation of CERT During an Identified Cardiac Emergency

1. The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
2. The protocol for responding to a cardiac emergency is described below.

C. Automated External Defibrillators (AEDs) – Placement and Maintenance

1. Minimum recommended number of AEDs for the District:
 - a. *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within three (3) minutes of being notified of a possible cardiac emergency.

- b. *Outside the school building* on school grounds/athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within three (3) minutes of being notified of a possible cardiac emergency.
 - c. *Post-deployment support* – If an AED is deployed, a cardiac science service technician will visit on site to download rescue data, replace any disposables and return the AED to "rescue ready" condition within twenty-four (24) hours of notification.
- 2. The plant manager or designee will be responsible for visualizing the "rescue ready" indicator and initialing the inspection tag monthly. The plant manager or designee will immediately notify the AED Program Coordinator by phone or email of equipment concerns. The AED Program Coordinator will be responsible for coordinating maintenance activity, including replacement of expired pads and batteries.
- 3. A cardiac science service technician will visit on site to perform the recommended annual service maintenance per the AED User Manual.
- 4. Additional Resuscitation Equipment: A "ready kit" shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, and a mouth barrier mask.
- 5. AEDs shall be readily accessible for use in responding to a cardiac emergency during regular school and PLACE program hours and in accordance with Florida High School Athletic Association guidelines.
- 6. Athletic trainers serving high schools shall be provided access to the AED located in closest proximity to athletic fields.
- 7. Each AED shall have one (1) set of adult defibrillator pads connected to the device and one (1) spare set each of adult and pediatric pads. All AEDs should have clear AED signage so as to be easily identified.

D. **Communication of this Plan throughout the school campus**

The Cardiac Emergency Response protocol shall be distributed to:

1. All staff and administrators at the start of each school year, with updates distributed as made.
2. All athletic trainers, coaches, and PLACE staff at the start of each school year with updates distributed as made.

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

1. Staff Training:
 - a. In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable the District to carry out this plan. (It is recommended that at a minimum, at least ten percent (10%) of staff, 100% of coaches, and fifty percent (50%) of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two (2) years.
 - b. Training shall be provided by an instructor, who may be a school nurse, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - c. Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
2. Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this plan. Each school is required to perform two (2) successful Cardiac Emergency Response Drills each school year. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in three (3) minutes or less. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of five (5) years with other safety documents. The reports shall include an evaluation of the drill and shall include recommendations for the modification of the Cardiac Emergency Response Plan if needed. It is suggested that the school consider incorporating the

use of students as active bystanders in the drills (i.e. clearing the area, directing school-based responders to the site of the emergency).

F. Local EMS Integration with the School/School District's Plan

1. The District shall provide a copy of this plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local EMS.
2. The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS agency, District safety officials, school-based responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
3. The District work with local emergency response agencies to 1) coordinate this plan with the local emergency response system and 2) to register the number and location of AEDs with local EMS.

G. Annual Review and Evaluation of the Plan

The District shall conduct an annual internal review of the school/School District's plan. The annual review should focus on ways to improve the schools response process, to include:

1. a *post-event review* following an event;

This includes a review of the existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- a. A contact list of individuals to be notified in case of a cardiac emergency.

- b. Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - c. The identification of the person(s) who responded to the emergency.
 - d. The outcome of the cardiac emergency. Personal identifiers should not be collected unless the information is publicly available.
 - e. An evaluation of whether the plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the AED Program Coordinator) to help in the debriefing process and to address any concerns regarding on-site response and coordination.
 - f. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of post-event services such as Employee Assistance Program referrals and/or Crisis Intervention Team support.
- 2. a review of the documentation for Cardiac Emergency Response Drills performed during the school year;
 - 3. a determination, at least annually, as to whether or not additions, changes or modifications to the plan are needed. Reasons for a change in the plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

Protocol for School Cardiac Emergency Response Teams Template

Addison Cardiac Emergency Response Team PROTOCOL

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. **Immediate action is crucial** in order to successfully respond to a cardiac emergency.

Follow these steps in responding to a suspected cardiac emergency:

- A. Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:
1. The person is not moving, or is unresponsive, or appears to be unconscious.
 2. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
 3. The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).

Note: If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

- B. Facilitate immediate access to professional medical help:
1. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and victim condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the victims' side, if possible.) Give the exact location and provide a recommended route for ambulances to enter and exit, if known. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
 2. Radio, phone, or send someone to notify the front office of the emergency.
 3. The front office should initiate the CERT plan.
 4. Immediately contact the members of the Cardiac Emergency Response Team by **(overhead page or radio)**.
 5. Give the exact location of the emergency by announcing three (3) times, "Cardiac Emergency Response Team" or "AED Team to **(exact location)**". Assign staff to direct EMS responders to the exact location of the victim.

6. Ensure that 9-1-1 has been called, or call 9-1-1 to report the emergency.
 7. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - a. CERT members should proceed to the scene of the emergency or should retrieve the AED, depending upon which is closer to them.
 - b. AED supplies such as scissors, a razor, gloves, and disposable towel are located in the "ready kit" attached to each AED. Extra pads are in the zippered pouch in the AED soft cover.
- C. Start CPR:
1. Begin continuous chest compressions and have someone retrieve the AED.
 2. Here's how:
 - a. Press hard and fast in center of chest. Goal is 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - b. Use two (2) hands: The heel of one (1) hand and the other hand on top (or one (1) hand for children under eight (8) years old), pushing to a depth of 2-2.4 inches (or 1/3rd the depth of the chest for children under eight (8) years old).
 - c. Follow the 9-1-1 dispatcher's instructions, if provided.
- D. Use the nearest AED:

1. When the AED is brought to the victim's side, open the lid and attach the pads to the victim as shown on the pictures on the pads. Follow the AED's audio and visual instructions. If a shock is needed to restore a normal heart rhythm, the AED will deliver one (1) or more shocks.

Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

2. It is safe to perform CPR while the AED pads are attached. The AED will announce when you should stand clear of the victim.
3. Continue CPR until the victim is responsive or a professional responder arrives and takes over.

E. Transition care to EMS:

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

F. Action to be taken by Administrative Staff:

1. Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
2. Designate people to cover the duties of the CPR responders.
3. Copy the victim's emergency information for EMS.
4. Notify the victims' emergency contact (parent/guardian, spouse, etc.).

5. Ensure that medical coverage continues to be provided at the athletic event if on-site staff accompanies the victim to the hospital.
6. Notify staff and students when to return to the normal schedule.
7. Contact School District administration.
8. Contact the AED Coordinator to facilitate maintenance and replacement of accessories.

Building Location Information

School Name & Address Addison Community Schools 219 N. Comstock

School Emergency Phone# 517-547-6900

Cross Streets Main Street

AED Location Elementary Cafeteria
Gym

AED Location Trainers Room off Aux

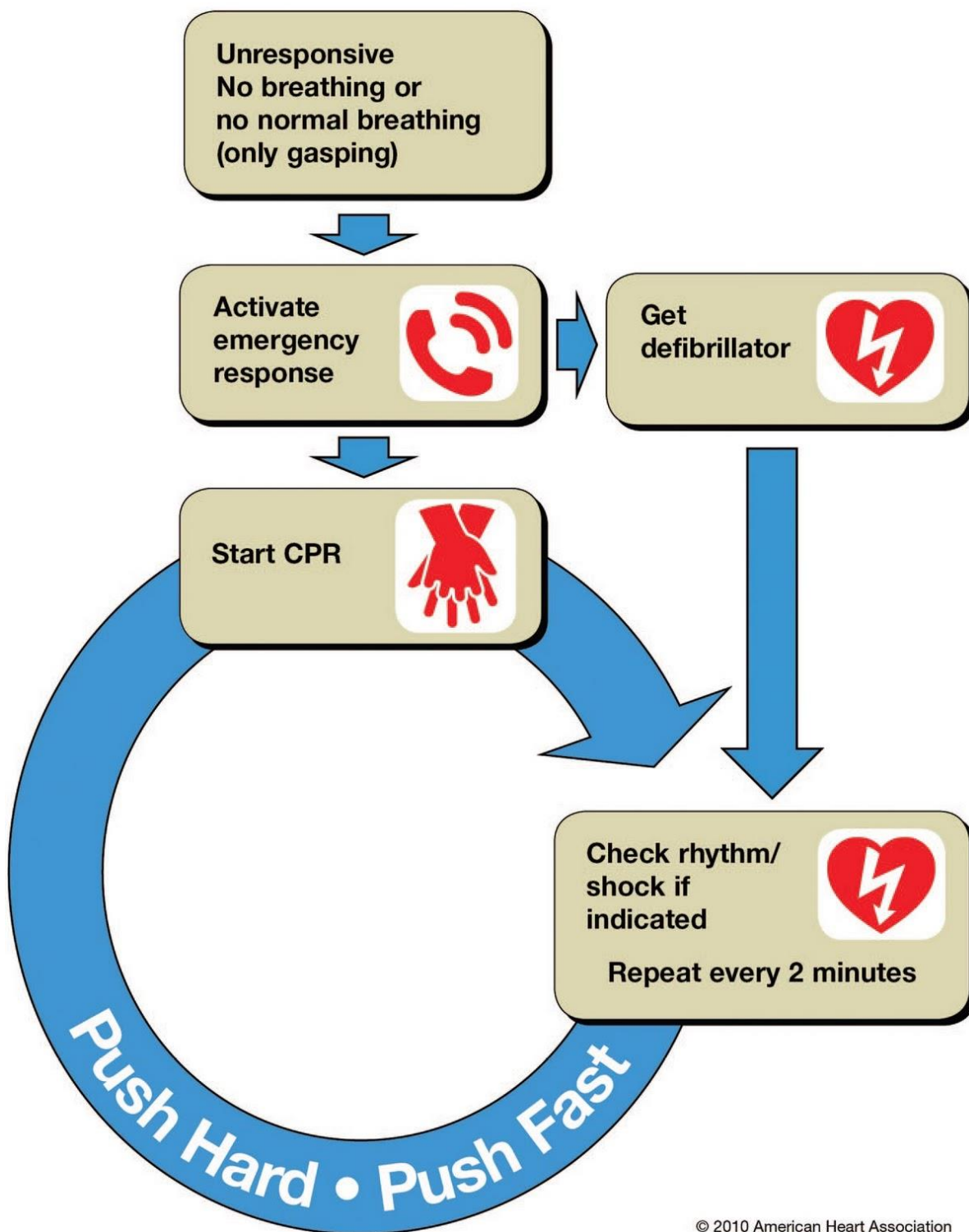
AED Location Secondary Cafeteria

AED Location

AED Location Fitness Center Lobby

AED Location

Addison Community Schools
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

Simplified Adult BLS

Samples can be found at: www.migrc.org/miheartsafe