



**CHELSEA**  
SCHOOL DISTRICT

**CHELSEA SCHOOL DISTRICT**

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# EMERGENCY OPERATIONS PLAN

2019-2020

Washington Street Educational Center  
Administration Offices  
500 Washington Street

Chelsea High School  
740 North Freer Drive

Beach Middle School  
445 Mayer Drive

South Meadows Elementary  
335 Pierce Street

North Creek Elementary  
699 McKinley Street

Pierce Lake Elementary  
800 South Freer Drive

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

*Practical Information for Crisis Planning: A Guide for Schools and Communities, January 2007*

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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.

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# Administrative Handling Instructions

The title of this document is Chelsea School District's Emergency Operations Plan (EOP).

The information presented in this document is classified as **For Official Use Only**, and is exempted from disclosure under Section 13(1)(y) of the Michigan Freedom of Information Act (FOIA) Act 442 of 1976, (15.2 MCL)[1]. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate district security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The information contained in this document is for official emergency preparedness use only.

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# Signatory Page

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

Please sign above your name:

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**Julie Helber**  
School Superintendent

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**Shawn Quilter**  
School Board President

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**Marcus Kaemming**  
Assistant Superintendent

---

**Tim Courtright**  
Director of Operations

---

**Robert Arbini**  
Chelsea Area Fire Authority

---

**Edward Toth**  
Chelsea Police Department

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**Dave Halteman**  
Washtenaw County Emergency Mgr.

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**Jerry Clayton**  
Washtenaw County Sheriff

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# Glossary of Terms

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](http://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](http://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://www.fema.gov)
- <http://training.fema.gov/is/>

# General Information

## Purpose of the Plan

The purpose of the Chelsea School District Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the Chelsea School District and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc., and other members of the community with assurances that the Chelsea School District 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. Chelsea School District regularly scheduled in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases Chelsea School District'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 Chelsea School District 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 Chelsea School District EOP operates within the framework of Chelsea School District policies.

## Situation Overview

## School Population

The daily population within the Chelsea School District is variable, contingent upon the number of staff and guests present. Unlike other school buildings, the function of the Chelsea School District is not focused on student learning. Rather, the building serves as office space for administrators and staff supporting special education programs and services countywide, as well as a training, meeting, and professional development space for a wide variety of audiences. As such, the ranges of individuals who could potentially be onsite are as follows;

2431	Students
13	Administrators
20	Office/Support Staff
163	Teachers/Specialists
49	Parapro
17	Cafeteria Staff
22	Maintenance/Custodial Staff
40	Bus Drivers
103	Other, includes coaches, student employees, nurse, tech, auditorium, media clerks

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

Chelsea School District is committed to the safe evacuation and transport of students/staff, including those 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:

- English Language Learners (ELL) (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 Chelsea School District 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:

**Translation Services Required**

Chinese	Spanish
Korean	Vietnamese

## Hazard Analysis Summary

Chelsea School District 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 Chelsea School District’s high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism. While the comprehensive list below covers all of the WISD hazardous events and the likelihood of some occurring is low, our plans will cover all of them. It should also be noted that in Chelsea it is most likely to have winter storms, power outages and utility emergencies, accidents in out of school time, medical emergencies and cyber security issues. We have plans for the areas that are possible and unlikely as well.

Hazard Type	Frequency	Severity	Warning time	Duration	Risk Priority
<b>Natural</b>					
<b>Earthquake</b>	2 Possible	2 Limited	4 Minimal	1 <3 hours	Low
<b>Flooding (flash flood, river)</b>	1 Unlikely	2 Limited	1 24+ hours	3 12-24 hours	Low
<b>Tornado</b>	2 Possible	3 Critical	4 Minimal	1 <3 hours	High
<b>Winter Storm</b>	4 Highly likely	2 Limited	2 12-24 hours	3 12-24 hours	Medium
<b>Human Made</b>					
<b>Chemical / Hazardous Materials</b>	2 Possible	3 Critical	4 Minimal	4 24+ hours	Medium
<b>Fire</b>	2 Possible	3 Critical	4 Minimal	4 24+ hours	Medium
<b>Nuclear Facility Incident</b>	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High



<b>Power Outage, Utility Emergency/ Failure, including Water System Failure or Gas Leak</b>	3 Likely	2 Limited	4 Minimal	3 12-24 hours	Medium
<b>Serious Injury or Death of Student or Staff</b>	2 Possible	2 Limited	4 Minimal	2 3-12 hours	Medium
<b>Accidents During School, including transportation</b>	3 Likely	2 Limited	4 Minimal	2 3-12 hours	Medium
<b>Accidents During Out-of-School Time</b>	3 Likely	2 Limited	4 Minimal	2 3-12 hours	Medium
<b>Medical Emergency (Including life-threatening incidents)</b>	3 Likely	3 Critical	4 Minimal	2 3-12 hours	Low
<b>Influenza Epidemic and Pandemic Threats</b>	1 Unlikely	3 Critical	2 12-24 hours	4 24+ hours	Low
<b>Apparent Suicide</b>	1 Unlikely	3 Critical	4 Minimal	4 24+ hours	Low
<b>Bomb Threat</b>	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High
<b>Civil Disorder</b>	1 Unlikely	2 Limited	3 6-12 hours	4 24+ hours	Low
<b>Cybersecurity</b>	3 Likely	3 Critical	4 Minimal	4 24+ hours	Low

<b>Death on Campus</b>	2 Possible	2 Limited	4 Minimal	4 24+ hours	Medium
<b>Explosion</b>	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High
<b>Hostage Situation</b>	1 Unlikely	3 Critical	4 Minimal	3 12-24 hours	High
<b>Intruder</b>	2 Possible	3 Critical	4 Minimal	2 3-12 hours	Medium
<b>Kidnapping / Abduction / Missing Student</b>	1 Unlikely	3 Critical	4 Minimal	4 24+ hours	Medium
<b>Missing Student who has cognitive disabilities or autism</b>	2 Possible	3 Critical	4 Minimal	2 3-12 hours	Medium
<b>Report of Weapon on Campus</b>	2 Possible	3 Critical	4 Minimal	2 3-12 hours	High
<b>Sexual Assault/Physical Assault</b>	2 Possible	2 Limited	4 Minimal	4 24+ hours	High
<b>Terrorism</b>	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High
<b>Weapons Assault</b>	1 Unlikely	3 Critical	4 Minimal	2 3-12 hours	Medium
<b>Off-Site Threats (e.g., local bank robbery, traffic stop)</b>	2 Possible	2 Limited	4 Minimal	2 3-12 hours	Low

## Planning Assumptions and Limitations

### Planning Assumptions

Stating the planning assumptions allows the Chelsea School District to deviate from the plan if certain assumptions prove not to be true during operations. The Chelsea School District 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 Chelsea School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Chelsea School District 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.

- Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g)
- Board Policy 8330- Student Records, and State and Federal Law
- Policy 5113.02 and AG 5113.02
- Policy Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended; M.C.L. 380.1241, 380.1308, 380.1308a, 380.1310a, 752.913, 771.2a

**All Chelsea School District Board Policies are available here:**

<https://www.chelsea.k12.mi.us/boe/index>

## Additional Planning References

- All-Hazards Emergency Operations Planning Guidance for Schools 2014.
- MI HEARTSafe Schools: [www.migr.org/miheartsafe](http://www.migr.org/miheartsafe)
- ALICE Response Intruder Protocol

# Concept of Operations

## Initial Response

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 superintendent or designee is responsible for activating the Chelsea School District EOP, including common and specialized procedures, as well as hazard-specific procedures. These immediate actions may include:

### Lockdown:

- **Soft Lockdown:** When an incident outside of the school presents a situation that requires the school perimeter doors and windows to be locked but normal activities may continue remaining observant for any outside threats or danger.
- **Hard Lockdown:** When a person or situation presents an immediate threat to students/staff in or near the building. All exterior doors are locked and students/staff stay in their offices, work areas, and classrooms.

### Evacuation:

- When conditions are safer outside than inside a building. Requires all staff/students to leave the building immediately.

### Shelter-in-Place:

- When conditions are safer inside the building than outside. For severe weather sheltering, students/staff are held in the building safe areas, such as interior rooms or a basement, away from windows. For hazardous material release outdoors with toxic vapors, students/staff are to remain in their classrooms, with windows and doors sealed and all ventilation systems shut off. Limited movement may be allowed. Taking shelter inside a sealed building is highly effective in keeping students/staff safe.

## Notification Procedures

In case of an emergency at the Chelsea School District, the flow of information **after calling 9-1-1** shall be from the school to the District Office. Information will include the nature of the incident and the impact on the school building and students/staff.

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

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

### **A. School Board**

- Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans
- Review school construction and renovation projects for safety

### **B. Superintendent and/or Assistant Superintendents**

- Appoint a district Emergency Management Coordinator to assist in planning and review
- Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans
- Develop and coordinate in-service emergency response education for all Chelsea School District personnel
- Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans
- Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system
- Authorize implementation of emergency preparedness curriculum
- Serve as principal coordinator for National Incident Management System (NIMS) planning implementation

- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency
- Have overall decision-making authority in the event of an emergency until emergency services arrive
- Monitor the emergency response during emergency situations and provide direction where appropriate
- With the assistance of the Communications and Public Relations Specialist, keep the public informed during emergency situations
- Stay in contact with the leaders of the emergency service agencies working with the emergency
- Keep school board informed of emergency status
- Request assistance from local emergency services when necessary
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

### **C. School/District Safety Planning Committee**

- Consists of school administration, principal, teacher(s), school maintenance, law enforcement, fire, EMA, local and county EMA, school nurse, school district solicitors, school counselors, school resource officer and/or security personnel; as practical. Serve as the staff advisor to the superintendent on emergency management matters
- Keep the superintendent appraised of the preparedness status and emergency management needs
- Coordinate local planning and preparedness activities and the maintenance of this plan.
- Establish Incident Command Post (ICP) and alternate ICP locations in coordination with responding law enforcement, fire, and EMS.
- Arrange appropriate training for district emergency management personnel and emergency responders
- Coordinate periodic emergency exercises to test emergency plans and training
- Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel
- Coordinate with organized volunteer groups and businesses regarding emergency operations
- Provide training in support of general education, special needs, safety, and planning
- Provide emergency crisis counseling to students and staff
- Liaison with Michigan Department of Education at the request of the Superintendent
- Support family reunification, as requested by the Principal/Incident Commander

#### **D. Supervisor/Building Administrator**

- Coordinate with Incident Commander and Superintendent
- Retains the overall responsibility for the safety of students and staff
- Manage school policy-level activities
- Work with Communications to determine message for families and community. Interface as needed with agencies and parents.
- Provide potential student and staff outbreak and pandemic threat information to their municipal EMA and MI Department of Health
- Encourage all staff members to develop personal and family emergency plans

#### **E. Teachers**

- Supervising students and staff under their charge
- Take steps to ensure the safety of students, staff and other individuals in the implementation of protective actions and incident management protocols established in the School EOP
- Direct students in implementation of protective actions
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location
- Report missing students to the Supervisor/Incident Commander
- Execute assignments as directed by the Supervisor/ Incident Commander
- Obtain first-aid services for injured students from the school nurse or person trained in first aid.
- Arrange for first aid for those unable to be moved
- Render first-aid if necessary. School staff will be trained and certified in first aid and CPR

#### **F. Instructional Assistants, Teaching Assistants and Personal Care Aides**

- Assist teachers as directed

#### **G. Social Workers and Psychologists**

- Take steps to ensure the mental health safety of students, staff and other individuals. Render psychological first aid if necessary
- Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Principal/ Incident Commander.
- Assist with crisis intervention and recovery processes.

#### **H. School Nurses**

- Administer first-aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide medical care
- Organize first-aid and medical supplies



- Manage student medications and go kits
- Provide potential student and staff outbreak and pandemic threat information to the Principal/Incident Commander
- Communicate public health protective actions to students and staff

#### **I. Custodians/Maintenance Personnel**

- Survey and report building damage to the Principal/Incident Commander
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Keep the Principal/Incident Commander informed of school conditions

#### **J. School Secretary/Office Staff**

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Execute assignments as directed by the Principal/Incident Commander
- Provide assistance to the principal
- Monitor emergency broadcasts and provide updates to the Principal/Incident Commander

#### **K. Food Service/Cafeteria Workers**

- Use, prepare, and serve food and water to students and staff
- Executing assignments as directed by the Incident Commander

#### **L. Transportation Providers**

- Transfer students to new location when directed
- Execute assignments as directed by the Principal/Incident Commander
- Transport individuals in need of medical attention, as necessary

#### **M. Technology/Information Services**

- Coordinate use of technology
- Assist in establishment/maintenance of emergency communications network
- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment
- Establish and maintain computer communication with the district office and other agencies
- Establish and maintain student and staff database in support of the incident
- Report problems in communication systems to the Principal/Incident Commander

## N. Students

- Cooperate during emergency training, drills, and exercises; and during an incident
- Be responsible for themselves and others in an incident. Report situations of concern
- Take an active part in school incident response/recovery activities, as age appropriate

## O. Parents/Guardians

- Encourage and support school safety and violence prevention programs
- Support service projects to promote school incident preparedness
- Provide the school with requested emergency contact information
- Practice emergency preparedness in the home
- Follow guidance provided during a school emergency

## 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. Predetermined sites for command posts outside the school building will be identified, in cooperation with local emergency responder agencies.

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

<b><i>Building</i></b>	<b><i>In District Site</i></b>	<b><i>Off Campus Site</i></b>
North Creek Elementary	Beach Middle School	Lane Animal Hospital

South Meadows Elementary	Washington Educational Center (WSEC)	Pines Retirement Center
Beach Middle School	WSEC	Chelsea Public Library
Chelsea High School	WSEC	WSEC

**Continuity of School Administration**

The line of succession for the Superintendent is:

1. Assistant Superintendent
2. Assistant Superintendent
3. Director of Operations

**School Incident Command System**

**Chelsea School District: Incident Command Team & Line of Succession**

District-Level Incident Command Team:

<b>Superintendent</b>	<b>Assistant Superintendent</b>	<b>Assistant Superintendent</b>	<b>Director of Operations</b>	<b>Technology Director</b>
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**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 Chelsea School District principal/administrator and Site Incident Commander will keep the Policy/Coordination Group informed.

## Coordination with First Responders

An important component of the Chelsea School District 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 Chelsea School District.

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 Chelsea School District's communications plan and supports its mission to provide clear, effective internal and external communication between the school, students/staff, parents/guardians, etc., responders, and media.

### Internal Communications

#### Communication between Staff/Faculty Members

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

- Telephone PA system
- Telephone, email and SMS text message via School Messenger
- Email

### Communication with the District Office

The Site Incident Commander will notify the superintendent of the school's status/needs. The principal will notify the District Office. 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 Chelsea School District about what is being done, and the safety of the students/staff. Communication with Parents/Guardians, Etc.

Before an incident occurs, Chelsea School District will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Identify parents/guardians 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, Chelsea School District will:

- Disseminate information via phone calls, text messages, e-mails, website updates, and/or social media to inform parents/guardians about exactly what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians 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 or Web site address where parents/guardians 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.

Chelsea School District 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 Chelsea School District's 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. Chelsea School District 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 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, Chelsea School District 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

Chelsea School District 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.
- Parent/Guardian notification and student release.
- Medication removal from building and administration logs.

### 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 Chelsea School District's Crisis Response Team is responsible for the overall maintenance and revision of the EOP. This team is also responsible for coordinating training and exercising the EOP. The team is 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 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 the 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

Chelsea School District 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.

EOP training may include:

- Orientation to the EOP.
- Hazard and incident awareness training for all staff of Chelsea School District in a coordinated manner if possible
- 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 Chelsea School District 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.

# Appendix A: Emergency Contact Rosters

School Crisis Response Team			
Name / Position	Office Phone	Cell Phone	E-mail (@chelsea.k12.mi.us)
<b>Julie Helber</b> , Superintendent	7344332208	7346460520	jhelber
<b>Marcus Kaemming</b> , Asst. Superintendent	7344332208	7343207909	mkaemming
<b>Michelle Cowhy</b> , Asst. Superintendent	7344332208	7343203862	mcowhy
<b>Tim Courtright</b> , Director of Operations	7344332276	7346603429	tcourtright

Other District Leadership			
Name / Position	Office Phone	Cell Phone	E-mail (@chelsea.k12.mi.us)
Lisa Nickel	7344332208	7346491691	lnickel
Scott Wooster	7344332208	7343206351	swooster
Rick Boham	7344332274	7343237085	rboham
Mike Kapolka	7344332201	2482194652	mkapolka
Luman Strong	7344332201	7347304041	lstrong
Brad Bush	7344332201	7343687765	bbush
Nick Angel	7344332202	7344763515	nangel
Matt Ceo	7344332202	7346454391	mceo
Stacie Battaglia	7344332205	7348451637	sbattaglia
Kimberly Gillow	7344332203	7348450428	kgillow

## Other District Crisis Staff

Name / Position	Office Phone	Cell Phone	E-mail (@chelsea.k12.mi.us)
Marijane Nelson	7344332201	NA	mnelson
Counselor	7344332201	NA	jmurphy
Building SSW	7344332205	NA	dsalazar

## Other District Facilities

School / Facility	Primary Phone	Alternate Phone
North Creek Elementary	734-4332203	Same
South Meadows Elementary	734-4332205	Same
Beach Middle School	734-4332202	Same
Chelsea High School	734-4332201	Same
Washington Street Education Center	734-4332208	Same
Transportation Building	734-4332274	Same

## General Contact Numbers

	Contact	Phone Number
First Responders - Public Safety Agencies - Hospitals	General Emergency	911
	Emergency Manager	734-973-4900
	Washtenaw County Sheriff	734-971-8400
	Fire Department	911

	Poison Control	800-222-1222
	Chelsea Hospital	734-936-4000
	Child Protective Services	855-444-3911
	EMS	911
	Chelsea Police Department	734-475-9122
	Chelsea Fire Authority	734-475-8755

Utilities	ATT	877-888-5622 Repair Services
	DTE Gas Company	800-947-5000
	City of Chelsea Electric, Water, Sewer	734-475-1771

# Appendix B: Class Rosters and Schedules

See "Go Kits" for Class Rosters

## ***Bell Schedules***

School	First Bell	End of the Day
North Creek Elementary	8:00	2:52
South Meadows	8:00	2:52
Beach Middle School	8:10	3:02
Chelsea High School	8:00	2:52

# Master Schedules

## Beach Middle School

	1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour			
	8:10 - 9:10	9:14 - 10:14	10:18 - 11:18	11:22 - 12:54	12:58 - 1:58	2:02 - 3:02			
3 6th Grade Gold	CORE	CORE	CORE	CORE	Elective	MUSIC			
4 Morgans	GS	GS	GS	GS	ILH Gen Ed.	Plan		<b>Rotation Electives</b>	
5 Skrypec	ELA	ELA	ELA	ELA	7th - Int. Design	Plan		Art - Eder	
6 Wagoner	Sci	Sci	Sci	Sci	Computers	Plan		Swim - Brinklow	
7 Brinklow	Adv. Math	Math	Math	Math	Swim	Plan		Computers - Wagoner	
8 Bell	Support	Math Support	Math Support	Support	ILH	Plan		Health - Tykoski	
9 6th Grade Blue	CORE	CORE	CORE	CORE	Elective	MUSIC		P.E. - Lott	
10 Doma	ELA	Math	Math	ELA	ILH Gen Ed.	Plan		Tech - Boos	
11 Lott	GS	GS	7GS	GS	6th P.E.	Plan			
12 Tykoski	Adv. Math	Sci	Sci	Sci	Health	Plan			
13 Miller, S	7th ELA	7th ELA	ELA	7th ELA	XX	Plan			
14 Tropea	Support	Math Support	Math Support	Support	ILH	Plan			
15 7th Grade Gold	CORE	CORE	Forced Elective	CORE	MUSIC	CORE		<b>Elective Options</b>	
16 Chinvare	Sci	Sci	Plan	Sci	HoS-Q1/2, ILH-Q1	Sci		Drama - Deland	
17 Deland	ELA	ELA	Plan	ELA	Drama	ELA		Military History - Slusser Q1/2	
18 Schumann	Adv. Math	Math	Plan	Math	CE-Q1/2, ME-Q 3/4	Math		Int. Design - Skrypec	
19 Slusser	GS	GS	Plan	GS	ME-Q1/2, CE-Q3/4	GS		Weight/Fitness - Knight	
20 Fitch	Support	Support	ILH	Support	ILH	ILH		Current Events - Schumann Q 1/2, Slusser Q3/4	
21 7th Grade Blue	CORE	CORE	CORE	CORE	MUSIC	Forced Elective		Electronics - Riedel	
22 K. Miller	GS	Math	Math	GS	ILH Gen Ed.	Plan		Math Extension/Exploration-Schumann Q3/4	
23 Riedel	Adv. Math	Sci	SCI	Sci	Electronics	Plan		Hands on Science - New Staff Q1/2	
24 Miller, S	ELA	ELA	6th ELA	ELA	XX	Plan			
25 Lott	xx	xx	GS	xx	6th P.E.	Plan			
26 Fitch	Support	Support	ILH	Support	ILH	ILH			
27 8th Grade Gold	Forced Elective	CORE	CORE	MUSIC	CORE	CORE		<b>Elective Options</b>	
28 McCalla	Plan	ELA	ELA	Leadership	ELA	ELA		Leadership - McCalla	
29 Snively	Plan	Algebra	Math	ME/E-Q1/2, MS-Q	Math	Math		Making Money - Snively Q 3/4	
30 Watson	Plan	Hist	Hist	OS Q1/2/4, BH-Q	Hist	Hist		Big History - Watson Q3	
31 Lombardo	Counseling	Science	Science	Plan	Science	Science		Indoor/Outdoor - Watson Q1/2/4	
32 Emlaw	ILH	ILH	Support	ILH	Support	Support		Hands-On Sci - Coon	
33 8th Grade Blue	CORE	Forced Elective	CORE	MUSIC	CORE	CORE		Books/Big - Stacy	
34 Thorburn	Algebra	Plan	Math	ILH - Math	Math	Math		Debate - Henry Q 2/4	
35 Coon	Sci	Plan	Sci	Hands-on Scienc	Sci	Sci		Math Extension/Exploration-Snively Q1/2	
36 Stacy	ELA	Plan	ELA	Books to Big Scr	ELA	ELA		Creative Writing-Henry Q 1/3	
37 Henry	Hist	Plan	Hist	CW-Q1/3, Deb.-Q	Hist	Hist			
38 Emlaw	ILH	ILH	Support	ILH	Support	Support			
39 Resource Room-Manning									
40 Elective									
41 Peters				8 Orchesta	7 Orchesta	6 Orchesta		11:22 - 12:54	
42 Steklac				8 Band	7 Band	6 Band		A Lunch (8th Gra	11:22 - 11:52 30
43 Miller	OTHER BUILDING			8 Choir	7 Choir	6 Choir		B Lunch (8th Gra	11:53 - 12:23 30
44 Knight	8 Gold PE/Health	8 Blue PE/Health	7 Gold PE/Health	Plan	7 P.E. Elective	7 Blue PE/Health		C Lunch (7th Gra	12:24 - 12:54 30
45 Boos	8 Gold Tech	8 Blue Tech	7 Gold Tech	Plan	6 Tech	7 Blue Tech			
46 Eder	8 Gold Art	8 Blue Art	7 Gold Art	Plan	6th Art	7 Blue Art			
47 Bertoni	8 Gold Spanish B	8 Blue Spanish B	7 Gold Spanish A	ESL	ESL	7 Blue Spanish A			
48 Franco	ESL	ESL	ESL	ESL	ESL	ESL			
49									

2019-2020 CHS MASTER SCHEDULE

Name & Room	Fall Term					Winter Term					Spring Term				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Arons 217															
Beck 130	PLAN	FRENCH 2 A	FRENCH 1 A	WRLD LNG / CUL A	FRENCH 1 A	PLAN	FRENCH 2 B	FRENCH 1 B	FRENCH 3 A	FRENCH 1 B	21F VIRTUAL	FRENCH 3B	WRLD LNG / CUL A	CIVICS	WRLD LNG / CUL B
Blomquist Gym/600	TEAM SPORTS A	PLAN	FRESH FITNESS A	FRESH FITNESS A	FRESH FITNESS A	FRESH FITNESS B	FRESH FITNESS B	TEAM SPORTS B	ADVANCED FITNESS B	PLAN	TEAM SPORTS C	FRESH FITNESS B	PLAN	FRESH FITNESS B	FRESH FITNESS B
Catherman 404	WIND SYMPHONY	CONCERT BAND				WIND SYMPHONY	CONCERT BAND				WIND SYMPHONY	CONCERT BAND			
Davis 217															
deGracia 124	PLAN	BIOLOGY 1 A	BIOLOGY 1 A	ENVIRON SCIENCE	ENVIRON SCIENCE	PLAN	BIOLOGY 1 A	BIOLOGY 1 A	BIOLOGY 1 A	BIOLOGY 1 A	PLAN	BIOLOGY 1 B	BIOLOGY 1 B	BIOLOGY 1 B	BIOLOGY 1 B
Dillon 112	WORLD HISTORY A	WORLD HISTORY A	US HISTORY A	US HISTORY A	PLAN	US HISTORY B	US HISTORY A	PLAN	US HISTORY B	US HISTORY A	WORLD HISTORY B	WORLD HISTORY B	US HISTORY B	US HISTORY B	PLAN
Finger 225	PLAN	ALL	ALL	ALL	ALL	PLAN	ALL	ALL	ALL	ALL	PLAN	ALL	ALL	ALL	ALL
French 213	PLAN	ALGEBRA 2 A	ALGEBRA 1 A	ALGEBRA 2 A	ALGEBRA 2 A	ALGEBRA 2 A	ALGEBRA 2 A	ALGEBRA 2 B	PLAN	ALGEBRA 2 B	ALGEBRA 2 B	PLAN	ALGEBRA 2 B	ALGEBRA 1 B	ALGEBRA 2 B
Helberg 220	PLAN	PHYSICAL SCIENCE 1	PHYSICAL SCIENCE 1	CHEMISTRY 1A	CHEMISTRY 1A	PLAN	PHYSICS A	PHYSICS A	PHYSICS A	CHEMISTRY 1A	CHEMISTRY 1B	CHEMISTRY 1B	PHYSICS B	PLAN	CHEMISTRY 1B
Hinz 400	CHAMBER CHOIR A	CHELSEA BELLA VOICE / TROUBAD				CHAMBER CHOIR B	CHELSEA BELLA VOICE / TROUBAD				CHAMBER CHOIR C	CHELSEA BELLA VOICE / TROUBAD			
Hugg 214	HONORS GEOM A	ALGEBRA 1 A	HONORS GEOM A	ALGEBRA 1 A	PLAN	ALGEBRA 1 B	HONORS PRE-CALC A	PLAN	ALGEBRA 1 B	HONORS PRE-CALC A	HONORS GEOM B	HONORS PRE-CALC B	PLAN	HONORS GEOM B	HONORS PRE-CALC B
Johnson 234	CP ENGLISH A	PLAN	PASSION PROJECT	PASSION PROJECT	CP ENGLISH A	CP ENGLISH B	CP ENGLISH B	CP ENGLISH A	PLAN	CP ENGLISH A	SONGS AS POETRY	CP ENGLISH B	CP ENGLISH B	SONGS AS POETRY	PLAN
Knop 235	PLAN	ENGLISH 9A	ENGLISH 9A	ENGLISH 9A	ENGLISH 9A	ENGLISH 9B	PLAN	ENGLISH 9B	ENGLISH 9B	ENGLISH 9B	ENGLISH 9B	AMERICAN LIT B	ENGLISH 9B	AMERICAN LIT B	PLAN
Kurcz 216	GEOMETRY A	PLAN	GEOMETRY A	GEOMETRY A	GEOMETRY A	GEOMETRY A	PLAN	GEOMETRY B	GEOMETRY A	GEOMETRY B	GEOMETRY B	GEOMETRY B	PLAN	GEOMETRY B	GEOMETRY B
Lucas Gym/600	FRESH FITNESS A	ADVANCED FITNESS A	FRESH FITNESS A	ADVANCED FITNESS A	PLAN	FRESH FITNESS A	PLAN	FRESH FITNESS A	FRESH FITNESS A	ADVANCED FITNESS B	PLAN	FRESH FITNESS B	FRESH FITNESS B	FRESH FITNESS B	ADVANCED FITNESS C
Lutz 231	PLAN	AP US GOVT A	US GOVT	AP US GOVT A	US GOVT	PLAN	AP US GOVT B	WORLD HISTORY A	AP US GOVT B	WORLD HISTORY A	PLAN	AP COMP GOVT C	US GOVT	AP COMP GOVT C	US GOVT
Maines 117	PLAN	AP WORLD HISTORY A	WH - 21ST CENTURY	AP WORLD HISTORY A	AP WORLD HISTORY A	AP WORLD HISTORY B	AP WORLD HISTORY B	AP WORLD HISTORY B	WORLD HISTORY B	PLAN	PLAN	WH - 21ST CENTURY	AP WORLD HISTORY C	AP WORLD HISTORY C	AP WORLD HISTORY C
Mattias 224	PLAN	CHEMISTRY 1 A	CHEMISTRY 1 A	CHEMISTRY 1A	CHEMISTRY 1 A	CHEMISTRY 1B	CHEMISTRY 1B	FORENSIC SCIENCE	PLAN	CHEMISTRY 1 B	CHEMISTRY 1B	PLAN	CHEMISTRY 1 B	FORENSIC SCIENCE	FORENSIC SCIENCE
McIntosh 212	ALGEBRA 1 A	PLAN	APP DESIGN	ALGEBRA 1 A	APP DESIGN	ALGEBRA 1B	ALGEBRA 1B	PROGRAM A	PROGRAM A & II	PLAN	ALGEBRA 1C	WEB DESIGN I & II	ALGEBRA 1C	PLAN	WEB DESIGN
McKale 114															
Mitchell 210	HONORS ALG 2A	HONORS ALG 2A	PRE-CALC A	PRE-CALC A	PLAN	PLAN	PRE-CALC B	PRE-CALC A	PRE-CALC B	MATH LAB	HONORS ALG 2B	PLAN	HONORS ALG 2B	MATH LAB	PRE-CALC B
Moss 506	CADET TEACHING A / MENTORSHIP	PLAN	TECH & DESIGN 1	TECH & DESIGN 1	21F VIRTUAL	CADET TEACHING B / MENTORSHIP	PLAN	21F VIRTUAL	INTRO TO CAD	ROBOTICS	TECH & DESIGN 2	MECHANICAL CAD	PLAN	ARCHITECT CAD	CADET TEACHING C / MENTORSHIP

2019-2020 CHS MASTER SCHEDULE

Name & Room	Fall Term					Winter Term					Spring Term				
	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th	1st	2nd	3rd	4th	5th
Naar 512/502	PHOTO	PHOTO	2D STUDIO ART	PLAN	ADVANCED PHOTO	ADVANCED ART	ART 1	GRAPHICS ARTS / ADV GRAPHIC ARTS	2D STUDIO ART	PLAN	PHOTO	PLAN	PHOTO	PHOTO	PHOTO
Oriandi 211	INTRO TO STATS	AP STATS A	AP CALCULUS A	MATH LAB	PLAN	ALGEBRA 1 A	AP STATS B	AP CALCULUS B	INTRO TO STATS	PLAN	ALGEBRA 1 B	ALGEBRA 1B	AP CALCULUS C	PLAN	AP STATS C
Pedlow 110	AP ECON A	AP ECON A	CIVIL WAR	PLAN	AP ECON A	AP ECON B	AP ECON B	CIVIL WAR	PLAN	AP ECON B	AP ECON C	AP ECON C	PLAN	CIVIL WAR	AP ECON C
Popovich 508	ART 1	ART 1	PLAN	CERAMICS	CERAMICS	INTRO METALS/ JEWELRY	ART 2	ART 2	PLAN	INTRO METALS/ JEWELRY	PLAN	CERAMICS	ART 1	3D STUDIO ART	ART 1
Phelps 217															
Putnam 236	HONORS ENGLISH 10A	POPULAR LIT	HONORS ENGLISH 10A	HONORS ENGLISH 10A	PLAN	ENGLISH 9A	ENGLISH 9A	DEBATE	PLAN	DEBATE	PLAN	HONORS ENGLISH 10B	HONORS ENGLISH 10B	DEBATE	HONORS ENGLISH 10B
Reiser 226	PLAN	AP BIOLOGY A	BIOLOGY 1 A	BIOLOGY 1 A	BIOLOGY 1 A	PLAN	CHEMISTRY 1A	AP BIOLOGY B	BIOLOGY 1 B	BIOLOGY 1 B	PLAN	AP BIOLOGY C	BIOLOGY 1 B	BIOLOGY 1 B	BIOLOGY 1 B
Rodriguez 132	SPANISH 3 A	SPANISH 3 A	SPANISH 4 A	SPANISH 2 A	PLAN	SPANISH 2 A	SPANISH 1 B	SPANISH 1 B	SPANISH 2B	PLAN	SPANISH 2B	PLAN	SPANISH 4 B	SPANISH 3 B	SPANISH 3 B
Scheese 301	BUSINESS FOUNDATION 1A	PLAN	MARKETING A	ACCOUNTING A	BUSINESS FOUNDATION 1A	BUSINESS FOUNDATION 1B	PERSONAL FINANCE	MARKETING A	BUSINESS FOUNDATION 1B	PLAN	PERSONAL FINANCE	PERSONAL FINANCE	MARKETING B	PERSONAL FINANCE	PLAN
Schult 230	HONORS ENGLISH 9A	PLAN	AMERICAN LIT A	JOURNALISM A	HONORS ENGLISH 9A	JOURNALISM B	AMERICAN LIT B	PLAN	AMERICAN LIT B	AMERICAN LIT B	HONORS ENGLISH 9B	PLAN	HONORS ENGLISH 9B	SHAKESPEARE IN OUR TIMES	POPULAR LIT
Segal 116	CIVICS	PSYCHOLOGY	PSYCHOLOGY	PLAN	CIVICS	SOCIOLOGY	SOCIOLOGY	PLAN	CIVICS	CIVICS	CIVICS	PLAN	US GOVERNMENT	CIVICS	CIVICS
Sinacola 134	SPANISH 1 A	SPANISH 1 A	PLAN	AP LIT A	SPANISH 1 A	SPANISH 1 A	SPANISH 1 A	PLAN	AP LIT B	SPANISH 1 A	SPANISH 1 B	SPANISH 1 B	PLAN	AP LIT C	SPANISH 1 B
Swager 222	PHYSICS A	AP PHYSICS 1A	PHYSICS A	PLAN	AP PHYSICS E & M 'C' A	PHYSICS B	PLAN	AP PHYSICS 1 B	PHYS SCIENCE 2	AP PHYSICS E & M 'C' B	PHYSICS B	PHYSICS B	PHYS SCIENCE 2	PHYSICS B	PLAN
Sylvester 402	SYMPHONY ORCHESTRA	CONCERT ORCHESTRA				SYMPHONY ORCHESTR B	CONCERT ORCHESTRA				SYMPHONY ORCHESTRA C	CONCERT ORCHESTRA			
Taylor Gym/600	ADVANCED FITNESS A	ADVANCED FITNESS A	ADVANCED FITNESS A	PLAN	ADVANCED FITNESS A	ADVANCED FITNESS B	ADVANCED FITNESS B	ADVANCED FITNESS B	PLAN	ADVANCED FITNESS B	ADVANCED FITNESS C	ADVANCED FITNESS C	ADVANCED FITNESS C	ADVANCED FITNESS C	PLAN
Waldo 111	PLAN	CHILD DEVELOPMENT	FOODS 1	FOODS 1	CHILD DEVELOPMENT	PLAN	FOODS 1	FOODS 2	FOODS 2	FOODS 1	FOODS 3	FOODS 2	FOODS 3	PERSONAL MANAGEMENT	PLAN
Wisnont 233	ENGLISH 10A	PLAN	ENGLISH 10A	ENGLISH 10A	ENGLISH 10A	ENGLISH 10B	ENGLISH 10A	PLAN	ENGLISH 10A	ENGLISH 10B	PLAN	ENGLISH 10B	ENGLISH 10B	ENGLISH 10B	ENGLISH 10B
Woodruff 232	AP US HISTORY A	PLAN	WORLD HISTORY A	AP US HISTORY A	AP US HISTORY A	AP US HISTORY B	PLAN	AP US HISTORY B	AP US HISTORY B	WORLD HISTORY B	PLAN	AP US HISTORY C	AP US HISTORY C	AP US HISTORY C	WORLD HISTORY B
Zainea 237	AMERICAN LIT A	AP ENGLISH LANG A	PLAN	AMERICAN LIT A	AP ENGLISH LANG A	AP ENGLISH LANG B	PLAN	AMERICAN LIT A	AMERICAN LIT A	AP ENGLISH LANG B	AP ENGLISH LANG C	PLAN	POPULAR LIT	SHAKESPEARE IN OUR TIMES	AP ENGLISH LANG C

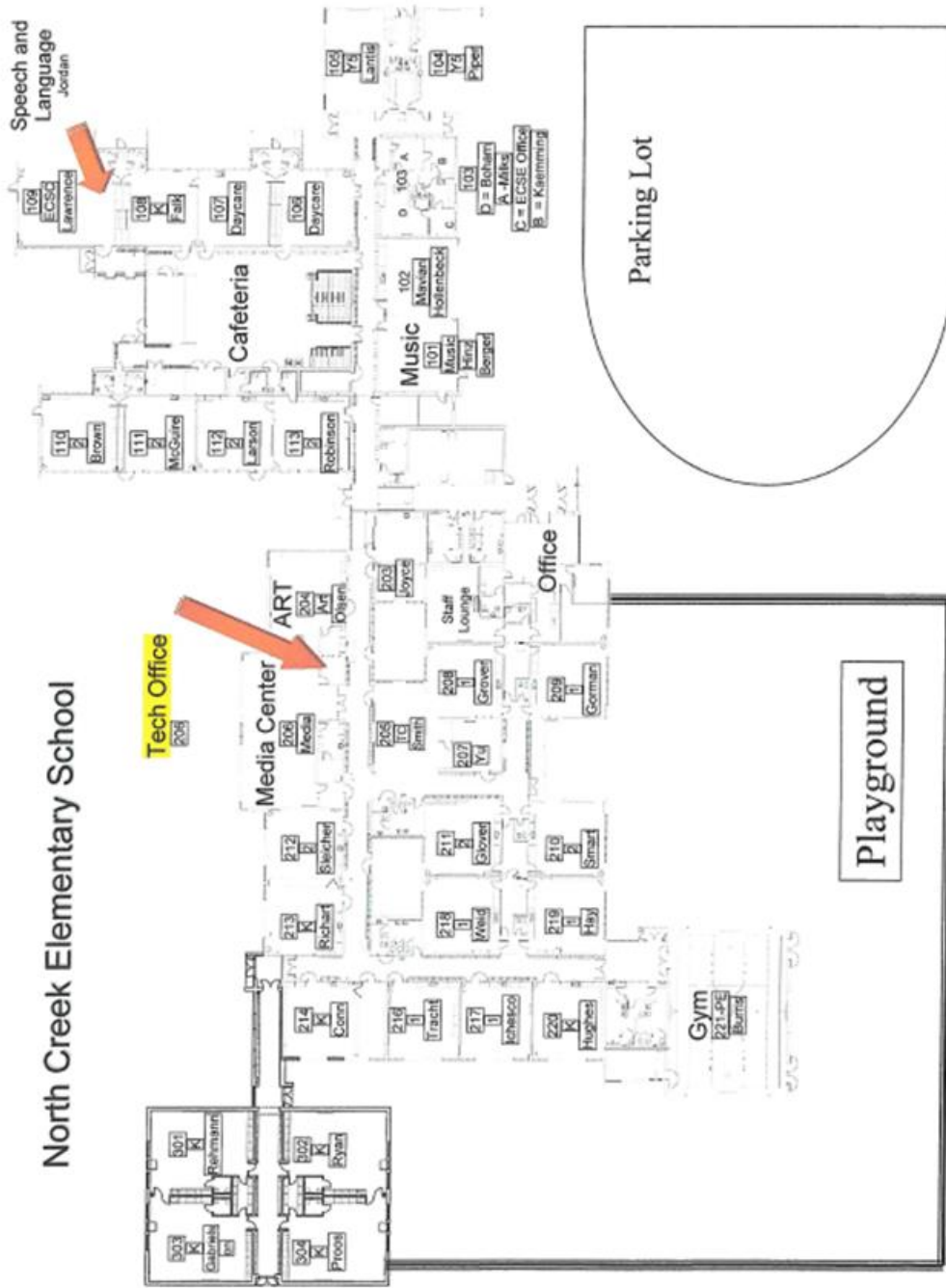


# Appendix C: Evaluation Sites, School Maps and Floor Plans

## Evacuation Sites

<i><b>Building</b></i>	<i><b>In District Site</b></i>	<i><b>Off Campus Site</b></i>
North Creek Elementary	Beach Middle School	Lane Animal Hospital
South Meadows Elementary	Washington Educational Center (WSEC)	Pines Retirement Center
Beach Middle School	WSEC	Chelsea Public Library
Chelsea High School	WSEC	WSEC

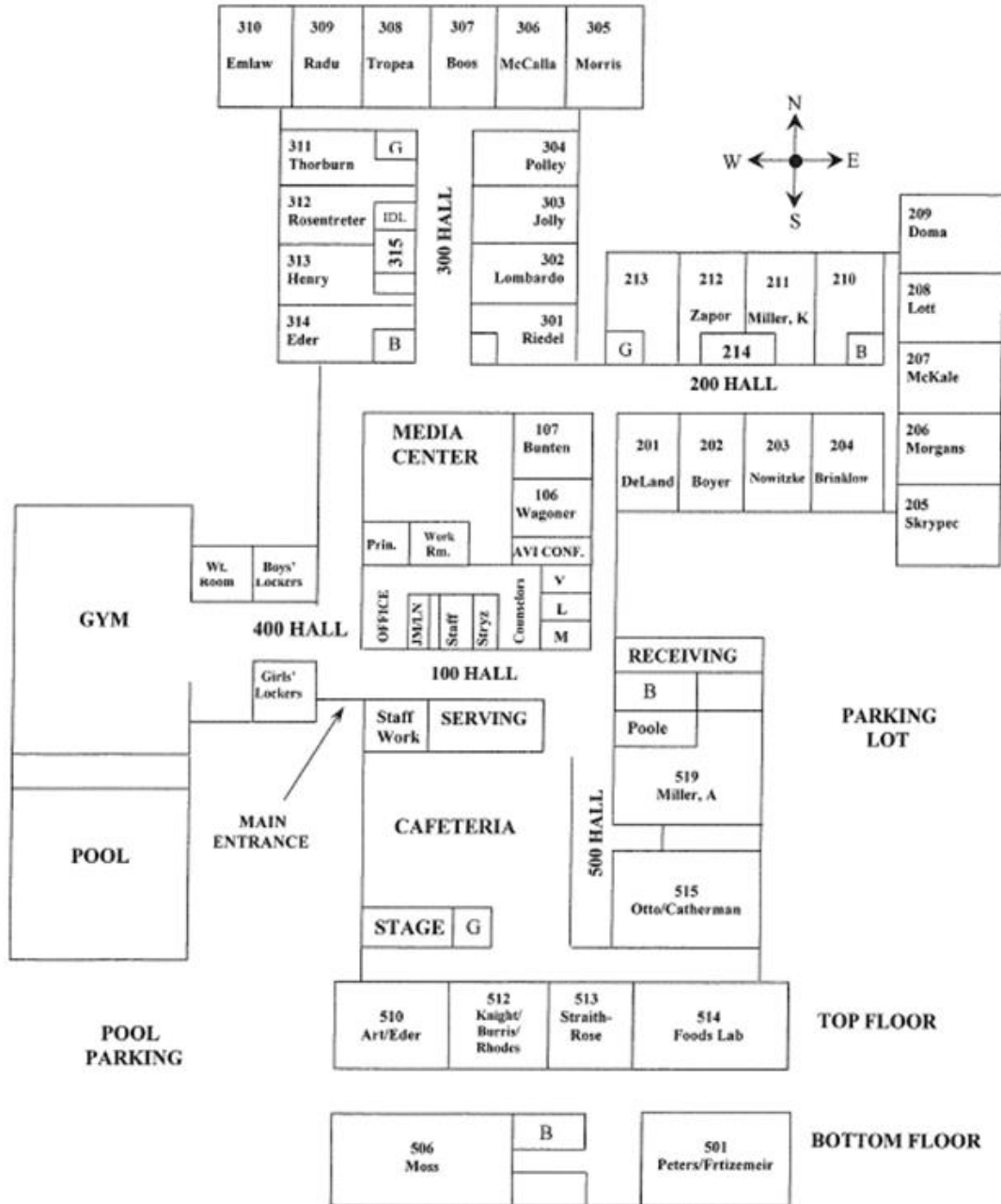
North Creek



South Meadows



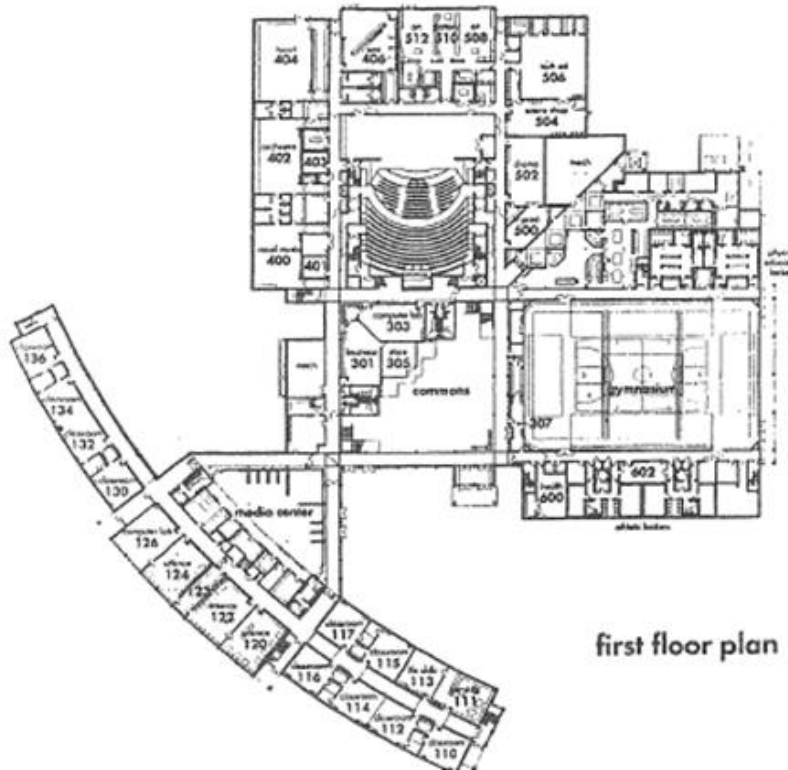
## Beach Middle School 15/16



Chelsea High School

## Chelsea High School - First Floor - 15-16

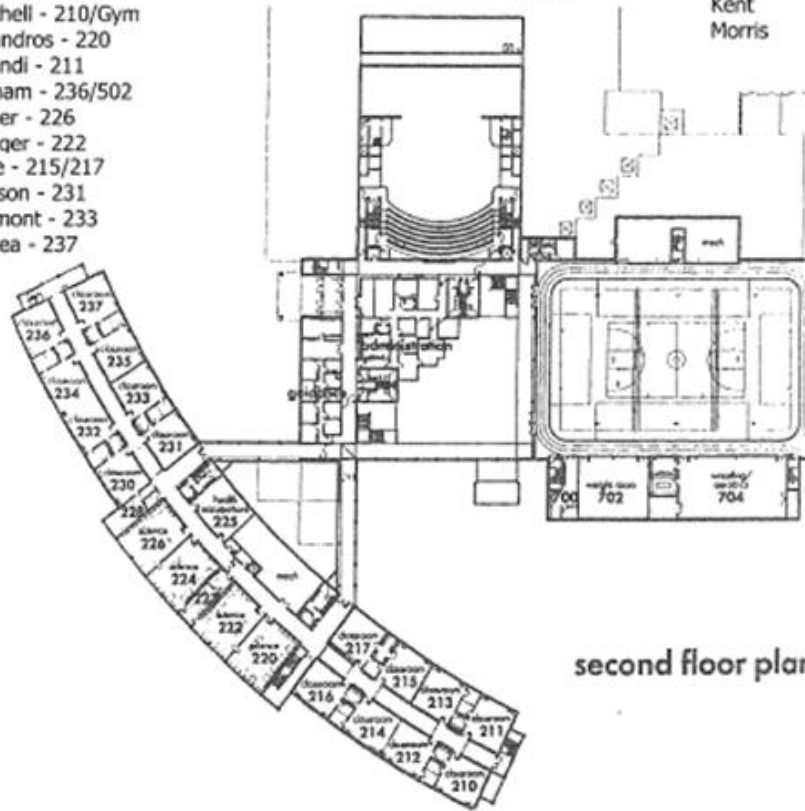
By Teacher	By Room Number	By Room Number	
Bareis - 117	110 - Pedlow	400 - Hinz	<b>Media Center</b> Krug
Blomquist - Gym/212	111/113 - Waldo	402 - Fritzscheier	
Catherman - 404	112 - Helms	404 - Catherman	<b>Cafeteria</b> Gregg
Cleveland - 600	114 - Lutz	406 - Fillion	
Cole - 136	115 - Learman	502 - Putnam	
de Gracia - 124	116 - Segal	506 - Moss	
Fillion - 406	117 - Bareis	Naar	
Forsberg - 130	120 - Kofahl	508 - Rutherford	
Fritzscheier - 402	124 - de Gracia	512 - Naar	
Hagood - On-site	130 - Forsberg	600 - Blomquist	
Helms - 112	132 - Rodriguez	Cleveland	
Hinz - 400	134 - Sinacola	Taylor	
Kofahl - 120/122	136 - Cole	Gym - Blomquist	
Learman - 115	301 - Scheese	Taylor	
Lutz - 114	303 - McIntosh		
McIntosh - 303			
Moss - 506			
Naar - 506/512			
Pedlow - 110			
Putnam - 502/236			
Rodriguez - 132			
Rutherford - 508			
Scheese - 301			
Segal - 116			
Sinacola - 134			
Taylor - Gym/600			
Waldo - 111/113			



first floor plan

## Chelsea High School - Second Floor - 15-16

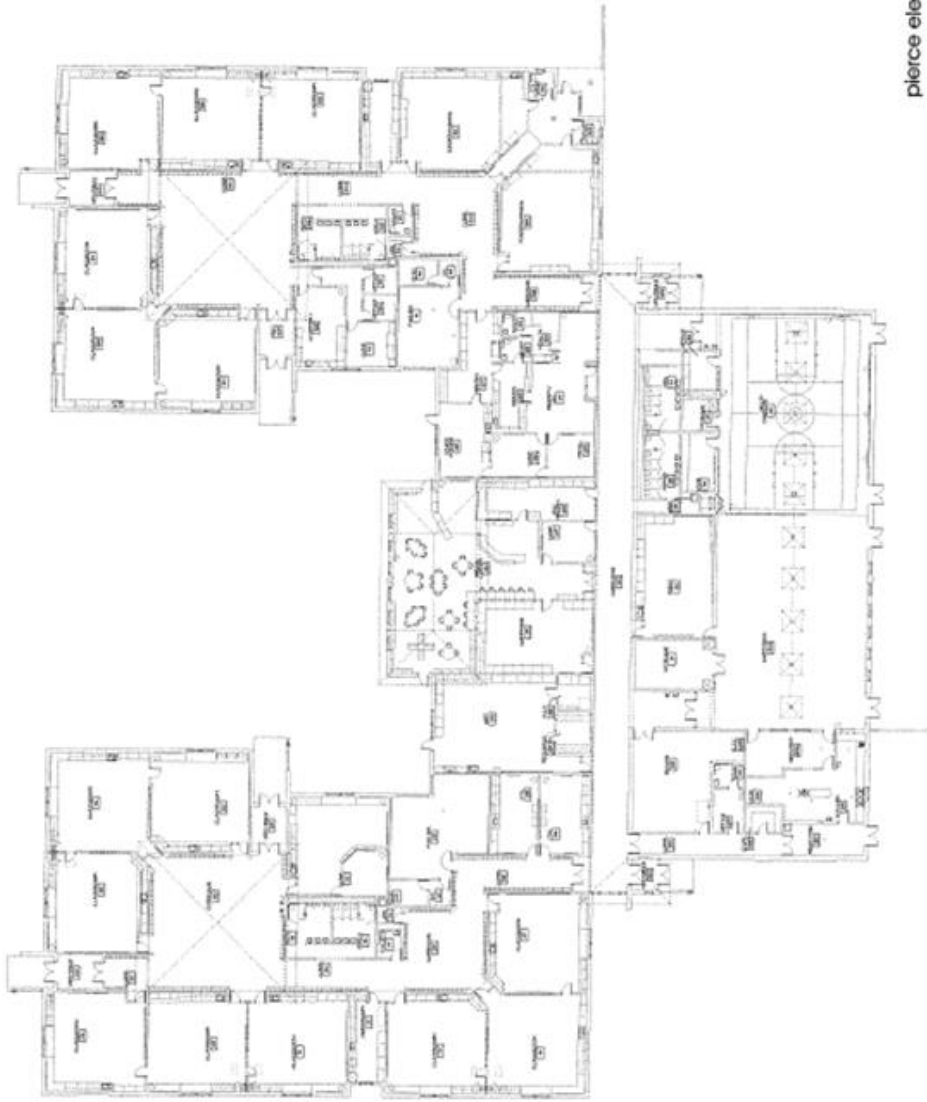
By Teacher	By Room Number	By Room Number	Administration
Arons - 215/217	210 - Mitchell	220 - Moundros	Kapolka
Byrne - 215/217	211 - Orlandi	222 - Swager	Bush
Conklin - 235	212 - McIntosh	224 - Mattias	Strong
Davis - 215/217	213 - French	225 - Finger	Sprague
Finger - 225	214 - Hugg	226 - Reiser	Stoffer
French - 213	216 - Kurcz	230 - Groesser	Lonnemo
Groesser - 230	215/217 - Arons	231 - Watson	Everard
Holmes - 232	Byrne	232 - Holmes	Bremer
Hugg - 214	Davis	233 - Wismont	
Kurcz - 216	Valle	235 - Conklin	<b>Counseling</b>
Mattias - 224		236 - Putnam	Andrews
McIntosh - 212		237 - Zainea	Murphy
Mitchell - 210/Gym			Weber
Moundros - 220			Kent
Orlandi - 211			Morris
Putnam - 236/502			
Reiser - 226			
Swager - 222			
Valle - 215/217			
Watson - 231			
Wismont - 233			
Zainea - 237			



second floor plan

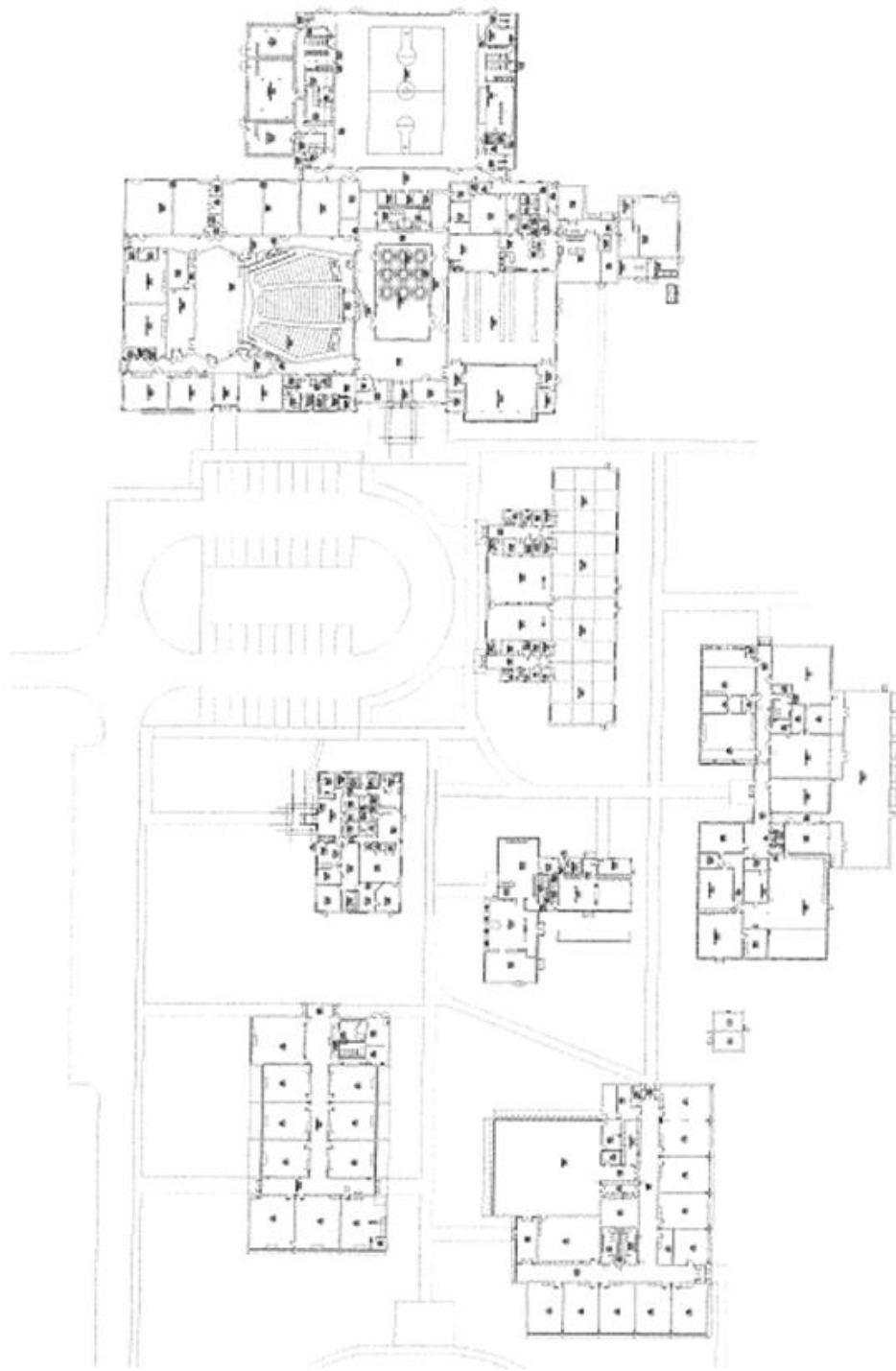
Pierce Lake Elementary





pierce elementary

## Washington Educational Center



washington street complex



# Appendix D: Specific Response Actions

## Medical Emergency

- Evaluate the scene to ensure it is safe to render aid. If the scene is not safe, isolate the area and call 9-1-1.
- If it is safe to render aid, approach the victim and assess the severity of the situation and injuries.
- Direct a person to advise school administration to call 9-1-1 and to wait to direct emergency services personnel to the scene.
- If trained, provide the appropriate First Aid response protocol as needed and wait until the medical professionals arrive to take over command of the scene.
- Provide information regarding nature of injuries and treatment given to emergency services personnel.
- Be available to accompany the injured to the hospital if needed or ensure an adult accompanies the injured to the hospital.
- Complete incident report.

## Shelter In Place

- Collect emergency supplies and class roster. Take account of students and conduct quick sweep of the areas of responsibility or access on mobile app
- Guide students to the designated shelter in place location based on the threat. Weather and Hazmat sheltering locations may be different. The situation will dictate proper shelter locations.
- Account for all the students and report any accountability issues to a supervisor.
- Be prepared to assist with the sealing of windows, doors and vents.
- Be prepared to assist with potential follow-up activities such as evacuation, relocation, reunification or a return to the classroom.
- Complete incident report.

## Evacuate

- Collect emergency supplies, class roster and emergency contact lists or access.
- Account for all students and prepare to evacuate.
- Check possible hiding areas and perform a sweep of areas of responsibility.
- Guide students out of the building via either the primary or secondary evacuation route. If not safe, consider other means of evacuation.

- Report to designated safe gathering area or notify Response Leader of location.
- Take immediate face/name account of all students at the gathering place and immediately report any accountability issues to supervisor/principal.
- Complete incident report.

## Lockout/Soft Lockdown

- Guide students inside the building preferably to an area behind a lockable door.
- Ensure all exterior classroom doors and windows are locked.
- Continue with normal activities, but consider closing blinds and shades.
- Remain observant for any outside threats or danger.
- Be prepared to initiate lockdown or evacuation protocols, if necessary.

## Lockdown

- If you see the need, alert the building to lockdown. Use designated plain language voice alert if necessary and mobile app alert as well as any ability to use phone or PA alert.
- Guide all students in your vicinity inside the nearest classroom or other space that can be secured.
- Lock or barricade all doors. Implement the Active Shooter Training protocol.
- Secure and cover windows, if applicable.
- Guide students to an area in the room that provides cover and concealment - Active Shooter Training protocol.
- Notify 9-1-1. Inform them of observations and status of people in your room including injuries.
- Keep the students low and ensure they maintain cover and/or concealment.
- Identify objects that could be used as improvised weapons - Active Shooter Training protocol.
- Remain locked down until removed by Police or an administrator gives the "All Clear". Direct students/staff with you to put hands up when exiting the school.

# Appendix E: Hazard-Specific Procedures

## Thunderstorm/Tornado

### Action Steps: **Principal/Department Administrator**

- Maintain and monitor an emergency weather radio, weather apps (Weather Channel, Storm Shield), and Nixle Alerts from the Washtenaw County Sheriff's Office.
- When notified of a tornado/severe weather warning and designate a person to continue monitoring the weather alert radio
- When notified of a tornado/severe weather warning for the area, sound tornado alarm or make an announcement on the PA system or with a backup system (e.g. bull horn)
- Notify any ancillary program housed on site that would not hear alarm or PA announcement
- Notify supervisors involved in inside and outside activities when there is a severe weather warning; cancel all outside activities. If buses are in the parking lot, inform the bus drivers of the weather conditions. (Do not load school buses during tornado warning conditions.) If students are on the buses and the buses have not departed when a tornado warning is received, bring the students and drivers into the building and provide shelter until an "all clear" is given
- Move all staff, students and visitors indoors to shelter areas until the "all clear" is announced; Assign someone to ensure assistance is available and provided for disabled/special needs students.
- Stay in contact with the designee monitoring the weather radio for weather updates.
- Contact District's Communications Dept. to notify families, district administration, community as needed. (Incl. reminder that all doors will be locked, please do not show up until the situation is cleared.)
- Determine if any groups of students are off site and establish communication with sponsors
- Ensure any students or staff with outdoor plans stay in shelter until 30 minutes after last lightning strike
- Use discretion in loading buses when lightning is observed nearby
- Continue to monitor radio and TV for current advisory information
- Call 911 if any utility lines have been downed

### Action Steps: **Teacher/Staff**

- Ensure students can identify a tornado alarm

- Ensure students who are outside are immediately brought into a shelter area when there is thunder, lightning, or a tornado/severe weather warning
- Escort students to a designated shelter area and remain with students until an “all clear” is sounded
- Take class list and keys. Check attendance and make sure all students are accounted for. Notify the principal/department administrator immediately if a student is missing
- Ensure students remain quiet and follow directions
- Instruct students to sit quietly and assume a posture for protecting the backs of their necks with:
  - Knees in a tucked position
  - Faces toward interior walls, away from door swing areas
  - Hands over back of head protecting the exposed neck area
- Report any injuries or missing students to the principal/department administrator
- Assist with any first aid needed in your area
- Await further instructions

## Winter Storm

### Early Morning Decision:

1. When heavy snow warnings are forecast, or hazardous driving conditions exist due to snow, ice, or sleet, it is the responsibility of area superintendents to review conditions and local school district status prior to 5:00 a.m. on any day that school is scheduled to be in session. The decision to close facilities rests with the superintendent or his/her designee.
2. If the decision is made to close, the Superintendent (or his/her designee), will notify the general media, school staff and Chelsea School District building staff using the School Messenger system. The Superintendent will notify the Transportation Directors for special education programs impacted by school closings.

### School in Session Closing:

1. If school must close during the school day because of bad weather conditions or a building problem, all transportation supervisors responsible for the Chelsea School District campus and all young adult sites have agreed to pick up students upon request.
2. A telephone contact with parents, or an approved alternate contact, will be made by staff, if school is dismissed early.

### General Information:

1. When adverse weather conditions affect late afternoon or evening functions (workshops, meetings, testing, etc.), media will be notified and the information will be posted on the Chelsea School District website and communicated through social media (@ChesleaSchools on Twitter). Event Services will notify any group(s) that have reservations with respect to the building closure.

### Action Steps: **Principal/Administrator**

- Should the building lose electrical power or if the HVAC system fails, implement appropriate notification and shelter-in-place procedures.
- Should the building become uninhabitable, notify the Superintendent and then call 9-1-1 and explain the situation. Request 9-1-1 operator to alert the local emergency manager.
- Call 9-1-1 to notify police that you are sheltering students in the building due to weather conditions and have a medical emergency.

## Chemical/Hazardous Materials

### Action Steps: Principal/Department Administrator

- Call 911.
- Initiate Specific Response Action as appropriate.
- Ensure HVAC (Heating, Ventilation, Air Conditioning) system is turned off.
- Ensure all open flame heating devices (boilers, stoves, science burners) and gas main in the building are turned off.
- Notify any ancillary program housed on-site that may not hear PA announcement.
- If any individuals become contaminated, report this to the Incident Commander (fire/police authorities in charge of the scene).
- Consider disabled students when making decisions or taking actions.
- Maintain radio communication with secretary and building maintenance personnel.
- Keep telephone lines open for emergency reporting.
- Keep staff notified of the status of the situation.
- Directly notify the Superintendent and/or Assistant Superintendent and Communications Office.
- If Inside Building:
  - Evacuate building
  - Monitor and assist in closing windows and doors
- If Outside Building:
  - Determine whether the building should be evacuated or locked down

### Action Steps: Teacher/Staff

- Remain with students during the entire emergency.
- Move students away from affected area.
- Close windows and doors.
- Have students cover nose/mouth with any fabric or material.
- Report any contamination (direct exposure) immediately.
- Evacuate if directed.
- Take classroom “Go Kit” if evacuating the building.
- Follow directions from the principal/department administrator or Incident Commander.
- Remain in evacuation area (if evacuated) until the “all clear” is sounds by the principal/department administrator or Incident Commander.

## Fire

### Action Steps: **Principal/Department Administrator**

- If a fire is detected, pull alarm and call 911 in ALL situations where fire is detected, regardless of how small. Determine the fire location and report this in your call.
- Supervise evacuation of students and staff to the designated assembly area(s) (300 feet from the building if possible).
- Utilize fire extinguisher/blanket if appropriate.
- Notify any ancillary program housed on site that may not hear the alarm.
- Ensure the building is checked for any staff, students or visitors. Be sure to check bathrooms and closets.
- Ensure all students are accounted for.
- Determine and designate a staff person to coordinate search efforts in partnership with Fire Department/Incident Commander for missing students, staff, and visitors.
- Determine and designate a staff person to coordinate and manage students and staff release. *Follow Release Protocol.*
- Determine if anyone requires first aid treatment.
- Ensure access roads remain open for emergency vehicles (e.g. gates and parked cars).
- Directly notify the Superintendent or Assistant Superintendent and Communications Office.
- Maintain communication with secretary and building maintenance personnel.
- Yield building authority to the Fire Department or Incident Commander.

### Action Steps: **Teacher/Staff**

- If a fire is detected, pull alarm.
- Call 911 (if this has not been done).
- Notify the principal/department administrator.
- Ensure anyone in a nearby restroom, closet or other room, not under the supervision of a staff member, is evacuated.
- Count students; evacuate students upon hearing the fire alarm; close doors and windows; take keys, classroom go-kit, and class list.
- Teachers are responsible for physically disabled students in their immediate care.
- Ensure students remain quiet and follow directions.
- Walk with students to the designated assembly area(s) (at least 300 feet from the building, if possible).
- Close exterior doors behind you when exiting the building.

- ❑ Use the class list to take attendance in the assembly area. Notify the principal/department administrator immediately if a student is missing. The designee of the Principal/Administrator coordinating missing students can be located at school office or evacuation site.
- ❑ The Principal/Administrator will determine when students should be released and notify designee coordinating release. If directed to release students to parents, keep accurate records of students released. Do not release students unless directed to do so. Follow Release Protocol.
- ❑ Remain in the evacuation area until the “all clear” is given by the Fire Department, Incident Commander, or principal/department administrator.



## Power Outage/Utility Emergency/Failure Including Water System Failure and Gas Leak

### Action Steps: Principal/Department Administrator

- Evacuate building if there is a gas leak or gas line break and call 911 in ALL situations.
- Keep staff and/or students informed of the situation, using school PA system and School Messenger/Remind and designate staff person(s) to go door-to-door if there is no power to the PA system
- Directly notify the Superintendent or Executive Administration
- Notify maintenance personnel and Director of Operations immediately of any utility problem or to have it shut off. (Also contact landlord if needed.)
- If Electrical Failure:
  - Contact DTE
  - Watch for downed power lines and EVERYONE STAY AWAY from any downed wire or metal fence/poles and notify Administration and First Responders immediately
  - Locate flashlights in Go-kit and use as required
  - Evacuate as needed and follow Release Protocol if needed.
- If Gas Leak:
  - Contact Utility Provider (DTE or Consumers; dependent on site)
  - Shut off gas
  - If internal, evacuate as needed and follow fire evacuation procedures. Close doors as leaving. Follow Release Protocol if needed.
  - If outside/external, shelter in place and close doors and windows. Wait for further instructions from First Responders and/or utility provider.
- If Water Main Break or Water Systems Failure:
  - Contact Utility Provider (City or municipality; dependent on site)
  - Shut off water if needed
  - Communicate notifications to staff, students and visitors (i.e. "Do not drink.") and post signs
- If evacuating building, follow fire evacuation procedures or provide special instructions to staff
- If needed, yield building to First Responders.
- Announce all clear when the emergency is over

### Action Steps: Teacher/Staff

- Remain with students during the entire emergency
- Follow directions of principal/department administrator or designee(s)
- Watch for communications by School Messenger/Remind or in-person door-to-door messenger if there is no power



## Serious Injury or Death of Student or Staff

### Action Steps: First Staff On-Site

- Assess injured person for visible injuries and signs of consciousness, breathing, pulse, and shock.
- Keep person laying down and do not move. If the location and/or circumstances further endanger the person or yourself, leave the area. If you cannot safely assist the injured person, wait for First Responders.
- If you observe severe bleeding, apply direct pressure with clean, sterile cloth or any piece of clothing.
- If you observe the person not breathing, utilize defibrillator (AED) to determine if shock or CPR is needed. (Defibrillator will make determination and provide instructions on what to do.)
- Follow Universal Precaution safety protocols if blood and body fluids are present.
- If injured person is not breathing, check airway and clear if necessary. Call 911 and begin CPR.
- Stay with injured person until EMS arrives.

### Action Steps: Principal/Department Administrator

- Call 911 if needed. Call emergency card contacts.
- Prevent all access to the injured person/victim and area, except for medically trained staff.
- If possible, remove students from the area.
- Directly notify the Superintendent or Assistant Superintendent and Communications Department.
- Identify and separate any witnesses and protect the scene of the event.
- Complete Incident Log.
- Gather records of students/staff involved in the incident and prevent unauthorized access.
- Send a representative to the hospital to help person's family.
- Assess instructional and support needs. Call in substitute teachers as needed.
- During school hours, permit students to leave school only with parental permission. Carefully monitor attendance.
- Notify Transportation Department to be on alert for students showing signs of distress.
- Issues regarding confidentiality and student's right to privacy should be maintained.

- If approved by investigating agency, remove and store personal belongings of the injured/deceased for return to family.

**Action Steps: Teacher/Staff**

- Call 911.
- Notify the office to call First Responders Team/Medical Response Team.
- Complete Incident Log.
- If possible, remove students from the area and try to calm them.
- Separate witnesses and protect the scene of the event.
- Discourage discussion and spreading of rumors.
- Identify students in need of counseling.
- Refer all media questions to the District spokesperson.

## Bus Accident

### Action Steps: Bus Drivers

- Call 911. Communicate the accident to the Transportation Office, providing exact location and information about severity, injuries, and hazards.
- Remain calm, reassure passengers, and account for all students through the bus roster. Be alert to the potential for fire or other hazards.
- If it is unsafe to stay on the bus, evacuate students. It is extremely important to not move injured people unless a hazard exists that presents an imminent danger of further injury.
- Administer first aid, if possible, until rescue personnel arrive.
- Protect the scene after determining students are not seriously injured. Consider placing reflectors far enough back to protect the bus from another collision. Activate r-way flashers.

### Action Steps: School or District Personnel

- Have the Transportation Office report the accident to the school principal, the Superintendent's Office, and the Communications Office.
- Dispatch the Director of Transportation or an administrator with oversight responsibilities to the accident scene. Consider dispatching to the scene school staff who are most recognized or known by students. Students injured or traumatized by the incident are likely to be more at ease with a familiar adult.
- Activate the School Crisis Response Team and initiate responsive procedures, including preparing for on- or off-site counseling.
- If the accident results in injuries to students or staff, dispatch the school principal to the scene of the accident to work with the responding public safety agency's onsite incident commander.
- Dispatch school staff to the medical care facility where injured students and other personnel are transported to help identify students and parents and to provide emotional support.
- As soon as information becomes available, start communicating to parents. Consider establishing a meeting room at the school for parents to gather for incident updates, counseling, reunification, etc.
- Brief all staff and prepare for the next day's activities.

## Accidents During Out-of-School Time

### Action Steps

- If an incident occurs that is likely to have an impact on the school community, such as a death or serious injury, activate your school's Crisis Response Team (ERT) to develop a plan, including:
  - Contacting students and staff with information related to the incident
  - Using the school as a place for support services and grief counseling in the immediate aftermath
  - Reaching out to the family of the victims
  - Communicating to students, staff and community
  - Coordinating with community agencies, depending on the incident and how widespread of an impact it has on residents
- When school resumes after the holiday or vacation, additional plans should be in place to notify those students and staff who were not contacted before. Have support services available once this information is shared with students and staff.
- Identify close friends and staff who are most likely to be affected. Monitor these individuals when school reconvenes, and on anniversary dates of the incident.
- Be alert for repercussions among students and staff when school reconvenes. Check with the core group of friends and other at-risk people. Provide appropriate support services and referral options.

## Cardiac Emergency

### **For All Responders (Staff, Faculty, Cardiac Emergency Response Team, etc)**

Sudden cardiac arrest events can vary greatly. All faculty, staff and Cardiac Emergency Response Team members must be prepared to perform duties. Early action is crucial to successfully treating a cardiac arrest. If a person collapses, do not move the patient unless the scene is unsafe.

Perform the following 5 steps:

#### **1 Early Recognition of cardiac arrest**

- Person is not moving, or is unresponsive or unconscious
- Person is not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure or convulsion-like activity may also occur
- Person may have just received a blunt blow to the chest

#### **2 Early Call to 911 and Alert within school**

- Call 911 as soon as a potentially life-threatening event is recognized
  - Provide school address, cross streets (below), patient condition, remain on the phone with 911
- Call school emergency number to request **Medical Response Team**
  - Give exact location ("Mr./Ms. \_\_\_ classroom, Room # \_\_\_\_, Gym, football field, cafeteria, etc.")
- All Cardiac Emergency Response Team members proceed immediately to scene of the emergency
  - Closest team member retrieves the AED in route to the scene
  - Leave the AED cabinet door open, the alarm signals the AED is taken for use

#### **3 Early CPR**

- If CPR/AED trained, **begin CPR/AED** as per training, have the defibrillator (AED) brought to the scene
- If not CPR/AED trained, **begin Hands Only CPR** until CPR trained response team or a responder arrives
  - Press hard and fast in center of chest
  - The 911 operator may give you directions for CPR and AED use

#### **4 Early Defibrillation**

- When the AED arrives, attach pads to patient, use the AED following the instructions
  - The AED will **ONLY** deliver a shock if it is needed; if **NO** shock is needed, **NO** shock is delivered
- Continue CPR until patient is responsive or EMS responder arrives

#### **5 Early Advanced Life Support**

- Transition care to EMS upon arrival, to provide advanced life support

**Notification Procedures:** In the event of a suspected cardiac emergency at any school location--**call 911** then report the emergency immediately.

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

#### **Principal/Administrator:**

- Call 911 if not done so already or designate someone else to call.
- Assign an individual to meet/escort the police/fire/EMS.
- Activate school's cardiac emergency response plan. If cardiac Crisis Response Team is delayed or not available, proceed with the 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.
  - Assess if the area is safe. Once safe, begin CPR.

- Assign individuals to:
  - Assist with crowd control and clearing all rescuers and bystanders.
  - Document events. Locates emergency card and any medical information if possible for EMS.
- 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.



## Medical Emergency (including life-threatening incidents)

Develop response protocols for the following categories of medical emergencies:

<b>Life Threatening:</b>	A condition that can cause death or disability within minutes requires immediate intervention, medical care, and hospitalization. <i>Examples:</i> cardiac arrest, airway and breathing difficulties, chest pain.
<b>Serious or Potential Life Threatening:</b>	Situations that may result in life-threatening or may produce permanent damage require immediate treatment. <i>Examples:</i> burns, major fractures, diabetic or related seizure, insect bites, or food allergy.
<b>Non-Life-Threatening</b>	An injury or illness that may affect a person's general health, which may include mild or moderate fever, stomach ache, seizures, fractures, or cuts.

### Action Steps: Life-threatening or Serious Medical Emergency

When an injury, illness, or condition is determined to be potentially life-threatening or disabling:

- Call 9-1-1 immediately.
- Provide first aid or Basic Life Support (for example, CPR, rescue breathing, use of AED).
  - **Asthmatic:** Administer rescue inhaler. Keep the victim calm and encourage slow, deep breathing. Call 9-1-1 if the victim's condition does not improve or rescue medicine has little or no affect.
  - **Seizure:** Do not try to move the victim, stop the seizure, or place anything in the victim's mouth. Keep the victim calm and comfortable until EMS arrives.
  - **Diabetic:** Place the victim on his or her side or in an upright position if restless or uncooperative or is unable to swallow. If the victim becomes alert and is able to swallow, give sips of regular soda (not diet soda) until EMS arrives.
- Contact the school nurse.
- Clear the area of all students and non-staff personnel.
- DO NOT move the victim unless the person is in immediate danger of further injury.
- Enlist a member of the school's Crisis Response Team to meet the emergency responders when they arrive and to provide updates on the situation.
- Notify the parent or guardian of the student, or the emergency contact for faculty or staff member. Provide information about the incident and where the person is being transported if known when you call.

### Action Steps: Non-Life-Threatening

When an injury, illness, or condition is determined to be non-life-threatening:

- Notify the school nurse or principal's office.
- Do not move the victim unless the person is in immediate danger of further injury.

- Administer first aid procedures as indicated by the nature of the injury or illness. Consider transporting the victim to an advanced medical care facility if condition warrants.
- Clear the area of all students and non-staff personnel.
- Notify the parent or guardian of the student or the emergency contact for faculty or staff member. Provide information about the incident.

## Influenza (Flu) Epidemic and Pandemic Threats

### Situation Description:

The flu is a contagious respiratory illness caused by influenza viruses. Most experts believe that flu viruses spread mainly by droplets made when people with flu cough, sneeze, or talk. Influenza can cause mild to severe illness, and at times can lead to death.

**Influenza:** Commonly known as the *flu*, a highly infectious respiratory disease caused by certain strains of the influenza virus  
The flu and the common cold are both respiratory illnesses, but are caused by different viruses. In general, the flu is worse than the common cold, and symptoms are more intense.

**Epidemic:** An outbreak of a contagious disease that spreads rapidly and widely

**Pandemic:** An epidemic that spreads through human populations across a large region, or even worldwide

### Threats

The most serious outbreaks of influenzas are pandemics, which affect millions of people worldwide and last for several months. In contrast to the regular seasonal epidemics of influenza, these pandemics occur irregularly.

The World Health Organization (WHO) warns that a substantial risk of influenza pandemic exists each year. The Centers for Disease Control and Prevention (CDC) estimate that in the U.S. alone, an influenza pandemic could infect up to 200 million people and cause between 100,000 and 200,000 deaths.

A pandemic outbreak could jeopardize essential community services by causing high levels of absenteeism (up to 35%) in critical positions in every workforce. The best protection against pandemic influenza — a vaccine that is well matched to the virus-causing illness — is not likely to be available at the outset of a pandemic.

During a pandemic, school systems must work with local, state, and federal agencies to:

- Limit the number of illnesses and deaths.
- Preserve continuity of essential school functions.

## Seasonal Flu vs. Pandemic Flu

Seasonal Flu	Pandemic Flu
Outbreaks follow predictable seasonal patterns. Occurs annually, usually in winter, in temperate climates.	Occurs rarely (Three times in the 20 <sup>th</sup> Century, last in 1968).
Usually some immunity built up from previous exposure.	No previous exposure; little or no pre-existing immunity.
Healthy adults usually not at-risk for serious complications. (The very young, elderly, and those with certain underlying health conditions are at increased risk for serious complications.)	Healthy people may be at increased risk for serious complications.
Health systems can usually meet public and patient needs.	Health systems may be overwhelmed.
Vaccine developed based on known virus strains and available for annual flu season.	Vaccine probably would not be available in the early stages of a pandemic.
Adequate supplies of antivirals are usually available.	Effective antivirals may be in limited supply.
Average U.S. deaths are approximately 36,000 a year.	Number of deaths could be quite high (for example, in 1918, the U.S. death toll was approximately 500,000).
Symptoms include fever, cough, runny nose, and muscle pain. Deaths often caused by complications, such as pneumonia.	Symptoms may be more severe and complications more frequent.
Generally causes modest impact on society (for example, some school closings, people who are sick are encouraged to stay home).	May cause major impact on society (for example, widespread restrictions on travel, closings of schools and businesses, cancellation of large public gatherings).

Manageable impact on domestic and world economy.

Potential for severe impact on domestic and world economy.

## Action Steps

The Centers for Disease Control recommends a 3-step approach to fighting influenza:

- Get a flu vaccination every year.
- Prescription antiviral drugs should be employed to treat flu and other infectious illnesses.
- Preventive actions may slow the spread of germs that cause respiratory illnesses and influenza, including:
  - Avoid contact with sick people.
  - Encourage students and staff with flu-like illness to stay home for at least 24 hours after the fever (and other symptoms) are gone.
  - Cover your nose and mouth with a tissue when coughing or sneezing; throw the tissue in the trash
  - Wash hands often with soap and water; if soap and water is unavailable, use an alcohol-based hand rub.
  - Avoid touching eyes, nose and mouth. Germs spread this way.
  - Clean and disinfect surfaces and objects that may be contaminated with germs.
- If a flu outbreak or another illness occurs, follow public health advice. This may include information about taking measures to restrict personal contact.

## Action Steps: Influenza Pandemic

- Upon notification by Health Department, contact Superintendent, Assistant Superintendent, School Nurse, and Communications Office.
- Develop and document a response plan that will:
  - Identify the chain of command in case of illness, with at least two backups.
  - Implement best practices for personal hygiene and universal precautions.
  - Implement procedures for sending ill people home. Communicate with parents the need to make a family plan in case students must be sent home.
  - Require daily reports on the number of staff and students absent with pandemic flu to appropriate local authorities.
  - Update staff and provide information about the extent of infection at school sites and potential changes that might occur at school.
- Take appropriate measures including social distancing and increased respiratory hygiene to reduce transmission.
- Work with District Administration and Communications Team to contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
- Work with District Administration and Communications Team to address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent stigmatizing affected groups.
- Develop continuity of operation plans that address, at a minimum:
- Line of succession for the school district. This should be at least two-deep for administrative staff for both schools and the administrative offices.

- Identification of essential services and priorities.
- Procedures for reassigning employees to support essential services.
- Develop alternative learning strategies such as collaborative agreements with local television, cable stations, teleconferencing, online learning, or lessons on CDs.

## Suicide

### Action Steps: **Principal/Administrator**

- Call 911, stay on the line until help arrives and you are instructed to disconnect by the 911 operator. If necessary, call Community Mental Health Crisis Team at (734) 544-3050.
- Notify Crisis Team for assistance.
- Using a two-person team, isolate person from others.
- To minimize harm to students, staff and others, start safe school condition or response protocol such as a school lockdown or evacuation.
- If it can be done safely, remove means of committing suicide (i.e. pills, knife, etc.)
- Directly notify the Superintendent (x6080), Assistant Superintendent (x6081) to start district emergency response support, including activating the crisis communication plan (for example, parent, staff, and media notification protocols).
- Yield authority of the situation to Incident Commander (Fire/Police authorities in charge at the scene).
- Have school counselor, social worker, or psychologist call parent/guardian to advise of suicidal ideation.
- If parent refuses intervention for their child, contact 911 and follow-up with Child Protective Services.
- Assign counselor/social worker for follow-up of successful re-admission to school.
- Provide care to other staff/students who are most profoundly affected. Determine the type of support needed, including support stations or counseling rooms.
- Consider rescheduling any immediate stressful academic exercises or tests, if necessary.
- The Crisis Team will utilize pertinent information and deviate from this plan if necessary.

### Action Steps: **Teacher/Staff:**

- Notify principal/department administrator immediately.
- Do not be alone with suicidal person or leave him/her/them alone.
- Using a two-person team, isolate suicidal person from others.
- Stay with suicidal person until Community Mental Health Crisis Team and/or law enforcement and/or emergency medical staff arrives.
- Await Community Mental Health Crisis Team and/or Law Enforcement and/or emergency medical staff to remove means of committing suicide (i.e. pills, knife, etc.).
- Relate pertinent information from suicidal incident to Crisis Team members and/or law enforcement and emergency medical staff.



- Identify staff/students “at risk” as a result of this incident and report to principal/department administrator.
- Review Handle with Care materials for information on supporting staff and students (contact Shannon Novara at [snovara@washtenaisd.org](mailto:snovara@washtenaisd.org))

### **Action Steps: Re-Entering School After a Suicide**

In responding to suicide attempts and other traumas, focus efforts on making the student’s return to school comfortable. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a son or daughter has made an attempt if they know the school has a helpful, non-threatening manner of dealing with the issue. A student who attempts suicide often is at greater risk for a suicide in the months after the crisis. It is extremely important to closely monitor his or her re-entry into school and to maintain close contact with the parents and mental health professionals working with that student.

Assuming that the student will be absent for a period of time and possibly hospitalized in a treatment facility, follow these steps:

- Obtain a written release of information signed by the parents. This makes it possible for school personnel to share confidential information with treatment providers.
- Ask if the returning student has special requests about what the school says and does.
- Inform the student’s teachers about the number of probable days of absence.
- Instruct teachers to give the students assignments to be completed, if appropriate.
- Maintain contact with the student to keep him or her informed of the latest developments in the school, if appropriate. If the student has a previous positive relationship with a trusted staff member, provide support to that staff member in maintaining ongoing contact with the student.
- Seek recommendations for after-care from the student’s therapist. If the student has been hospitalized, have a Crisis Intervention Team member attend the discharge meeting at the hospital.
- Have the Crisis Intervention Team member convey relevant, non-confidential information to appropriate school staff about the after-care plan.
- Once the student returns to school, have a Crisis Intervention Team member maintain regular contact with him or her.
- Maintain contact with the parents. Give them regular progress reports and other appropriate information. Ask them to keep you informed of any changes in the after-care plan.

## Bomb Threat – Suspicious Envelope or Package

### Situation Description

A threat to place or explode a bomb on school property is an effective means of disrupting the school day, or at least an attempt to do so depending on the school's reaction. Bomb threats may be delivered in writing, in person, over the telephone, or through the Internet, email, or a secondary source. The most common method is by telephone.

### Threats

Bomb threats are serious until proven otherwise. They are often a means of retaliation by students, employees, or others with real or fancied grievances. In most cases, the caller wants to create an atmosphere of anxiety and panic that will, in turn, result in disrupting normal school activities. The principal must evaluate the seriousness of bomb threats or other disruptive types of demonstrations after seeking input from all sources, including the person who took the bomb threat call. Then, the principal acts in a manner that reflects the best safety interests of students and staff. When in doubt, err on the side of caution. Seek law enforcement's advice.

#### NSPRA Tip

Place a copy of the *Bomb Threat Report Form* at each secretary's, administrative assistant's, or administrator's phone for use if someone calls in a bomb threat to the school.

### Action Steps: Basic Documentation

- Remain calm. Keep the caller on the line and try to get as much information as possible (use the *Bomb Threat Report Form* in this section). **DO NOT HANG UP**, even if the caller does.
- Try to keep the caller talking to learn more information. Ask for the caller to repeat the message to confirm it. If possible, record the call. If not, write down all the information obtained, using as many exact words as possible.
- If possible, write a note to a colleague or office mate to call the authorities. Immediately after the call, don't hang up; from a different phone, call 911.
- If your phone has a display, copy the number from the window display.
- If the caller does not indicate the location of the bomb or the time of possible detonation, ask for this information.
- Pay particular attention to background noises that may give a clue as to the location of the caller.
- Listen closely to the voice (male or female), voice quality (calm or excited), accents, and speech impediments. Immediately after the caller hangs up, report the call to the principal.

- If a bomb threat is received by handwritten note or written on a wall, call 911. Handle the note as little as possible.
- If a bomb threat is received by email, call 9-1-1. Do not delete the message.
- If a bomb threat is verbal, detain the person making the threat if possible and practical. If the person leaves, note which direction they are going. If possible, follow at a discreet distance.
- Have another staff notify the administrator/principal and call 911.

### **Action Steps: Evacuation Procedures**

- With a bomb threat, the most serious of all decisions for school leadership is whether to evacuate the school. If bomb threats occur frequently, principals cannot be expected to evacuate the facility after every threat. All bomb threats present an element of risk, and as such, decisions must be made during the planning phase as to when to order an evacuation.
- If the threat appears to be real or law enforcement advises an evacuation, direct students and staff to follow the school's standard fire drill procedures.
- After the school is evacuated, turn off all gas and fuel lines.
- Evacuate students and staff to a safe distance outside of the school buildings. The general rule is to be 500 feet away. Follow law enforcement's recommendation.
- Have teachers take attendance after evacuating. Report any missing students to your school's emergency response or incident management team.
- Consider moving students and staff to predetermined relocation site if weather is inclement or the building is damaged.
- Authorization to close the school should be made according to your school district's established procedures, after consulting with law enforcement personnel on the scene and the building administrator.

### **Other Procedures**

- Do not use two-way radios or cellular phones; radio signals have the potential to detonate bombs.
- Do not evacuate the building until police arrive and evaluate the threat.
- Do not activate the fire alarm.
- Do not touch or move a suspicious package.

### **Fill out Bomb Threat Report Form (Next Page)**

# Bomb Threat Report Form

Today's date \_\_\_\_/\_\_\_\_/\_\_\_\_

Time \_\_\_\_\_

**Write the exact wording of the threat:**

## Ask these questions:

When is the bomb going to explode?

Where is it right now?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why did you put it in the building?

What is your address?

What is your name?

## Record details of the call:

Time call started \_\_\_\_\_

Time call ended \_\_\_\_\_

Length of call \_\_\_\_\_

Phone number called (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

Caller's number (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

Caller's gender  Male  
 Female

Age \_\_\_\_\_

Ethnicity \_\_\_\_\_

Is there an accent?  Yes  
 No

**Background sounds**

- Street noises
- Crockery
- PA system
- House noises
- Motor
- Plane
- Factory machinery
- Animal noises
- Static
- Long distance
- Office machinery
- Voices
- Clear
- Music
- Local
- Booth
- Other.  
Specify: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Threat language**

- Well-spoken, educated
- Incoherent
- Foul
- Irrational
- Rambling
- Taped
- Was message read?
  - Yes
  - No
- Remarks:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**Caller's voice**

- Calm
- Stutter
- Laughter
- Rapid
- Slurred
- Disguised
- Deep breathing
- Familiar. (Who did it sound like?)
  - \_\_\_\_\_
  - Nasal
  - Loud
  - Slow
  - Deep
  - Whispered
  - Accent
  - Soft
  - Excited
  - Rasp
  - Normal
  - Ragged
  - Clearing throat
  - Cracking voice
  - Angry
  - Lisp
  - Crying

**Give us information about you:**

Your name \_\_\_\_\_

Your position \_\_\_\_\_

Your department \_\_\_\_\_

Phone number (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

Email \_\_\_\_\_

## Cyber Security Incident

Cyber Incident response will be activated in the event of the following:

- A data breach has occurred and affects the district itself. A data breach includes but is not limited to an incident in which sensitive, protected or confidential data has potentially been viewed, stolen, or used by an unauthorized individual.
- Personal Health Information has been compromised.
- Personally Identifiable Information has been compromised.
- Confidential or sensitive data has been compromised.
- Network hack or intrusion has occurred or is occurring

The following groups will be notified by the Chief Information Officer or designee in the event the plan has been activated:

- Superintendent
- Executive Admin
- Technology Staff needed (Crisis/Tech Team; likely CIO, Technology Supervisor, Communications, and others as needed)

### Action Steps: Chief Information Officer / Supervisor of Technology

- Validate the Incident:
  - Examine initial information and available logs to confirm data breach or intrusion has occurred.
  - Identify type of information involved in the incident
  - Estimate extent of situation (internal, external, malicious, or accidental)
- Begin Breach Documentation.
- Identify and activate the District Technology Team.
  - Identify and notify the team manager in charge of the incident response.
  - Assign and establish team roles based on the type of incident.
  - Establish reporting process and coordinate the flow of information.
- How and when will facts be shared with the Executive Leadership team and Communications department
- Determine the Status of the Breach (Active, On-Going, or Post – Breach)
- If status is Active or On-going, take steps to prevent further data loss or access:
  - Block unauthorized access to systems.
  - Preserve evidence for investigation.
- IT leadership granted executive power to disable accounts, services, and systems/servers in order to limit the spread of malicious activity or halt the attack
- Review all system entry points.
- Ensure backups to systems involved are secured
- Document all mitigation efforts
- Advise staff who are informed of the incident to keep all details confidential until otherwise notified.

- Determine if Personally Identifiable Information (PII) data has been exposed or if criminal activity is suspected.
  - If yes, consult with the superintendent and legal counsel, then contact the Michigan State Police.
  - If no, proceed with internal investigation.
- Identify all affected data, machines, and devices.
- Conduct interviews with key users in the incident and document facts.
- Locate all logs applicable to the incident for review.
- Notify the data owners as soon as possible.
- Work with data owners to secure their PII and sensitive data and provide resources to state agencies.
- Work with outside agencies, vendors, and District Technology Team to ensure all systems are secured.
- Work with Communications Director to craft appropriate media notifications as needed.
- After all data has been restored and systems are secure and returned to normal functioning state:
  - Review incident response for probable causes to minimize future exposure and risk
  - Mitigate any loss in the incident
  - Solicit feedback from responders and entities involved
- Do an After Action Review to see what changes in process may be needed.

**Action Steps: [Communications Director](#)**

- Work closely with the CIO and District Technology Team to craft appropriate media, staff and family notifications as needed.

**Action Steps: [Principal/Department Administrator](#)**

- Monitor communications for Personally Identifiable Information (PII) and/or other sensitive data leakage and loss through periodic review of systems.
- Verify staff have completed the mandatory cyber security awareness training and know who to contact if they have information or concerns of any data breach.
- Notify the Technology Department of any data loss or network intrusion suspicions by calling extension 6077.
  - Staff should notify the Technology Department of any data loss or network intrusion suspicions by calling extension 6077.
- Work with the District Technology Team to interview or gather information, maintain alternate methods of tracking information, and communicating with staff, students or parents as directed.

## Explosion

**Action Steps: Principal/Department Administrator**

- Call 911.
- Contact other building administrators.
- Evacuate staff and students. Once everyone is out of building, determine if “in district” evacuation site or “off campus” evacuation site is necessary or if students and staff can remain outside of building. Communicate clearly if staff need to move to an “in district” or “off campus” location, otherwise they will remain in their “fire drill.”
- DO NOT use radios, cell phones, audio enhancement devices or electronic equipment.
- Notify any ancillary program housed onsite of the evacuation instructions.
- Directly notify Superintendent or Assistant Superintendent and Communications Office.
- Conduct attendance audit of visitors, staff, and students.
- Report any missing students to the Incident Commander.
- If a bomb threat was received before the explosion, complete Bomb Threat Checklist.

**Action Steps: Teacher/Staff**

- Call 911.
- Notify administrator.
- Evacuate to your “fire drill” location until you are notified by your administrator or the Incident Commander that an “in district” or “off campus” evacuation is being implemented. Leave doors open as you exit.
- DO NOT lock doors, remove any items from the building, or turn lights on/off as you exit.
- Remain calm and keep students calm.
- Advise administrator of any injuries or anyone in immediate danger.
- Take attendance and keep class list in your possession.
- Report any missing students to the administrator.
- Do not re-enter the building.



## Hostage Situation

### Action Steps

- To minimize harm to students, staff, and others, initiate school safe condition or response protocol, such as a school lockdown or evacuation.
- CALL 9-1-1. The caller should remain on the line to provide updates. Provide clear and concise information about:
  - Nature of the emergency
  - Description of hostage taker (if known)
  - Area of school where incident is
  - Number of hostages
  - Any known weapons (observed by staff or mentioned by hostage taker)
  - Statements made by the hostage taker
  - Actions taken by the school
  - Whether security or law enforcement officers are onsite
- Contact the superintendent and communication offices to initiate district emergency response support, including mobilizing school buses (for evacuation purposes), preparing a parent reunification site, and activating the crisis communication plan (for example, parent, staff and media notification protocols).
- Establish a communication link — phone, email, text — with teachers and other staff to report emergency information, situation updates, etc. (Only do this if it is safe to do so.)
- Teachers, students, and all other staff should remain in school until an ALL CLEAR is given. Teachers should gather information about the situation in their classroom. Account for all students or other people sheltered in the room. Report findings when a communication link with the office or law enforcement has been established.
- Note:* Law enforcement will assume Incident Command when officers arrive on the scene.

### Action Steps: Dealing with a Hostage Taker

- Try to keep hostages calm.
- Keep hostage takers communicating about whatever they want to talk about. People are less likely to act if they are communicating with someone.
- DO NOT try to approach hostage takers.
- DO NOT make any statements that might upset or enrage them. Do not mention police or what might happen as a result of their actions.
- DO NOT make any guarantees or promises.
- DO NOT argue with hostage takers; be respectful.

## Intruder: Low-Level Threat (Including Open Carry and Concealed Carry)

### Action Steps: All Staff

- Politely greet person and ask about purpose to school.
  - If no business at school, respectfully ask visitor to leave campus.
  - If on campus for school business, ensure person is aware of school policy if they are carrying any weapons. (Weapons are not allowed and should be stored safely in car.)
- Escort person to the office to sign in as a visitor.
- If person leaves or tries to leave before police arrive, do not try to physically detain or fight with the intruder. If possible, follow at a safe distance to determine direction the individual heads. Notify police to report direct and if person is on foot or in vehicle.
- If intruder stays until police arrive, tell officers what has happened that led to person being in building.
- The Crisis Team will adhere to all related School Board Policies.

## Intruder: High-Level Threat (e.g. Armed and Threatening, Poses Safety Hazard, Active Shooter)

### Action Steps: Principal, Administrator or First Aware

- Alert the building using the PA or phone paging system to provide location of armed intruder.
- Initiate Specific Response Actions (Lockdown vs. Evacuation).
- If lockdown is the appropriate action, barricade doors.
- Call 911 immediately and stay on the line to provide updates. Clearly and concisely provide following information:
  - Nature of emergency
  - Description of intruder (if known)
  - Area of school where incident is located
  - Number of students and staff who may be in threat area
  - Any known weapons
  - Statements made by intruder
  - Actions taken by school
  - Whether security or law enforcement officers are onsite
  - Indicate if Specific Response Actions Taken (e.g., lockdown, evacuation, etc.)
- Prepare to counter or create distractions with movement, sounds, or throwing objects at the threat.
- Evacuate/escape when possible. If outside of the building when threat is in process, do not re-enter.
- Inform Superintendent and/or Assistant Superintendent to initiate emergency response support;
- Mobilize buses for evacuation purposes
- Prepare parent reunification site
- Activate crisis communication plan (e.g., parent, staff, and media protocols)
- If safe to do so establish two-way communication link (e.g., phone, email, text) with teachers and other staff to report emergency information, situation updates.
- Remain calm.
- NEVER try to disarm someone; avoid sudden movement or gestures.

## Intruder: School Bus

### Action Steps:

- Stay calm and maintain control. Do not overreact to the situation.
- Look for ways to diffuse the situation.
- Look for ways to alert emergency response.
- If possible, keep bus parked in a public location and open the doors.
- If no students are on board, look for a way to escape the bus.
- Make every effort to make the person feel you are cooperating.
- If a weapon is involved, do not try to grab it or make sudden movements.
- If violence is directed toward a student passenger, immediately contact emergency response and intervene only if it is safe to do so.

## Missing Student (Including Abducted or Kidnapped Students)

### Situation Description:

A student is missing if that person is unaccounted for at school, on school property, at a school activity, or while traveling to and from school. Abduction or kidnapping is the unauthorized and unlawful removal of a student from school property, a school activity (for example, field trip or sporting event), or from a school bus without consent either from school officials or parent or guardian.

### Action Steps: For a Missing Student

When you discover that a student is missing, immediately initiate the following:

- Immediately inform school administration. Provide a physical description of the missing student, including type and color of clothing.
- Start a search of the school building, the grounds, or the last known location.
- Check school records to determine if a legal custody issue may exist. Treat custody dispute cases as a possible abduction or kidnapping.
- Contact parents or guardians to report the absence or issue.
- Interview friends of the missing student and the last person to see the student.
- Call 911 for assistance and provide the following information:
  - Description of student ↓ name, physical appearance, type and color of clothing
  - Summary of when the student disappeared and the student's last location
  - Missing student's home address, phone number, and parents' contact information
- Document all actions taken.
- Once the student is found, notify the appropriate school and district personnel involved in responding to the incident.

### Action Steps: For an Abducted or Kidnapped Student

When you discover that a student is abducted, immediately initiate the following:

- When you discover that a child has possibly been abducted, immediately inform the school administration. Provide a physical description of the missing student.
- Call 911 for assistance. Provide the following information:
  - Description of the abductor —physical appearance, type and color of clothing
  - Description of the vehicle — make, model, color, and license plate number
  - Description of student — name, physical appearance, type and color of clothing
  - Description of when and where the abduction occurred, including where the child was last seen and the direction they were headed
  - Victim's home address, phone number, and parents' contact information
- Contact parents or guardians to report the absence or issue.
- Check school records to determine if a legal custody issue may exist. Treat custody dispute cases as a possible abduction or kidnapping.

- Keep any witnesses (adults and students) in the main office and separated until law enforcement arrives to take statements.

### **Preventive or Supportive Actions**

- Make sure school office personnel have a list of students who are not to be released to anyone except a particular parent or guardian. Flag this status on the student's emergency card or contact information.
- Before releasing a student to anyone other than the parent or guardian on the list, have the school secretary or office personnel check with the custodial parent for approval. The staff member should note the time and date of the phone approval.
- When a parent calls asking that a child be released from school, confirm the identity of the caller (by a return call to the parent) before permitting the child to leave the school. If any doubt exists, write the message and phone number down, and make a return call after crosschecking the phone number with those on the child's emergency card.

## Missing Student who has Cognitive Disabilities or Autism

### Situation Description:

Students with cognitive disabilities or autism require pre-incident planning as part of the school emergency response procedures. These students generally have no real sense of danger and have a history of unpredictable behaviors that include straying from home and school.

Maintaining updated behavior intervention plans (BIPs) that outline replacement behaviors, reinforcement preferences, and reactive measures for each student at risk, along with monitoring and analyzing behavior data to determine potential behavioral triggers, should help prepare staff to facilitate a rapid, coordinated, effective response when a child is missing.

- Develop a list of possible places the student may be trying to reach, for example, home, pool, or favorite store.
- Provide information to the police of known potential hiding places and hazardous locations near the school, for example, sheds, parks, lakes, ponds, swimming pools, railroad tracks, etc.
- Have multiple copies of the student's photograph readily available for search teams. Photos will help first responders and staff who are unfamiliar with the student assist in a search.

### Action Steps: Missing Student

When you discover that a student is missing, immediately start the following:

- Inform school administration. Provide a physical description of the missing student, including type and color of clothing.
- Contact parents or guardians to report the absence or issue.
- Start a search of the school building, the grounds, or the last known location.
- Call 9-1-1 for assistance. Provide:
  - Description of student — name, physical appearance, type and color of clothing
  - Summary of when the student disappeared and the student's last location
  - Student's home address, phone number, and parents' contact information
- Document all actions taken.
- Once the student is found, notify the appropriate school and district personnel involved in responding to the incident.

### Action Steps: After Locating Missing Student

- Contact parents or guardians to tell them that their child has been found and about the child's well-being.
- Consider any modifications to a classroom, building, or school grounds that may be necessary to ensure the student will be unable to leave again.
- Consider the need for more staff members at critical times of school day.
- Consider the need to inform other parents of the incident, as well as safety measures that have been put into place after the incident.

## Assault (Physical and Sexual)

## Action Steps

- Determine condition of the victim and give first aid.
- Call 911 if needed; Call CPS if victim is a student.
- Clear all people from the immediate area, ensuring scene is undisturbed to allow professionals to collect any evidence.
- It is not the role of school staff to investigate allegations of sexual assault. This is the responsibility of law enforcement. The principal/administrator may initiate an investigation of a physical assault or fight, but it is advised to contact law enforcement when the allegation or incident is first reported.
- Contact parents or caregivers of victim unless circumstances indicated otherwise.
- Document the disclosure and ensure conversations with students involved or follow-up actions are recorded. This may be significant to later investigation or legal proceedings.
- Reassure the victim that ongoing support will be provided and explain what may happen next.
- Staff must avoid any action that may compromise a police investigation.
- Refer all requests for information from media, parents, etc., to either Superintendent or Communications Specialist.



## Terrorism

### Situation Description

School terrorism is an act of violence that affects schools, students, and staff, and is carried out to invoke extreme terror in support of an ideology or a cause greater than personal motivation.

### Threats

Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes. School administrators should prepare for the possibility that their schools will be directly or indirectly impacted by terrorism. Although schools in the U.S. have not been directly targeted by terrorism, schools have been targets in other countries. Some experts believe it is only a matter of time before schools are primary terrorist targets.

### Action Steps

- Be aware of anything out of the ordinary. Watch for signs of prolonged static or mobile surveillance, discreet use of still and video cameras.
- Report to law enforcement any suspicious activity on or near school grounds, school buses, and school bus facilities, including the unexplained presence of unauthorized people in places where they should not be, and any unusual interest in security, entry points, site plans for schools, bus routes, and access controls or barriers.
- Be vigilant about strange packages, items, or substances brought into school or onto school buses.
- If an attack occurs, response should follow similar protocols as identified previously for high-profile events (for example, active shooter, intruder, etc.).
- Call 9-1-1 immediately. Caller should remain on the line to provide updates. Provide clear and concise information about:
  - Nature of the emergency, description of incident (if known)
  - Area of school where incident is located
  - Number of students and staff who may be in the threat area
  - Actions taken by the school
  - Whether onsite security or law enforcement officers are onsite
- To minimize harm to students, staff, and others, start school safe condition or response protocol, such as a school lockdown or evacuation.
- Follow the advice of local emergency response officials, including announcements made by radio or television.
- Care for any injured students and staff as best as possible until advanced care by trained personnel can be provided.

When the U.S. Department of Homeland Security issues a National Terrorism Advisory Alert, follow all directives from local law enforcement or emergency management officials about the threat and direct or indirect effect on schools.

<b>Alert</b>	<b>What it means</b>
<b>Elevated Threat Alert</b>	Warns of a credible terrorist threat against the U.S.
<b>Imminent Threat Alert</b>	Warns of a credible, specific, and impending terrorist threat against the U.S.
<b>Sunset Provisions</b>	Warns of an individual threat alert for a specific period of time that automatically expires

If a national alert occurs, activate the district Crisis Response Team to coordinate the school system's response, including communication and possible school closures.

## Off-Site Threats (e.g. local bank robbery)

- Guide students inside the building preferably to an area behind a lockable door.
- Ensure all exterior doors are secured.
- Continue with normal activities if possible.
- Remain observant of outside threats or danger.
- Be prepared to initiate ALICE training.

## Appendix F: Continuity of Operations Plan

Given the service-oriented focus of the Chelsea School District, continuation of operations may be seamless compared to that of schools directly providing education to students. Should a catastrophe prevent Chelsea School District from operating, operations may continue off-site with minimal difficulty. Information and data are primarily stored electronically with the following systems accessible remotely;

### Business Office

New World System

### Human Resources

AESOP

eSuite HR Portal

Standard for Success

Powerschool

### Student Services

PowerSchool

PowerSchool Special Programs (PSSP)

### Technology

Office 365 with OneDrive, Shared Drives for file retention

Google Drive

Personally Identifiable Information (PII)

### School Support Systems

Meal Magic

EPHY Database

Registration Gateway

# Appendix G: Incident Command System

The members of the incident command team (Crisis Teams) will be comprised of various members of the school district and law enforcement. Law Enforcement will determine which members should be present during the incident.

School Officials	Law Enforcement
Superintendent Assistant Superintendent of Human Resources Assistant Superintendent of Finance Building Administrators Director of Operations Transportation Director (if necessary) Technology Director (if necessary)	Local Police Chief State Police Officers Sheriff SWAT (if necessary) Hostage Negotiation Team (if necessary)

## Appendix H: Resource Inventory

Resource/Material	Location/Source
Classroom Emergency Kits (Go Kits)	Classrooms
Office Emergency Kits	All Offices
Maintenance Supplies	Custodial Offices/Closets
Two-Way Radios	All Instructional buildings, Transportation, Operations
AEDs	Throughout the District
Fire Extinguishers	Throughout the District

# Appendix I:

## Go-Kit and Emergency Supplies Checklists

### Go-Kit Checklist: Administration/Main Office

	Clipboard with;
	1. List of personnel and contact information
	2. Sign-in sheet for staff
	3. List of school emergency procedures
	Whistle and vest for leadership identification
	Battery-operated flashlight
	Batteries
	Utility turnoff procedures
	Emergency communication device
	First aid kit with instructions
	Pen, paper/notebook
	Permanent markers

### Go-Kit Checklist: Classroom

	Clipboard with;
	a. List of classroom students
	b. Student emergency and medical forms
	c. List of students with special needs and description of needs
	d. List of school emergency procedures
	e. Map of facility and evacuation site
	Whistle and vest for leadership identification
	First aid kit with instruction manual
	items for student needs

	Pens, notebook
	Permanent markers

**Emergency Supplies: Administration/Main Office**

	Hard copy of staff roster with emergency contact information
	Sign-in/sign-out sheet
	Reflective vests
	Whistles
	Small directory with emergency telephone numbers
	Two-way communication devices
	Pens, pencils, or wax markers
	Cell phone chargers
	First aid supplies with instruction manual
	Campus maps with evacuation and reunification sites
	Medical gloves
	Glucose tablets
	Bottled water supply
	Battery-operated flashlight
	Extra batteries
	Battery-operated radio
	Portable or makeshift toilet or garbage bags
	Sanitary items (e.g., toilet paper, towelettes, sanitizer)
	Work gloves
	Plastic sheeting/tarp
	Breathing shield/masks
	Multipurpose tool
	Megaphone
	Utility turnoff procedures



	Soap
	Bleach/peroxide
	Duct tape

## Emergency Supplies: Classroom

	Clipboard with;
	a. List of classroom students
	b. List of students with special needs and description of needs
	c. List of emergency procedures
	Whistle and hat for teacher identification
	First aid kit and instruction manual
	Breathing shield/mask
	Medical gloves
	Soap
	Bottled water
	Battery-powered flashlight
	Extra batteries
	Portable or makeshift toilet or garbage bags
	Sanitary items (e.g., toilet paper, towelettes, sanitizer)
	Plastic sheet or tarp
	Duct tape
	Hard candies or glucose tablets

# Appendix J: Memorandums of Agreement/Understanding

Agency	Resources Agreed to Provide
None at this time	

## **Appendix K: Law Enforcement Command Posts**

Law Enforcement Command Posts will be determined by law enforcement based on the incident. Chelsea Police Department will typically be the first call in incident occurs within the school district. If the command post is established on-scene, it will be located 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.

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).

# Appendix L: Emergency Utility Shut-Off Procedures

Electricity	
Chelsea High School Shut-off location:	See Appendix C for Map. Located in Receiving/Loading dock hallway, Electrical room #1613
Key location:	'D' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Seimens Service Disconnect panel on the North wall. Push red button to open the main switch.
Beach Middle School Shut-off location:	See Appendix C for Map. Located in Receiving/Loading dock corridor #521
Key location:	'E' Building Mater required for entry.
Tools required:	N/A
Instructions:	Locate Square 'D' switch gear on the North wall. Push lever handles to "OFF" position on All six(6) main switches.
South Meadows Elementary Shut-off location:	See Appendix C for Map. Located in Main Mechanical Room. Access from exterior door, located between door #11 & #12.
Key location:	'C' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Seimens Main Service Disconnect on the North wall. Push black lever to the "OFF" position.
North Creek Elementary Shut-off location:	See Appendix C for Map. Located in the Main Mechanical Room. Access from exterior door #16.
Key location:	'B' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Seimens Main Service Disconnect on the East wall. Push black lever to the "OFF" position.

Pierce Lake Elementary Shut-off location:	See Appendix C for Map. Located in the Custodial/Receiving Hallway, Boiler Room #203.
Key location:	'A' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Seimens MDP panel in the NorthWest corner of the room. Push the black Main Service Disconnect handle down, to open the switch.
WSEC 100 Shut-off location:	See Appendix C for Map. Located in the #1 Main Electrical room, 100 Bldg. NorthWest corner of building, adjacent to door #116.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Square 'D' MDP panel. Rotate silver lever until display reads "Open". Shuts off power to 100 and 200 Bldgs.
WSEC 200 Shut-off location:	See Appendix C for Map. Located in the #1 Main Electrical room, 100 Bldg. NorthWest corner of building, adjacent to door #116.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Square 'D' MDP panel. Rotate silver lever until display reads "Open". Shuts off power to 100 and 200 bldgs.
WSEC 300 Shut-off location:	See Appendix C for Map. Located in the #2 Main Electrical Bldg, between 300 and 400 bldgs.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate switch labeled for 300 bldg. Rotate lever to "off" position. There are two switches for the 300 bldg.
WSEC 400 Shut-off location:	See Appendix C for Map. Located in the #2 Main Electrical Bldg, between 300 and 400 bldgs.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate switch labeled for bldg. Rotate lever to "off" position.

WSEC 500 Shut-off location:	See Appendix C for Map. Located in the #2 Main Electrical Bldg, between 300 and 400 bldgs.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Located switch labeled for 500 bldg. Rotate lever to "off" position.
WSEC 600 Shut-off location:	See Appendix C for Map. Located in the #2 Main Electrical Bldg, between 300 and 400 bldgs.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Located switch labeled for 600 bldg. Rotate lever to "off" position.
Transportation Shut-off location:	See Appendix C for Map. Located in Main Electrical room, adjacent to the Operations garage, SouthEast corner of the building.
Key location:	'G' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate Federal Pacific Main Service Disconnect in the SouthEast corner of the room. Push the silver lever to the "OFF" position.

## Natural Gas

Chelsea High School Shut-off location:	See Appendix C for Map. Located outside between exterior door #8 & #9 on the NorthEast side of the building.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve with wrench until closed.
Beach Middle School Shut-off location:	See Appendix C for Map. Located in the Main Boiler Room, Accessed from the exterior door at the Loading Dock, adjacent to door #16.
Key location:	'E' Building Master required for entry
Tools required:	Open end wrench or pipe wrench.
Instructions:	Locate valve in the SouthEast corner of the boiler room. Turn valve with wrench until closed.
South Meadows Elementary Shut-off location:	See Appendix C for Map. Located outside, adjacent to door #11, on the NorthWest corner of the building.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve with wrench until closed.
North Creek Elementary Shut-off location:	See Appendix C for Map. Located outside, adjacent to door #16, SouthEast side of the Building.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench
Instructions:	Turn valve with wrench until closed.
Pierce Lake Elementary Shut-off location:	See Appendix C for Map. Located outside, adjacent to Custodial/Receiving exterior doors, SouthWest side of the building.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.

Instructions:	Turn valve with wrench until closed.
WSEC 100 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
WSEC 200 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
WSEC 300 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
WSEC 400 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
WSEC 500 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.



Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
WSEC 600 Shut-off location:	See Appendix C for Map. Located at the exterior of 100 bldg, NorthWest corner, adjacent to receiving door #114. Main shut off valve services entire WSEC campus.
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve to off position with wrench.
Transportation Shut-off location:	See Appendix C for Map. Located on the exterior, SouthWest corner, adjacent to gas pumps
Key location:	N/A
Tools required:	Open end wrench or pipe wrench.
Instructions:	Turn valve with wrench until closed.

## Water

Chelsea High School Shut-off location:	See Appendix C for Map. Located in Main Boiler room #1603
Key location:	'D' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in the NorthEast corner of the room. Turn round black valve handle until valve is closed.
Beach Middle School Shut-off location:	See Appendix C for Map. Located in Main Boiler room, access from exterior door at the loading dock.
Key location:	'E' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in the SouthEast corner of room. Turn the round blue valve handle until valve is closed.
South Meadows Elementary Shut-off location:	See Appendix C for Map. Located in the Main Boiler Room, accessed from exterior, between door #11 & #12. Valve is located in the center of the room.
Key location:	'C' Building Master required for entry.
Tools required:	N/A
Instructions:	Turn Black handle on valve until closed.
North Creek Elementary Shut-off location:	See Appendix C for Map. Located in the Main Boiler Room, accessed from exterior, door #16. Valve located on the East wall of room.
Key location:	'B' Building Master required for entry.
Tools required:	N/A
Instructions:	Turn blue handle on valve until closed.
Pierce Lake Elementary Shut-off location:	See Appendix C for Map. Located in the Custodial/Receiving Hallway, Boiler Room #203 NorthWest corner of room.
Key location:	'A' Building Master required for entry.
Tools required:	N/A

Instructions:	Turn round black handle on valve until closed.
WSEC 100 Shut-off location:	See Appendix C for Map. Located in Main Boiler room, NorthWest corner of building. Accessed from receiving door #114.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in NorthWest corner of room. Turn round black handle until closed.
WSEC 200 Shut-off location:	See Appendix C for Map. Located in Main mechanical closet, South end of building, off main corridor.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in South end of room. Rotate yellow lever handle until closed.
WSEC 300 Shut-off location:	See Appendix C for Map. Located in Main mechanical room. North end of building, accessed through classroom.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve on North end of room. Rotate round black handle until closed.
WSEC 400 Shut-off location:	See Appendix C for Map. Located in "Old Archives" room. SouthWest corner of building
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in the southeast corner of the room. Turn yellow lever until valve is closed.
WSEC 500 Shut-off location:	See Appendix C for Map. Located in Custodial/Electrical room. SouthEast end of building.
Key location:	'F' Building Master required for entry.
Tools required:	N/A

Instructions:	Locate valve in SouthWest corner of room. Rotate yellow lever handle until closed.
WSEC 600 Shut-off location:	See Appendix C for Map. Located in mechanical closet, South end of building.
Key location:	'F' Building Master required for entry.
Tools required:	N/A
Instructions:	Locate valve in North end of room. Rotate round black handle until closed.
Transportation Shut-off location:	See Appendix C for Map. Located in the Operations staff workroom, NorthWest corner of the room.
Key location:	'G' Building Master required for entry.
Tools required:	N/A
Instructions:	Turn yellow or blue lever to off position.

# Appendix M: Cardiac Emergency Response Plan

Sudden cardiac arrest events can vary greatly. All staff and First Response Team members must be prepared to perform duties. **Early action is crucial** to successfully treating a cardiac arrest. If a person collapses, do not move them unless the scene is unsafe.

Perform the following 5 steps: (Remembering Check, Call, Care):

## 1. Early Recognition of cardiac arrest (**Check the victim**)

- Person is not moving, or is unresponsive or unconscious
- Person is not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure or convulsion-like activity may also occur
- Person may have just received a blunt blow to the chest

## 2. Early Call to 911 and Alert within school (**Call for help**)

- Call 911 as soon as a potentially life-threatening event is recognized
- Provide school address, cross streets (below), patient condition, remain on the phone with 911

### **Activate First Response Team and Notify Office**

- Give exact location ("Mr./Ms. \_\_\_classroom, Room #\_\_\_, Gym, football field, cafeteria, etc.")

All First Response Team members proceed immediately to scene of the emergency

Closest team member retrieves the AED in route to the scene. **Bring AED to**

**EVERY FRT call!**

Leave the AED cabinet door open, the alarm signals the AED is in route.

## 3. Early CPR (**Provide Care**)

If CPR/AED trained, **begin CPR/AED** as per training, have the defibrillator (AED) brought to the scene

If not CPR/AED trained, **begin Hands Only CPR** until CPR trained response team or a responder arrives

Press hard and fast in center of chest

The 911 operator may give you directions for CPR and AED use

- Confirm the exact location, condition of the victim and information regarding the emergency
  - May repeat page to activate the First Response Team (as above) and give the exact location
  - Confirm that the First Response Team has responded to the scene
  - Confirm that 911 was called, if not, call 911 STAT
  - Assign a staff member to direct EMS to the scene
  - Perform "Crowd Control", directing others away from the scene
  - Notify other staff: administrator/central office, district nurse, athletic trainer & athletic director (during an athletic event)
  - Consider: Delaying class dismissal, recess, other changes to facilitate CPR and EMS functions
  - Designate people to cover the duties of the first responders
  - Copy the patient's emergency information for EMS
  - Notify the patient's emergency contact (Parent, Spouse or Guardian)
  - Notify staff and students when emergency is over and able return to normal schedule
  - Contact building and central administration with update
- Building administrator and district nurse will arrange debriefing with staff and response team following event

[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."