

Voyageur Academy

# Emergency and Crisis Response Policy

**In the event of an emergency, contact 911.**

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This School is comprised of:

1285 Students

87 Special Need Students

60 Teachers

13 Administrators

29 Office/Support Staff

8 Cafeteria Staff

7 Custodial Staff

**Local Emergency Manager Input and Approval:** Donna Northern **Date:** 3-6-24

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Revised: March 2024

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# Promulgation Statement

## Emergency and Crisis Response Policy:

*Voyageur Academy* is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Board has asked for a thorough review of *Voyageur Academy* emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Policy that follows is the official policy of *Voyageur Academy*. It is a result of a comprehensive review and update of school policies in the context of its location in *Detroit*, Michigan and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

This Emergency and Crisis Response Policy is hereby approved. This plan is effective immediately and supersedes all previous editions.

Implemented: **October 2019**

## Purpose

This Emergency Crisis Response Policy is designed to guide **Voyageur Academy** through the process of implementing and updating an emergency management plan by providing tools to:

- Assess potential hazards specific to this school
- Identify available resources
- Implement and update our plan
- Strengthen our approach to emergency planning

## Why Develop an Emergency Policy?

### *Legal and Social Responsibility*

Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff. Lack of a comprehensive emergency plan leaves our school vulnerable to lawsuits.

## Michigan State Police Emergency Operations Template of 2014

The Emergency Operation Plan (EOP) has been cross analyzed with the Michigan State Emergency Operation Template, of 2014, to ensure all areas have been properly addressed.

# Michigan Law Requires Schools to:

**Information obtained from:** *State of Michigan PA 12 of 2014, sec. 19 and adapted from MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education*

## Practice Drills

*Michigan Public Acts 187, 337, & 207*

### ***What is required?***

- Each school building must conduct at least ten (10) emergency drills each school year:
  1. Five (5) fire;  
3 completed by Dec. 1<sup>st</sup>  
2 completed by end of school year
  2. Three (3) Lockdown or Shelter-in-Place;  
1 completed by Dec. 1<sup>st</sup>  
1 completed by Jan. 1<sup>st</sup>
  3. Two (2) tornado;  
1 completed in March
- At least one (1) drill must take place at an inconvenient time (i.e., lunch, recess, between classes)
- All drills to be reasonably spaced between each drill
- Drill schedule to be completed and sent to the County Emergency Management Manager by **Sept. 15** of each school year.
- Any cancelled drill should be rescheduled within 10 days and notification sent to local public safety agencies and County Emergency Manager

### ***How to conduct drills?***

- Schools should coordinate with:
  1. Their local law enforcement office and fire department
  2. County Emergency Manager

## Report Certain Infectious Disease

*Michigan Public Act 368*

### ***What to report?***

- Any condition listed in the Reportable Diseases in Michigan guide
- Any unusual occurrence, or outbreak of disease, infection or other condition

### ***Where and how to report?***

Contact your local health department with:

- The patient's full name
- The patient's residential address, including street, city, village or township, county, and zip code
- The patient's telephone number
- The patient's date of birth and sex
- The name of the disease, infection, or condition reported and date of onset, if known
- The specific laboratory test (if tested), date performed, where performed, and results
- The name and address of reporting facility

**\*\*Reporting is expressly allowed under HIPAA\*\***

***For additional information, visit the Michigan Department of Community Health's website.***

## Report Crimes & Violence

*Michigan Public Act 102*

### ***What should I report?***

- Any of the 21 incidents listed on page 2, if the incident occurs on/at:
  1. School property
  2. School sponsored transportation, or
  3. School sponsored event
- Criminal activity occurring off school property that may "pose a significant threat of imminent danger to students, staff or school property"

### ***Where and how should I report?***

Contact your local law enforcement office to provide information about the incident.

# Glossary

**After Action Review** – A structured review of debrief process for analyzing what happened, why it happened and how it can be done better by the participants and those responsible for the project or event. **Page 42**

**Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately. Be aware of wind direction for smoke and other hazardous materials being blown about. (Document as much information as possible). **Pages: 13, 16, 47, 50-51**

**Cover and Concealment** – The concept of cover refers to anything which is capable of physically protecting an individual from enemy fire. This differentiates it from the similar concept of concealment, in that an object or area of concealment only affords the benefit of stealth, not actual protection from gun fire. An example of “cover vs. concealment” would be: sandbags vs. tall grass.

**Incident Staff Journal**-Is used to record events during an incident. **Page: 41**

**Lockdown** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas, and classrooms. *Everyone outside of the building is immediately brought inside or moved to a safer location.* Relocate to the safest location in your room after obtaining all emergency response plans. Remain calm. (Document as much as possible.) **Pages: 6, 7, 13, 16, 48, 54, 56, 59, 60, 61, 63, 66, 70, 74**

**Medical Emergency Response** – The purpose of a Medical Emergency Response Plan is to outline the actions that will occur should a medical situation arise. It also indicates specific responsibilities for members of the Medical Emergency Response Team (MERT) in order to provide medical care for an ill/injured student or staff member. The initial Medical Emergency Response Drill should take place within one (1) week of the assignment of responsibilities. **Pages: 6, 7, 15, 16, 22, 67-69**

**Relocation** – Circumstances require the relocation of students/staff to a remote site where students will be *safe and accounted for*. Relocation could lead to the need for Reunification. **Pages: 52-53**

**Reunification** – The School building or grounds *has been* rendered unsafe and *students have been moved to a remote site*. This protocol is utilized to ensure a safe and secure means of accounting for students and reuniting them with their parent(s) or guardians. **Pages: 54-55**

# Glossary

**Secure Mode** – All outer doors are secured. No one is to be allowed in the school or to exit the school. The classroom doors are to remain locked, however teachers can continue to instruct. Students will not be able to leave the classroom. (Document as much information as possible.) **Pages: 14, 16, 49, 61-62, 67, 71, 73**

**Severe Weather** – For severe weather sheltering, students and staff are moved to and held in the building safe areas in interior rooms or basement areas away from windows. (Tornado Procedures) (Document as much information as possible.) **Pages: 15, 16, 63-64**

**Shelter Improvement** – During Shelter-In-Place procedures, Shelter Improvement means to physically manipulate your environment to isolate you from any type of chemical release or spill (i.e., taping off door casings, placing covers over any ventilation). **Pages: 14, 16, 47**

**Shelter-In-Place** – For hazardous material released outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed, and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe. (Document as much information as possible.) **Pages: 6, 7, 14, 16, 46-47**

**Staging Area** – Staging Areas are established for temporary location of available emergency responder resources. A Staging Area can be any location in which personnel, supplies, and equipment can be temporarily housed (located) or parked while awaiting operational assignment. Staging Areas may include temporary feeding, first aid, and sanitation services. **Pages: 12, 53, 61**



## Incident Notifications and Responsibilities

### Possible Notifications (during and/or after an incident)

- Local Law Enforcement Agency – 911
- Central Office / Superintendent
- Parent(s) and or guardian(s), family and/or emergency contact(s) (when appropriate)
- Student’s home district (when appropriate)
- Department of Human Services (Child Protective Services), if appropriate or required by law
- Bus Garage
- Relocation / Evacuation location – staging area (Building / Church / or Alternative School District)

*Your local Law Enforcement Agency will contact any other emergency services when applicable.*

- Under Michigan Law (Public Act 102 of 1999, Section 1308), the following types of incidents **MUST** be reported to your local law enforcement agency. Please consult with your administrative supervisor regarding procedures for notification.

- |                                 |  |
|---------------------------------|--|
| 1. Armed Student or Hostage     | 12. Minor in possession of alcohol or tobacco products |
| 2. Arson                        | 13. Physical assault (fights)                          |
| 3. Bomb threat                  | 14. Robbery or extortion                               |
| 4. Bus incident or accident     | 15. Sexual assault (CSC)                               |
| 5. Death or homicide            | 16. Suicide attempt                                    |
| 6. Drive-by shooting            | 17. Suspected armed student                            |
| 7. Drug possession or drug sale | 18. Threat of suicide                                  |
| 8. Explosion                    | 19. Unauthorized removal of student(s)                 |
| 9. Illegal drug use or overdose | 20. Weapons on school property                         |
| 10. Intruders                   | 21. Vandalism / destruction of property                |
| 11. Larceny (theft)             |  |

## Post-Incident Responsibilities and Reporting

- Coordinate completion of any necessary District and local Law Enforcement Agency reports and submit to appropriate personnel.
- Prepare a press release and submit to appropriate personnel.
- Conduct an “After Action Review” page 42 with appropriate personnel.
- Implement appropriate “post-incident” recovery steps, including addressing mental health issues of students, staff, families, etc.

**District MEDIA POLICY:** *Only the Superintendent or designated representative is authorized to speak to the media regarding a school situation. Please refer to your districts media policy. For the District Media Policy, please see pages 39 and 40.*

## **Emergency Drill Suggestions/Guidelines**

**Notification System** – Any system used as notification of a drill or actual emergency. Notification may be verbal or electronic, as agreed upon in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that schools use “plain language” to activate Lockdown/Shelter-in-Place drills or actual events. Using code words, color signals or unusual electronic alarms may cause confusion and loss of valuable time for substitute staff or building visitors who don’t understand the type of emergency being announced.

**Types of Drills** – Schools must perform a minimum of three drills each school year that restrict occupants to the interior of the building and the building is secured. State law requires schools to complete three (3) Lockdown or Shelter-in-Place drills. One drill must be completed by December 1<sup>st</sup> and the other completed after January 1<sup>st</sup> (**see page 2**). The third and final Lockdown / Shelter-in-Place drill can be held at any time of the school year and during normal school hours. All drills must be conducted with students present, they cannot be held during a time where students have the day off. It is also recommended to conduct as many Medical Emergency Response Team drills throughout the course of the year as possible.

**Drill Times** – State law requires five (5) fire drills be conducted annually; three (3) prior to December 1<sup>st</sup> and two (2) after December 1<sup>st</sup>. State law requires two (2) tornado drills be conducted annually; one (1) in the month of March and the other at the school’s discretion. State law requires three (3) Lockdown / Shelter-in-Place drills are conducted annually; one (1) prior to December 1<sup>st</sup>, one (1) after January 1<sup>st</sup> and one (1) at the schools discretion. Schools may choose the time of the day in which the drills are conducted; however drills must be conducted during normal school hours.

**Drill Requirements** – Some of the required drills (fire, tornado, and lockdown/shelter-in-place type) shall be conducted during lunch and recess periods, or at other times when a significant number of students are gathered but not in the classroom. Legislation states that “a school that operates any of grades kindergarten to 12 shall conduct at least 1 of the drills (Lockdown / Shelter-in-place)...during a lunch or recess period, or at another time when a significant number of the students are gathered but not in the classroom.” – For further information on drill scheduling and drill mandated times please see the **Wayne County School Drills Schedule** located on **Page 45**. Please note that this document must be completed and submitted by **September 15** of each school year.

**All Clear** – Once a drill is activated, it is suggested that teachers/staff members do not open any door or window under any circumstances until the “all clear” is authorized by uniformed fire or law enforcement personnel, or recognized principal or designee. If during a Lockdown situation an activation notification or fire alarm is activated, the course of action should be agreed upon in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee. Please note: that in a real lockdown situation, personnel will be locked down until relieved by emergency personnel. If the fire alarm is activated during a lockdown, do not evacuate until notified by emergency personnel or released by emergency personnel or unless in imminent danger.

## Emergency Drill Suggestions/Guidelines

**Documenting Drills** – ALL drills shall be conducted and recorded by school officials in the same manner as fire and tornado drills. A documentation form is included in this document for use by schools, if needed. According to House Bill No. 4713, the school shall ensure that documentation of a completed school safety drill is posted on its website within thirty (30) days after the drill is completed and is maintained on the website for at least three (3) years.

**Special Events Planning** – School buildings are urged to consider emergency plans for special events (sports, theater, parent-teacher conferences, etc.) in coordination with the local emergency management coordinator and sheriff or police chief or fire chief or their designee.

**Drill Scenarios** – Schools are encouraged to develop site specific Lockdown and Shelter-in-Place drill scenarios (i.e., incident in science lab), created in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee. Working with emergency response personnel will provide valuable information on roles and responsibilities during an emergency situation (incident command system) and foster a positive working relationship with responders. It is also recommended to incorporate Medical Emergency Response Team (MERT) training during state mandated drills, as well as throughout the year on a routine basis.

**Incident Command System** – It is suggested that each building have someone designated as “in charge” at all times. The person “in charge” should be aware of all building emergency procedures and have the authority to make decisions during an emergency situation as part of the Incident Command System. If conditions permit, the person in charge should also interact with emergency response personnel immediately upon their arrival. School administrators should meet with local emergency response personnel to include the Incident command System into their emergency protocol.

Incident command training is available at no cost through your local, county or state emergency management program. We encourage school administrators to seek out and participate in these training opportunities. Training offered by the Michigan State Police, Emergency Management & Homeland Security Division can be found at [www.michigan.gov/emhsd](http://www.michigan.gov/emhsd).

**Securing Rooms** – It is suggested that the decision to close classroom windows or door blinds/shades during an emergency be decided in coordination with local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that the decision to leave classroom lights on or turn them off during an emergency event be decided in coordination with the local emergency management coordinator and sheriff or police chief or fire chief or their designee.

It is suggested that staff turn off classroom internet access and attempt to limit cell phone or text message use by students to lessen the impact of possible misinformation going out to parents and media during an emergency situation.

**Summer School Drills** – It is suggested that drills also be conducted during summer hours, when buildings are occupied. These drills will be additional to the required 5 fire drills, 2 tornado drills, and 3 Lockdown / Shelter-in-Place drills for the regular school year.

## Early Warning Signs of Violence

**CAUTION:** *School communities must ensure that staff and students only use the early warning signs for identification and referral purposes – only trained professionals should make diagnoses in consultation with the child’s parent(s) or guardian.*

**VIOLENCE INDICATORS:** Several factors exist that may indicate that individuals have the potential to commit violence. While these indicators are by no means certain or present in every case of violence, people who exhibit these symptoms should be assessed, reported to the principal, and referred to counseling services in an effort to prevent the potential of future violent acts. The more characteristics exhibited by a troubled person, generally, the greater the risk that he or she may become violent.

### Use the Signs Responsibly

None of these signs is sufficient for predicting aggression and violence. Moreover, it is inappropriate – and potentially harmful – to use the early warning signs as a checklist against which to match individual children.

### Observed Behavior(s) Requiring Immediate Action:

- Threats to kill someone
- Threatening to hurt oneself or others
- Bringing weapons to school/work or excessive interest in weapons
- Outbursts of rage
- Escalating physical fights
- Threatening or expressing thoughts of suicide, death, dying, or after life
- Excessive interest in explosives or previous killings

### The early warning signs include:

- Social withdrawal often stemming from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- Excessive feelings of isolation and being alone.
- Excessive feelings of rejection.
- Being a victim of violence.
- Feelings of being picked on or persecuted.
- Low school interest and poor academic performance.
- Expression of violence in writings and drawings.
- Uncontrolled anger.
- Patterns of impulsive or chronic hitting, intimidating, and/or bullying behaviors.
- History of discipline problems.
- Past history of violent and aggressive behavior.
- Intolerance for differences and prejudicial attitudes.
- Drug and/or alcohol use.
- Affiliation with gangs.
- Inappropriate access to, possession of, and use of firearms.
- Serious threats of violence.

Ref. “*Early Warning, Timely Response: A Guide to Safe Schools*”

### **STAFF RESPONSIBILITIES**

- Upon observation or suspicion of the warning signs of violent behavior, notify your principal / main office.

### **PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES**

- Document and share** evidence with your local authorities, (i.e., confiscated note or products, documented conversations, hearsay, and/or own observations/notes).
- Notify counselor, social worker, law enforcement, and administrators (when appropriate).
- Inform parents and family/emergency (when appropriate).

## School Recommendations

*(School Check List) Your school is recommended to:*

- Give door key to local police agency (unless lock box is present on grounds)
- Have all outside doors secure with only one point of entry
- Have all outside doors labeled “not an entrance - use main entrance only” on outside of door
- Have all outer doors labeled on inside “do not open for visitors”
- Have all entrances/exits numbered (and labeled on maps)
- Display classroom numbers on all rooms with outside windows
- Keep all contact (student/teacher) information updated (as needed)
- Keep all information updated within this document (as needed)
- Have a chain of command established with all contact information necessary
- Develop a crisis team and conduct regular meetings – invite local police and emergency personnel to partake
- Conduct after action review after all drills and fill out the Wayne County Emergency Drill for school Documentation form (located on **page 42-43**)
- Have curtains/blinds and/or means of blocking windows during a Lockdown situation (including classroom doors)
- Have predetermined “safe zones” (for Lockdown) for every classroom or place where students congregate (i.e., auditorium, cafeteria)
- Have an evacuation site off campus (even if needed to be bussed to)
- Have a letter of understanding between school district and evacuation location
- Have three maps of the relocation site (Google Earth topographical, entire structure, location where individuals will be housed)
- Have a predetermined off site location where buses can take students to (i.e. during field trips)
- Keep all inner doors locked, closed and secured during class
- Keep all inner doors locked, closed and secure when vacant
- Have all fire/tornado exits/locations clearly advertised via map; their locations and routes in all common areas (i.e., bathrooms, conference rooms, lounges, etc.)
- Have all hallways labeled with classroom numbers indicated down each hallway
- Label all classrooms within the classroom itself (i.e., room number above light switch)
- Have plan with adjacent district for emergency bus usage
- Communicate with bus garage during a threat – notify to search bus staging area
- Notify all buildings on grounds and within district of crisis
- Take panoramic pictures of all classrooms, common areas, etc. and save on thumb drive
- Utilize a staff journal for all record keeping during an incident / designate individual for task

# School Calendar

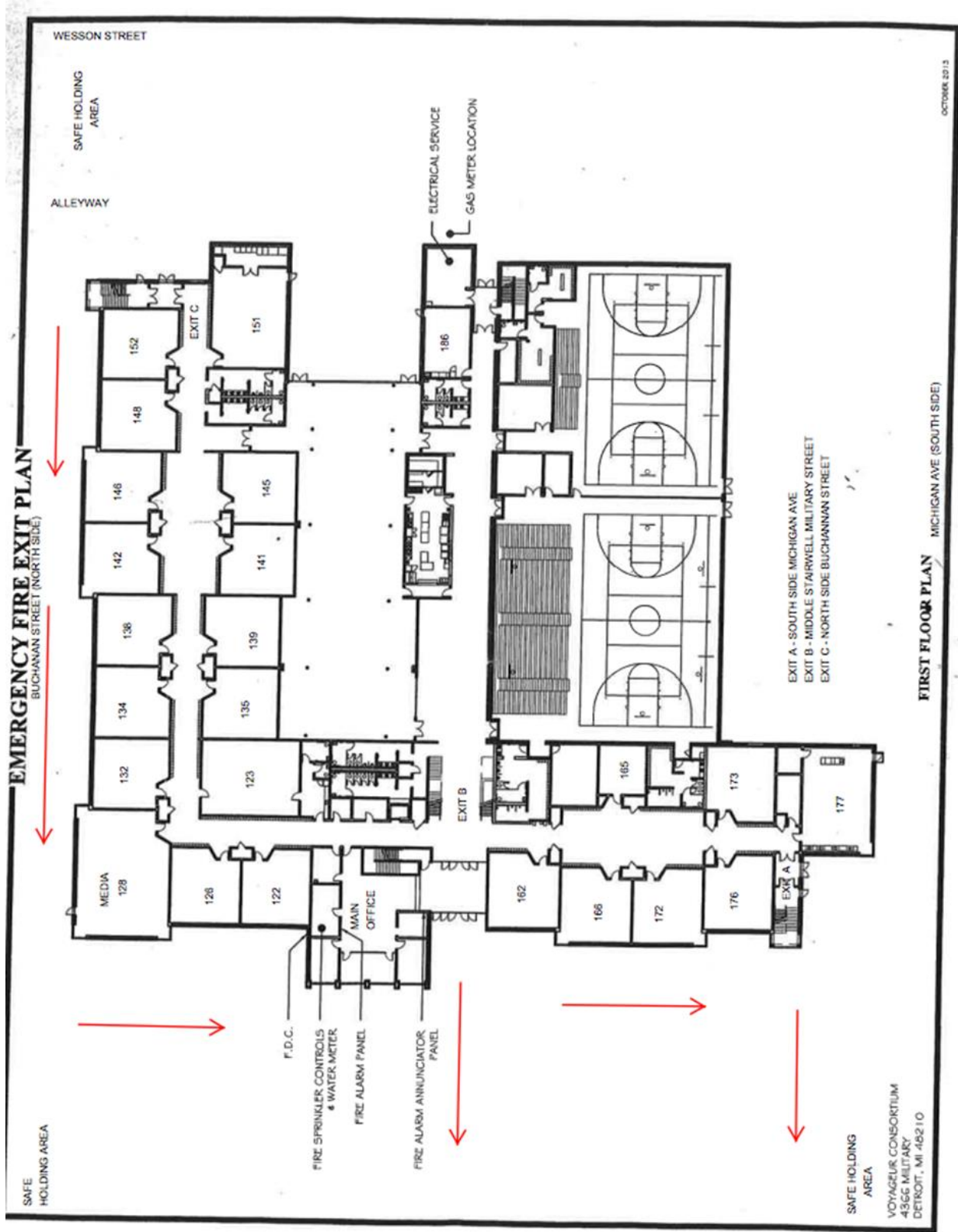
## Voyageur Academy/Voyageur College Prep Calendar

2023-2024

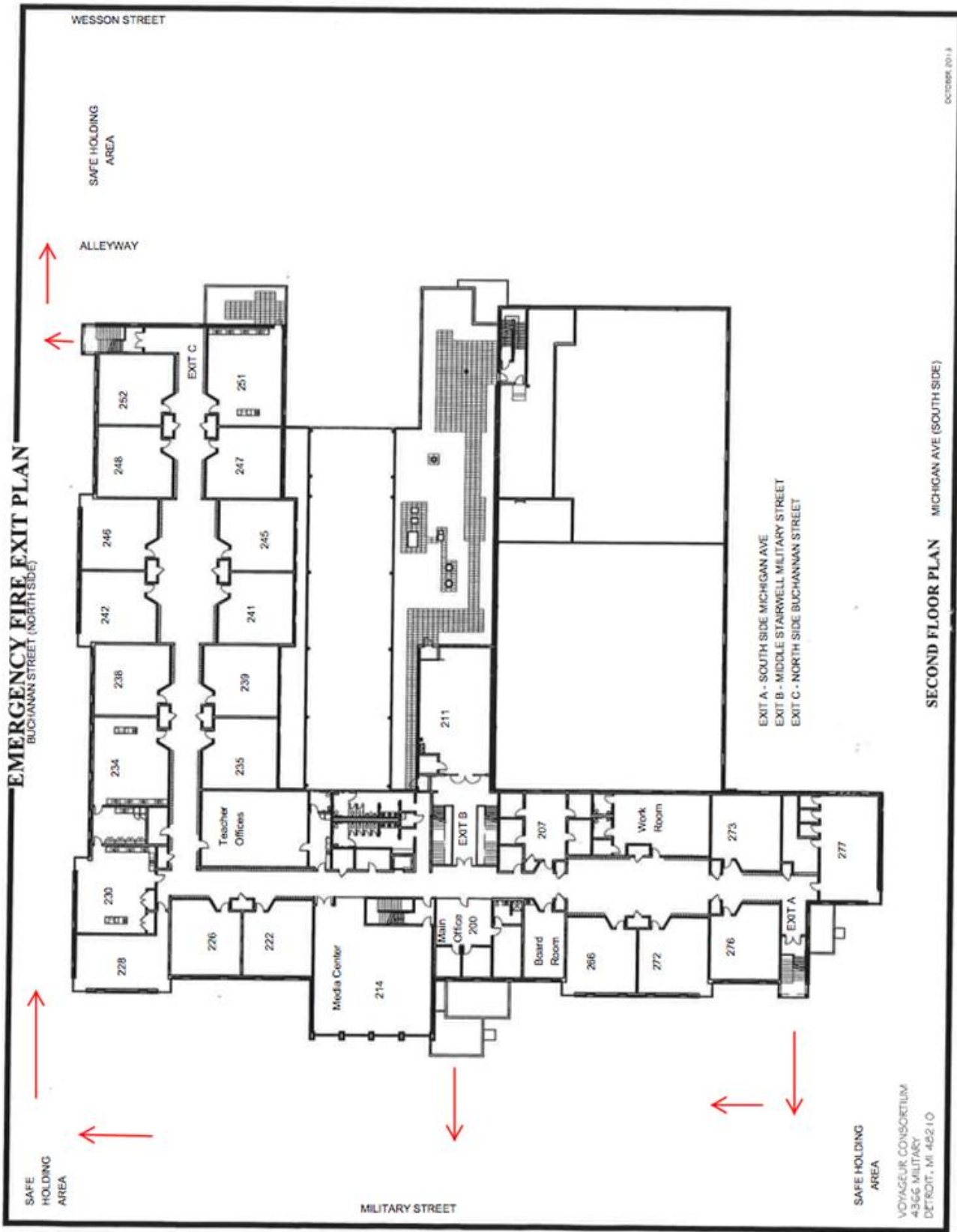
Date	Event
Tuesday, September 5	First day of school for Scholars
Wednesday, October 4	Pupil Count Day
Wednesday, October 11	PSAT Testing Day, All Scholars Report to School, <b>1:00 Dismissal</b>
Friday, October 13	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00
Friday, November 3	End of 1 <sup>st</sup> quarter
Thursday, November 9	<b>Noon Dismissal</b> for Scholars; K-8 Report Card Pick Up/9-12 Progress Report Pick Up/Parent Teacher Conferences 1:00pm-7:30pm
Friday, November 10	No School for scholars; Professional Development for Staff 9:00am-12:00pm
Wednesday, November 22	No School for Scholars or Staff, Thanksgiving Break Begins
Monday, November 27	School Resumes
Friday, December 22	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00
Monday, December 25	No School for Scholars or Staff, Holiday Break Begins
Monday, January 8	School Resumes
Monday, January 15	No School for Scholars or Staff – Dr. Martin Luther King Jr. Day
Thursday, January 25	<b>Noon Dismissal</b> for Scholars; Final Exams for High School; PD for Staff 1:00-4:00
Friday, January 26	<b>Noon Dismissal</b> for Scholars; Final Exams for High School; End of 2 <sup>nd</sup> Quarter
Thursday, February 1	<b>Noon Dismissal</b> for Scholars; K-8 Report Card Pick Up/Parent Teacher Conferences 1:00pm-7:30pm (K-8 Only)
Friday, February 2	No School for Scholars or Staff
Wednesday, February 7	Pupil Count Day
Friday, February 16	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00
Monday, February 19	President’s Day – No School for Scholars or Staff
Friday, March 8	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00
Monday, March 25	Spring Break Begins; No School for Scholars or Staff
Monday, April 1	School Resumes
Friday, April 5	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00, End of 3 <sup>rd</sup> Quarter
Wednesday, April 10	SAT/PSAT Day – All Scholars Report to School, <b>12:00 Dismissal</b>
Thursday, April 11	Work Keys Assessment Day – All Scholars Report to School, <b>1:00pm Dismissal for Scholars</b> ; K-8 Report Card Pick Up/9-12 Progress Report Pick Up/Parent Teacher Conferences 1:30pm – 7:30pm
Friday, April 12	No School for Scholars and Staff
Friday, May 10	<b>Noon Dismissal</b> for Scholars; Professional Development for Staff 1:00-4:00
Friday, May 24	Last Day for Seniors
Monday, May 27	Memorial Day – No School for Scholars and Staff
Thursday, June 13	<b>Noon Dismissal</b> for Scholars
Friday, June 14	<b>Noon Dismissal</b> for all Scholars; Last Day of School (K-8 Report Cards will be sent home with scholars and mailed/emailed to parents)
Tuesday, June 18	All High School Final Grades posted; 9-12 Report Cards mailed/emailed to parents

# Building and Campus Maps

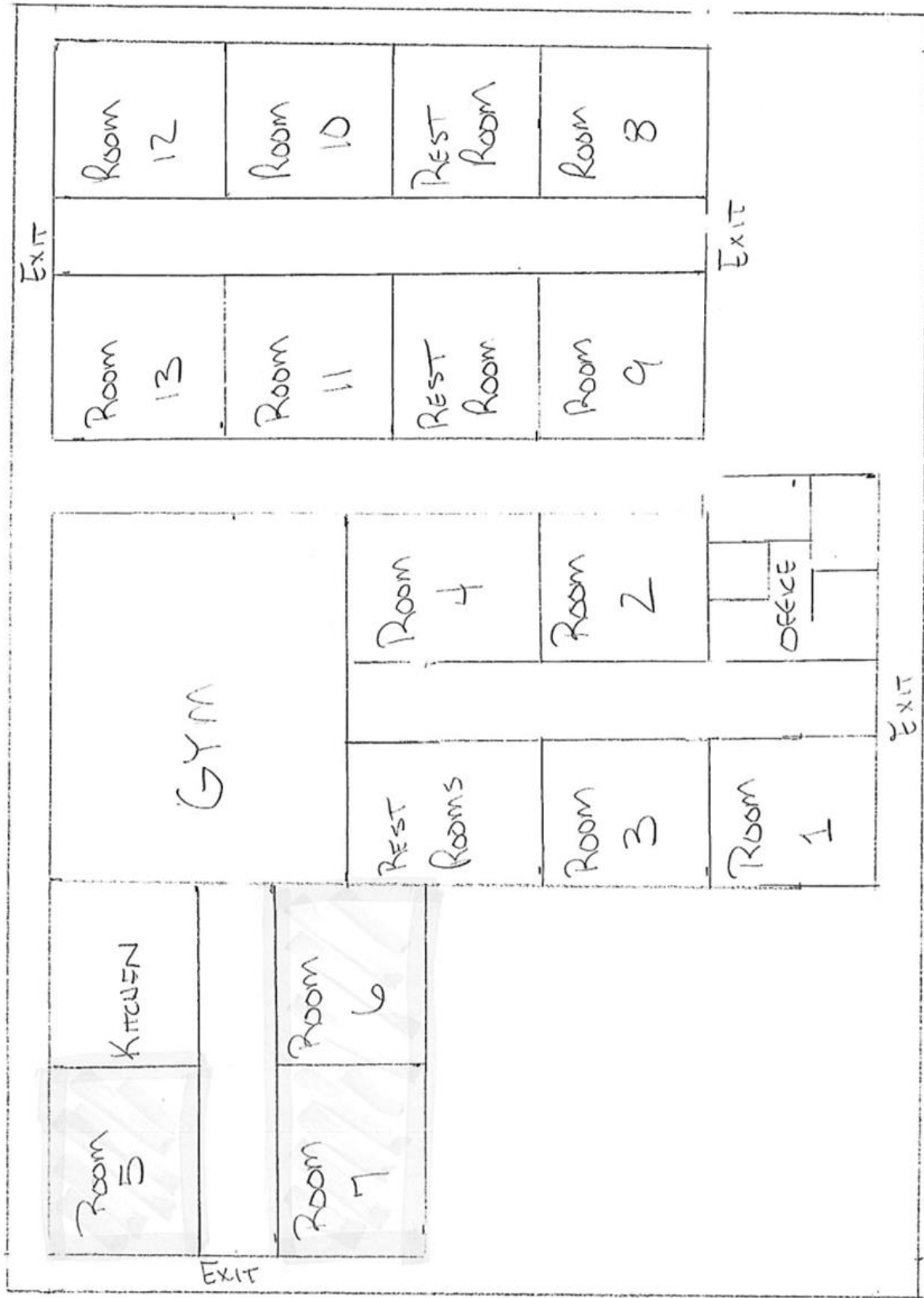
Main Building, 1<sup>st</sup> floor – 4366 Military St



Main Building, 2nd floor – 4366 Military St







## **Voyageur/VCP (4366 Military) Building Evacuation Procedure**

### **Cafeteria**

#### **Rear Courtyard Door Exit:**

Exit through the west cafeteria doors to the courtyard. Exit the gate and turn left towards Buchanan. Turn Right at Buchanan and precede single file down the sidewalk to the lot past the alley behind the school. Allow room for all classes to be able to stand single file in the designated holding area for students.

**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.

Return to the classrooms silently.

## **Voyageur/VCP (4366 Military) Building Evacuation Procedure**

<b>Room 251</b>	<b>Room 242</b>
<b>Room 252</b>	<b>Room 241</b>
<b>Room 248</b>	<b>Room 245</b>
<b>Room 247</b>	<b>Room 246</b>

### **Exit Northeast Stairwell (EXIT C).**

Exit Buchanan Street exit doors. Turn right on Buchanan Street sidewalk to safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. When all students, teachers, and staff are accounted for, an administrator will announce that it is “All Clear” to return to the building and classes.

Return to the classrooms silently.

## **Voyageur/VCP (4366 Military) Evacuation Procedure**

**Room 266**

**Room 273**

**Room 272**

**Room 207**

**Room 276**

**Board Room**

**Room 277**

### **Use South Stairwell (Exit A).**

Exit through southern-most exit doors to main parking lot facing Military Street. Enter safe holding area located to the left of the main parking lot accessible by the nearest sidewalk to the school. Allow room for all classes to be able to stand single file in the designated holding area for students.

### **Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.

Return to the classrooms silently

## **Voyageur/VCP (4366 Military) Evacuation Procedure**

<b>Room 211</b>	<b>Room 222</b>	<b>Room 238</b>
<b>Room 214</b>	<b>Room 226</b>	<b>Room 239</b>
<b>Room 235</b>	<b>Room 234</b>	<b>Room 230</b>
<b>Room 228</b>	<b>Map Room</b>	

### **Exit through Main Exit Stairwell (Exit B).**

Exit the building and turn right towards Buchanan. Turn right on Buchanan Street and walk to safe holding area past the alley toward Wesson Street. Allow room for all classes to be able to stand single file in the designated holding area for students.

### **Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
4. Return to the classrooms silently.

## **Voyageur/VCP (4366 Military) Evacuation Procedure**

**Athletic Center**

**High School Gym**

**Middle School Gym**

### **Main Entrance Door Exit:**

Exit through Gym emergency exit doors. Turn right towards the Military Street safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
4. Return to the classrooms silently.

## **Voyageur/VCP (4366 Military) Evacuation Procedure**

<b>Room 132</b>	<b>Room 122</b>	<b>Room 126</b>
<b>Room 145</b>	<b>Room 128</b>	<b>Room 126</b>
<b>Room 141</b>	<b>Room 146</b>	<b>Main Office</b>
<b>Room 139</b>	<b>Room 142</b>	
<b>Room 135</b>	<b>Room 138</b>	
<b>Room 123</b>	<b>Room 134</b>	

### **Exit through Front Main Entrance (Exit B).**

Exit the building; remain on sidewalk thru the courtyard towards Military turn right towards Buchanan Street. Cross Buchanan at Intersection then immediately cross Military and proceed to the safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

### **Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. Teachers will be issued a clipboard that contains their class roster, red paper, and green paper. Once all scholars have been accounted for, instructors will raise the green paper indicating all clear or red if a scholar is not present.
4. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
5. Return to the classrooms silently.

## **Voyageur/VCP (4366 Military) Evacuation Procedure**

<b>Room 162</b>	<b>Room 177</b>
<b>Room 166</b>	<b>Room 173</b>
<b>Room 172</b>	<b>Room 165</b>
<b>Room 176</b>	

### **Use South Stairwell (Exit A).**

Exit through southern-most exit doors to main parking lot facing Military Street. Enter safe holding area located to the left of the main parking lot, accessible by the nearest sidewalk to the school. Allow room for all classes to be able to stand single file in the designated holding area for students.

**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. Teachers will be issued a clipboard that contains their class roster, red paper, and green paper. Once all scholars have been accounted for, instructors will raise the green paper indicating all clear or red if a scholar is not present.
4. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
5. Return to the classrooms silently.



## **Voyageur/VCP (4366 Military) Building Evacuation Procedure**

**Room 151**

**Room 152**

**Room 148**

### **Exit Northeast Stairwell (EXIT C).**

Exit Buchanan Street exit doors. Turn right on Buchanan Street sidewalk to safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. Teachers will be issued a clipboard that contains their class roster, red paper, and green paper. Once all scholars have been accounted for, instructors will raise the green paper indicating all clear or red if a scholar is not present.
4. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
5. Return to the classrooms silently.

# **Voyageur Building (4201 Military)**

## **Evacuation Procedure**

### **Lower Elementary Building**

#### **Exit through Front Entrance.**

Exit the building and turn left towards Buchannan. Cross Buchannan at Intersection towards the safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

#### **Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. Teachers will be issued a clipboard that contains their class roster, red paper, and green paper. Once all scholars have been accounted for, instructors will raise the green paper indicating all clear or red if a scholar is not present.
4. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
5. Return to the classrooms silently.

# **Voyageur Building (4201 Military)**

## **Evacuation Procedure**

### **Portable Building**

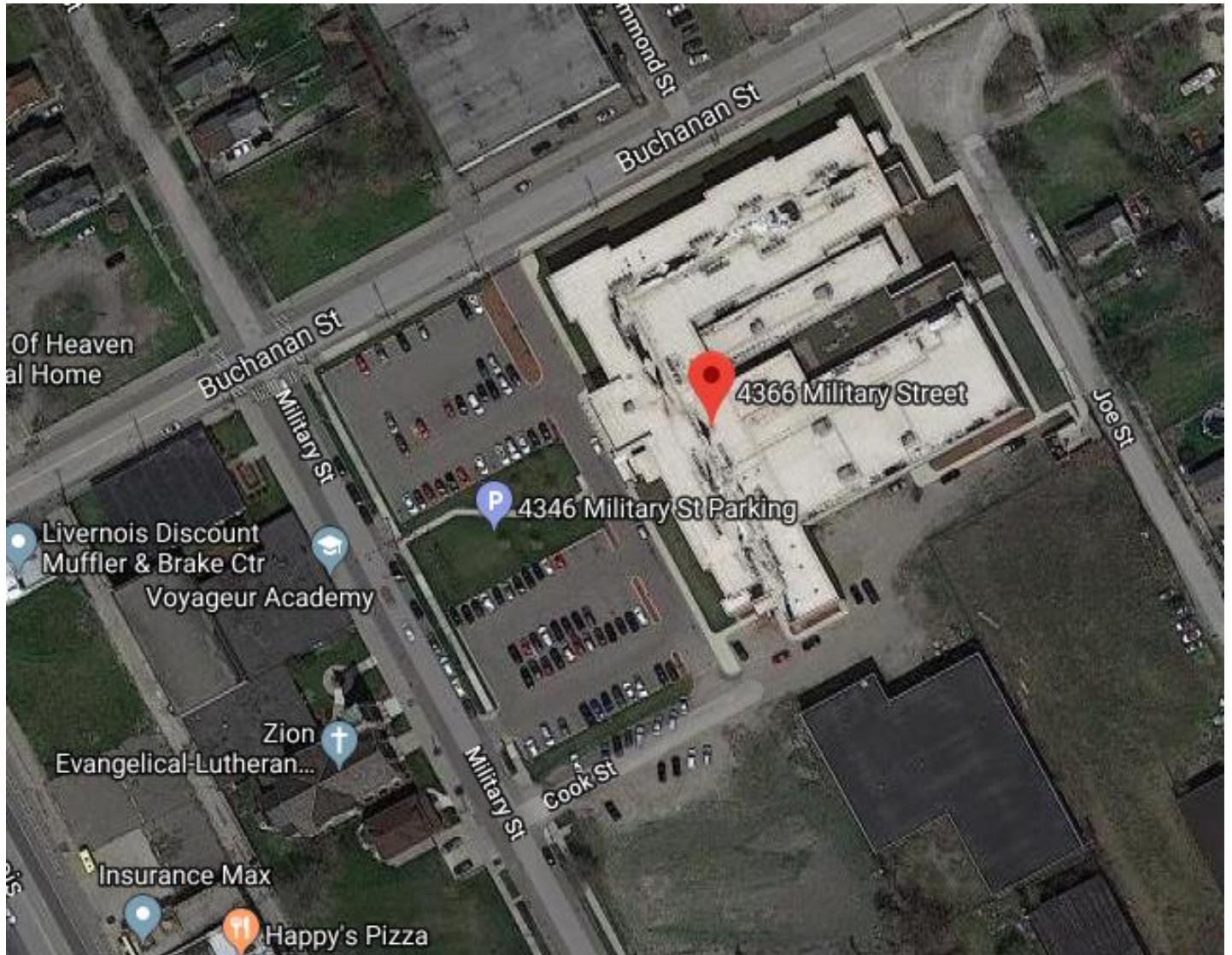
#### **Exit through Front Entrance.**

Exit the building and turn left towards Buchanan Street. Cross Buchanan and enter the safe holding area. Allow room for all classes to be able to stand single file in the designated holding area for students.

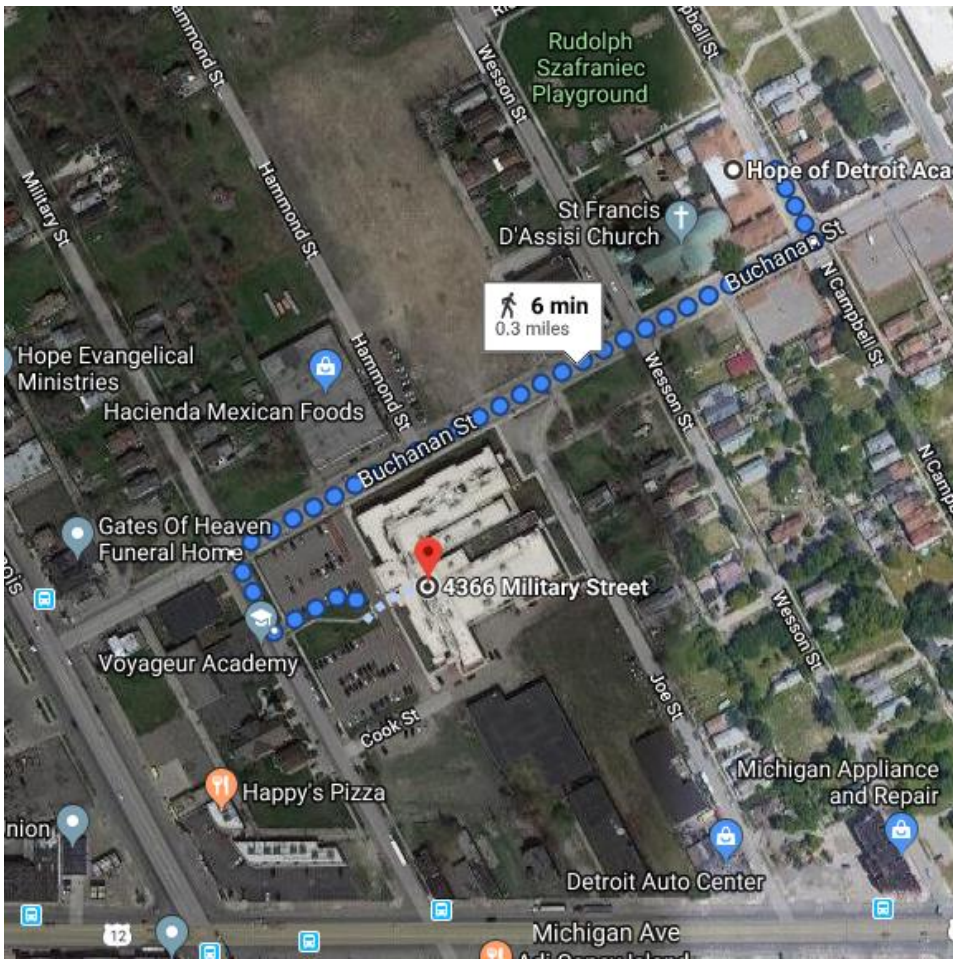
**Calm. Order. Silence.**

1. Students should stop their work and line-up silently. Students should not take backpacks, lunches, or any belongings with them. Each class should move silently to their assigned exit door in an orderly manner and exit the building.
2. Classroom doors should be closed, but not locked.
3. Teachers will be issued a clipboard that contains their class roster, red paper, and green paper. Once all scholars have been accounted for, instructors will raise the green paper indicating all clear or red if a scholar is not present.
4. When all students, teachers, and staff are accounted for, an administrator will announce that it is "All Clear" to return to the building and classes.
5. Return to the classrooms silently.

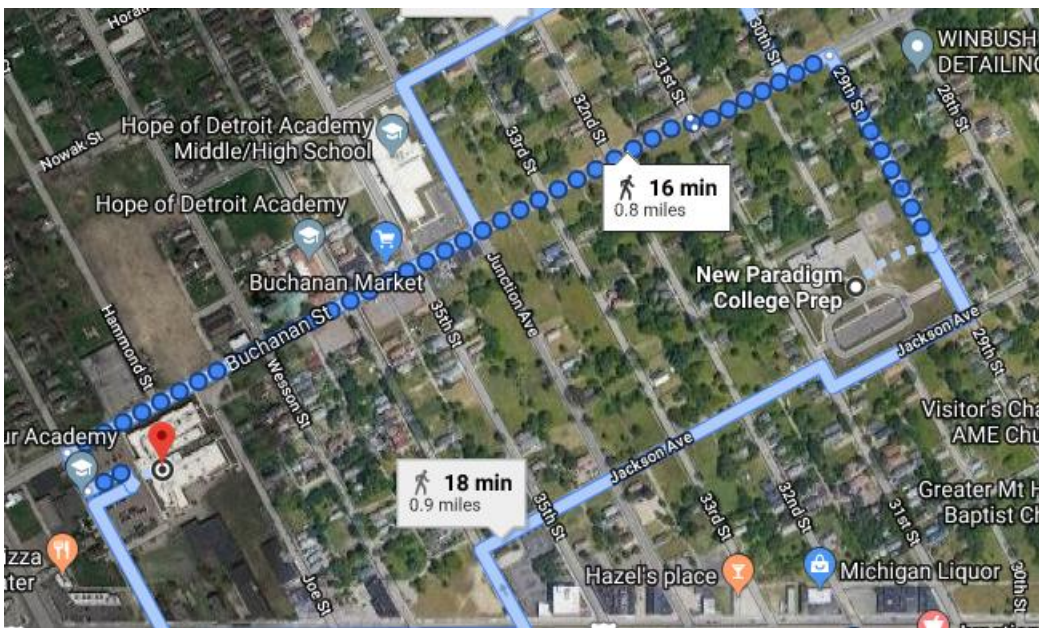
Aerial View of Voyageur Campus



Evacuation Site – Hope of Detroit Academy – 4443 Campbell St, Detroit



Evacuation Site – New Paradigm College Prep – 4001 29<sup>th</sup> St, Detroit



## Emergency Procedures

**Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately. Be aware of wind direction for smoke and other hazardous materials being blown about. (Document as much information as possible.)

**For evacuations, check as appropriate:**

- Administrator / Principal announce evacuation and contact 911
- CRT members sweep the building (if safe to do so)
- Gather all crisis response materials
- Take attendance
- Students should not be allowed to go to lockers for belongings*
- Secure all classroom doors / windows
- Move promptly to designated “safe area”
- Do not use elevators
- Await further instructions
- 

*Perform evacuation when fire alarm is triggered (unless in an Active Shooter / Armed Intruder (ALICE) or by other means of communication (i.e., portable radio, email).*

**Lockdown** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas, and classrooms. *Everyone outside of building is brought inside or moved to a safer location.* Relocate to the safest location in your room after obtaining all emergency response plans. Remain calm. (Document as much information as possible.)

**For a Lockdown, check as appropriate:**

- Administrator announce Lockdown and contact 911
- Cut Auto-Door Access*
- Implement plan for staff/students outside building*
- Check hallway if possible (Do not compromise room)
- Secure all classroom doors / windows / blinds
- Turn off lights
- Gather all crisis response materials
- Find the safest location in your room
- Take attendance
- Await further instructions
- Remain calm **until** Lockdown emergency personnel release you
- Ensure all cell phones are turned off

## Emergency Procedures (cont.)

**Active Shooter / Armed Intruder (ALICE)** – There is a person(s) who appear to be actively engaged in the killing of person(s) inside or outside any building on campus. These situations demand immediate response and immediate deployment of law enforcement/resources. All exterior doors and classroom doors are locked and secure. “**A**” **ALERT**” others of the situation. If applicable, “**L**” **LOCK DOWN**”. If capable, continuously “**I**” **INFORM**” others of the situation, including 911. If face to face with an adversary and have no means of evacuating, utilize anything to “**C**” **COUNTER**” adversary. If able to do so safely or you are in imminent danger, “**E**” **EVACUATE**” the location. Please be mindful that “*ALICE*” is not linear. It provides many options that you must determine best fits you in your current situation.

### For an Active Shooter / Armed Intruder (ALICE), check as appropriate:

- If capable, announce “Active Shooter / Armed Intruder” and their location
- Initiate “**ALICE**” protocol
- “**A**” **ALERT**: You receive a visual or automated ALERT
- “**L**” **LOCK DOWN**: If situation warrants, ensure door is locked, barricade door(s)
- “**I**” **INFORM**: If possible, inform / broadcast current situation and location of adversary; Including 911
- “**C**” **COUNTER**: If in eminent danger, utilize any means necessary to survive; Including, but not limited to, throwing items at the adversary
- “**E**” **EVACUATE**: Evacuate if you can safely do so or if your life is in eminent danger

*During an Active Shooter / Armed Intruder (ALICE) and you decide to Lock Down, do not evacuate your room upon activation of fire alarm – only evacuate if you and others are in imminent danger (flames, smoke or the adversary is entering your room) or if it’s safe to do so.*

**Shelter-In-Place** – For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe. (Document as much information as possible.)

### For shelter-in-place, check as appropriate:

- Administrator announce shelter in place and contact 911
- Shut off HVAC system
- Cut Auto-Door Access
- Check hallway if possible (Do not compromise room)
- Secure all classroom doors / windows / blinds
- Shelter improvement (ie, block air flow if necessary)
- Gather all crisis response materials
- Take attendance
- May continue to instruct
- Await for additional instructions over P.A., email or telephone

- Implement plan for staff/students outside building.*

## Emergency Procedures (cont.)

**Secure Mode** – All outer doors are secured. No one is to be allowed in the school or to exit the school. The classroom doors are to remain locked, however teachers can continue to instruct. Students will not be able to leave the classroom. (Document as much information as possible.)

**For Secure Mode, check as appropriate:**

- Administrator announce Secure Mode and contact 911
- Check hallway if possible (Do not compromise room)
- Secure all classroom doors / windows / blinds
- Do not allow students to leave
- Send students in hallways back to class
- Gather all crisis response materials / take attendance
- Do **NOT** allow anyone in or out of your classrooms
- May allow kids entry from outside events or programs (under supervision)
- Continue to instruct
- Await additional instructions over P.A., email or telephone
- See above*

**Severe Weather** – For severe weather sheltering, students and staff are moved to and held in the building safe areas in interior rooms, interior hallways, or basement areas away from windows. (Tornado Procedures)

(Document as much information as possible.)

**For Severe Weather, check as appropriate:**

- Administrator announce Severe Weather - tornado and contact 911
- Gather all crisis response materials
- Take attendance
- Have students leave all their belongings
- Secure all classroom doors / windows / blinds
- Move promptly to designated “safe area”
- Await for further instructions

**For Severe Weather, check as appropriate: (Outside / Athletic Event Procedures)**

- If able, make entry into the school and move to designated “safe area”
- If unable to make entry into school, search for low spot in terrain (i.e., ditches)
- Stay away from any towers, trees (find location free of debris)
- Account for all students / staff
- Remain calm



## **Emergency Procedures (cont.)**

**Medical Emergency Response** –The purpose of a Medical Emergency Response Plan is to outline the actions that will occur should a medical situation arise. It also indicates specific responsibilities for members of the Medical Emergency Response Team (MERT) in order to provide medical care for an ill/injured student or staff member. The initial Medical Emergency Response Drill should take place within (1) week of the assignment of responsibilities.

**For Medical Emergency Response, check as appropriate:**

- Determine Emergency status /Send students to Buddy Teacher
- Inform office of emergency status
- Confirm Emergency status. Assemble Crisis Team Call 911 with location & emergency information. Stay on the phone
- Take AED, First Aid Kit and any emergency meds to location of emergency
- Control the scene*
- Contact School District Administration
- Stay with the victim and provide care
- Notify victim's emergency contact and meet them in the parking lot
- Unlock the gate/door/ direct traffic
- Meet the ambulance
- Copy the medical records of the student. Provide to EMS
- Document incident and response
- Debrief

*Voyageur Academy*  
**EMERGENCY PROCEDURES**  
 Staff Reference Sheet

<b>Evacuation (i.e., fire)</b>	<b>Lockdown</b>	<b>Severe Weather</b>
<input type="checkbox"/> If capable, announce “Evacuation” if you deem a situation warrants it; contact 911 <input type="checkbox"/> Administrator announce “Evacuation” over P.A, email, or telephone <input type="checkbox"/> Gather all crisis response materials <input type="checkbox"/> Take attendance <i>Students should not be allowed to go to lockers</i> <input type="checkbox"/> Secure all entry doors / windows <input type="checkbox"/> Move promptly to designated “safe area” <input type="checkbox"/> Do not use elevators <input type="checkbox"/> Await further instructions	<input type="checkbox"/> If capable, announce “Lockdown” if you deem a situation warrants it <input type="checkbox"/> Administrator announce “Lockdown” over P.A, email, or telephone <input type="checkbox"/> Check hallway if possible (Do not compromise room) <input type="checkbox"/> Secure all entry doors / windows / blinds <input type="checkbox"/> Turn off lights <input type="checkbox"/> Gather all crisis response materials <input type="checkbox"/> Find the safest location in your room <input type="checkbox"/> Take attendance <input type="checkbox"/> Barricade all entry points with any objects available <input type="checkbox"/> Wait for emergency personnel to release you <input type="checkbox"/> Direct students to turn cell phones off	<input type="checkbox"/> Administrator announce Severe Weather over P.A., email, or telephone; Contact 911 <input type="checkbox"/> Gather all crisis response materials <input type="checkbox"/> Take attendance <input type="checkbox"/> Have students leave all their belongings <input type="checkbox"/> Secure all doors / windows <input type="checkbox"/> Move promptly to designated “safe area” <b><u>(Outside / Athletic Event Procedures)</u></b> <input type="checkbox"/> If able make entry into the school <input type="checkbox"/> If unable, search for low spot in terrain (i.e. ditches) <input type="checkbox"/> Stay away from any towers, trees (find location free of debris) <input type="checkbox"/> Account for all students / staff <input type="checkbox"/> Remain calm
<p style="text-align: center;"><b>Secure Mode</b></p> <input type="checkbox"/> If capable, announce “Secure Mode” if you deem a situation warrants it; <i>contact 911</i> <input type="checkbox"/> Administrator announce “Secure Mode” over P.A, email, or telephone <input type="checkbox"/> Secure all entry doors / windows / blinds <input type="checkbox"/> May allow students entry from outside events or programs (under supervision) <input type="checkbox"/> Do not allow students to leave <input type="checkbox"/> Send students in hallways back to class <input type="checkbox"/> Continue teaching / gather crisis info <input type="checkbox"/> Student movement at discretion of Administration / take attendance <input type="checkbox"/> Await for additional instructions over P.A or email	<p style="text-align: center;"><b>Shelter-In-Place</b></p> <input type="checkbox"/> If capable, announce “Shelter-In-Place” if you deem a situation warrants it <input type="checkbox"/> Administrator announce “Shelter-In-Place” over P.A., email, or telephone <input type="checkbox"/> Check hallway if possible (Do not compromise room) <input type="checkbox"/> Secure all entry doors / windows / blinds <input type="checkbox"/> Shelter improvement <input type="checkbox"/> Gather all crisis response materials <input type="checkbox"/> Take attendance <input type="checkbox"/> Restrict movement <input type="checkbox"/> May continue to instruct <input type="checkbox"/> Await for additional instructions over P.A, email, or telephone	<p style="text-align: center;"><b>Active Shooter/Armed Intruder (ALICE)</b></p> <input type="checkbox"/> If capable, announce “Active Shooter / Armed Intruder” and their location <input type="checkbox"/> Initiate “ALICE” protocol <input type="checkbox"/> <b>“A” ALERT:</b> You receive a visual or automated ALERT <input type="checkbox"/> <b>“L” LOCKDOWN:</b> If situation warrants, ensure door is locked, barricade door(s) <input type="checkbox"/> <b>“I” INFORM:</b> If possible, inform / broadcast current situation and location of adversary; Including 911 <input type="checkbox"/> <b>“C” COUNTER:</b> If in eminent danger, utilize any means necessary to survive; Including, but not limited to, throwing items at the adversary <input type="checkbox"/> <b>“E” EVACUATE:</b> Evacuate if you can safely do so or if your life is in eminent danger

## Recommended Classroom Go-Kit Checklist

### Emergency Red Folders

- Full Class rosters
- Emergency procedures
- Green & Red papers

#### **Quick Tips:**

- Place the red folder in an easy-to-find location near the door
- Notify admin if you misplace your folder
- Update / Check supplies at the start of each semester

## Threat Assessment Team

Annually, a threat assessment team will evaluate the building and property to determine what potential threats or weak areas (as it pertains to safety and security) may exist. This team may be comprised of administrators, teachers, parents, students, community members, and law enforcement. Results of this evaluation will be addressed by the school leadership and security team.

## Building Contact Numbers

<i>Personnel With Master Keys</i>	<i>Name</i>	<i>Phone/Cell</i>	<i>Email</i>
1. All Administrative Staff	Dean of Operations Facility Manager	313-690-2211 617-719-7139	marellano@voyageurcollegeprep.com ngonzalez@voyageuracademy.com
2. All Security Personnel	JMACK Security	586-293-6500	
3. All Custodial Staff	Mirella Arellano	313-690-2211	marellano@voyageuracademy.com

### EMERGENCY EVACUATION SITE (OFF CAMPUS)

<i>Name of Location</i>	<i>Address</i>	<i>Phone/Cell</i>
1. Hope of Detroit Academy	4443 N. Campbell St	313-897-8720
2. New Paradigm College Prep	4001 29 <sup>th</sup> St.	313-782-4422

<i>District Wide School Program Access</i>	<i>Name</i>	<i>Phone/Cell</i>	<i>Email</i>
PowerSchool	Dean of Operations	313-690-2211	marellano@voyageurcollegeprep.com

<i>Camera System Tech</i>	<i>Name</i>	<i>Phone/Cell</i>	<i>Email</i>
Jason Rider	Technology Coordinator	248-238-1520	<a href="mailto:jrider@voyageuracademy.com">jrider@voyageuracademy.com</a>

	<i>Name</i>	<i>Phone/Cell</i>	<i>Email</i>
• Superintendent:	Vergil Smith	586-339-5165	vergil@therominegroup.com
• Deputy Superintendent.	Rod Atkins	248-808-5803	ratkins@voyageuracademy.com
• High School Principal:	Dennis Veal.	313-282-8005	dveal@voyageurcollegeprep.com
• K-8 Principal:	Joe Gagnon.	810-441-3537	jpgagnon@voyageuracademy.com
• Dean of Operations:	Mirella Arellano	313-690-2211	marellano@voyageurcollegeprep.com
• Athletic Director:	Ricky Gonzalez	313-460-1717	rgonzalez@voyageurcollegeprep.com
• Social Workers:	Monica White	313-574-6801	mwhite@voyageurcollegeprep.com
	Janeane Herard	313-748-4000	jherard@voyageuracademy.com
• Special Services:	Francois Herard	313-333-2007	fherard@voyageuracademy.com

• Bus Garage:	Nicole	313-685-5486	
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## Emergency Contact Numbers

*(All requests for emergency equipment/personnel should be made by dialing "911".)*

• Emergency	<b>911</b>
• Wayne County Sheriff	313-224-2222
• Police (Local) – 4 <sup>th</sup> Precinct	313-596-5400
• Detroit Fire Department	313-569-2920
• Animal Control	313-224-6356
• Detroit Homeland Security and Emergency Management	313-596-2590
<b><i>(Health)</i></b>	
• Henry Ford Hospital	313-916-2600
• Detroit Children’s Hospital	313-745-5437
• Detroit Receiving Hospital	313-745-3000
• American Red Cross	810-232-1401
• Poison Control	1-800-222-1222
• Suicide Prevention Hotline	1-800-273-8255
• Human Trafficking	1-888-373-7888
<b><i>(General)</i></b>	
• Gas Company	1-800-477-5050
• Consumers Energy Power	1-800-477-5050
• Electric Company	1-800-477-5050
• MI Dept. of ED	1-517-373-3324
<b><i>(Media)</i></b>	
• WNEM 5	810-232-3900
• WJRT 12	810-233-3130
• WEYI 25	810-687-1000

## District Chain of Command

### Chain of Command:

In the event of a district-wide emergency, the Superintendent of schools, along with police officials, will make the decisions.

**\*\*\*Chain of Command will be up to the school personnel to determine\*\*\***

<i>Name and Position</i>	<i>Room Number/Location</i>	<i>Office and Cell #</i>	<i>Email</i>
1. Vergil Smith - Superintendent		586-339-5165	
2. Rod Atkins – Deputy Superintendent		248-808-5903	
3. Mirella Arellano - Dean of Operations		313-690-2211	
4. Dennis Veal - High School Principal		313-282-8005	
5. Joe Gagnon - K-8 Principal		810-441-3537	
6. Ricky Gonzalez - Athletic Director		313-460-1717	

## Building Crisis Response Team

<i>Name and Position</i>	<i>Room Number/Location</i>	<i>Office and Cell #</i>	<i>Email</i>
1. Vergil Smith - Superintendent		586-339-5165	
2. Rod Atkins - Director of Families		248-808-590	
3. Mirella Arellano - Dean of Operations		313-690-2211	
4. Dennis Veal - High School Principal		313-282-8005	
5. Joe Gagnon - K-8 Principal		810-441-3537	
6. Ricky Gonzalez - Athletic Director		313-460-1717	
7. Melissa Lopez - Dean of Instruction (K-8)		269-267-6069	
8. Jgi-Jgi Muhammad - Dean of Instruction (9-12)		734-596-2543	

**Crisis Response Team:** *Non-classroom personnel, whose duties are to assist the office and/or classroom staff with emergency procedures. Assist in coordination of assignments of personnel.*

## **Medical Emergency Response Team (MERT)**

<i>Name and Position</i>	<i>Room Number/Location</i>	<i>Office and Cell #</i>	<i>Email</i>
1. Kim Wilder		248-245-1870	
2. Mirella Arellano		313-690-221	
3. Teresa Rodriguez		313-585-4335	
4. Ricky Gonzalez		313-460-1717	
5. Leonard Morawa		313-978-7528	
6. Anthony Tolbert		313-948-8865	
7. Chene Rush		313-942-9417	

**\*\*Document and implement the locations of all medical supplies within this document (i.e., AED) on maps posted throughout the school\*\***

# Staff Skills Survey & Inventory

Name & School \_\_\_\_\_ / \_\_\_\_\_  
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.  
CIRCLE YES OR NO WHERE APPROPRIATE.**

- (1)\_\_\_\_ First Aid (current card yes/no)      (2)\_\_\_\_ CPR (current yes/no)      (3)\_\_\_\_ Triage      (4)\_\_\_\_ Firefighting
- (5)\_\_\_\_ Life Guard      (6)\_\_\_\_ Physical Therapy
- (7)\_\_\_\_ Emergency Planning      (8)\_\_\_\_ Emergency Management      (9)\_\_\_\_ Search & Rescue
- (10)\_\_\_\_ Law Enforcement      (11)Bi/Multi-lingual (what language(s)\_\_\_\_\_
- (12)\_\_\_\_ AED      (13)\_\_\_\_ Journalism      (14)\_\_\_\_ Bus/Truck Driver (CDL yes/no)
- (15)\_\_\_\_ Shelter Management      (16)\_\_\_\_ Survival Training & Techniques      (17)\_\_\_\_ Nurse / RN
- (18)\_\_\_\_ Military Experience (current reserves/national guard)      (19)\_\_\_\_ CB Radio Operator

DO YOU KEEP A PERSONAL EMERGENCY KIT? \_\_\_\_\_ In your car? \_\_\_\_\_ In your room? \_\_\_\_\_

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY? (i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) \_\_\_\_\_ Yes \_\_\_\_\_ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED IN AN EMERGENCY? \_\_\_\_\_ YES \_\_\_\_\_ NO

PLEASE LIST EQUIPMENT AND MATERIALS:

\_\_\_\_\_  
\_\_\_\_\_

COMMENTS \_\_\_\_\_

**COMPILE AND DISTRIBUTE A LIST OF TRAINED PERSONNEL TO BE STORED IN YOUR CRISIS BOX AND RESPONSE FOLDER**

**Indicate the staff members' training on the next several pages (x) indicates additional training in reference to the numbers next to the training or expertise listed above (UPDATE ANNUALLY AT MINIMUM)**



## Media

All staff must refer media to school site or district spokesperson.

- The School District, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process.)
- Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

Rod Atkins	248-808-5903
District Spokesperson	Telephone Numbers (home, work, mobile)

Alternate District spokesperson:

Vergil Smith	586-339-5165
Name	Telephone Numbers (home, work, mobile)

## Media (cont.)

During an emergency, Superintendent, or designees, adhere to the following procedures:

- Incident Commander or designee relays all factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- *Use scripted response to respond to inquiries.*
- Update media regularly. Do not say “No comment.”
- Do not argue with media.
- Maintain log of all telephone inquiries.

### Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.
- *Scan template to buildings for media response.*

## Protocols for Dealing with the Media

### ***Follow these procedures whenever:***

1. There has been an incident at the school/campus and media is requesting a statement.

#### STAFF RESPONSIBILITIES

- Do **NOT** talk to the media, refer them to the Superintendents’ office.

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Refer the media to the Superintendent’s office. Do **NOT** talk to them.
- Building Administrator may give statement to the media **ONLY** after consulting with the Superintendent and he or she grants permission

## Respond

- Document all information and conversations for future assistance and investigations.
- Relay all additional information to incident command.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.



## AFTER ACTION REVIEW (AAR)

### 1. PURPOSE:

- Establish the facts.
- What did we do?
- What were the key tasks involved?
- Define acceptable standards for success.

### 2. EXECUTIVE SUMMARY:

- Continue to establish the facts.
- What actually happened?
- Relevant times and dates
- Cause and effect, Why did it happen? Focus on the What not the Who.

### 3. LESSONS LEARNED:

- What can we do better next time?
- Focus on items you can fix and try to suggest solutions to identified problems
- If you don't have a solution that's OK but you should try to provide some options.
- Identify successes to maintain those strengths

### 4. COMMENTS:

- This includes good and bad performance, questionable actions.
- It can also include suggested changes in policy or anything that the submitter deems relevant.

### 5. ACTION ITEMS:

- Develop a list of what actions to take to fix specific needs.
- Timelines and responsibilities
- Who participated? (agencies/individuals)

# Post-Incident and Exercise Review

## WAYNE COUNTY EMERGENCY DRILLS FOR SCHOOLS DOCUMENTATION FORM

- Type of Drill
- Fire Drill/Evacuation (5 required)
  - Tornado (2 required)
  - Lockdown and/or Shelter in Place Drill (3 required)

- Time of Drill
- Standard
  - Class Change
  - Recess
  - Lunch

School District: \_\_\_\_\_

School Year: \_\_\_\_\_

School: \_\_\_\_\_

Local Fire or Law Enforcement Agency: \_\_\_\_\_

School Safety Officer (if applicable): \_\_\_\_\_

Date of Drill: \_\_\_\_\_ Time: \_\_\_\_\_

Exact Time required to evacuate/shelter/secure: \_\_\_\_\_

Total Participants: \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This report is for emergency drill #: \_\_\_\_\_ of total \_\_\_\_\_ [Fire (5), Tornado (2), Lockdown or Shelter-in-Place (3)]

Name of person conducting drill: \_\_\_\_\_ Title: \_\_\_\_\_

Signature of person conducting drill: \_\_\_\_\_

### Public Safety Agency Present at Time of Drill (if applicable)

Name and Title/Department: \_\_\_\_\_

**\*FOR INTERNAL DOCUMENTATION PURPOSES ONLY.** Use the information from this Post-Incident and Exercise Review to update the Drill Documentation Form for public posting on this district and website.



# Office of Wayne County Sheriff Emergency Management/Homeland Security

## SHERIFF RAPHAEL WASHINGTON

### WAYNE COUNTY SCHOOL SAFETY DRILLS SCHEDULE

School Year \_\_\_\_\_

#### Drill Requirements

- A minimum of 5 fire drills (at least three drills held by December 1<sup>st</sup>, and two held in remaining part of the school year spaced reasonably).
- A minimum of 2 tornado drills (at least one drill to be conducted during March of the school year).
- A minimum of 3 Lockdown/shelter in place drills (at least one held by December 1<sup>st</sup>, at least one after January 1<sup>st</sup>).
- At least one of the drills are to be held during a lunch or recess time.

#### **NOTIFICATION OF DRILL SCHEDULE TO EMERGENCY MANAGEMENT DUE BY SEPT 15<sup>TH</sup>!!!!**

SCHOOL DISTRICT: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

NAME OF SCHOOL PRINCIPAL: \_\_\_\_\_ Phone Number: \_\_\_\_\_

SCHOOL SAFETY OFFICER (if one): \_\_\_\_\_ Phone Number: \_\_\_\_\_

**We plan to work with our LOCAL POLICE AGENCY: \_\_\_\_\_ and LOCAL FIRE AGENCY: \_\_\_\_\_ to conduct our safety drills.**

#### **Fire Drills (5 required – 8 preferred)**

Drill #1 Date: <u>  9/19  </u> (by Dec 1 <sup>st</sup> )	Drill #5 Date: <u>  5/18  </u> (after Dec 1 <sup>st</sup> )
Drill #2 Date: <u> 10/16 </u> (by Dec 1 <sup>st</sup> )	Extra: _____ (at any time)
Drill #3 Date: <u> 11/5  </u> (by Dec 1 <sup>st</sup> )	Extra: _____ (at any time)
Drill #4 Date: <u>  4/23  </u> (after Dec 1 <sup>st</sup> )	Extra: _____ (at any time)

#### **Tornado Drills (2 required)**

Drill #1 Date: <u>  9/27  </u> (at any time)	Extra: _____ (extra-anytime)
Drill #2 Date: <u>  3/10  </u> (in March)	Extra: _____ (extra-anytime)

#### **Lockdown/Shelter in Place/Secure Drills (3 required)**

Drill #1 Date: <u> 10/24 </u> (by Dec 1 <sup>st</sup> )	Extra: _____ (extra-anytime)
Drill #2 Date: <u>  1/22  </u> (after Jan 1 <sup>st</sup> )	Extra: _____ (extra-anytime)
Drill #3 Date: <u>  2/28  </u> (at any time)	

Complete this form and email it to [schooldrills@co.Wayne.mi.us](mailto:schooldrills@co.Wayne.mi.us) or fax it to (810) 237-6169 **BY SEPT 15!!** In the event that a drill has to be cancelled (as outlined in PA 12 of 2014), the school must reschedule the drill to occur within 10 school days of the cancelled drill and notify their county emergency management of the rescheduled drill by email to [schooldrills@co.Wayne.mi.us](mailto:schooldrills@co.Wayne.mi.us). This form was produced to meet the emergency management notification requirements of the State of Michigan PA 12 of 2014, sec 19. Please review PA 12 of 2014 for further information and drill requirements. The school is encouraged to keep record and post incident reports of their drills, these records and reports do not need to be submitted to the emergency management office.

## Witness Form

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Type of Incident: \_\_\_\_\_ Location of Incident: \_\_\_\_\_

Name of Individual(s) (if known): \_\_\_\_\_

Reported to: \_\_\_\_\_ Date Reported: \_\_\_\_\_ Time Reported: \_\_\_\_\_

Were Authorities Contacted?  Yes  No

Was there a weapon scene?  Yes  No

If (YES) Describe: \_\_\_\_\_

Describe Assailant's Language (origin):

\_\_\_\_\_  
\_\_\_\_\_

Subject's Last Known Location: \_\_\_\_\_

### PHYSICAL / MOTOR VEHICLE DESCRIPTION

*Please indicate all that apply to the assailant:*

- |   |                                   |                                    |
|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Male             | <input type="checkbox"/> Female   | <input type="checkbox"/> Caucasian |
| <input type="checkbox"/> African American | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Other     |

• Hair Color:

- |                                       |                                 |                                       |                                 |
|---------------------------------------|---------------------------------|---------------------------------------|---------------------------------|
| <input type="checkbox"/> Red / Auburn | <input type="checkbox"/> Black  | <input type="checkbox"/> Brown        | <input type="checkbox"/> Blonde |
| <input type="checkbox"/> Grey         | <input type="checkbox"/> Bald   | <input type="checkbox"/> Strawberry   | <input type="checkbox"/> Blue   |
| <input type="checkbox"/> Green        | <input type="checkbox"/> Orange | <input type="checkbox"/> Pink         | <input type="checkbox"/> Purple |
| <input type="checkbox"/> Sandy        | <input type="checkbox"/> White  | <input type="checkbox"/> Other: _____ |                                 |

• Clothing Description:

<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shorts	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shirt	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shoes	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Jacket	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Glasses	Color: _____ Identifying Characteristics: _____

• Vehicle Description:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Make:            | <input type="checkbox"/> Model:               | <input type="checkbox"/> Color:               |
| <input type="checkbox"/> Number of Doors: | <input type="checkbox"/> Direction of travel: | <input type="checkbox"/> License Plate Number |

## *Hazardous Material Event-Exterior*

**Follow these procedures whenever:**

1. There is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter in Place, no one should be exposed to the outside air. Authorities will notify the school that there is an external threat requiring extended sheltering of students, staff, and visitors in the building, even beyond the school day. Examples may include a **chemical spill** or other **hazardous material event**, natural or man-made disaster preventing evacuation of building, or hostile/dangerous person in or around a building.

### STAFF RESPONSIBILITIES

- If capable, announce “**Shelter-In-Place**” if you deem a situation warrants it
- Check hallway if possible (Do not compromise room) – shut and secure all classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Shut and secure all windows / blinds
- Shelter improvement
- Gather all crisis response materials
- Take attendance
- Restrict movement
- May continue to instruct
- Direct students to turn cell phones off

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of “**SHELTER-IN-PLACE**” – contact 911 – shut down HVAC system
- Turn off Auto-door access / Lock Doors
- Gather “Crisis Response Material”
- Follow instructions and assist emergency personnel
- Contact Superintendent
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

### INSIDE THREAT

- Determine if evacuation is necessary

### CRISIS TEAM MEMBERS

- Check hallways, restrooms for students, parents and visitors with passes; secure as appropriate
- After **ALL** individuals are secure, report to the Administrator’s Office or other designated location for further instructions
- Advise all individuals outside to move off or into premises

## **Respond**

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.



# Hazardous Materials-Interior

Follow these procedures whenever:

1. A hazardous material is released **within** the building.

## STAFF RESPONSIBILITIES

- Check hallway, if possible (Do not compromise room) – shut and secure all classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Shut and secure all windows / blinds
- Shelter improvement
- Gather all crisis response materials
- Take attendance
- Restrict movement
- May continue to instruct

### IF EVACUATION IS NECESSARY AND POSSIBLE

- Follow **emergency evacuation procedures**, unless otherwise directed by building administrator or designee
- Take class roster and other emergency supplies

### IF EVACUATION IS NOT POSSIBLE

- Take shelter in or under the most secure location
- Identify ways to communicate with emergency personnel
- Refer to “**Shelter-in-place**” procedures

## PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact Superintendent
- Notify staff if “**Shelter-In-Place**” or “**Evacuation**” is deemed necessary - contact 911
- Give detailed information to 911, if available
- Shut down HVAC system
- Gather “Crisis Response Material”
- Notify emergency personnel about locations of oxygen, chemicals, or other explosive/flammable materials

### IF EVACUATION IS NECESSARY AND POSSIBLE

- Direct evacuation procedures
- Sound Evacuation/Fire Drill alarm if assessment determines need OR direct evacuation via PA system/other methods of communication
- Direct transportation and relocation procedures
- Isolate those who may have been exposed from non-exposed individuals

### IF EVACUATION IS NOT POSSIBLE

- Identify location(s) and students/staff not able to evacuate; communicate to emergency personnel
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities if contacted)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel

## Building Threat-High (Lockdown)

### Follow these procedures whenever:

1. There is a *high risk* internal/external threat (i.e., bomb threat, hostile visitor, suspicious package, dangerous situation in area).

#### STAFF RESPONSIBILITIES

- Administrator announce “*Lockdown*” over P.A., email, or telephone
- Cut Auto-Door Access
- Implement plan for staff/students outside of building
- Check hallway if possible (Do not compromise room)
- Secure all entry doors/windows/blinds
- Turn off lights
- Gather all crisis response materials
- Find the safest location in your room
- Take attendance
- Await further instructions
- Remain calm until Lockdown emergency personnel release you
- During Lockdown, do not evacuate your room upon activation of fire alarm, only evacuate if you and others are in danger (flames/smoke is entering the room)
- Ensure cell phones are turned off

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of “*Lockdown*” – contact 911 (if situation warrants it)
- Gather “Crisis Response Material”
- Gather over all head count – determine if individuals are missing (if situation warrants it)
- Restrict access into and out of school
- Follow instructions and assist emergency personnel who respond to the situation (if 911 is contacted / or if 911 contacts you).
- Contact Superintendent
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Building Threat-Moderate/Low Risk (Secure Mode)

### Follow these procedures whenever:

1. There is a moderate/low risk internal/external threat (i.e., local business burglary/robbery or school altercation etc.).

#### STAFF RESPONSIBILITIES

- If capable, announce "**Secure Mode**" if you deem a situation warrants it
- Administrator announce "**Secure Mode**" over P.A., email, or telephone
- Secure all entry doors / windows / blinds
- May allow students entry from outside events or programs (under supervision)
- Do not allow students to leave
- Send students in hallways back to class
- Continue teaching / gather crisis info
- Take Attendance
- Await for additional instructions over P.A or email
- Adjust for conditions as directed

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of "**Secure Mode**" – contact 911 (if situation warrants it)
- Gather "Crisis Response Material"
- Gather over all head count – determine if individuals are missing (if situation warrants it)
- Restrict access into and out of school
- Follow instructions and assist emergency personnel who respond to the situation (if 911 is contacted / or if 911 contacts you).
- Contact Superintendent
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- Announce adjustments for conditions as needed

### Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Evacuation Procedures-(i.e. FIRE)

***Follow these procedures whenever:***

1. There is a fire/explosion or other emergency requiring building evacuation.

### STAFF RESPONSIBILITIES

- If capable, announce “**Evacuation**” if you deem a situation warrants it
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Take attendance
- Have students leave all their belongings
- Secure all entry doors / windows
- Do **NOT** use elevators
- Move promptly to designated safe area
- Take attendance – report anyone missing
- Wait for further instruction from Administration and/or emergency Personnel

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of “**Evacuation**” – contact 911
- Gather “Crisis Response Material”
- Gather over all head count – determine if individuals are missing
- Confirm that students were removed / missing
- Follow instructions and assist emergency personnel who respond to the situation.
- Contact Superintendent
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Staff Emergency Evacuation Route

Please see pages 14-23 for all emergency evacuation routes listed by classroom.

## Relocation

### ***Follow these procedures whenever:***

1. Circumstances require the relocation of students/staff to a remote site where students will be accounted for safety. Relocation could lead to the need for Reunification (See Pages 50-51).

#### STAFF RESPONSIBILITIES

- Take attendance
- Have students leave all their belongings
- Secure all entry doors / windows
- Do **NOT** use elevators
- Route confirmation*
- Move promptly to designated staging area (await for transportation to “Relocation Site” or approval to walk to “Relocation Site”)
- Take attendance – report anyone missing
- Wait for further instruction from Administration and/or emergency Personnel
- While in transit prepare a list of students under your control to be delivered to reunification site commander

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take*
- Contact Superintendent*
- Contact 911 if necessary*
- Notify staff of “Relocation”**
- Have staff stage in bus evacuation staging area
- Contact bus/transportation for transport (if not within walking distance of “Relocation Site”)
- Gather “Crisis Response Material”
- Gather over all head count – determine if individuals are missing
- Confirm that students were removed / missing
- Follow instructions and assist emergency personnel who respond to the situation
- Designate a staff member to serve as the reunification site leader
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

**Remember:** During emergencies, parents/guardians, etc., often rush to the school incident site to check on the safety of students/staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school, and to evacuate students/staff to that site.

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Map of Relocation Site

Please see page 25 for maps of relocation sites.

*Note:*

- Have primary and alternative evacuation route maps on location
- It is recommended that you develop a diagram of the entire site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.

## Reunification

### ***Follow these procedures whenever:***

1. The school building or grounds is rendered unsafe and a remote site is needed. This protocol is utilized to ensure a safe and secure means of accounting for students and reuniting them with their parents or guardians.

#### STAFF RESPONSIBILITIES

- Provide a list of students to reunification site staff, upon arrival
- Check for injuries and provide the appropriate care where needed
- Follow instructions of reunification site staff
- Take students to predetermined location on site
- Check and maintain safety
- Remain in assigned location

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Assign appropriate roles for reunification process.*
- After consulting with district leadership, determine the appropriate pre-designated relocation site and safe evacuation route
- Notify the contact person at the relocation site to prepare for arrival of students
- Send additional personnel to staff the reunification site, if necessary
- Keep "Reunification Site" on **Lockdown**
- Gather "Crisis Response Material"

#### REUNIFICATION SITE STAFF

- Check identification of all non-uniformed personnel who arrive to assist
- Secure a holding area for arriving students / staff away from waiting family members
- Establish an adult reporting area for parents/guardians, etc., to sign in and have ID checked
- Establish a student release area where students will be escorted to meet their parent/guardian, and sign out
- Establish a mental health area and direct staff to escort parents/guardian, etc., of any injured, missing or deceased student to the area for staff to provide notification in private
- Ensure counseling services are available at the reunification site
- Keep students on buses or in a holding area separate from parents/guardians, etc., until they can be signed out
- Only release students to authorized persons after checking proof of identity and signing a student release form
- Instruct parents/guardians, etc., to depart the site once in possession of student to make room for others

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

**Reunification Documentation Form**

**Date:** \_\_\_\_\_ **Site Location:** \_\_\_\_\_

**Student Information**

**STUDENT NAME:** \_\_\_\_\_

**GRADE:** \_\_\_\_\_

**RACE:** \_\_\_\_\_ **GENDER:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**PARENT/GUARDIAN(S) NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_

**PARENT/GUARDIAN INFORMATION**

**NAME:** \_\_\_\_\_

**DRIVERS LICENSE NUMBER:** \_\_\_\_\_

**RACE:** \_\_\_\_\_ **GENDER:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**STUDENTS NAME(S):** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_

**SIGNATURES:** \_\_\_\_\_

(PARENT/GUARDIAN)

(STAFF MEMBER RELEASING STUDENT)

**DATE RELEASED:** \_\_\_\_\_ **TIME RELEASED:** \_\_\_\_\_



# Bomb Threat

## ***Follow these procedures whenever:***

1. A bomb threat is received (i.e., text, phone, internet, etc.).

### TELEPHONE CALL RECIPIENT

- If a student has answered the phone, have an adult take the call
- Notify Principal / Main Office Immediately of situation
- Keep caller on the phone for as long as possible
- Completely fill out the bomb threat check list (Pg. 58)
- Do not hang up phone
- Lay receiver on the table for Law Enforcement personnel

### STAFF RESPONSIBILITIES

- If capable, announce "**Lockdown**" if you deem a situation warrants it
- Check hallway if possible (Do not compromise room) – shut and secure classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Take attendance
- Find the safest location in your room
- Search room for any suspicious items /packages
  - If suspicious item is located, **do not** touch it – contact Administration right away
- Follow **Lockdown** procedures
- Remain calm until Lockdown is lifted
- Ensure cell phones are turned off

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact Superintendent*
- Notify staff of "**Lockdown**" – contact 911
  - Do not use the same telephone
- If threat is written on paper / or on any structure
  - Confiscate / isolate area until authorities arrive
- Do not touch any suspicious package / note anything unusual or out of place
- Gather "Crisis Response Material"
- Utilize bomb threat assessment form (Pg. 59)
- Utilize Crisis Team Members to search premises including transportation
- Gather over all head count – determine if individuals are missing
- Confirm that students were removed / missing
- Follow instructions and assist emergency personnel who respond to the situation
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check

*If threat is written or found, see – "Suspicious Object" response (pg 60)*

## **Respond**

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

# BOMB THREAT CHECKLIST

Voyageur Academy School District  
Human Resources and Operations

## BOMB THREAT PROCEDURES AND CHECKLIST

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the right side of this page.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, get the attention of a colleague to call the authorities.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist on the right side of the page immediately. Provide as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, do not hang up, but from a different phone, contact authorities and await instructions

### If a bomb threat is made by handwritten note:

- Handle note as minimally as possible.

### If a bomb threat is made by email:

- Do not delete the message.

### Signs of a suspicious package:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• No return address</li> <li>• Excessive postage</li> <li>• Strains</li> <li>• Strange sounds</li> <li>• Unexpected delivery</li> <li>• Poorly handwritten</li> </ul> | <ul style="list-style-type: none"> <li>• Misspelled words</li> <li>• Incorrect titles</li> <li>• Foreign Postage</li> <li>• Restrictive notes</li> <li>• Strange odor</li> </ul> |
|--|--|

### DO NOT:

- Evacuate the building until police arrive and evaluate the threat
- Activate the fire alarm
- Touch or move a suspicious package.

**IMMEDIATELY TAKE THE BOMB THREAT CHECKLIST TO YOUR DEPARTMENT/PROGRAM ADMINISTRATOR  
POST OR MAKE ACCESSIBLE NEAR ALL PHONES\***

## BOMB THREAT CHECKLIST

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

TIME CALLER HUNG UP: \_\_\_\_\_ PHONE NUMBER WHERE CALL RECEIVED: \_\_\_\_\_

### EXACT WORDS OF THREAT:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ASK CALLER:

- Where the bomb is located (building, floor, room, etc.)  
\_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_  
\_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_  
\_\_\_\_\_
- Did you place the bomb? (Yes or No) \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### INFORMATION ABOUT CALLER:

- Where is caller located (background and level of noise)  
\_\_\_\_\_
- Estimated age? \_\_\_\_\_
- Is voice Familiar? If so, who does it sound like? \_\_\_\_\_  
\_\_\_\_\_
- Other points: \_\_\_\_\_  
\_\_\_\_\_

- |  |  |  |
|--|--|--|
| <b>Caller's Voice:</b><br><input type="checkbox"/> Accent<br><input type="checkbox"/> Angry<br><input type="checkbox"/> Calm<br><input type="checkbox"/> Clearing Throat<br><input type="checkbox"/> Coughing<br><input type="checkbox"/> Cracking Voice<br><input type="checkbox"/> Crying<br><input type="checkbox"/> Deep<br><input type="checkbox"/> Deep Breathing<br><input type="checkbox"/> Disguised<br><input type="checkbox"/> Distinct<br><input type="checkbox"/> Excited<br><input type="checkbox"/> Female<br><input type="checkbox"/> Laughte<br><input type="checkbox"/> Lisp<br><input type="checkbox"/> Loud<br><input type="checkbox"/> Male<br><input type="checkbox"/> Nasal<br><input type="checkbox"/> Normal<br><input type="checkbox"/> Ragged | <b>Background Sounds:</b><br><input type="checkbox"/> Animal Noises<br><input type="checkbox"/> House Noises<br><input type="checkbox"/> Kitchen Noises<br><input type="checkbox"/> Street Noises<br><input type="checkbox"/> Booth<br><input type="checkbox"/> PA System<br><input type="checkbox"/> Conversation<br><input type="checkbox"/> Music<br><input type="checkbox"/> Clear | <b>Threat Language:</b><br><input type="checkbox"/> Incoherent<br><input type="checkbox"/> Message read<br><input type="checkbox"/> Taped<br><input type="checkbox"/> Irrational<br><input type="checkbox"/> Profane<br><input type="checkbox"/> Well-spoken |
|--|--|--|
- Other Information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Bomb Threat Assessment

## High Risk

**High Risk – Specific and Realistic: A threat that appears to pose an immediate and serious danger to the safety of others.**

- Threat is direct, specific, and realistic. May provide names of possible victims
- The caller (perpetrator) identifies themselves.
- Threat suggests concrete steps have been taken towards carrying out the threat.
- Perpetrator makes statements indicating they have practiced with a weapon or have had the intended victim under surveillance.

## Medium Risk

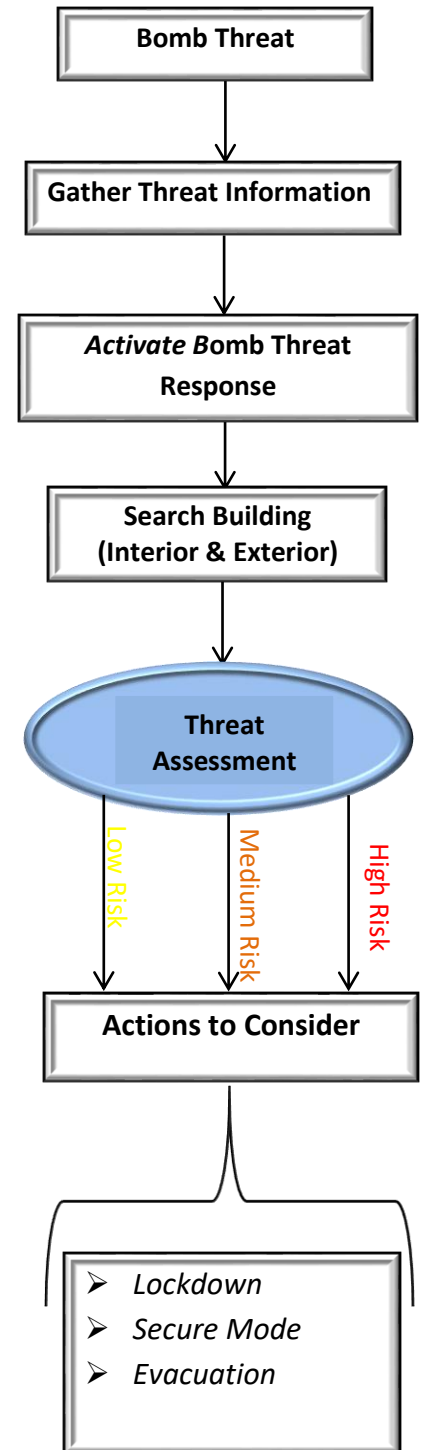
**Medium Risk – Increased Level of Realism: A threat that could be carried out, although it may not appear entirely realistic.**

- Threat is more direct and more feasible.
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out.
- There may be general indications of a possible place and time.
- There is no strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility.
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb.
- Increased specificity to the threat: "I'm serious!" Or "I really mean this!"

## Low Risk

**Low Risk – Lacks Realism: A threat that poses a minimum risk to the victim and public safety.**

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible, or lacks detail.
- The caller is definitely known and has called numerous times.
- The threat was discovered on the wall and/or the note with the threat was discovered.
- The threat is made by a young child and there is laughter in the background.



## Suspicious Object

**Follow these procedures whenever:**

1. You receive or discover a suspicious package or foreign object.

### STAFF RESPONSIBILITIES

- If capable, announce “**Lockdown**” if you deem a situation warrants it
- Check hallway, if possible (Do not compromise room) – shut and secure classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Take attendance
- Search room for any suspicious items / packages
  - If suspicious item is located, **do not** touch it – contact Administration right away
- Remain calm **until** Lockdown emergency personnel release you
- Await further instructions from Administration
- Ensure cell phones are turned off

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact Superintendent*
- Notify staff of “**Lockdown**” – contact 911
- Isolate area until authorities arrive
- Do not touch any suspicious package / note anything unusual or out of place
- Utilize Crisis Team Members to search premises
  - Do NOT touch anything out of the ordinary
  - Isolate suspicious object
- Gather “Crisis Response Material”
- Gather over all head count – determine if individuals are missing
- Follow instructions and assist emergency personnel who respond to the situation
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

### BE CAUTIOUS OF:

No return address	Type of packaging	Hand written or poorly typed address
Visual distractions	Excessive tape or string	Misspellings of common words
Incorrect titles	Protruding wires or tinfoil	Oil stains or discolorations
Rigid, lopsided	Uneven envelopes	Excessive weight
Air mail	Foreign mail	Markings such as: confidential or personal
Special deliveries	Excessive postage	ANYTHING out of the ordinary

## Respond

- Do not open, handle, or move the article.
- Do not let anyone in or near the area of the article.
- Advise authorities of the location of the article, its description, any noises heard from article, or any further observations.
- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Active Shooter / Armed Intruder (ALICE)

### Follow these procedures whenever:

1. There is a person or persons who appear to be actively engaged in the killing/attempted killing of person(s) **inside or outside of any building** on campus. These situations demand immediate response and immediate deployment of law enforcement/resources.

#### STAFF RESPONSIBILITIES

- If capable, announce "Active Shooter/ Armed Intruder" and their location
- Initiate "ALICE" protocol
- "A" ALERT:** You receive a visual or automated ALERT
- "L" LOCK DOWN:** If situation warrants, ensure door is locked, barricade door(s)
- "I" INFORM:** If possible, inform/broadcast current situation and location of adversary; Including 911
- "C" COUNTER:** If eminent danger, utilize any means necessary to survive; Including, but not limited to, throwing items at the adversary
- "E" EVACUATE:** Evacuate if you can safely do so or if your life is in eminent danger

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff to activate "ALICE" protocol – contact 911
- Give detailed information to 911, if available
- Call Superintendent*
- Gather all crisis response materials
- Gather visitor sign in/out form
- Follow "ALICE" instructions and assist emergency personnel who respond to the situation
- If you are unable to safely evacuate and you Lockdown barricading all entry points, emergency staff will release you
- Remain calm
- Evacuate if you can safely do so or if your life is in eminent danger

#### If an active shooter/armed intruder ENTERS YOUR CLASSROOM, you should:

- Remain calm
- If possible, "EVACUATE"
- ONLY as a last resort when your life is in imminent danger, make personal choice to attempt to negotiate, "COUNTER" or overpower the assailant(s) – ONLY when there is no possibility of escaping

#### If YOU ARE OUTSIDE and encounter an active shooter, you should:

- Remain calm
- Move away from the threat or sound of the threat to designated staging areas
- Utilize cover and concealment
- Notify building & 911 of situation
- Move to predetermined locations – off site rally point

## Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Unauthorized Removal of Student

### *Follow these procedures whenever:*

1. A student has been removed by someone without proper authorization, **OR**
2. Someone without proper authorization has attempted to remove a student.

#### STAFF RESPONSIBILITIES

- If capable, announce “**Secure Mode**” if you deem a situation warrants it
- Check hallway, if possible (Do not compromise room) – shut and secure classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Secure all entry doors/windows /blinds
- Gather all crisis response information
- May allow students entry from outside events or programs (under supervision)
- Do not allow students to leave
- Send students in hallways back to class
- Continue teaching
- Student movement at discretion of Administration / take attendance
- Await for additional instructions over P.A. or email

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify Superintendent.*
- Notify staff of “**Secure Mode**”
- Contact 911 if necessary.
- Gather “Crisis Response Material”
- Gather over all head count – determine if individuals are missing
- Gather visitor sign in/out form
- Confirm that student(s) were removed
- Follow instructions and assist emergency personnel who respond to the situation.
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Hostile Visitors

**Follow these procedures whenever:**

1. A person has not checked into the office or refuses to comply with request for information.
2. A person of suspicious nature or intentions is on or about school property, including buses and district vehicles.

### STAFF RESPONSIBILITIES

#### Non-Threatening Situation

- Bring subject to office, OR
- Isolate subject from others
- Report situation to Principal / Main Office

#### Threatening Situation

- If capable, announce **“Lockdown” or “Secure Mode”** depending on perceived threat.
- Check hallway, if possible (Do not compromise room) – shut and secure classroom doors
- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Take attendance
- Follow protocols for **“Lockdown” or “Secure Mode”**
- Remain calm
- Evacuate or counter if extreme situation warrants

#### If visitor has a legitimate purpose:

- If looking for a specific student, check office records for custody or personal protection order. Respond accordingly.
- If looking for specific staff, check to see if staff member is available and willing to come to the office to meet the person(s).

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

#### Non-Threatening Situation

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Bring subject to office, OR
- Isolate subject from others
- Whenever possible, do not approach the subject alone

#### Threatening situation

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of **“Lockdown”, “Secure Mode”** – contact 911
- Give detailed information to 911 if available
- Communicate nature of **“Lockdown”** as appropriate
- Gather “Crisis Response Material”
- Gather visitor sign in/out form
- Follow instructions and assist emergency personnel who respond to the situation

#### If visitor does not have a legitimate purpose:

- Identify and assess situation, including background, if know; determine whether to approach.
- Ask person(s) the nature of his/her business in the school. Ask for identification.
- **Do not attempt to detain person(s).**

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel

# Tornado

## *Follow these procedures whenever:*

1. There is a **TORNADO WARNING** – which means a tornado has actually been sighted in the area.

**Note:** when there is a **TORNADO WATCH** – which means tornadoes could potentially develop; be prepared to follow the **TORNADO WARNING** procedures.

### STAFF RESPONSIBILITIES

- Gather students, including those in the nearby hallway and bathroom
- Take student roster sheet to shelter area; account for attendance
- Gather all crisis response materials
- See specific shelter area identified on emergency guidelines posters nearest you
- Promptly WALK to the designated shelter area
- Have students sit down and remain quiet
- Remain in Tornado Shelter Area until all clear is given

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Announce to faculty move to Tornado Shelter Areas
- Gather “Crisis Response Material”
- Designate personnel to coordinate parents or visitors who arrive at school during warning
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- If Tornado impacts building Contact 911
- Follow instructions and assist emergency personnel who respond to the situation.

### OTHER SITUATIONS

- Designated Shelter Areas** are basements, underground excavation, and lower floor of interior hallway of corridor (preferably a steel-framed or reinforced concrete building).
- If in **open country**, move away from the tornado path at a right angle.
- If there is **no time to find a shelter area**, lie flat in the nearest depression (i.e., ditch), away from campus buildings.
- Avoid** top floors, areas with glass windows/doors, auditoriums, gymnasiums, cafeterias, or other areas with large, free-span roofs.

## Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.



## Tornado Location

Please see pages 11-13 for maps of the schools.

- Tornado locations are:
  - Elementary gym
  - All restrooms
  - Hallways near the media centers
  - Interior hallways leading to middle school and high school gyms

# Fire

## ***Follow these procedures whenever:***

1. You discover a fire; you and/or students are trapped in a room during a fire or, are caught in smoke, or need to advance through flames.

**Be familiar with the location and type** of fire extinguishers in your area, as well as, **fire alarm pull stations**. All employees should learn to use a fire extinguisher. See the “EVACUATION” section for more information.

### STAFF RESPONSIBILITIES

#### IF YOU DISCOVER A FIRE

- If able, make announcement of crisis over phone system (P.A.) - **Evacuation**
- Manually activate the fire alarm system – if capable
- Gather students, including those in the nearby hallway and bathroom
- Immediately exit the building, closing all doors behind you – use **EVACUATION** procedures
- Do not use elevators

#### IF YOU ARE CAUGHT IN SMOKE

- Drop to hands and knees
- Stay low
- Breathe shallowly through nose and use a filter, such as a shirt or towel

#### IF FORCED TO ADVANCE THROUGH FLAMES

- Hold your breath and move quickly
- Cover your head/hair with shirt or coat
- Keep head down and eyes closed as much as possible

#### IF YOU ARE TRAPPED IN A ROOM:

- Wet and place a cloth under the door
- Close as many doors as possible
- Do not break glass until absolutely necessary

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact 911
- Activate fire alarm
- Announce, “This is not a drill, evacuate the building.”
- Follow instructions and assist emergency personnel who respond to the situation
- Gather “Crisis Response Material”
- Follow **FIRE** procedures
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)
- Contact relocation site to inform site may be needed
- Determine if relocation site/reunification is needed
- DO NOT REENTER THE BUILDING UNTIL EMERGENCY PERSONNEL HAVE GIVEN THE ALL CLEAR**

### ***Always be aware of your surroundings when evacuating***

#### FIRE EXTINGUISHER INSTRUCTIONS

- PULL** safety pin from handle
- AIM the nozzle at the base of the fire
- SQUEEZE the handle together using short bursts
- SWEEP from side-to-side at the base of the fire

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Weapon Suspected or Hostage Situation (See Active Shooter / Armed Intruder)

**Follow these procedures whenever:**

1. A person has a **weapon on his/her person** or **you suspect he/she has a weapon** (in a backpack, briefcase, purse, or other container carried or readily accessible by the subject, such as in their car, or anywhere else on campus).
2. A person is being held against his/her will.

### STAFF RESPONSIBILITIES

#### VISIBLE WEAPON or THREATENING SITUATION

- If capable, announce "**Lockdown**" if you deem a situation warrants it
- Notify Principal / Main Office immediately of situation if possible
- Report as much information as possible
- Follow "**Lockdown**" procedures if appropriate
- Speak calmly to perpetrator
- Ask permission to evacuate the area (to perpetrator)
- Cooperate
- Remain calm / do not provoke intruder
- ONLY** as a last resort when your life is in imminent danger, make personal choice to attempt to negotiate or overpower the assailant(s) – **ONLY** when there is no possibility of escaping.

#### SUSPECTED WEAPON or NON-THREATENING

- Bring subject to office
- Isolate subject from others and subject's belongings

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact Superintendent
- Notify staff of "**Lockdown**" if situation is threatening
- contact 911
- Give detailed information to 911 if available
- Gather "Crisis Response Material"
- If weapon is located – secure it – **do not touch it**
- Follow instructions and assist emergency personnel who respond to the situation
- Any search must comply with School Policy
- Have two adults present
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Medical Emergency – Serious Injury / Illness

**Follow these procedures whenever:**

1. A person has a serious medical need or injury.

### STAFF RESPONSIBILITIES

- If able, make announcement of crisis over phone system (P.A.)
- Notify Principal / Main Office immediately of situation if possible
- Report as much information as possible
- Follow “**Secure Mode**” procedures

#### EMERGENCY DETERMINED

- Apply emergency assistance (if trained) until help arrives
- Stay with student until help arrives
- Keep other students isolated from incident
- Follow instructions of emergency personnel
- Assist where needed

#### IF NON-EMERGENCY

- Principal will determine appropriate action

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis/MERT Team to take
- Refer to MERT Response protocol on *page 69*
- Advise staff of the situation and to keep other students contained (when appropriate) – place school in “**Secure Mode**”

#### IF EMERGENCY DETERMINED

- Utilize “**SCHOOL CARDIAC EMERGENCY RESPONSE PROTOCOL**” on *page 69*
- Follow MERT response protocol**

#### IF NON-EMERGENCY DETERMINED

- Determine course of action and response
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

# Medical Emergency – Serious Injury / Illness (cont.)



(School Voyageur Academy)

## SCHOOL CARDIAC EMERGENCY RESPONSE PROTOCOL

### For All Responders (Staff, Faculty, Medical/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, unresponsive, unconscious
- Not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure, convulsion like activity may occur
- 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 request (*Attention: MERT team please report to your post. Secure mode for a medical emergency at:*)
  - 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
  - MERT team member assigned retrieves the AED/Stock Epinephrine/First Aid Kit in route to the scene
  - Leave the AED cabinet door open, the alarm signals the AED is taken for use

#### 3 Early CPR

- MERT CPR/AED trained staff will **begin CPR/AED** as per training, have the defibrillator (AED) brought to the scene

#### 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

### Medical Emergency Response Team (MERT)

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>○ Determine Emergency Status. Send students to buddy teacher</li><li>○ Inform office of emergency Status</li><li>○ Confirm emergency status. Assemble Crisis Team</li><li>○ Call 911 with location &amp; emergency information. Stay on phone</li><li>○ Take AED, First Aid Kit and any emergency meds to location of emergency</li><li>○ Contact School District Administration</li></ul> | <ul style="list-style-type: none"><li>○ Stay with victim – provide care</li><li>○ Notify victim's emergency contact – meet them in parking lot</li><li>○ Unlock the gate/door – direct traffic</li><li>○ Meet the ambulance</li><li>○ Copy the medical records of the student – provide to EMS</li><li>○ Control the scene</li><li>○ Document the incident and response</li><li>○ Debrief</li></ul> |
|--|---|

### Building Location Information

School Name & Address \_\_\_\_\_

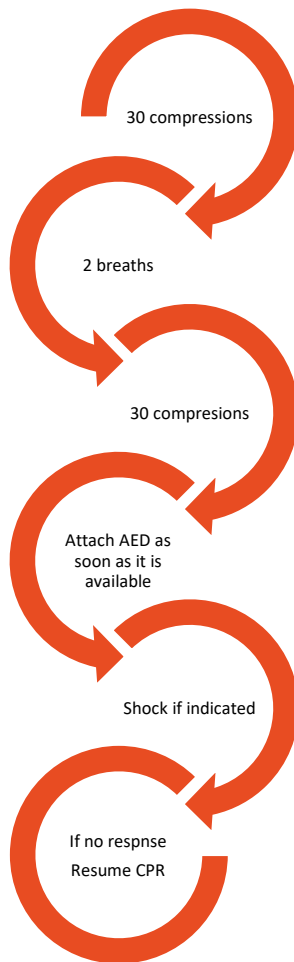
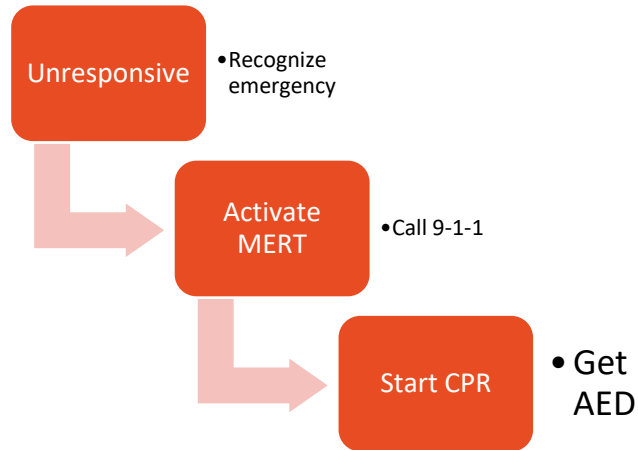
School Emergency Phone# ***Insert #s for school-hours & after-hours, may be office during school hours***

Cross Streets \_\_\_\_\_

AED Location \_\_\_\_\_ AED Location \_\_\_\_\_

(School Voyageur Academy)

Wayne County School Cardiac Emergency Response Protocol



## Suicide Attempt

### *Follow these procedures whenever:*

1. A person is **threatening to attempt suicide**, including having a **weapon on their person** or **you suspect they have a weapon** (in a backpack, briefcase, purse, or other container carried or readily accessible by the subject, such as in their car, locker, or anywhere else on school property).
2. If a non-weapon suicide attempt has been made, follow **MEDICAL EMERGENCY** plan.

*For more information/resources on Mental and Behavioral Health, please see page 73.*

### STAFF RESPONSIBILITIES

- Upon observation or suspicion of an attempted suicide contact the Principal / Main Office immediately
- Advise whether a weapon was visible or indicated, location of situation, name and description of person, number of people involved

#### **VISIBLE WEAPON or THREATENING SITUATION**

- Speak calmly to the subject and to other students
- Do not approach subject or attempt to confiscate weapon
- Communicate and cooperate

#### **SUSPECTED WEAPON or NON-THREATENING**

- Bring subject to the office OR isolate subject from others and subject's belongings
- Ask calmly for permission to evacuate the area
- If not allowed, cooperate with subject until emergency personnel arrive
- Follow instructions of emergency personnel
- Follow "**Lockdown**" instructions

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify staff of "**Lockdown**" – contact 911
- Give detailed information to 911 if available
- Gather "Crisis Response Material"
- Determine level of response based on your assessment of individual
- Request an ambulance when appropriate (emergency personnel will assist)
- Assign someone to meet emergency personnel
- Direct office to advise staff regarding the situation (when appropriate)
- Designate a staff member to notify appropriate personnel
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Threat of Suicide

### ***Follow these procedures whenever:***

1. A person indicates, through verbal, written, or other means a **potential threat to commit suicide**.

**Note:** ANY threat to commit suicide **MUST** be taken seriously.

*For more information/resources on Mental and Behavioral Health please see page 73.*

#### STAFF RESPONSIBILITIES

- Notify Principal / Main office immediately of situation
- Report as much information as possible
- Follow “**Secure Mode**” procedures
- If a **weapon is visible or suspected**, follow **WEAPONS** response plan
- Assure individual that you care for their well-being and you want to help
- Let them know that “Suicide is a permanent solution to a temporary problem”
- DO NOT LEAVE THEM ALONE
- Isolate the individual from other students
- Follow any and all instructions from emergency personnel

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Contact 911
- Give detailed information to 911, if available
- Gather “Crisis Response Material”
- Determine the level of response based on your assessment of the individual
- A request for an ambulance may be appropriate
- Assign someone to meet emergency personnel with updated situational information
- Direct office to advise staff regarding the situation (when appropriate)
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.



## Mental and Behavioral Health

- District will provide mental health training and support to staff at various professional development times
- Schools can find training resources, including the Psychological First Aid for Schools (PFA-S) Field Operations Guide located at:
  - <http://www.nctsn.org>
- For information about teaching social and emotional competencies, visit:
  - <http://safesupportivelearning.ed.gov>
- For additional information on how social and emotional learning may be integrated into a multi-tiered frame work visit:
  - <http://www.pbis.org>
- Mental Health First Aid is an in-person training that teaches how to recognize people who need mental health assistance and ensure that they are referred to appropriate mental health services. Information on Mental Health First Aid courses in Michigan can be found at:
  - <http://www.mentalhealthfirstaid.org/cs/take-a-course/find-a-course/>

### ADDITIONAL RESOURCES THAT CAN ASSIST SCHOOL PLANNING TEAMS WITH DEVELOPING A CULTURE OF SAFETY

- State Resources:
  - <http://www.michigan.gov/safeschools>
- Coordinated School Health:
  - <http://www.cdc.gov/healthyYouth/CSHP/>
- Positive Behavioral Interventions and Support:
  - <http://www.pbis.org>
- National Child Traumatic Stress Network training and Education Information
  - <http://www.nctsn.org/resources>
- SAMHSA:
  - <http://www.samhsa.gov/prevention/>
- Screening and Assessment for Suicide Prevention: Tools and Procedures for Risk Identification among Juvenile Justice Youth (not just for juvenile justice youth)
  - <http://www.nysap.us>

*Information obtained from “All-Hazards Emergency Operations Planning Guidance for Schools2014”: Michigan State Police*

## Missing / Lost / Runaway Student

### *Follow these procedures whenever:*

1. A student is apparently missing, lost, or runs away from a classroom/school, or ANY school program/activity.

#### STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Report as much identifying detailed information as possible
- Follow "**Secure Mode**" procedures if applicable
- Identify missing student's friends who may know whereabouts
- Note beginning time student went missing and beginning time of search
- Note last known location
- Identify any medical / special needs or situation(s) regarding missing student
- Conduct visual search of immediate area, beginning with student's last known location
- Keep track of locations and times those locations were searched

#### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Consider "**Secure Mode**"
- Contact Superintendent
- Contact 911 if appropriate
- Gather "Crisis Response Material"
- Keep lines of communication open with on-site staff
- Contact parent/guardian
- Direct office to advise staff regarding the situation (when appropriate).
- Follow instructions and assist emergency personnel who respond

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Large Event

### ***Follow these procedures whenever:***

1. A meeting or program where large numbers of children and/or adults are gathered on school property and a crisis ensues.

### STAFF RESPONSIBILITIES (Prior to event)

- Have predetermined locations for aftermath (i.e., emergency staging areas)
- Have personnel working the event to utilize portable radios
- Conduct pre-assessment of event to determine safety and security vulnerabilities and address any gaps accordingly
- Document all “outside groups” knowledge of AED locations and all safety information (utilize next page)

### STAFF RESPONSIBILITIES

- If capable, announce “**Lockdown,**” if you deem a situation warrants it – Contact 911
- Report as much identifying detailed information as possible
- Gather all crisis response materials
- Check hallway, if possible (Do not compromise room)
- Secure all classroom doors / windows / blinds
- Turn off lights
- Gather all crisis response materials
- Find the safest location in your room
- Take attendance(if feasible)
- Direct students to turn cell phones off
- Barricade all entry points with any objects available **until** Lockdown emergency personnel release you
- Remain calm

### DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis Team to take
- Notify all in attendance of “**Lockdown**” – contact 911
- Give detailed information to 911, if available
- Gather all crisis response materials – instruct (if capable and by any means) locations of Crisis Response flip charts
- Check with ticket holder for attendance numbers
- Gather “Crisis Response Material”
- Follow instructions and assist emergency personnel who respond to the situation
- Barricade all entry points with any objects available **until** Lockdown emergency personnel release you
- Evacuate if situation warrants

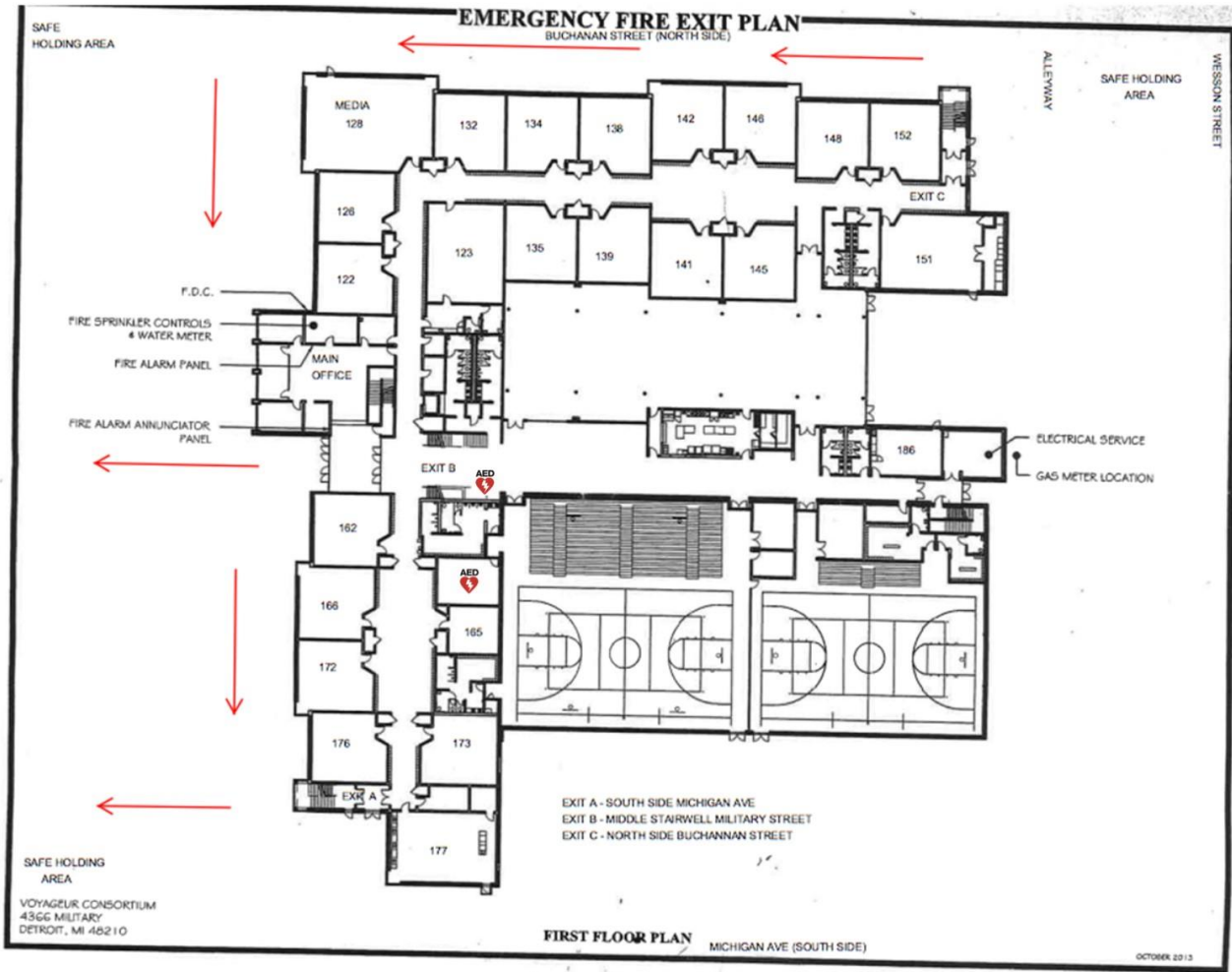
### OUTSIDE EVENT

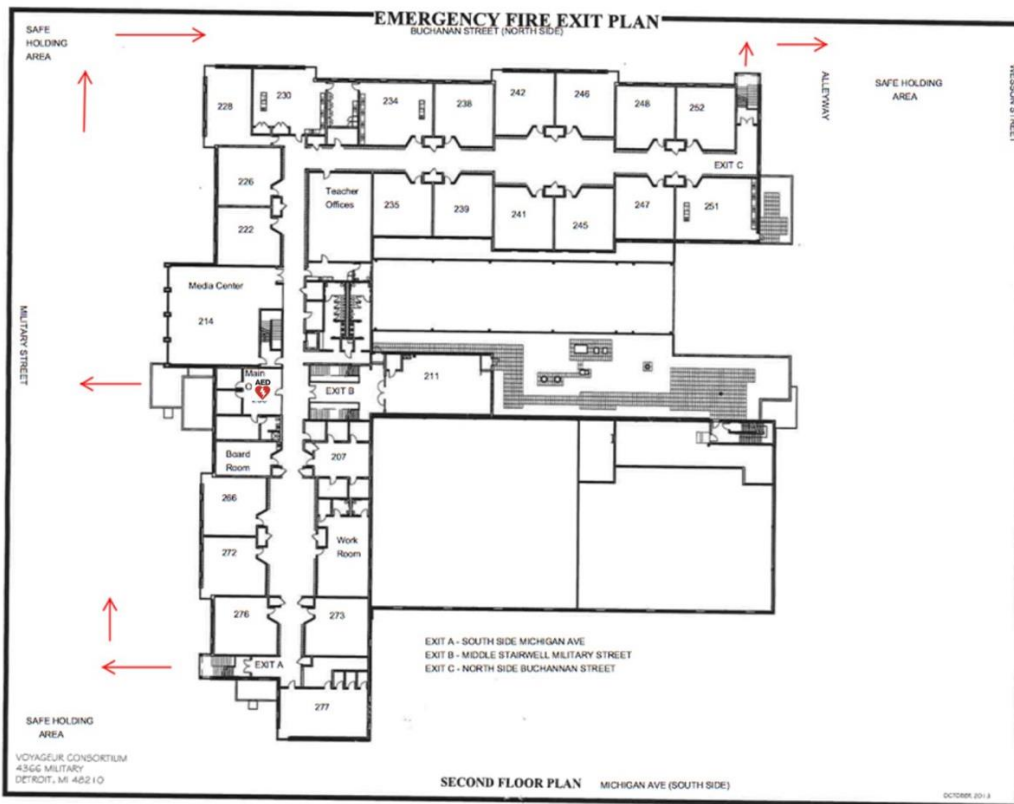
- Identify the location of the threat – only re-enter school if safe to do so
- Move individuals away from the threat to safe location utilizing cover and concealment

## Respond

- Document all information and conversations for future assistance and investigations.
- Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

# AED LOCATIONS ON CAMPUS





## Pandemic

### ***Follow these procedures whenever:***

1. Whenever there has been an outbreak of a wide spread illness.

#### STAFF RESPONSIBILITIES

- Notify Principal / Main Office immediately of situation
- Isolate the individual from other students
- Document any recent trips / whereabouts
- Document any relatives or other individuals he/she has been around that are sick
- Document if he/she has been to the hospital – obtain Doctor’s name and location / contact information
- Follow “Secure Mode” instructions

#### PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Place School into “Secure Mode”-  
Contact 911 or local police department (when necessary)
- Determine other staff/students that may have been around or near sick subject
- Determine other staff/students that may also be sick
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Pandemic (cont.)

### 1. Reported By:

*Date Reported:*

        /         /                  
 M M    D D    Y Y Y Y

*District/School Name:*

\_\_\_\_\_

*Last Name:*

*First Name:*

### 2. Patient Information:

*Last Name:*

*First Name:*

*City of Residence:*

*County:*

*Age at Onset:*

Year(s) \_\_\_\_\_

Month(s) \_\_\_\_\_

*Race (choose one):*

*Sex:*

Male \_\_\_\_\_

Female \_\_\_\_\_

*Ethnicity:*

- Asian
- African American
- Native Hawaiian
- American Indian / Alaskan Native
  
- White
- Unknown

### 3. Signs and Symptoms

*Date of Symptom Onset:*

        /         /                  
 M M    D D    Y Y Y Y

*Location where presumed got sick:*

*People been around in last 24 hrs:*

*Anyone Sick in Household?*

- YES
- NO

*Been around anyone sick?*

- YES
- NO

*When:*

*Where:*

*Name(s) of Sick Individuals been in contact with:*

*What Symptoms does the patient have? (check all that apply)*

\_\_\_ Fever > 38 Deg C (100.4 Deg F)

\_\_\_ Headache

\_\_\_ Conjunctivitis

\_\_\_ Cough

\_\_\_ Feverish

\_\_\_ Shortness of Breath

\_\_\_ Sore Throat

\_\_\_ Other (specify): \_\_\_\_\_

## Bus Intruder

### *Follow these procedures whenever:*

- A person has tried, or is trying to gain access into a school bus.

#### STAFF RESPONSIBILITIES

- Do not open the door for any individual you do not know
- Immediately contact bus garage/ transportation and 911 of situation
- Instruct all students to duck down away from windows
- Drive away from threat / keeping in contact with transportation and 911
- Be aware of your surroundings – be visually aware of threat or any additional threat
- Continue driving, back toward the district – do not stop in parking lot unless for emergency personnel

#### PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Contact 911 - Identify the location of the threat
- Give as much detailed information about the situation and location of the bus as possible
- Instruct the bus driver to continue driving back toward the district – remain in constant communication with driver
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)
- Inform driver of students' release plan

#### IF INDIVIDUAL GAINS ENTRY

- Remain calm
- Do as instructed or demanded
- Do NOT anger the individual
- Remember: help is on the way

## Respond

- Document all information and conversations for future assistance and investigations.

**Post –Incident:** Complete any necessary Incident reports and submit to appropriate personnel.



## Bus Bomb Threat

**Follow these procedures whenever:**

1. A bus bomb threat is received (i.e., text, phone, internet, etc.).

### AT BUS GARAGE

- Contact 911
- Search bus garage and lot for anything
- Once cleared maintain security and operate as normal

### ENROUTE

- Contact 911
- Search bus garage and lot for anything suspicious
- Coordinate with emergency personnel. Give as much detailed information about the situation and location of the bus as possible
- Instruct the bus driver to continue driving back toward the district – remain in constant communication with driver
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)
- Inform driver of students' release

- Remain calm
- Do as instructed or demanded
- Do NOT anger the individual
- Remember: help is on the way

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

# Recovery

## 1) Physical Recovery

In Progress

### Complete

- a. Assess damage to school property, identify safety hazards



Goal Date: \_\_\_\_\_ Leader(s): \_\_\_\_\_

- b. Determine measures necessary to repair facilities



Goal Date: \_\_\_\_\_ Leader(s): \_\_\_\_\_

- c. Determine how to provide services without use of heavily damaged facilities



Goal Date: \_\_\_\_\_ Leader(s): \_\_\_\_\_

- d. Develop timeline for repairing facilities



Goal Date: \_\_\_\_\_ Leader(s): \_\_\_\_\_

- e. Implement repair plan and oversee repair projects; indicate alternate facility if necessary



Goal Date: \_\_\_\_\_ Leader(s): \_\_\_\_\_

## How can I prepare for a property damage assessment?

*Before an emergency:*

Compile an Inventory of Assets

1.

Develop an estimate of potential loss

*What could be lost?*

2.

Estimate replacement cost

*What would it cost to replace lost items?*

**Quick Tip:** Your insurance company may require you to compile an inventory of assets as part of your policy. It may be valuable to review their records before beginning your own.

## Recovery (cont.)

2) Business / Fiscal Recovery	In Progress	Complete
a. Assess damage to business / fiscal systems  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
b. Determine measures necessary to repair systems  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
c. Determine how to proceed without normal operating systems  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
d. Implement contingency plan and oversee repair projects  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>

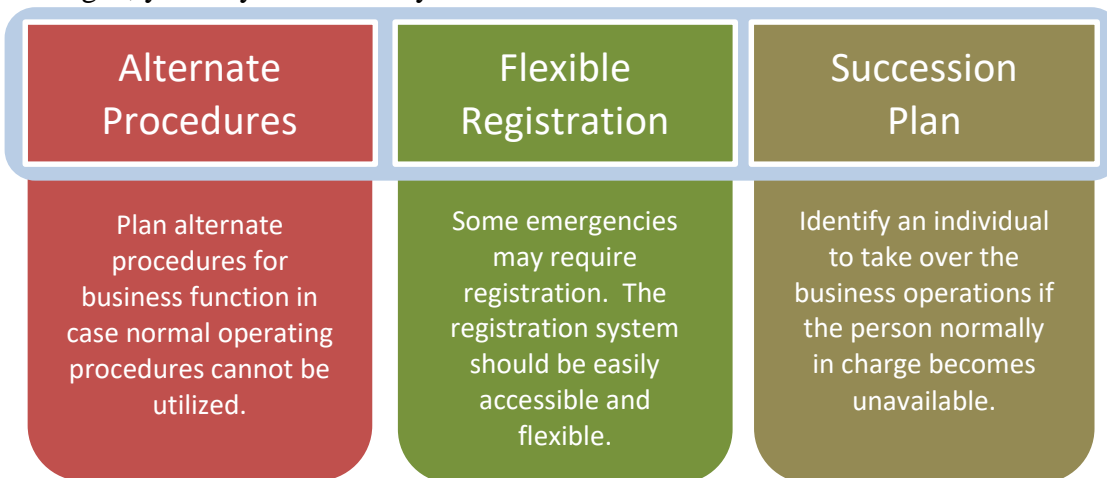
### What should I include in my Business Contingency Plan?

Some emergencies may leave your school without commonly used systems including:

- Payroll
- Accounts Payable
- Accounts Receivable
- Student Records / Registration
- Other Computer-based Records

**Quick Tip:** Community partnerships are key! Work with local businesses or non-profits to plan for your potential business / fiscal operation needs. Keep a backup of your program in the Administrative Go-Kit.

If data centers and computer work stations are not heavily damaged you may be able to utilize generators. But, if they are damaged, you may need to run your school's software at another location.

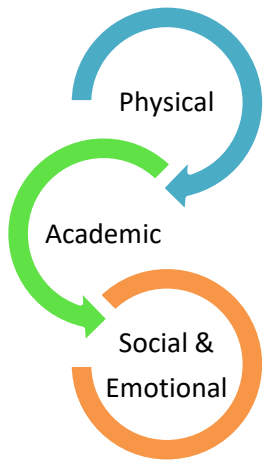


**Information obtained from:**

*MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education*

## Recovery (cont.)

3) Academic Recovery	In Progress	Complete
a. Resume classes  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
b. Resume before / after school programming  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
c. Resume extra-curricular activities  <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>



**Academic, physical and social-emotional recovery are all closely related.**

**Primary objective:** Restore normalcy to school environment

*To achieve normalcy, schools may need to resume programs gradually to allow students time to recover and refocus.*

**Quick Tip:** Social and Emotional Recovery is probably the most challenging. Professional development in the area of mental health may help prevent / mitigate emergencies, as well as support the recovery process if an emergency does occur.

### Academic Recovery may require:

- Flexibility and Creativity
- Operating jointly with another school in their facilities
- Portable classrooms, or utilization of non-school buildings in the community



**Information obtained from:**

*MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education*

## Recovery (cont.)

### 4) Social and Emotional Recovery

In Progress      Complete

a. Immediate Response

i. Clearly and consistently communicate with community  
*Goal Date:* \_\_\_\_\_ *Leader(s):* \_\_\_\_\_

ii. Provide counseling services to students, staff, and faculty  
*Goal Date:* \_\_\_\_\_ *Leader(s):* \_\_\_\_\_

b. Long-term Response

i. Clearly and consistently communicate with community  
*Goal Date:* \_\_\_\_\_ *Leader(s):* \_\_\_\_\_

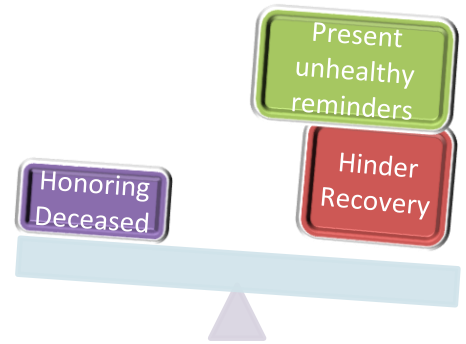
ii. Determine how to address memorial and commemoration requests  
*Goal Date:* \_\_\_\_\_ *Leader(s):* \_\_\_\_\_

### How can we prepare to respond to Social and Emotional needs?

Identify mental health resources in your community and establish a list. Also, establishing pre-planned partnership agreements with local mental health providers can quicken response and recovery.

### Memorials and Commemoration

After a tragedy, your school may receive inquiries about establishing memorials and commemorating those lost in the tragedy. Your school should weigh the benefits and disadvantages.



### Caring for Caregivers

Teachers, counselors, and emergency responders are also dealing with a burden. Care for caregivers by providing counseling services, facilitating conversation groups, and establishing relaxing areas for them to rest.

**Key Points**

- Physical safety is imperative for academic and social-emotional recovery to occur.
- Community Partnership agreements can help speed up all four types of recovery.
- Flexibility and creativity are crucial to recovery.
- Recovery may take years. Be prepared to care for your student, faculty, staff and caregivers long-term needs.

Information obtained from: MI Ready Schools 2011, Emergency Planning Toolkit; Michigan Department of Education

## Resources

### Federal Agencies

Center for Disease Control and Prevention	Offers guidance for preventing and responding to a variety of school health and safety concerns and provides resources for planning	<a href="http://www.cdc.gov">http://www.cdc.gov</a>
Department of Homeland Security	Provides planning and training resources along with information about grand opportunities	<a href="http://dhs.gov/files/programs/gc_1183486267373.shtm">http://dhs.gov/files/programs/gc_1183486267373.shtm</a>
Federal Emergency Management Agency	Offers resources to use while planning and preparing as well as support for those recovering from a disaster	<a href="http://www.fema.gov">www.fema.gov</a>
Office of Safe and Drug Free Schools	Offers information and resources for school leaders to plan for emergencies	<a href="http://www2.ed.gov/emergencyplan">www2.ed.gov/emergencyplan</a>
Readiness & Emergency Management for Schools	Provides free training information on emerging issues in emergency management and a variety of resources to help your school opportunities, plan	<a href="http://www.rems.ed.gov">www.rems.ed.gov</a>

### Non-Governmental Organizations

American Red Cross	Offers information, training and support for health and safety programs and emergency management	<a href="http://www.redcross.org">www.redcross.org</a>
Center for Health and Healthcare in Schools Emergency Preparedness: A Quick Guide for Staff	Provides information on school health issues, offers guidance on organization and financial challenges	<a href="http://www.healthinschools.org">http://www.healthinschools.org</a>
National School Safety Center	Provides resources, information and training related to school safety	<a href="http://www.schoolsafety.us">http://www.schoolsafety.us</a>

## Resources

### Federal Agencies

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Department of Homeland Security	Provides planning and training resources along with information about grant opportunities	<a href="http://dhs.gov">http://dhs.gov</a>
Federal Emergency Management Agency	Offers resources to use while planning and preparing as well as support for those recovering from a disaster	<a href="http://www.fema.gov">www.fema.gov</a>
Office of Safe and Drug Free Schools	Offers information and resources for school leaders to plan for emergencies	<a href="http://www.ed.gov/emergencyplan">www.ed.gov/emergencyplan</a>
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Center for Health and Healthcare	Provided information on school health issues for health and safety programs and emergency management	<a href="http://www.healthinschools.org">www.healthinschools.org</a>
National School Safety Center	Provides resources, information and training related to school safety	<a href="http://www.schoolsafety.us">www.schoolsafety.us</a>

# School Building Safety Assessment:

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Site Visit Date: \_\_\_\_\_

Assessment Time: \_\_\_\_\_

In Session: \_\_\_\_\_

School Name: \_\_\_\_\_

Assessment Team: \_\_\_\_\_

---



# School Exterior

Signage	Yes	No	N/A
1. Visitor signs are posted near entrance advising visitors to report to the main office.			
2. Weapons law signs are clearly posted at the main entrance.			
3. Drug-free/tobacco-free campus signs are posted.			
4. Visitor and handicapped parking areas are clearly marked.			
Extracurricular/Play Areas	Yes	No	N/A
1. Emergency vehicles can access play and athletic fields easily.			
2. Bleachers appear to be in good condition.			
3. The risers between bleacher seats are protected to prevent entrapment and children from falling through.			
4. Field houses can be secured for safety and security.			
5. The school ground is free of obstacles, graffiti, trash and debris.			
6. Surveillance cameras are installed in strategic locations.			

## School Exterior (cont.)

Extracurricular/Play Areas (cont.)	Yes	No	N/A
7. Stadium evacuation procedures are posted.			
8. Mechanical, electrical and other equipment on school grounds are surrounded by a protective enclosure.			
9. Deep recesses in buildings with wings are fenced for safety.			
Surveillance	Yes	No	N/A
1. The school has designated points of entry which are monitored to control building access.			
2. Visual surveillance of parking lots or monitoring by remote security cameras is possible from the main office or some other area.			
3. The location of trailers/portable classrooms enables natural surveillance.			
4. Trailers/portable classrooms are connected to the school's central alarm system.			
5. If located in isolated areas, the trailers/portable classrooms are monitored with security cameras.			
6. Shrubbery and trees are well trimmed.			
7. Grass is well groomed.			

## School Exterior (cont.)

Lighting	Yes	No	N/A
1. There is adequate lighting around the building to enhance night safety.			
2. Lighting is provided at the entrances and other points of possible intrusion.			
3. There is adequate lighting around trailers/portable classrooms.			
4. Directional lights aimed at the building.			
5. Lighting in parking lot provides uniform coverage to support camera surveillance.			
Windows and Doors	Yes	No	N/A
1. Windows and doors are in good repair.			
2. Windows and doors are adequately secured after hours.			
3. Building perimeter is free from trees, branches, and telephone poles that may provide unauthorized access to upper floor levels or roof.			
4. All exterior doors have non-removable hinge pins.			
5. Exterior doors, unless designated for entry, have no exterior hardware.			

## School Exterior (cont.)

Windows and Doors (cont.)	Yes	No	N/A
1. Exterior double doors have an astragal (plate) covering the gap between doors.			
2. Required exit doors are equipped with panic hardware.			
3. Doors accessing internal courtyards are tied into the central alarm system.			
4. The school has developed written regulations regarding access to and use of the building by school personnel after regular school hours.			
5. Doors are number and labeled.			
6. Windows are numbered and labeled.			
7. Entrance is clearly identifiable with all other exit doors labeled indicating a nonpoint of entry.			

*Department of State of Georgia Education: School Safety Assessment*

### ADDITIONAL INFORMATION

- Person(s) whom made contact with:
- Affiliation with school:
- Activity at school (if any):
- Suspicious Activity:
- Suspicious Motor Vehicle(s):
- Suspicious Peron(s):

# Field Trip / Large Event Emergency Guide (Template)

In the event of an emergency,  
contact 911.

---

This fieldtrip is comprised of:

- \_\_\_\_\_ Students
  - \_\_\_\_\_ Special Need Students
  - \_\_\_\_\_ Teachers
  - \_\_\_\_\_ Administrators
  - \_\_\_\_\_ Office/Support Staff/Volunteers
- 

- Person/Administrator in Charge: (Name/#: \_\_\_\_\_)
- Date of Trip: \_\_\_\_\_
- Time of Trip (Arrival: \_\_\_\_\_) (Departure: \_\_\_\_\_)
- Trip Location/Address: \_\_\_\_\_  
\_\_\_\_\_
- Location Contact Number: \_\_\_\_\_

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## Emergency Contact Numbers

(All requests for emergency equipment/personnel should be made by dialing "911".)

• Emergency	911
• Wayne County Sheriff	313-224-2222
• Police (Local) – 4 <sup>th</sup> Precinct	313-596-5400
• Detroit Fire Department	313-569-2920
• Animal Control	313-224-6356
• National Guard	517-481-8031
<b>(Health)</b>	
• Henry Ford Hospital	313-916-2600
• Detroit Children’s Hospital	313-745-5437
• Detroit Receiving Hospital	313-745-3000
• American Red Cross	810-232-1401
• Poison Control	1-800-222-1222
• Suicide Prevention Hotline	1-800-273-8255
• Human Trafficking	1-888-373-7888
<b>(General)</b>	
• Gas Company	1-800-477-5050
• Consumers Energy Power	1-800-477-5050
• Electric Company	1-800-477-5050
• MI Dept. of ED	1-517-373-3324
<b>(Media)</b>	
• WNEM 5	810-232-3900
• WJRT 12	810-233-3130
• WEYI 25	810-687-1000

## Prior to Trip

### Administrators Actions Prior to Field Trip:



- Determine command structure.
- Develop a call tree for all people involved in the event of an emergency.
- Prior to trip, make sure that all student contact information is up to date (**i.e., guardian, emergency contacts, address, all phone numbers, and allergies**).
- Have all faculty members' names and contact information (preferably hard copy) accessible during an emergency.
- It is recommended that all emergency information be stored onto a thumb drive that can be accessible while on the trip (carried by Administrator in charge).
- If signing in on location of arrival of students/students & parents, utilize a form similar to form located on **pages 23-24**.
- Have a good understanding of security or police presence at trip location and have their contact information. With that being said it is always good practice to notify local law enforcement of date, time, location and number of people that will be on the field trip prior to arrival.

Please remember:

- Under Michigan Law (Public Act 102 of 1999, Section 1308), the following types of incidents **MUST** be reported to your local law enforcement agency. Please consult with your administrative supervisor regarding procedures for notification.

- |                                 |  |
|---------------------------------|--|
| 1. Armed Student or Hostage     | 12. Minor in possession of alcohol or tobacco products |
| 2. Arson                        | 13. Physical assault (fights)                          |
| 3. Bomb threat                  | 14. Robbery or extortion                               |
| 4. Bus incident or accident     | 15. Sexual assault (CSC)                               |
| 5. Death or homicide            | 16. Suicide attempt                                    |
| 6. Drive-by shooting            | 17. Suspected armed student                            |
| 7. Drug possession or drug sale | 18. Threat of suicide                                  |
| 8. Explosion                    | 19. Unauthorized removal of student(s)                 |
| 9. Illegal drug use or overdose | 20. Weapons on school property                         |
| 10. Intruders                   | 21. Vandalism / destruction of property                |
| 11. Larceny (theft)             |  |

### Meet with all who will attend:

- Gather all personnel together and discuss roles and responsibilities of what is expected while in transit and upon arrival at the field trip destination
- Place an emphasis on the relation between an emergency and time of reporting
- It is recommended that the location be broken into quadrants with personnel assigned to specific quadrant locations with their roles and responsibilities laid out
- Assign Incident Command Structure and what each group consists of: **Pages 9-18**



## Prior to Trip (cont.)

### Meet with all who will attend (cont.):



- Provide staff with call tree information
- Provide staff with chain of command information
- Provide staff with emergency information
- Provide staff with School Resource Officer/Deputy contact information
- Remind staff in the event of an emergency of all GISD media policies/procedures
- Make sure staff have emergency contact information
- Go through all information and make sure all understand it

### After Trip:

- Gather all trip administrators and have an after action review (review of pros and cons)
- Look at all aspects to the field trip (i.e., staffing, staff responsibilities, student, chaperones, volunteers, all safety aspects)
- Determine any course of modifying any area of concern



# Field Trip Chain of Command

## Chain of Command:

In the event of an emergency, the head Administrator on the field trip, along with police officials, will make the decisions. Please provide staff with name and contact information of whom they report to.

**\*\*\*Chain of Command will be up to the school personnel to determine\*\*\***



<i>Name and Position</i>	<i>Assignment Location</i>	<i>Cell</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		

## Staff / Volunteer Attendance Roster

<u>NAME</u>	<u>SCHOOL AFFILIATION</u>	<u>CELL NUMBER</u>

## Staff / Volunteer Attendance Roster

<u>NAME</u>	<u>SCHOOL AFFILIATION</u>	<u>CELL NUMBER</u>

# Group Assignment / Location

In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



**\*TEAM LEADER NAME AND CONTACT INFO:** \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

✓ Please note that team member 1 will be contacted by the team leader in the event of an emergency. Member 1 will then in turn contact member 2, and 2 contacts 3. If the team leader is unable to reach member 1, he/she will contact member 2 or each additional member down the list until someone is contacted. This will also be the case if a member is unable to reach the next on the list. If a member is skipped make sure to go back to that number and continue to try and contact them.

# Group Assignment / Location

In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



**\*TEAM LEADER NAME AND CONTACT INFO:** \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

✓ Please note that team member 1 will be contacted by the team leader in the event of an emergency. Member 1 will then in turn contact member 2, and 2 contacts 3. If the team leader is unable to reach member 1, he/she will contact member 2 or each additional member down the list until someone is contacted. This will also be the case if a member is unable to reach the next on the list. If a member is skipped make sure to go back to that number and continue to try and contact them.

# Group Assignment / Location

In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



\*TEAM LEADER NAME AND CONTACT INFO: \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

✓ Please note that team member 1 will be contacted by the team leader in the event of an emergency. Member 1 will then in turn contact member 2, and 2 contacts 3. If the team leader is unable to reach member 1, he/she will contact member 2 or each additional member down the list until someone is contacted. This will also be the case if a member is unable to reach the next on the list. If a member is skipped make sure to go back to that number and continue to try and contact them.

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In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



**\*TEAM LEADER NAME AND CONTACT INFO:** \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

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# Group Assignment / Location

In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



**\*TEAM LEADER NAME AND CONTACT INFO:** \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

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# Group Assignment / Location

In the event of an emergency please contact your group/team leader and fill out the appropriate form(s).

**Group # \_\_\_\_\_:**



**\*TEAM LEADER NAME AND CONTACT INFO:** \_\_\_\_\_

This Group/Team's roles and responsibilities are, but not limited to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

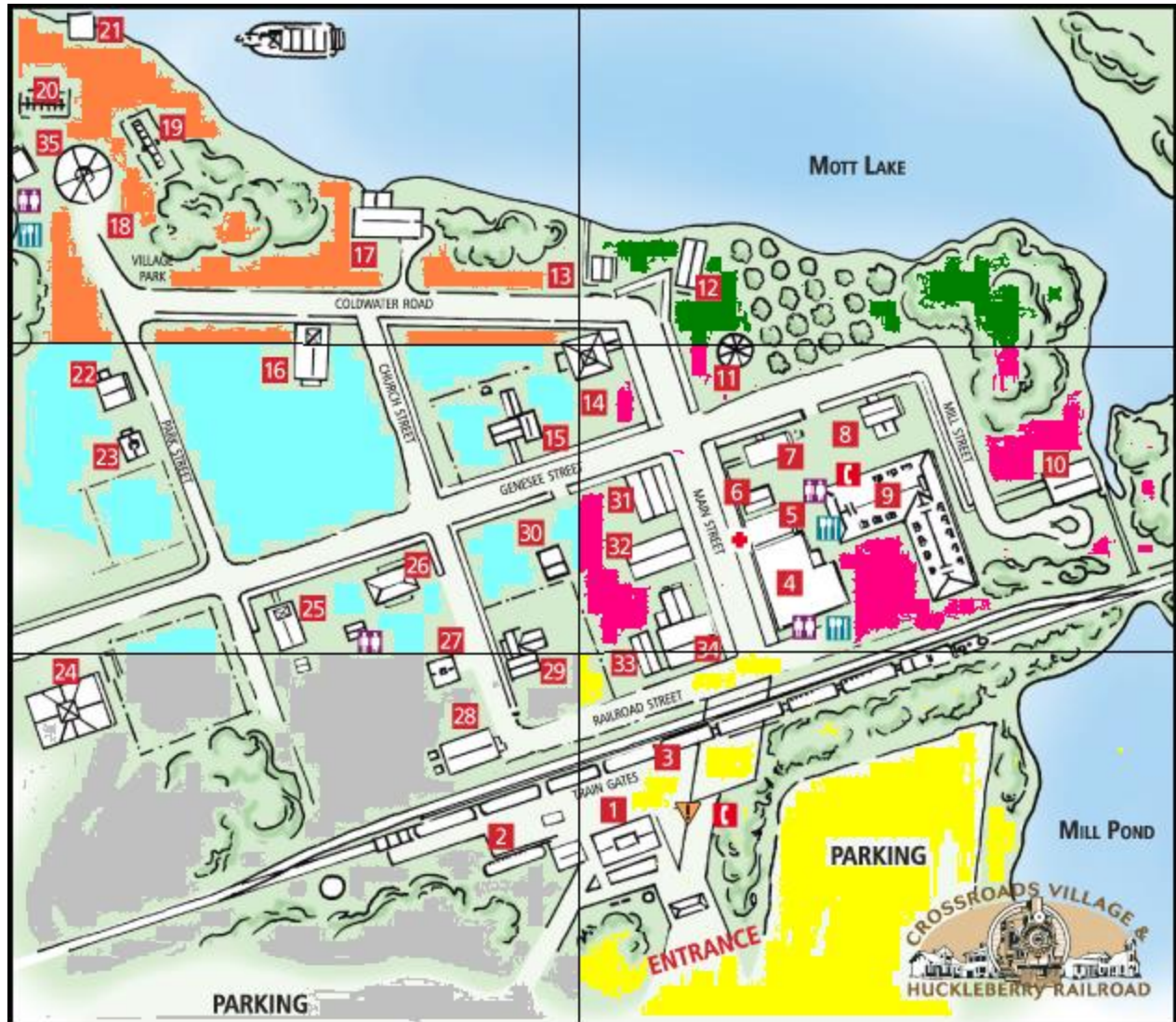
*\*\*Team members in the event of a missing/lost student/child please search your assigned area thoroughly.\*\**

➤ Team Consists of (member's names and contact information):

	<u>TEAM MEMBER NAME</u>	<u>CELL PHONE #</u>	<u>AREA OF RESPONSIBILITY</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

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## Location Map & Staff Break Down (EXAMPLE)



Place a copy of the map of the location being visited.

This copy should be a detailed break down  
of the areas being covered and by whom.

Make sure that the areas labeled correlate with the phone tree.

(Provide all staff members with a copy.)

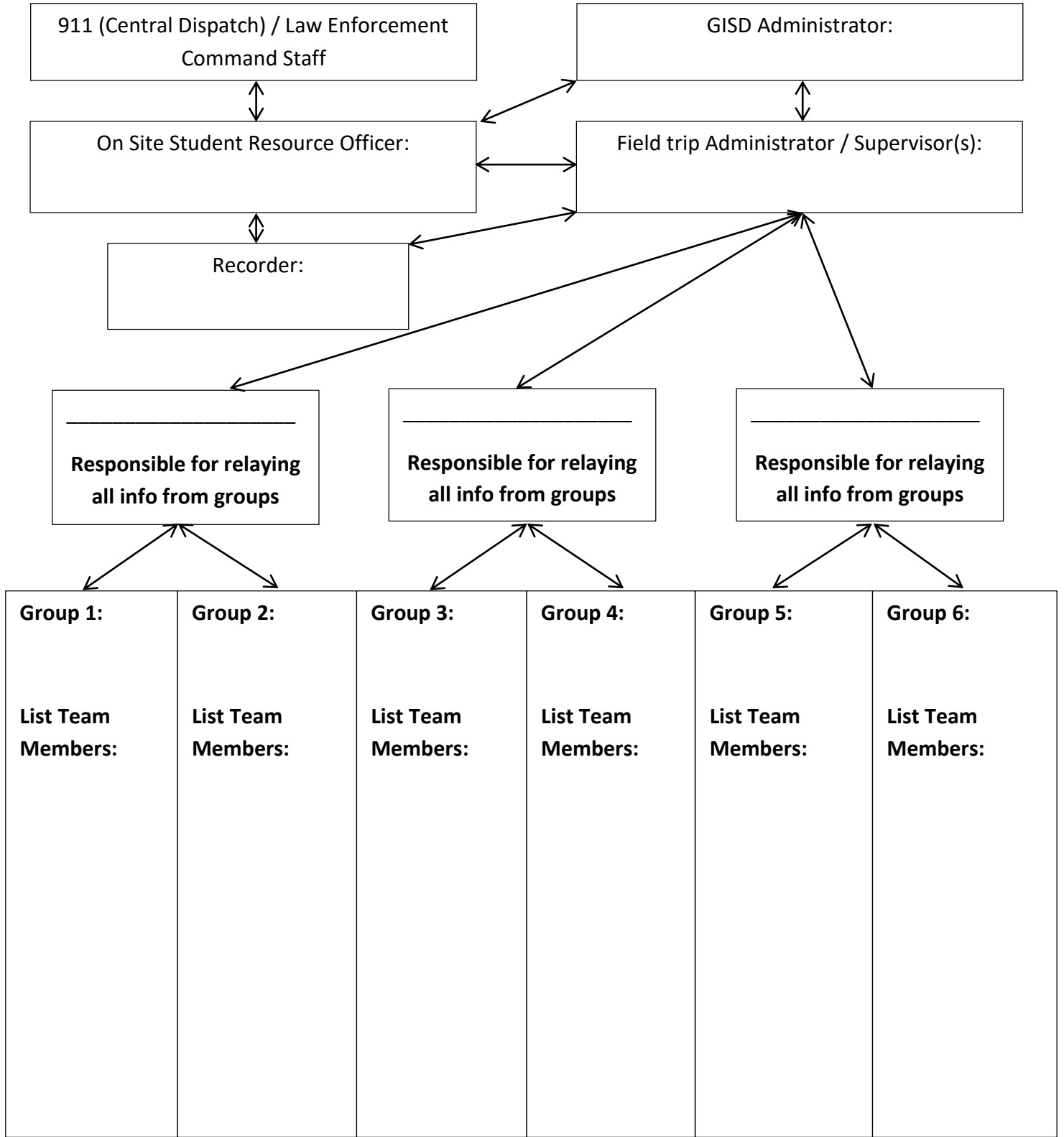
*Color coordinate or number/letter each section and assign team members to specific locations.*

## Location Map & Staff Break Down (cont.)

- |  |   |
|--|---|
| <p><b>1. DAVISON DEPOT</b></p> <p><b>2. PERE MARQUETTE CABOOSE A621</b></p> <p><b>3. HUCKLEBERRY RAILROAD</b></p> <p><b>4. HORTON-COLWELL BUILDING</b></p> <p><b>5. T.N. NORTH &amp; SON BANK AND LOCY'S DENTAL ROOMS</b></p> <p><b>6. FOWLER BARBER SHOP</b></p> <p><b>7. CLAYTON TOWNSHIP HALL</b></p> <p><b>8. GEORGE H. DURAND LAW OFFICE</b></p> <p><b>9. MILL STREET WAREHOUSE AND DINING ROOM</b></p> <p><b>10. ATLAS MILL</b></p> <p><b>11. GAZEBO</b></p> <p><b>12. MASTERS' CIDER MILL</b></p> <p><b>13. ICE HOUSE</b></p> <p><b>14. WISNER CARRIAGE BARN</b></p> <p><b>15. BUZZELL HOUSE</b></p> <p><b>16. COLDWATER ROAD CHAPEL</b></p> <p><b>17. CROSSROADS LUMBER COMPANY</b></p> <p><b>18. CHARLES W. PARKER CAROUSEL</b></p> | <p><b>19. CHARLES W. PARKER SUPERIOR WHEEL</b></p> <p><b>20. VENETIAN SWING, PONY CARTS, and "FLYER" MINIATURE TRAIN</b></p> <p><b>21. THE WAYNE BELLE</b></p> <p><b>22. BLACKSMITH SHOP</b></p> <p><b>23. SALTER LOG HOUSE</b></p> <p><b>24. CALKINS BARN and DONAHUE CHICKEN COOP</b></p> <p><b>25. STANLEY SCHOOL</b></p> <p><b>26. FOX HOUSE and CRAWFORD WINDMILL</b></p> <p><b>27. FENTON CARRIAGE BARN</b></p> <p><b>28. MEETING HALL</b></p> <p><b>29. ELDRIDGE HOUSE</b></p> <p><b>30. DURANT BARN</b></p> <p><b>31. MASON TAVERN</b></p> <p><b>32. MANWARING BUILDING</b></p> <p><b>33. J.E. BARBOUR, M.D.</b></p> <p><b>34. ATTICA HOTEL.</b></p> <p><b>35. LAKESIDE GRILL</b></p> |
|--|---|

- ✓ Indicate the corresponding number (location) within each group on the Incident Command Structure form located on the next page
- ✓ *Have phone numbers for each location listed*

# Incident Command Structure



*\*Please fill in each person(s) in charge of the related responsibility or assignment.  
Indicated cell phone or contact information as well.*

## Incident Command Structure (cont.)

### In the event of an emergency:



#### (Phone Tree)

The field trip administrator will contact the three individuals (or predetermined individuals) whom will contact each group leader. The field trip administrator will advise each of the situation.

Each of those individuals will then contact each group/team leader and inform him/her of the situation. The group/team leader is responsible for relaying all information to each team member and back to the appropriate personnel.

The appropriate personnel will then relay all information back to the field trip Administrator/Supervisor. The Administrator/Supervisor will be in direct contact with the appointed recorder, law enforcement and GISD Administrator.

Each group will have various responsibilities. They may need to search their assigned area thoroughly for a missing student or they may be directed to gather all field trip attendees in their area hold them at their assignment or bring them back into the check in area.

All decisions on appropriate actions will be dictated by GISD administrators and/or Law Enforcement personnel.

It is the recorders responsibility to record all vital information. Save any and all documentation from the incident. Documentation shall include times, locations, personnel, orders, etc.

Team work and communication is vital.

## Student Attendance Roster

<u>NAME</u>	<u>SCHOOL</u>	<u>GUARDIAN/CHAPARONE</u>	<u>CELL NUMBER</u>

*Indicate Students with allergies with (\*) have allergy forms on location*







**Student Attendance Roster**

<u>NAME</u>	<u>SCHOOL</u>	<u>GUARDIAN/CHAPARONE</u>	<u>CELL NUMBER</u>

*Indicate Students with allergies with (\*) have allergy forms on location*

## Sign In / Out Form

<b><i>Student</i></b>	<b><i>Parent</i></b>	<b><i>Signature</i></b>	<b><i>Cell Number</i></b>	<b><i>Teacher</i></b>

## Sign In / Out Form

<i>Student</i>	<i>Parent</i>	<i>Signature</i>	<i>Cell Number</i>	<i>Teacher</i>

# Bus Intruder

**Follow these procedures whenever:**



1. A person has tried, or is trying to gain access into a school bus.

## STAFF RESPONSIBILITIES

- Do not open the door for any individual you do not know
- Immediately contact bus garage/ transportation and 911 of situation
- Instruct all students to duck down away from windows
- Drive away from threat / keeping in contact with transportation and 911
- Be aware of your surroundings – be visually aware of threat or any additional threat
- Continue driving, back toward the district – do not stop in parking lot unless for emergency personnel

## PRINCIPAL /ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Contact 911 - Identify the location of the threat
- Give as much detailed information about the situation and location of the bus as possible
- Instruct the bus driver to continue driving back toward the district – remain in constant communication with driver
- Contact parent(s) and / or guardian(s), family and / or emergency contact (when appropriate – check with authorities)

## IF INDIVIDUAL GAINS ENTRY

- Remain calm
- Do as instructed or demanded
- Do NOT anger the individual
- Remember: help is on the way

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Missing / Lost Person

**Follow these procedures whenever:**

1. A person, child or adult, has been identified as missing (whereabouts unknown).



### STAFF RESPONSIBILITIES

- Once a person is identified as missing, **immediately** contact your group leader
- Utilize Incident Command Structure
- Thoroughly search your assigned location
- Completely fill out Missing Person Documentation Form
- Relay any and all pertinent information to your group leader
- Await further instructions

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation
- Inform on site police officer
- Contact emergency contact / chaperone
- Contact 911 if the situation warrants it – and if there is not an officer present
- Utilize phone tree – inform all staff of situation
- Utilize Incident Command Structure to delegate instructions
- Check check-in location or lunch distribution list to help narrow time
- Search area
- Make sure all appropriate forms are filled out
- Work with law enforcement to determine further course of action

### Once Located

- If / when located utilize phone tree to inform all staff
- Fill out Missing Person Documentation Form (Located Missing)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

## Missing Person Documentation Form

Name of Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Name of Person Making Complaint: \_\_\_\_\_

Contact Information (Cell Phone): \_\_\_\_\_ Address: \_\_\_\_\_

Name of Missing Person: \_\_\_\_\_

Age: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_ Ethnicity: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

Clothing Description: \_\_\_\_\_

Last Known Location: \_\_\_\_\_

Observed Doing: \_\_\_\_\_

Time Last Observed: \_\_\_\_\_ Who Person was Observed With and Description: \_\_\_\_\_

Missing Persons Contact Information (If Known): \_\_\_\_\_

Missing Persons Guardian Information (Name): \_\_\_\_\_

Guardian Address and Phone Number (If Known): \_\_\_\_\_

## Located Missing Person

Located By: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Location: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Care was turned over to (Name/Contact Number): \_\_\_\_\_

***\*\*If you were a witness to an abduction, another type of crime, or having someone making a report of one please completely fill out the Witness Form\*\****

# Witness Form



Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Type of Incident: \_\_\_\_\_ Location of Incident: \_\_\_\_\_

Name of Individual(s) (if known): \_\_\_\_\_

Reported to: \_\_\_\_\_ Date Reported: \_\_\_\_\_ Time Reported: \_\_\_\_\_

Were authorities contacted?  Yes  No  
Was there a weapon scene?  Yes  No  
If (YES) Describe:

Describe Assailant's Language (origin):  
\_\_\_\_\_  
\_\_\_\_\_

Subject's Last Known Location:

## PHYSICAL / MOTOR VEHICLE DESCRIPTION

*Please indicate all that apply to the assailant:*

• Hair Color:

- Red / Auburn
- Grey
- Green
- Sandy
- Black
- Bald
- Orange
- White

- Male
- Female
- Caucasian
- African American
- Hispanic
- Other

- Brown
- Strawberry
- Pink
- Other: \_\_\_\_\_
- Blonde
- Blue
- Purple

• Clothing Description:

<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shorts	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shirt	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Shoes	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Jacket	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Pants	Color: _____ Identifying Characteristics: _____
<input type="checkbox"/> Glasses	Color: _____ Identifying Characteristics: _____

• Vehicle Description:

- Make: \_\_\_\_\_  Model: \_\_\_\_\_  Color: \_\_\_\_\_
- Number of Doors: \_\_\_\_\_  Direction of Travel: \_\_\_\_\_  License Plate Number: \_\_\_\_\_



## Medical Emergency – Serious Injury / Illness

**Follow these procedures whenever:**



1. A person has a serious medical need or injury.

### STAFF RESPONSIBILITIES

- Notify Principal immediately of situation if possible
- Report as much information as possible

#### EMERGENCY DETERMINED

- Apply emergency assistance (if trained) until help arrives
- Stay with student until help arrives
- Keep other students isolated from incident
- Follow instructions of emergency personnel
- Assist where needed

#### IF NON-EMERGENCY

- Principal will determine appropriate action

### PRINCIPAL / ADMINISTRATOR or DESIGNEE RESPONSIBILITIES

- Identify and assess situation, including appropriate steps for Crisis/MERT Team to take
- Refer to MERT Response protocol on *page 30*
- Advise staff of the situation and to keep other students contained (when appropriate) – place /area school in “**Secure Mode**” (if capable)

#### IF EMERGENCY DETERMINED

- Utilize “**SCHOOL CARDIAC EMERGENCY RESPONSE PROTOCOL**” on *page 30-31*
- Designate staff member to contact 911
- Designate a staff member to meet emergency personnel and guide them to the location
- Designate a staff member to accompany person to hospital, along with emergency student information

#### IF NON-EMERGENCY DETERMINED

- Determine course of action and response
- Contact parent(s) and/or guardian(s), family/and or emergency contact (when appropriate – check with authorities)

## Respond

- Document all information and conversations for future assistance and investigations.

**Post-Incident:** Complete any necessary Incident Reports and submit to appropriate personnel.

# Medical Emergency – Serious Injury / Illness (cont.)



(School Voyageur Academy)

## SCHOOL CARDIAC EMERGENCY RESPONSE PROTOCOL

### For All Responders (Staff, Faculty, Medical/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, unresponsive, unconscious
- Not breathing normally (irregular breaths, gasping or gurgling, not breathing)
- Seizure, convulsion like activity may occur
- 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 request (*Attention: MERT team please report to your post. Secure mode for a medical emergency at:*
  - 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
  - MERT team member assigned retrieves the AED/Stock Epinephrine/First Aid Kit in route to the scene
  - Leave the AED cabinet door open, the alarm signals the AED is taken for use

#### 3 Early CPR

- MERT CPR/AED trained staff will **begin CPR/AED** as per training, have the defibrillator (AED) brought to the scene

#### 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

### Medical Emergency Response Team (MERT)

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>○ Determine Emergency Status. Send students to buddy teacher</li><li>○ Inform office of emergency Status</li><li>○ Confirm emergency status. Assemble Crisis Team</li><li>○ Call 911 with location &amp; emergency information. Stay on phone</li><li>○ Take AED, First Aid Kit and any emergency meds to location of emergency</li><li>○ Contact School District Administration</li></ul> | <ul style="list-style-type: none"><li>○ Stay with victim – provide care</li><li>○ Notify victim's emergency contact – meet them in parking lot</li><li>○ Unlock the gate/door – direct traffic</li><li>○ Meet the ambulance</li><li>○ Copy the medical records of the student – provide to EMS</li><li>○ Control the scene</li><li>○ Document the incident and response</li><li>○ Debrief</li></ul> |
|--|---|

### Building Location Information

School Name & Address \_\_\_\_\_

School Emergency Phone# Insert #s for school-hours & after-hours, may be office during school hours

Cross Streets \_\_\_\_\_

AED Location \_\_\_\_\_ AED Location \_\_\_\_\_

# Medical Emergency – Serious Injury / Illness (cont.)

*(School Voyageur Academy)*

## Wayne County School Cardiac Emergency Response Protocol

