



District Safety

Manual

Revised March, 2022

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**** Denotes “Reportable Incident” under Public Act 102**

Melvindale-Northern Allen Park Public School District

DISTRICT SAFETY TEAM EMERGENCY RESPONSE MANUAL

INTRODUCTION

The Melvindale-Northern Allen Park Public School District Board of Education is concerned about the safety and welfare of all students and staff. This manual offers guidelines to address student and staff needs during and following an emergency.

The District Safety Team provides planning and interventions which emphasize collaboration, communication, understanding, and a commitment to helping those of the entire school/greater community. Within the spirit of this commitment, the Board of Education recognizes that the District Safety Team is dedicated to four goals:

1. Prevention and mitigation of a crisis.
2. Preparedness for a possible crisis.
3. Coordinated response to a crisis.
4. Physical and emotional recovery after a crisis to restore the learning environment.

PURPOSE

The purpose of the District Safety Team is to respond to situations requiring immediate intervention. Examples include: potential acts of terrorism, unauthorized removal of a student, bomb threats, gas leaks, the death of a student or staff member, bus accident, suicide, hostage situations, natural disasters, or any life-threatening situation.

An emergency situation can impact a single building or the entire district, depending on the nature of the crisis. It can happen or develop at any time. ***The most important consideration in dealing with an emergency is the health, safety, and welfare of the students and staff.***

Emergency Response Crisis Management Plan & Procedures

THE FOUR PHASES OF CRISIS PLANNING

In the aftermath of 9/11, the Department of Homeland Security was established. The Department recognized that emergencies and disasters can strike anywhere at any time, causing death, injury, loss of property, and danger to the environment. They also recognized that being prepared for potential disasters could minimize the effects, both physical and emotional.

The Department of Homeland Security and several federal agencies have encouraged every public agency to coordinate their actions in four phases of emergency management: MITIGATION, PREPAREDNESS, RESPONSE, and RECOVERY. The following pages describe these four phases and provide practical guidelines for what to do in the event of potential terrorist activity or accidental exposure to any of the five types of incidents known as CBRNE – CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR, AND EXPLOSIVE.

MITIGATION

**The goal of mitigation is to decrease the need for response
opposed to simply increasing response capability.**

Steps in this process include:

- Connect with community emergency responders to identify local hazards
- Review the last safety audit to examine school building and grounds
- Determine who is responsible for overseeing violence prevention strategies in your schools
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems--as well as others--may impact your vulnerability to certain crises.

PREPAREDNESS

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

Steps in preparedness planning include:

- Determine what crisis plans exist in the district, school, and community
- Identify all stakeholders involved in crisis planning
- Develop procedures for communicating with staff, students, families, and the media
- Establish procedures to account for students during a crisis
- Gather information about the school facilities, such as maps and the location of utility shutoffs
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

RESPONSE

A crisis is the time to follow the crisis plan and make use of your preparations.

When an incident occurs:

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Determine whether or not an evacuation, reverse evacuation, lockdown, or shelter in place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families and community.
- Monitor how emergency first aid is being administered to the injured.
- Determine if more personnel, equipment and/or supplies are needed.

RECOVERY

Recovery deals with how to restore the learning and teaching environment after a crisis.

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Monitor those most affected by the incident and provide short-term debriefing.
- Identify what follow-up interventions are available to students, staff and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.

THE SEVEN SIGNS OF TERRORISM*

1. SURVEILLANCE

Someone recording or monitoring activities. This may include the use of cameras (either still or video), note taking, drawing diagrams, annotating on maps, or using binoculars or other vision enhancing devices.

2. ELICITATION

People or organizations attempting to gain information about military operations, capabilities, or people. Elicitation attempts may be made by mail, fax, telephone, or in person.

3. TESTS OF SECURITY

Any attempts to measure reaction times to security breaches or to penetrate physical security barriers or procedures in order to assess strengths and weaknesses.

4. ACQUIRING SUPPLIES

Purchasing or stealing explosives, weapons, ammunition, etc. Also includes acquiring military uniforms, decals, flight manuals, maps or badges (or the equipment to manufacture such items.) or other controlled items.

5. SUSPICIOUS PERSONS OUT OF PLACE

People who don't seem to belong in the workplace, neighborhood, business establishment, school or anywhere else. This includes suspicious border crossings and stowaways aboard ship or people jumping ship in port.

6. DRY RUN/TRIAL RUN

Putting people into position and moving them around according to their plan without actually committing the terrorist act. This is especially true when planning a kidnapping, but it can also pertain to bombings. An element of this activity could also include mapping out routes and determining the timing of traffic lights and flow.

7. DEPLOYING ASSETS

People and supplies getting into position to commit the act. This is a person's last chance to alert authorities before the terrorist act occurs.

*Published by: Michigan State Police – Homeland Security Office to help all persons know typical behaviors that could indicate a threat to safety and that should be reported to authorities for investigation.

Incident Command Team (ICT)

KEY ROLES

Superintendent

Incident Commander – Public Safety Official

Incident Supervisor – District Safety Coordinator

Building Principal

Building and Grounds

Police/Fire Liaison

Safety Team – Counseling

Student Accounting

Off-Site Bus Staging

Off-Site Evacuation

Parent Reunion Organizer

Information/Media

School Site Security

ROLES OF THE INCIDENT COMMAND SYSTEM

Incident command is a recognized organizational structure that provides for assignment of key roles and decision making while planning and reacting to a critical incident.

In this model, tasks needed to successfully handle a critical incident are delegated to various managers of the ICT. The type of delegation limits the number of functions under any one manager, freeing up that manager to focus on just one or two aspects of the event. These managers are responsible for providing the incident supervisor with information to help the supervisor make informed decisions.

All components of the ICT may not be needed to handle every incident; however, using portions of the ICT structure will help deal with school related events quickly and effectively.

ROLES AND RESPONSIBILITIES

INCIDENT SUPERVISION

This person should normally be the principal or assistant principal. In a significant CBRNE incident this may be the superintendent or District Safety Coordinator.

The incident supervisor is the overall leader during an emergency incident. The incident supervisor makes decisions based on the information and suggestions from other members of the Incident Command Team.

STUDENT ACCOUNTING

This team member is responsible for ensuring all teachers have an accurate accounting of students and to coordinate efforts in accounting for missing or extra students, visitors, and staff members.

OFF-SITE BUS STAGING AREA

Depending on the time and day students may need to be dismissed from this off-site location. The staff member should coordinate the arrival of buses and loading of students onto the proper bus with the transportation department. The process may become more complicated with the arrival of parents seeking to pick up their children. The task can be simplified with advanced planning to include updated bus rosters and planned bus routes into staging areas.

OFF-SITE EVACUATION COORDINATOR

This position involves the organization of the off-site evacuation location during a critical incident. This would include planning the movement of students to the off-site location and assisting with accounting of students once they arrive. This involves planning for the use of a location and planning the evacuation route to safely move students. Planning should include consideration of students with special needs.

POLICE AND FIRE LIAISON

Police and Fire departments will require contact with a school official. This official must be able to provide information about what took place and the plans the school has implemented to ensure the safety of the students. The liaison should have the authority to activate the necessary district resources to assist in the critical incident.

During less involved incidents the incident supervisor can accomplish this liaison assignment. However, a large incident should have someone whose sole duty is to act as a liaison.

PARENT REUNION ORGANIZER AND LIAISON

In a significant incident the parents of the children will contact the school. Parent contact should be expected and planned for by giving specific reunion directions to the parents. A central location must be established where the parents can wait to be reunited with their children and obtain information about the event.

This liaison should communicate with the media liaison in order to release information to parents. The parent reunion organizer should also communicate with the evacuation coordinator, student accounting and bus staging personnel in order to better facilitate the student-parent reunion. Other responsibilities would include organizing and planning the activities for the parent reunion site.

PUBLIC INFORMATION REPRESENTATIVE

The responsibilities of this position includes establishing the media staging area, providing ongoing and regular updates to the media and assisting in providing information for public release. In addition, a key role is to assure that the media does not gain access to the students or faculty during the incident. The Public Information Representative serves as staff liaison by providing information to staff members about the incident. It is also the responsibility of this person to draft a letter to go home to parents.

COMMUNICATION AND RECORDER

The responsibilities of this position are to ensure that various school offices receive notification and updates about the event. This person confirms that 911 has been contacted and if not, places the call. The Incident Supervisor keeps detailed records of the events, decision and action timelines.

SCHOOL SITE SECURITY

School administrators are to manage any incidents that occur around the school building, but does not directly involve school persons. In addition, school security secures the school from outside intruders, establishes a check system to make sure the building is secure and serves as a liaison with police and fire departments.

STAFF ASSIGNMENTS

This role is to assign available personnel to assist with carrying out the core functions associated with an incident. Any staff member not assigned to students during an incident should report to the staff assignments coordinator. The staff assignments coordinator will direct staff to the areas that need assistance.

The staff assignment coordinator is responsible for requesting manpower during the incident and keeping a roster of assignments.

COUNSELING/SAFETY TEAM

During an incident the safety team is responsible for debriefing and/or counseling services and must quickly organize the counseling program to help students and faculty. The safety team needs to identify resources within the school system, county, and community and should be planned and well organized before a crisis occurs.

CONSIDERATIONS AT EACH NEW PHASE OF THE EMERGENCY SITUATION

Information Gathering • Decisions • Action • Contingency Planning
Damage Control • Recovery • Future Preparedness

0 - 15 Minutes

- Decide whether the school will evacuate or shelter in place
- Inform staff
- Execute lockdown/staff at doors
- Inform other resources/put on alert (buses, another location, special services)
- Join unified command
- Communication with leadership at school
- Plan for telephones
- Plan for parents arriving

15 - 30 Minutes

- Student accounting
- Keep teachers/students informed
- Handling upset students
- Contingency planning of possibilities

30 - 40 Minutes

- Message to community/parents
- Triage of upset/ill students/faculty
- Treatment/quarantine area for upset/ill people

40 - 90 Minutes

- Change in conditions-evacuation necessary
- Staging students/faculty/buses
- Plan for informing parents
- Plan for reuniting with parents
- Special needs students/staff
- Account for all students

90 Minutes

- Students who are not picked up
- Preparing for the next day
- Letter home to parents
- CISM/discussions
- Meet with faculty in the morning
- Will school be open? Public broadcast/phone tree
- Updating emergency plan

BUILDING SAFETY TEAM

There is no way a single principal or assistant principal can manage the many aspects associated with a critical event. Thus it is critical to have a Building Safety Team (depending on the size and scope of the event, this may be the District Safety Team) in place before a crisis or critical incident occurs. During an incident of major proportion the administrator will need to rely on the Building Safety Team, as well as the incident command system. The roles of the Building safety Team and Incident Command Team are very similar. In this model the BST refers to the management of the crisis in the building by the school staff, and ICT is reserved for major incidents (that would involve evacuation or affect a high number of people) that necessitate a district or community response.

The Building Safety Team should consist of a small group of school personnel who are knowledgeable and have skills to handle an emergency or critical incident. These members may include administrators, school social workers, nurses, teachers not assigned to classrooms, teacher assistants, building maintenance staff, security personnel, police liaison officers, counselors, psychologists, and secretaries.

The roles of the Safety Team are:

- Initial assessment of the seriousness of the incident at the school
- Work with the police, fire and central office as indicated
- Assemble the necessary resources within the building to respond to the incident
- Provide communication to the building staff and parents during the incident
- Assist building staff as needed
- Assist with attendance
- Provide counseling and debriefing support to students and staff
- Provide follow up

PROCEDURES FOR CONTACTING SAFETY TEAM MEMBERS

When an emergency or potential emergency occurs, the person hearing about the situation should:

- Verify the facts as completely as possible.
- Contact emergency responders (police, fire, EMS, etc.) if necessary.
- Contact the building principal. Make sure he/she understands that this is a situation which needs immediate attention. The building principal will contact the Superintendent and/or District Safety Coordinator.

The Principal will:

- Contact emergency responders if necessary.
- Contact the school emergency team members.
- Contact appropriate staff within the building.
- Keep in contact with the Superintendent or his/her designee.

The Superintendent will:

- Contact the School Board President if necessary.
- Act as, or delegate person as spokesperson to the media.

WHO'S IN CHARGE WHEN THE PRINCIPAL IS AWAY?

- It is understood that the principal of a school is charged with the responsibility of students and staff. Therefore, **it is the responsibility of the principal to designate a staff member and an alternate to be responsible and to make decisions during an emergency in his/her absence.**
- Persons in charge when the principal is away need to be thoroughly familiar with crisis situations and how to use this manual.
- Teachers and other building staff need to be informed as to who's in charge when the principal is away.

COMMUNICATION WITH THE MEDIA

Only the Superintendent and/or his/her designee will communicate with the media during an emergency. All information shared by the district must be reviewed by (3) of the following: the Superintendent, District Safety Coordinator, Public Information Representative, Building Principal, Building Assistant Principal, District Legal Counsel.

1. The primary goal should be to keep the public informed about the crisis while trying to maintain the privacy of students and ensure as little interruption to the educational process as possible.
2. As soon as possible, prepare basic facts, clearly and concisely, and call the Superintendent or his/her designee to prepare the official statement. Spend a few minutes writing down specific points. News people will always want to know: who, what, when, where, why and how. The same facts must be used in deadlines with all media so the story is consistent.
3. If news media personnel arrive on campus while students are in class, guide their activities so they will not disrupt the educational process. The news media can come onto the campus but should not be permitted to enter classrooms.
4. Don't presume to tell a reporter what is or isn't newsworthy. The reporter and his/her editor make that decision. NEVER-ABSOLUTELY NEVER lie to a reporter. Tell the bad news quickly; get it over with. It may be your only chance to set the record straight. It's vital to establish our district as the best source of information on the crisis. If the media think you are hiding something, they likely will dig hard for information from other sources and play the story more sensationally and perhaps less accurately. Protecting and enhancing the district's credibility is important.
5. Talk conversationally or you will inadvertently pitch your voice up and sound strained. If you don't understand the question, say so. Parroting the reporter's questions is very dangerous on radio or video tape because the tape can be edited to sound like you concur whether you do or not. Suppose the reporter asks, "How are you handling this terrible shock?" Don't respond, "We are handling this terrible shock by . . ." Instead, respond in your own words to the effect "the students are continuing their usual schedules, following a morning assembly where we discussed the situation."
6. Answer each question and then be silent. Stick with the statement. Don't embellish it and don't respond to media pressure to chat about it. Just because a TV reporter sticks a microphone in your face or a radio reporter lets the tape run does not mean you have to fill that prolonged silence. Don't worry; your pauses will be removed in the editing process. If you are standing for the interview, don't back up even though a microphone seems to be put down your throat. Plant your feet firmly and stand your ground. Suggest that everyone sit down if you need space.

7. Remember that conflict is news and reporters often frame their questions to bring out the conflict or emotion in a story. Guard your students against such intrusions if grief is involved in the response. (However, if the media wants student or community viewpoints, it may be well to arrange for them to talk to your school board officers and/or PTA/PTSA or Booster Club officers.)
8. If a reporter asks several questions at once, say something like "you've asked me several questions here, where would you like me to begin?" If a reporter interrupts you before you've finished answering a question, pause and let the reporter finish, then continue your answer. Don't let the reporter get off track or tell you when you've finished your answer. However, don't go into lengthy detail or run off with the interview either.
9. Don't let a reporter's friendly, sympathetic manner disarm you into giving him/her additional information. Don't assume any chatty comments "are off the record" even if you say they are. Keep in mind that the media aren't in business to help you with your communication needs: the media are in the business to 1) make money and 2) disseminate news. "News" can be defined as any information of interest to the public.
10. Reporters are under constant deadlines, but no deadline is so important that it's worth making an inaccurate statement. If a reporter indicates he/she has deadline problems, ask how long you have to get the information, and then try to obtain it within that amount of time. Don't put reporters off; they will only get more insistent and abrasive if you do so.
11. It is best not to answer a query with "no comment." Otherwise, the reporters may report you wouldn't answer questions or may interpret for themselves why you aren't answering. Instead say, "I can't share that information with you right now, but I will call you as soon as I can release it." (And do call them) Or say, "I don't know the answer, but I should have it in an hour; please call me." If you can't reveal information at all, tell the reporter why. For example, relatives of an injured student haven't been notified yet or revealing the identity of a witness could jeopardize an investigation, etc.
12. After you provide the written statement to the media or answer subsequent questions, keep a media log of whom you speak to and what you give them, whether it is the basic statement or a subsequent update. This allows you to track which medium received what information.
13. Don't ask a reporter for editing rights or to see the story for approval before it runs. Most news media have specific policies preventing this. Reporters may well interpret these requests as insults or a slight on their competence. Don't complain to the media if you feel you were treated unfairly. You may simply draw more attention to the crisis. If major story details are inaccurate in a newspaper story, you can ask for a correction. However, getting a similar correction in a TV or radio story is more difficult and must involve a giant inaccuracy.
14. The Superintendent or his/her designee should be kept updated on any emergency. The Superintendent or his/her designee will assist the district or building administration in handling interviews with the news media and coordinate the flow of information.

RIGHTS REGARDING THE MEDIA

The school community has the right to:

- Grieve and recover in private
- Say “no” to an interview
- Request a specific reporter
- Refuse an interview with a specific reporter even if the interviewee has granted interviews to other reporters
- Avoid a press conference atmosphere and speak to only one reporter at a time
- Refrain from answering any questions with which the interviewee is uncomfortable or feels is inappropriate
- Ask to review quotations in a story prior to publication
- Demand a retraction when inaccurate information is reported
- Ask that offensive photographs or visuals be omitted from airing or publication

PUBLIC ACT 102

Public Act 102, signed into law on July 6, 1999, called for the creation of a statewide safety information policy to be adopted, published, and distributed to school boards, county prosecutors, and local law enforcement agencies by the superintendent of public instruction, the attorney general, and the director of the department of state police by October 4, 1999. The parties listed above compiled 21 “reportable incidents” which schools and local officials were required to track and report. They also recommended the establishment of a “student resource officer” to keep a file of all incident reports or law enforcement records prepared as required under the local school safety information policy.

The law also mandated a meeting of school personnel, law enforcement, and county prosecutors to reach agreement on procedures to implement the policy at the local level.

The current revision of the *Melvindale-Northern Allen Park Public Schools District Safety Manual* clearly marks the “reportable incidents” in its listing of events. This document has also been prepared in consultation with local police, fire, and emergency personnel in keeping with the spirit of cooperation fostered by **Public Act 102**.

REPORTABLE INCIDENTS

Armed Subject or Hostage
Arson
Bomb Threat
Bus Accident
Child Abuse / Neglect
Death or Homicide
Drive-By Shooting
Drug Possession or Sale
Drug Use or Overdose
Fire / Explosion
Intruders
Larceny (theft)
Minor in Possession of Alcohol / Tobacco Products
Physical Assaults / Fights
Robbery or Extortion
Sexual Assault (Criminal Sexual Conduct)
Suicide Attempt
Threat of Suicide
Suspected Armed Subject or Hostage
Unauthorized Removal of a Student/Child-napping
Unrest/Riot on School Property
Vandalism/Destruction of Property
Weapons on School Property

EMERGENCY NUMBERS AND RESOURCE LIST

REMEMBER: 911 can be used for POLICE, FIRE and MEDICAL EMERGENCIES

MELVINDALE POLICE EMERGENCY:	911	313-429-1070
ALLEN PARK POLICE EMERGENCY:	911	313-386-7800
MELVINDALE FIRE EMERGENCY:	911	313-429-1075
ALLEN PARK FIRE EMERGENCY:	911	313-928-0024
AMBULANCE:	911	
MI DEPT. OF HHS (CPS) :		855-444-3911
DOMESTIC VIOLENCE:		888-453-5900
THE GUIDANCE CENTER CRISIS LINE:		800-241-4949
GAS COMPANY (DTE):		800-947-5000
ELECTRIC COMPANY (DTE):		313-235-1300
MELVINDALE WATER DEPARTMENT:	313-429-1064	313-938-0337 (after hours)
ALLEN PARK WATER DEPARTMENT:	313-928-3393	313-928-0550
POISON CONTROL:		800-222-1222
CRISIS LINE/SUICIDE PREVENTION:	844-623-4357	503-265-7444
AMERICAN RED CROSS:		313-833-4440
EMERGENCY FOOD:		313-833-4440
EMERGENCY SHELTER:		734-721-0590
EMERGENCY MANAGEMENT:		734-942-5289
(Wayne County resource to help restore order after major emergency)		
WAYNE COUNTY PUBLIC HEALTH DEPARTMENT:	734-955-3900	

HOSPITALS

Beaumont Oakwood Hospital	313-593-7000
Beaumont Annapolis Hospital	734-467-4000
Beaumont Heritage Hospital	313-295-5000
Henry Ford Wyandotte Hospital	734-246-6000
Henry Ford Detroit Hospital	313-916-2600
Children's Hospital Detroit	313-745-5437
CS Mott Children's Hospital Ann Arbor	877-475-6688

MEDIA

Detroit Free Press	313-222-6400
Detroit News	313-222-2323
News Herald	734-246-0880
WDIV/NBC	313-222-0500
WJBK/Fox	248-557-2000
WKBD/CW50	248-355-7000
WXYZ/ABC	248-827-7777
WWJ/950 AM	248-945-9950

LIST OF LOCAL CHAPLAINS

St. Mary Magdalen Catholic Church
313-381-8566

Mt. Hope Lutheran
313-565-9445

Issac Agree Downtown Synagogue
313-962-4047

Evangelist Baptist Church of Melvindale
313-381-3517

Melvindale Islamic Center
313-808-5439

THE 4 PARTS OF A SAFETY TEAM (FLOP)

FINANCE

- Tracks incident costs
- Responsible for obtaining long term, after incident funding, such as federal and state aid
- Responsible for power of the purse, the immediate authority to release funding for whatever is necessary to aid in defusing and fixing the incident
 - Must include the district's finance and personnel leadership
 - Must have the advance consent of the superintendent and board of education to-make emergency decisions or the head of finance must be the superintendent

LOGISTICS

- Provides materials, personnel, facilities and necessary services for the incident
- Will provide the media with coffee and doughnuts (in coordination with the Information officer)!
- Supplies buildings for staging area, triage, and evacuation sites
- The longer the incident the more responsibility logistics takes on

OPERATIONS

- Will work directly with the Incident Commander
- Will secure the building or site from outsiders
- Will act as liaison with Police and Fire officials
- Will communicate with Information Officer
- Will establish a parent information and reunion site where necessary.
- Responsible for the secondary intervention stage of crisis response and manages the incident with active response in all areas

PLANNING

- Will organize counseling program to help students and staff
- Will develop the IAP for larger incidents with the Incident commander
- Will contact identified resources within the district and community
- Will establish a parent information and reunion site where necessary.
- Will assist the Information officer in the collection and dissemination of information regarding the incident
- Responsible for collecting, documenting and analyzing data and information for the purpose of debriefing the incident and planning future crisis response

Building Emergencies

Effective communication is vital for a superior functioning district safety team. In many events that occur, it is essential to contact the following and share relevant information:

- **Superintendent**
- **District Safety Coordinator**
- **Other district administrators**

ASBESTOS RELEASE

GENERAL INFORMATION

- Asbestos is not considered dangerous until it is airborne as dust fibers.
- Most asbestos-containing building materials are products such as floor tiles, window putty, pipe insulation and ceiling tile which will not release airborne asbestos fiber unless significantly disturbed.
- Under the Federal Asbestos Hazardous Emergency Response Act (AHERA), all schools that contain asbestos should be re-inspected every three years, with a periodic surveillance every six months.

PRINCIPAL'S OFFICE

- | | |
|---|---|
| <ul style="list-style-type: none">● Move students and personnel away from the affected area immediately● Contact Maintenance Personnel and Maintenance Director to determine areas potentially affected by suspected asbestos fiber release.● When evacuated, close doors and isolate the affected area as much as possible.● Direct custodian to shut down HVAC units (heating, ventilation, air conditioning) to affected areas. | <ul style="list-style-type: none">● Call Superintendent's Office● Call the County Health Department and report the incident. 734-955-3900● Assist District and Civil Officials.● File an Incident Report |
|---|---|

BOMB THREAT BY TELEPHONE

REPORTABLE INCIDENT

**Note: IF A BOMB THREAT IS RECEIVED BY WAY OF
E-MAIL, FAX, OR WRITTEN NOTICE
NOTIFY PRINCIPAL'S OFFICE AS SOON AS POSSIBLE**

TELEPHONE CALL RECIPIENT

- | | |
|---|---|
| <ul style="list-style-type: none">● Keep the caller on the telephone as long as possible by asking questions on the bomb threat checklist stationed at the telephone.<ul style="list-style-type: none">○ Do not hang the telephone up.○ Lay receiver down until police or assistance arrives.● If a student has answered the telephone, have an adult take the call.● Write down everything the caller says.<ul style="list-style-type: none">○ Use the attached Bomb Threat Checklist● Make an educated guess at the age, sex, and race of the caller.<ul style="list-style-type: none">○ Note any accent in caller's voice○ Note any background noises.● Radio signals and/or electronic devices can activate bombs.
<u>DO NOT USE:</u><ul style="list-style-type: none">○ Radios○ Cellular Telephones○ Electronic Bells/P.A.○ FM Amplification systems | <ul style="list-style-type: none">● Notify the principal's office as soon as possible.● Notify staff of information and/or instruction by messenger.● Do not touch a suspicious package. Note anything unusual or out of place.● Have a floor plan available for inspection by police and fire personnel.● Have a set of master door keys in hand.● Coordinate a search team that will assist police.● Notifications necessary:<ul style="list-style-type: none">○ Superintendent's Office○ District Safety Coordinator○ Staff● Complete necessary Incident(s) Report(s) |
|---|---|

**BOMB THREAT by TELEPHONE
(Continued)**

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Do not release students for any reason● Evacuate when advised<ul style="list-style-type: none">○ Take a copy of the attendance roster with you.● Take attendance when students are assembled away from school.<ul style="list-style-type: none">○ Provide an attendance list to principal's office.	<ul style="list-style-type: none">● Call 911 or Local Police to report the incident.<ul style="list-style-type: none">○ Do not use the same telephone the threat call came in on.● Determine whether to evacuate the building.<ul style="list-style-type: none">○ If evacuation is necessary – refer to the evacuation procedure located in Appendix.

BOMB THREAT BY TELEPHONE CHECKLIST

Caller ID number: _____ **Time of call** _____

Questions to Ask:

When will the bomb explode? _____

Where is the location of the bomb? _____

What does the bomb look like? _____

What kind of bomb is it/What will trigger it? _____

What is your name? _____

What is your address? _____

Did you place the bomb? Yes/No

Write the EXACT wording of the threat:

Circle any information relevant to the caller:

Male	Deliberate	Ragged	Familiar
Female	Prepared	Deep breathing	Irrational
Calm	Slurred	Throat clearing	Incoherent
Angry	Nasal	Cracking voice	Recorded
Laughing	Stutter	Disguised	Educated
Crying	Lisp	Accent	Young
Hysterical	Raspy	Foul	Elderly

Circle any background noise you heard during the call:

Street traffic	Machinery	Animals	Static
PA system	Train	Music	Household Noise
Television	Voices	Office	

List other important information regarding the call (use the back if necessary):

Signed: _____ **Date:** _____

FIRE

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Evacuate students when you hear the alarm.● Evacuate by pre-designed primary or alternate evacuation route to assembly area.● Take the class attendance roster with you.● Leave building in an orderly manner<ul style="list-style-type: none">○ Do not allow students to rush or crowd each other.● Students should be evacuated at least 300 feet from the building and out of the way of emergency vehicles.● Take attendance when students are reassembled.<ul style="list-style-type: none">○ Report any missing students to the Principal	<ul style="list-style-type: none">● Sound fire alarm to signal an evacuation.<ul style="list-style-type: none">○ Use P.A. announcement if an alternate evacuation route or assembly area is to be used.● Call 911 or Local Police.● Evacuate all staff and students by pre-designed evacuation route to assembly area.● Pre-appointed staff members should search the building for remaining students (stragglers).● Station yourself in a central location for staff information.● Assist police and EMS with emergency information.● Notify Superintendent's Office and Safety Coordinator to advise:<ul style="list-style-type: none">○ Location of assembly area and/or○ Possible transportation needs moving students to another building site.● Collect total attendance roster.● Do not release any information to the media. Direct inquiries to the Superintendent's Office.

FIRE – SMALL

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Immediately evacuate class to the hall area. ● Notify the principal ASAP of the possible need to evacuate the entire building. ● Use a fire extinguisher. ● IF FIRE CANNOT BE EXTINGUISHED: <ul style="list-style-type: none"> ○ Notify principal ASAP of need to evacuate entire building ○ Follow the fire evacuation procedure. ● IF FIRE IS EXTINGUISHED: <ul style="list-style-type: none"> ○ Notify principal that fire is extinguished ○ Retain students outside the classroom until the principal declares it safe to return. ○ Restore calm and resume education process ○ File an incident report. 	<ul style="list-style-type: none"> ● If fire is extinguished, call the Fire Department to report the incident. <ul style="list-style-type: none"> ○ Use judgment on when and whether to activate an alarm for evacuation. ● IF FIRE CANNOT BE EXTINGUISHED, CALL 911 <ul style="list-style-type: none"> ○ Evacuate building according to established plans. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Staff ○ Parents/Guardians

**POWER LINE DOWN
ON SCHOOL PROPERTY**

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> Follow specific instructions as determined by the Principal. 	<ul style="list-style-type: none"> Notify buildings by messenger if the public address system has failed. Designate someone to guard the area of downed power line. Notify Fire Department Notify Detroit Edison: 313-235-1300 Call the Superintendent's Office Notify Transportation Office File an incident report
CUSTODIAN	
<ul style="list-style-type: none"> Notify Maintenance Director 	

UTILITY FAILURE

GAS LEAK

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Evacuate students to assembly point when notified.<ul style="list-style-type: none">○ Use fire drill procedures for evacuation, unless P.A. announcement says to do otherwise. Expect that an exit could be blocked.○ Route students around and away from areas of strong gas odor.● Do not operate electrical switches● Take attendance at the assembly point.● Report any missing students to the Principal.● Ensure that medical care is given to anyone injured or overcome by gas.	<ul style="list-style-type: none">● Notify building by public address if an evacuation is necessary<ul style="list-style-type: none">○ If off-site evacuation is necessary follow procedures.● Do not use a fire alarm system as it may take students into areas of highest gas concentration.● Call 911● Notify the gas company: 800-947-5000● Call the Superintendent's Office● Determine when the building is safe for re-occupancy after conferring with authorities.● File an incident report
CUSTODIAN	
<ul style="list-style-type: none">● Ventilate the area starting where gas concentration is strongest.● Operate manual controls to shut off open flame devices.● Do not operate electrical switches● Assist gas company in finding leak● Advise principal when building is safe to re-occupy.	

UTILITY FAILURE

POWER OUTAGE

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Follow the instructions from the Principal's Office to either remain in place or to evacuate.● Turn off all computers and electrical equipment.	<ul style="list-style-type: none">● Notify Detroit Edison: 313-235-1300● Instruct buildings to either remain in place or to evacuate.● Call the Superintendent's Office
CAFETERIA	
<ul style="list-style-type: none">● Contact Food Service Director● Prepare cold food menus when possible.● Monitor food storage temperatures.	

UTILITY FAILURE

WATER SHORTAGE

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Follow the instructions as determined by the Principal.● Continue normal educational duties.	<ul style="list-style-type: none">● Notify building by messenger if the public address system has failed.● Notify Custodial Staff and Maintenance Director● Call the Superintendent's Office● File an incident report
CAFETERIA	
<ul style="list-style-type: none">● Assist in determining the cause of water shortage and make necessary repairs.	

INFORMATION ON CBRNE EVENTS

(CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR, AND EXPLOSIVE)

In the aftermath of 9/11, the Department of Homeland Security was established. The Department recognized that emergencies and disasters can strike anywhere at any time, causing death, injury, loss of property, and danger to the environment. They also recognized that being prepared for potential disasters could minimize the effects, both physical and emotional.

The Department of Homeland Security has encouraged every public agency to coordinate their actions in four phases of emergency management: MITIGATION, PREPAREDNESS, RESPONSE, and RECOVERY. The following pages describe these four phases and provide practical guidelines for what to do in the event of potential terrorist activity or accidental exposure to any of the five types of incidents known as CBRNE – CHEMICAL, BIOLOGICAL, RADIOLOGICAL, NUCLEAR, AND EXPLOSIVE.

CHEMICAL ATTACK/ACCIDENT

NOTE: Most chemical agents do not produce a visible cloud

Indicators of Chemical Hazard

- Blisters or rashes
- Unusual liquid droplets or oily film
- Unexplained odors
- Unexplained coughing, fatigue, tearing in eyes, dizziness
- Unexplained animal sickness or death

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● If a chemical attack or release is suspected, notify the principal's office immediately. ● Advise of injuries/anyone in immediate danger. ● If evident, notify the principal's office of adverse physical symptoms present. ● Stay calm and keep students calm. ● Remain in a room with the door and windows closed. Await further instructions. ● Take attendance and keep class roster in your possession. ● If outside with students, seek shelter immediately. ● Have students cover their nose and mouth with handkerchief or other material. 	<ul style="list-style-type: none"> ● If chemical attack or release is suspected, turn off HVAC (heating, ventilation, air conditioning) systems. ● Call Emergency 911 and notify administration. ● Notify the Superintendent and the District Safety Coordinator ● Control building ingress/egress. ● Use PA announcements directing staff and students to remain in classrooms or move to a pre-designated safe/assembly area only at the direction of the incident commander. ● Conduct attendance audit of visitors, staff and students. ● Public announcement through local emergency manager or broadcast media.

**CHEMICAL ATTACK/ACCIDENT
(INSIDE THE BUILDING)
CBRNE CHECKLIST**

CENTRAL OFFICE	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Activate, as needed, District Incident Command Team (Note: This may include Incident Supervisor/Safety Coordinator, Staff Supervisor, Building & Grounds, Transportation, Police/Fire Liaison, Safety Team, Student Accounting, Off-Site Bus Staging, Off-Site Evacuation, Parent Reunion Organizer, Information/Media). ● Public announcement through local emergency manager or broadcast media. ● Contact Building/Grounds and Transportation Director. ● Coordinate with Public Safety and Building Principal. ● Public announcement through local emergency manager or broadcast media. ● Designate an area for parents. ● Designate an area for press. 	<ul style="list-style-type: none"> ● Evaluate the situation with professional assistance. ● If chemical attack or release is suspected, turn off HVAC (heating, ventilation, air conditioning) systems. ● Call 911 and notify the central office. ● Control building ingress/egress. ● Assign Safety Team to key areas (communications, assistance to classrooms, attendance, counseling, crisis intervention, parent relations, etc.). ● Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel. ● Staff and students in the immediate areas should wash with warm water and soap. ● Evacuate facility occupants to an area away from the areas of threat. ● Use PA announcements directing staff and students to remain in the classroom or move to a designated safe/assembly area (If evacuation of the school is needed, pre-plan routes to avoid walking through the contaminated area. Use off-site evacuation procedures to ensure the student population is moved far enough away from the building to minimize exposure. ● Conduct attendance audit of visitors, staff and students. ● Arrange to meet responding emergency personnel at the main building entrance, if safe, and provide them with appropriate information.

STAFF	SECRETARY
<ul style="list-style-type: none"> • Notify the principal immediately. • If safe, attend to affected people and remove them from exposure. • Evacuate to an area away from areas of threat. • Close and place a towel at the foot of the door containing the hazard if possible. No school employee should reenter the contaminated area. • Upon arriving at the evacuation site, staff and students in the immediate area should wash with warm water and soap. • Take attendance and keep class roster in your possession. • Remain in a room with the door and windows closed. Await further instructions. 	<ul style="list-style-type: none"> • Direct calls to appropriate places. • Assist principal with parent and staff communication. • Notify principal immediately if: <ul style="list-style-type: none"> o Injuries are present o Dangerous conditions exist
BUILDINGS AND GROUNDS	SAFETY TEAM
<ul style="list-style-type: none"> • Provide assistance to the building custodian. • Provide transportation if students need to be evacuated. • Monitor the school building. 	<ul style="list-style-type: none"> • Assist teachers with students in the classroom. • Assess emotional reactions of students and staff. • Provide debriefing to students and staff. • Provide crisis intervention to students and staff. • Provide short term counseling to those most affected. • Provide a list of resources and follow up with parents of those students seriously affected by the event.

BIOLOGICAL

ATTACK/RELEASE/OUTBREAK

Indicators of Biological Incident

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

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

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the principal's office. ● Take attendance of students and adults. ● Identify origin and length of symptoms. ● Await further instructions. 	<ul style="list-style-type: none"> ● Call Emergency 911 and notify administration. ● Ensure the local health department is contacted. ● Coordinate with incident command.

NOTE: Establishment of an information sharing system with public health officials to report excessive/unusual student absenteeism should be considered.

Consider: Establishing a location for evacuation, decontamination, or quarantine at the direction/approval of the incident commander.

RADIOLOGICAL ATTACK/RELEASE

Indicators of Radiological Exposure

- Symptoms usually do not appear for 2-6 hours, even with high doses.
- Some symptoms may include: Nausea, vomiting, diarrhea, dizziness, fatigue, and headache.

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Close windows and doors. ● Ensure that students do not chew gum, eat, drink or place objects in their mouth. ● Have students cover their nose and mouth with handkerchief or other material. ● Take attendance. ● Wait for further direction from school administration. 	<ul style="list-style-type: none"> ● Call 911 immediately and notify administration. ● Public address announcement to staff. ● Control building ingress/egress. ● Turn off HVAC (heating, ventilation, air conditioning system). ● Ensure windows and doors are closed. ● Maintain a closed campus until evacuation or decontamination procedures are implemented by the incident commander. ● If within a 10 mile radius of the incident, shelter in place until evacuation procedures are initiated. ● Conduct attendance audit of visitors, staff and students.

If possible and practical:

- Keep exposure time to a minimum.
- Establish a location for evacuation and decontamination at the direction/approval of the incident commander.
- Contact your local Emergency Manager for recommendations.
- For those buildings within the Ten Mile Emergency Planning Zone of a nuclear power plant, please refer to required response plans or protocols.

NUCLEAR ATTACK/RELEASE

- The explosion of a nuclear bomb, the use of nuclear weapons, usable fissile material, and the seizure or sabotage of nuclear facilities.
- Detonation of a thermonuclear bomb.
- Bombing of nuclear facilities or transportation vehicles (freeway).
- Use of a dirty bomb.
- Use an explosive device to disseminate radioactive material.
- Dissemination of radioactive materials with a spray device.

NOTE: the amount of radiation from a “dirty bomb” is unlikely to give you radiation sickness or cancer (dependent on time, rate, and distance).

CENTRAL OFFICE	SAFETY TEAM
<ul style="list-style-type: none"> ● Assign staff to the incident command team. ● Ensure the local health department is contacted. ● Coordinate with incident command structure. ● Arrange for evacuation. 	<ul style="list-style-type: none"> ● Coordinate with the District Incident Command Team. ● Coordinate emergency response efforts. ● Ensure the local health department is contacted.

EXPLOSION

Approximately 70% of terrorist events involve the use of explosives. Explosives can be used to disperse other hazardous materials. Types of explosions are:

- Mechanical
- Chemical
- Nuclear/Radiological

STAFF	SAFETY TEAM
<p style="text-align: center;">Written, email, verbal or call-in explosion threat OR Upon discovery of potential explosive device:</p> <ul style="list-style-type: none"> • Stay calm • Inform principal's office via messenger or building telephone • Do not operate radios or electronic equipment • Evacuate to designated assembly area, leaving doors open as you exit <ul style="list-style-type: none"> ○ Recommend 1,000 feet distance minimum ○ Do not remove any items from the building as you exit • Take attendance <ul style="list-style-type: none"> ○ Report any missing students to principal's office immediately • Do not re-enter building 	<p style="text-align: center;">Written, email, verbal or call-in explosion threat OR Upon discovery of potential explosive device:</p> <ul style="list-style-type: none"> • Upon notification, call Emergency 911 and notify Administration • Use messenger to signal evacuation of staff and students to designated assembly area <ul style="list-style-type: none"> ○ Radio signals and/or electronic devices can activate explosive devices. Do Not Use: Radios, Cell Phones, Electronic bells/public address system • Report any unaccounted students to first responder on scene <ul style="list-style-type: none"> ○ Fire ○ Police ○ Emergency Medical Services • Conduct attendance audit of visitors, staff and students

MEDICAL EMERGENCIES

ALLERGIC REACTION

SEVERE REACTION

- Call 911
- Stabilize the student and administer first aid until medics arrive.
- Appoint staff members to accompany students to the hospital and act as liaison between hospital and Principal's Office.
- Notify the Superintendent's Office.
- Obtain diagnosis follow-up and file an incident report.

MINOR REACTION

- Move students to the school office and assess.
- Administer first aid.
- Notify parent/guardian.
- File an incident report.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">• Notify the Principal's Office as soon as possible.<ul style="list-style-type: none">◦ Remove student from class, if necessary◦ Provide the name of the student if notifying the office.• Keep the student as aware, alert and stable as possible.• Discourage discussion between students.• Complete necessary incident(s) report(s).	<ul style="list-style-type: none">• Secure student's health information from the emergency care form and take it to the accident site.<ul style="list-style-type: none">◦ Assess severity of reaction• Notifications necessary:<ul style="list-style-type: none">◦ Parent(s) and/or Guardian(s)◦ Physician (if indicated on enrollment card)• File an accident report.

ASTHMA EMERGENCY

SEEK EMERGENCY CARE IF A CHILD EXPERIENCES ANY OF THE FOLLOWING:

- Child's wheezing or coughing does not improve after taking medicine
- (15-20 minutes for most asthma medications)
- Child's chest or neck is pulling in while struggling to breathe
- Child has trouble walking or talking
- Child's fingernails and/or lips turn blue or gray
- Skin between child's ribs sucks in when breathing

Asthma is different for every person. The "Asthma Emergency Signs" above represent general emergency situations as per the National Asthma Education and Prevention Program 1997 Expert Panel Report.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Administer authorized medication (i.e. inhaler) <i>if necessary</i> ● Keep the student as aware, alert and stable as possible. ● Discourage discussion between students. ● Notify the Principal's Office as soon as possible. <ul style="list-style-type: none"> ○ Remove student from class, if necessary ○ Provide the name of the student if notifying the office. ● Complete necessary incident(s) report(s). 	<ul style="list-style-type: none"> ● Secure student's health information from the emergency care form and take it to the accident site. ● Assess severity of reaction ● If no improvement call 911 ● Stabilize the student until medics arrive <ul style="list-style-type: none"> ○ Appoint a staff member to accompany the student to the hospital and act as liaison if the student is transported prior to arrival of the parent. ● Notifications necessary: <ul style="list-style-type: none"> ○ Parent(s) and or Guardian(s) ○ Physician (if indicated on enrollment card) ● Obtain diagnosis follow-up and file an accident report.

BUS ACCIDENT

REPORTABLE INCIDENT

DRIVER	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Check for injuries. ● Call the Maintenance/Transportation Office – 313-389-3224 – Keep the line of communication open. <ul style="list-style-type: none"> ○ Request 911 or local police to report accident ○ Request EMS if there are any suspected injuries ● Secure vehicle and display warning signs. ● Keep all students on the bus unless it is unsafe to do so. <ul style="list-style-type: none"> ○ If there is a threat of fire, move everyone to a safe location. ● Administer first aid if necessary. ● Account for all students. ● Record extent of injuries ● Do not release any students, except to EMS, police or parent ● Keep record of students released to parents or other authorized persons ● Complete necessary incident(s) report(s). 	<ul style="list-style-type: none"> ● Contact appropriate administrators. ● Collect health information from student emergency care forms. ● Contact parent(s) and/or guardian(s) and inform them of the following: <ul style="list-style-type: none"> ○ List of injured (when available) ○ Medical facility where injured were transported ● Keep record of students released to parents or other authorized persons.
MAINTENANCE/ TRANSPORTATION	SUPERINTENDENT'S OFFICE
<ul style="list-style-type: none"> ● If an emergency call is received, record all accident information. <ul style="list-style-type: none"> ○ Keep open communication with driver ● Call 911 or Local Police, if not done already by the driver. ● Provide a second bus and driver to assist with remaining students on the scene. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office 	<ul style="list-style-type: none"> ● Notify all principals of the accident ● Notify Safety Coordinator <ul style="list-style-type: none"> ○ Provide updates when available ● Obtain list of students' names on the bus <ul style="list-style-type: none"> ○ Use bus route files ● Obtain a list of injured students, as soon as possible.

BUS INCIDENT

REPORTABLE INCIDENT

NOTE: IN THE EVENT OF A DANGEROUS INCIDENT DURING SCHOOL TRANSPORTATION, SAFETY OF THE STUDENTS AND STAFF IS THE MOST IMPORTANT FACTOR.

Examples: Armed Subject/Hostage, Assault, Bomb Threat, Larceny, Drug Possession, Vandalism, Weapons, etc.

**FOLLOW SCHOOL DISTRICT POLICY AND REFER TO
ANY OF THE PREVIOUSLY MENTIONED SCHOOL
SAFETY RESPONSES FOR DIRECTION**

**CALLS TO THE MAINTENANCE/TRANSPORTATION
OFFICE, 911, AND/OR THE PRINCIPAL SHOULD
OCCUR IN EVERY EMERGENCY SITUATION**

COMMUNICABLE DISEASES

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Send the student to the principal's office if suspected of having communicable disease. <ul style="list-style-type: none"> ○ Share specific concerns with the office. ● Maintain confidentiality. ● Discourage discussion between students. ● Complete necessary incident(s) report(s). 	<ul style="list-style-type: none"> ● Identify problems and evaluate situations. ● Pull all appropriate health information from the emergency care form. ● Follow directions from public health agencies. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Parent(s) and/or Guardian(s) ● Have the parent/guardian take the student home. <ul style="list-style-type: none"> ○ Inform as to when and under what conditions students may return to school. ● File appropriate reports with District and public health agencies. ● Wayne County Health Department Phone Number: 734-955-3900

DEATH OR HOMICIDE

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Check status of victim ● Notify the Principal's office, as soon as possible. ● If possible remove students from the area, try to calm them. ● Discourage discussion. ● Wait for police to arrive. ● Complete necessary incident(s) report(s). ● Identify students in need of counseling. 	<ul style="list-style-type: none"> ● Identify problems and location. ● Call 911 or local police to report the incident. <ul style="list-style-type: none"> ○ Provide suspect(s) description. ● Determine if P.A. announcement needs to be made and/or the bell system turned off. Send essential information to staff through email. ● Assist the police in locating and identifying possible suspect(s) and/or victim(s). <ul style="list-style-type: none"> ○ Assess whether suspect(s) can be safely isolated and/or detained. ● Secure emergency information from student emergency care form for suspect(s) and/or victim(s). ● Provide police and EMS with emergency information. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's office ○ District Safety Coordinator ○ Parent(s) and/or Guardian(s) ○ Safety Team ○ Staff ● Initiate counseling services for staff and students. ● Complete necessary incident(s) report(s).

DRUG USE OR OVERDOSE

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the Principal's office, as soon as possible. <ul style="list-style-type: none"> ○ Remove students from class, if necessary. ○ Provide the name of the student if notifying the office. ● Keep the student as stable as possible. <ul style="list-style-type: none"> ○ Speak calmly until the police arrive. ● Discourage discussion between students. ● Wait for the police to arrive. ● Complete necessary incident(s) report(s). 	<ul style="list-style-type: none"> ● Identify problems and location. ● Call 911 or local police to report the incident. ● Request EMS ● Secure emergency information from student enrollment card. ● Attempt to determine the following for EMS. <ul style="list-style-type: none"> ○ Name of drug ○ Quantity of drug ○ Time and how drug was taken ● Provide police and EMS with emergency information. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's office ○ District Safety Coordinator ○ Parent(s) and/or Guardian(s) ○ Safety Team ○ Staff ● Complete necessary incident(s) report(s).

FOOD POISONING

SEVERE REACTION

- Call 911
- Administer first aid until medics arrive
- File appropriate reports with district and public health agencies

MINOR REACTION

- Administer first aid.
- Give parents copies of suggested home treatment from a public health agency for mild food poisoning.
- File an incident report a.s.a.p.

CAFETERIA	STAFF
<ul style="list-style-type: none"> ● Close the cafeteria. ● Secure items used in food preparation for examination and tests. ● Store samples of suspected menu items for examination. ● Follow any further directions from public health agencies. 	<ul style="list-style-type: none"> ● Send students to the office. ● Discourage discussion between students. ● Complete necessary incident(s) report(s).
	<h3 style="text-align: center;">PRINCIPAL'S OFFICE</h3> <ul style="list-style-type: none"> ● Identify problem and evaluate situation ● Pull all appropriate health information from the emergency care form. ● Follow public health agencies directions ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Parent(s) and/or guardian(s) ○ Director of Food Services ○ Cafeteria Staff ● File appropriate reports with district and public health agencies

MEDICAL PROBLEM OR ACCIDENT

SEVERE REACTION

- Call 911
- Stabilize the student until medics arrive
 - Appoint staff members to accompany students to the hospital and act as liaison between hospital and Principal's office.
- Notify the Superintendent's office.
- Obtain diagnosis follow-up and file an accident report.

MINOR REACTION

- Move student to school office and assess.
- Administer first aid.
- Notify parent/guardian.
- File an accident report.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the Principal's office as soon as possible. <ul style="list-style-type: none"> ○ Remove students from class, if necessary. ○ Provide the name of the student if notifying the office. ● Keep the student as stable as possible. ● Discourage discussion between students. ● Complete necessary incident(s) report(s). 	<ul style="list-style-type: none"> ● Secure student's health information from the emergency care form and take it to the accident site. <ul style="list-style-type: none"> ○ Assess severity of reaction ● Notifications necessary: <ul style="list-style-type: none"> ○ Parent(s) and or Guardian(s) ○ Physician (if indicated on enrollment card) ● File an accident report.

SEIZURE

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Do not restrain the student. ● Protect the student's head. ● Do not attempt to put anything in the student's mouth. ● Notify the Principal's office as soon as possible. <ul style="list-style-type: none"> ○ Provide the name of the student if notifying the office. ○ Remain with the student until help arrives. ● Keep other students a safe distance away. ● Complete necessary accident report(s). 	<ul style="list-style-type: none"> ● Secure student's health information from the emergency care form and take it to the accident site. <ul style="list-style-type: none"> ○ Assess severity of seizure. ● Notifications necessary: <ul style="list-style-type: none"> ○ Parent(s) and or Guardian(s) ○ Physician (if indicated on enrollment card) ● Complete necessary accident report.

UNIVERSAL PRECAUTIONS

- Stay calm - Survey the scene - Protect yourself!
- Call/send for assistance and clean up. Warn other students to stay clear to avoid additional injuries or exposure.
- Provide a barrier between you and the individual's blood and/or bodily fluids. A barrier is anything that prevents you from having direct contact with the blood and/or bodily fluids, such as gloves, bandages, etc.
- Encourage individuals to assist themselves as much as possible to decrease your exposure.
- Dispose of contaminated items in designated plastic bag while continuing to wear gloves. Use biohazard bag only for items so saturated with blood that it could be squeezed out, i.e., blood soaked gauze or bandages.
- Remove gloves from inside to out to dispose of properly. Wash hands immediately.
- Report incident and document properly.

REMEMBER:

- **Wash hands immediately if exposed to blood or bodily fluids.**
- **Treat blood and bodily fluids, not students and co-workers, as potentially infectious.**
- **Report all incidents.**

SHELTER/EVACUATION

PROCEDURES FOR RELEASING STUDENTS

Should the need occur for releasing students to their parents in any type of emergency situation, it is important to be prepared, organized, and efficient, and be able to assure parents that their children are safe and being cared for. Each school must have a plan in place for on-site and off-site emergency release of students. It is important to remember that many parents will be in a state of panic.

On-site Student Release Guidelines

- Students should be assigned to a safe location such as classroom, gym, etc., separated from others until they are released to their parents.
- Do not begin releasing any students until all students have been accounted for. When possible, lower grades should be released first.
- Have a sign-out system ready. Release students only to an authorized person. Identification must be shown. Make a note of whom the child is released to, indicate the time and if possible where the child will be going (information for co-parents).
- All students will be released administratively through the office.

Off-site Student Release Guidelines

- Notify the Central Office immediately.
- Use an enclosed area for off-site evacuation release that will allow for controlled ingress, egress, and parking.
- Students should be contained in an area that cannot be seen by parents waiting to pick up their children.
- Arrange students according to grade level with assigned staff; the youngest grades should be closest to the release area.
- The process of releasing students early is labor intensive. If necessary, use people from other schools, aides, parent volunteers to help.
- Schools need to staff two stations with tables - a parent request station and a student release station. These areas should not be right next to each other.
- Do not begin releasing any students until all students have been accounted for.
- Have a sign-out system ready. Release students only to an authorized person. Identification must be shown. Make note to whom the child is released, indicate the time and if possible where the child will be going (information for co-parents).
- Have auxiliary staff (social worker, speech therapist, aides, etc.) available to counsel individual children.
- Be prepared to be inundated with calls from parents, citizens, and the media. It will overwhelm a land-based communications system. Have alternative sources of communication ready – a bullhorn may be necessary to direct parents.
- School staff will need some type of easily identifiable outerwear (vest, hat, ID badge).

General Reminders when Releasing Students

- Parents should be notified of the emergency release system at the beginning of the school year via the district calendar or building newsletters. Stress that parents not to call the schools, as the phone lines will be jammed. Parents should be instructed to listen to the radio, tune in to cable TV, or follow instructions previously determined by the school district
- Students will not be released to anyone other than an authorized person listed on the emergency care form or emergency dismissal form.
- Parents should be informed in advance that the police and fire departments might deny them access to the schools/evacuation area during an emergency.

Considerations: Some parents will not follow the procedure. Some will demand their children. They will not wait. Educate parents about the emergency release procedures prior to an event. Use assertive staff to control anxious parents, but avoid confrontations. Staff manning tables should ask for assistance from administration and/or security. Parents who refuse to follow procedures should be isolated from the large group and dealt with privately. Document the names of parents who refuse to follow procedures and give the list to the building principal.

DISTRICT SIGN-OUT SHEET

Student Name	Grade	Released To	Time	Destination	Phone Number

TYPES OF EMERGENCY SITUATIONS AND/OR EVACUATIONS

ACTIVE ASSAILANT INCIDENT

Definition: An active assailant incident shall be defined as one or more individuals actively engaged in killing or attempting to kill people in confined and populated areas.

In the event of an active assailant situation, the Melvindale – Northern Allen Park School District will implement ALICE protocols as determined by the ALICE Training Institute. The purpose behind ALICE is to provide those in harm's way with multiple options, to use their own judgement to determine which response(s) will best protect their lives. ALICE meets the guidelines to respond to an active assailant as established by the following:

- U.S. Department of Education
- U.S. Department of Health and Human Services
- U.S. Department of Homeland Security
- U.S. Department of Justice
- U.S. Federal Bureau of Investigation
- U.S. Federal Emergency Management Agency

ALICE stands for the following: **A**lert, **L**ockdown, **I**nforn, **C**ounter and **E**vacuate. ALICE protocols are not intended to be a matrix to follow in order, but rather framework where those endangered are empowered with personal choices on how to best respond to their unique active assailant incident.

Alert: Alert is the first notification of danger, warning of an active assailant incident. Information is vital to making good decisions. It needs to be detailed and specific, accurately flowing from various methods of delivery and quickly reaching as many people as possible.

Lockdown: An **enhanced** lockdown involves securing yourself in a room and barricading all points of entry with any means possible. This varies significantly from the old lockdown model of passively waiting in a “locked” room for the incident to end. The enhanced lockdown is critical in slowing down the advance of an active assailant and providing a deterrence in an incident where every second counts.

Inform: Inform is the continuation of Alert. It requires providing real time information given out to the building occupants through whatever means possible. This is critical because active assailant incidents are fluid and circumstances may change very quickly.

Counter: The counter strategy of ALICE is about taking back control from an active assailant, and not about fighting. Counter strategies are intended to disrupt an active assailant from shooting accurately or effectively focusing another means of attack. Counter techniques can be deployed if the active assailant is in your immediate area, but one should never leave a safe place to engage an active assailant. Counter strategies vary based on physical ability and age, but may include the following:

- Throwing things at the active assailant
- Making loud noises
- Performing quick, erratic movements
- Swarming the active assailant
- Any means available to distract and disorient the active assailant

Evacuation: This is the standard protocol used for many dangerous events such as fires, bomb threats, and the smell of smoke or gas. Moving away from the danger is always an option and the safest place to be in an active assailant incident is as far away from it as possible.

LOCKDOWN YELLOW

Purpose: To keep students/staff out of harm's way.
Reason for Action: An emergency security situation is occurring.
Command: PA announcement: "Staff, we are in Lockdown Yellow."
All Clear signal: PA announcement: "Staff, the Lockdown Yellow has ended."

Directions:

- All of the building's exterior doors will be secured and locked. No person will enter or exit the building, except by the main doors near the office, where a school official will be present to supervise.
- Teachers must close and lock classroom doors and pull any student found in the hallway into your room.
- Email the office with the names of any students found in the hall.
- Inside the classroom instruction will continue and teachers should monitor the announcements and their email for further information. Additionally teachers must e-mail any colleague regarding any student from another class they have sheltered in their room. The bell system will not be followed and all classes will remain in their classroom until receiving a directive that the lockdown has ended. Absolutely no student should be released from class for any reason, except by office directive.
- Students in the locker room should be advised to dress quickly and quietly in the event that they would need to be moved quickly.
- Students outside the building will need to be advised whether the safest course of action is to seek safety further from the building or inside the building.
- Maintain lock-down until you hear the all clear from a voice you recognize.
- The Emergency Folder located in each classroom contains additional information, which should be followed.
- Staff should remain calm, and continue to monitor email, their cell phones and announcements, while remembering to model strong leadership for students.

LOCKDOWN GREEN

Purpose:	To lock all exterior doors and monitor building entrance at one door location.
Reason for Action:	A potential threatening situation exists outside the building that requires increased building security.
Command:	PA announcement “Staff we are in Lockdown Green.”
All Clear signal:	PA announcement: “Staff, the Lockdown Green has ended.”
Comments:	<ul style="list-style-type: none">● Internally, students and staff should proceed normally with minor exceptions; no class will be allowed to go outside and student passes out of rooms should be restricted to emergencies only. The bell system will still be followed as classes will switch at their designated time, lunch will still be served as applicable, and the principal (or designee) will make an announcement regarding VOTECH.● Check email and the emergency folder in the classroom for additional instructions

BUILDING EVACUATION

The Incident Commander will give the directive to evacuate the building.

Principal, Assistant Principals

- Make decisions to implement protective actions
- Make evacuation announcement
- Confirm that 911 has been called
- Coordinate with students, faculty and staff, school system and emergency responders
- Coordinate security issues
- Control ingress and egress to school
- Coordinate with off-site law enforcement, fire, EMS, etc.
- Notify Superintendent's Office, District Safety Coordinator and Safety Team

Secretary

- Activates primary warning system as directed
- Collects and compiles student, staff and visitor accountability information

Teacher

- Teachers are to take their TEACHER EMERGENCY RESPONSE FOLDER/KIT with them. Teachers are to stay with their class until notified
- Take roll to make sure all students are present at the assembly point
- Account for all students and report missing students to the office administration
- First Aid as needed

Maintenance Staff

- Present self to fire, police, EMS personnel
- Assess damage of the facility
- Assist in security and barricades

RELOCATION

The purpose of relocation is to move students and staff from an unsafe area to a safe location. This may involve moving a section of classrooms to another location in the building such as an unoccupied classroom, gymnasium, etc.

GUIDELINES

1. Building administrator communicates to affected staff members the order to move to a location in the building.
2. Staff should, when it is safe, close windows. Last person leaving the classroom closes the door.
3. When arriving at the relocation area staff take attendance. Inform office of any missing students.
4. Monitor student and staff response, such as medical reactions and emotional responses.
5. Notify the Superintendent's Office, District Safety Coordinator and Safety Team.

SHELTER IN PLACE/LOCKDOWN GREEN (CBRNE EVENT)

Shelter in Place is the procedure in which students and staff remain in the school building as a measure to protect them from CBRNE or environmental contamination.

GUIDELINES

1. Principal/Building Leader announces the Shelter in Place directions and monitors conditions
2. Staff should, when it is safe, close windows. Last person leaving the classroom closes the door if moving to another location within the building.
3. As necessary, shut off HVAC in rooms/buildings.
4. Await further instructions from administrator or incident commander.
5. When the event has ended, the building leader announces a return to normal activities.

Z

Classroom Emergency Supplies

**Teacher Emergency Folder
(Clear Plastic 5-file folder)**

CONTENTS:

CBRNE information
Cell phone numbers of staff
Class lists
Lockdown procedures
ALICE procedures
Fire evacuation procedures
Tornado evacuation routes/map
Building evacuation procedures/map
Sign out sheets

EMERGENCY NUMBERS:

Police	911
Fire	911
Gas leak	911
Poison Control	800-222-1222
Suicide Prevention	844-623-4357

(Tape these numbers to the front of the folder)

**Classroom Emergency Backpacks
(Recommended)**

Backpack with an outside pouch for attendance	Whistle
First-aid kit & latex gloves	Duct tape & scissors
Flashlight (without batteries if possible)	Wristbands to identify students
Warming blankets or garbage bags	1 bottle of water
Pen/pencil/paper	
Emergency Folder (see above)	

****Contents of the emergency kits and backpacks should be reviewed annually.**

Emergency Building Evacuation “To-Go” Box (Recommended)
(Identify one or two people who will take it during an evacuation)

District phone numbers
Names/numbers of Emergency Response Safety Team
Emergency fan-out sheet (phone tree)
Emergency phone numbers
School map
Map to emergency location (practice going to the evacuation site)
Key to Evacuation Site
Staff emergency cards and other information for identification
Student emergency cards
Different colored pens
Pencils, paperclips, rubber bands
Paper, clipboards
List of students and staff on medication
Whistle
Master keys
Flashlight, penlight, flares if necessary
Extra set of keys in the Knox Box outside each building
Copy of building schedule
“Hold Harmless” Agreement
Colored vests (help identify who is in charge)
Latex gloves
Crank radio

**EMERGENCY MEDICAL BAG CONTENTS
(RECOMMENDED)**

2 masks with gloves	1 clear mouth shield
6 Dyna Stoppers 3 ½ x 5 ½	9 4"x4" sterile gauze
6 large Ace bandages	10 3"x3" sterile gauze
6 small Ace bandages	1 4-unit eye pad
2 gauze rolls	1 fingertip woven 8-count
3 saline eye wash	1 ammonia inhalant 10-count
1 burn gel	1 knuckle bandage 8-count
1 whistle w/compass	1 1" adhesive tape roll
1 antiseptic spray	1 pair medical scissors
2 cds of staff and student photographs	1 bag alcohol wipes 50-count
1 bag of assorted bandages, tape, scissors, survival wrap	1 bag hydrocortisone cream 20-count
2 6" Medirip	1 bag triple biotic 20-count
2 3" Medirip	1 bag antiseptic wipes
Aneroid Sphygmomanometer	1 magnifying forceps
8 5"x9" sterile ABD pads	1 bag safety pins 12-count
6 8"x10" sterile ABD pads	50 ml sterile water
10 cardboard splints	2 tubes Insta Glucose
1 bag disposable gloves	1 penlight
1 emergency radio	2 emergency survival blankets
1 flashlight	1 sterile gel soaked facial burn dressing
2 D batteries	2 triangular bandage w/pins non-sterile
2 AA batteries	Basic first aid pamphlet
12 tongue depressors	1 stethoscope
4 instant cold compresses	4 emergency disposable blankets 54"x80"
1 antibacterial hand sanitizer	4 sterile multi-trauma dressings 12"x30"
2 blood stopper packs	

STUDENT WELFARE

CHILD ABUSE/NEGLECT

REPORTABLE INCIDENT*

When any staff member becomes aware of an incident of suspected child abuse or neglect, he/she must, by law, contact the Wayne County Family Independence Agency/Child Protective Services (CPS). CPS and the police work closely together in abuse and neglect cases. The police should ALWAYS be called if it is an alleged case of sexual abuse.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">● Contact the building administrator, social worker, or counselor immediately. If the building SW is not available, contact another SW for assistance as needed.● In consultation with one of the above – OR ON YOUR OWN IF NONE OF THE ABOVE IS AVAILABLE – contact MI Dept. of HHS (CPS) at 855-444-3911.● Protective Services will ask for:<ul style="list-style-type: none">○ The student's name○ Date of birth○ Address○ Phone number○ Names of parents/guardians○ Names of others living in the home○ Name of alleged abuser○ A brief description of the alleged abuse● It is important to note any physical marks or injuries that may have resulted from the incident, such as, cuts, bruises, scratches, welts, bumps, etc.● If the student is fearful of going home, the Liaison Officer or Melvindale Police should be called. CPS and the police work closely together in abuse and neglect cases. The police should ALWAYS be called if it is an alleged case of <u>sexual</u> abuse.	<ul style="list-style-type: none">● The principal should consult with the school social worker or counselors to gather additional information or assistance as needed.● Work with the staff member to fill out the CPS reporting form (FIA-3200) within 72 hours of the incident. Online reporting may be done at:<ul style="list-style-type: none">● https://newmibridges.michigan.gov/s/isd-landing-page?language=en_US● A copy of the report should be sent to Central Office.● A copy of the report should be kept with the building principal and the social worker.

*The State of Michigan does not define Child Abuse as one of the "Reportable Incidents" under Public Act 102. However, it has been the practice of Melvindale-Northern Allen Park Public Schools to notify The Melvindale Police Department and/or the Liaison Office when a report of suspected child abuse is filed with CPS.

CHILD ABUSE/NEGLECT

ADDITIONAL INFORMATION

Act No. 238 of 1975, as amended in 1998, states in Section 3: “A physician, coroner, dentist, registered dental hygienist, medical examiner, nurse, a person licensed to provide emergency medical care, audiologist, psychologist, marriage and family therapist, licensed professional counselor, certified social worker, social worker, social work technician, school administrator, school counselor or teacher, law enforcement officer, or regulated child-care provider who has reasonable cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse or neglect to the department. Within 72 hours after making the oral report, the reporting person shall file a written report as required in this act. If the reporting person is a member of the staff of a hospital, agency, or school, the reporting person shall notify the person in charge of the hospital, agency, or school of his or her finding and that the report has been made, and shall make a copy of the written report available to the person in charge. One report from a hospital, agency, or school shall be considered adequate to meet the reporting requirement. A member of the staff of a hospital, agency, or school shall not be dismissed or otherwise penalized for making a report required by this act or for cooperating in an investigation.”

By law, CPS must keep their referral sources confidential.

Any physical marks or injuries should be noted. If photographs of injuries need to be taken, the police will take them.

When there is “reasonable cause” to suspect that a child has been abused or neglected, it should be reported to CPS. It is their job to investigate and determine the seriousness of the incident. If you are not sure, call. They will advise you as to whether or not you have sufficient reason to report.

Throughout the process, the CONFIDENTIALITY of the individuals involved must be respected.

When you call to report an incident:

- CPS checks their computer to see if there is a prior record of abuse or neglect.
- Usually CPS will tell you whether or not they plan to investigate the case.
- If they expect to investigate, they will give you a number for the case. It is important to make note of the number.
- The case is assigned to a worker who has 24 hours to investigate the case.
- CPS will send a brief report to the school regarding the disposition of the case. The number will identify it only.

It is very important that the student feels he/she can safely return home after reporting the incident. If the student is fearful of his/her safety at home, the principal, counselor, or social worker should explore alternatives with the student so that a safe place can be arranged for the student to go after school. The police will also want to be involved in this process.

A copy of the FIA-3200 Form and instructions for completion can be found on-line at http://www.michigan.gov/documents/FIA3200_11924_7.pdf.

MISSING OR RUNAWAY STUDENT

PRINCIPAL'S OFFICE

STUDENT IN ATTENDANCE LEAVES WITHOUT AUTHORIZATION

- Get an emergency care form and photog.
- Search campus.
- Call parent/guardian.
- Call Police/Liaison Officer.
- Call Superintendent's Office.
- Call Safety Director.
- If student is located, notify parent(s) and Police.
- NOTE: A parent must give written permission for police to enter information in the computer to register child as missing or runaway (ages 16 and under). Students 17 and older must be missing for 24 hours before being considered missing or runaway.

STUDENT MISSING BETWEEN HOME AND SCHOOL

- Check with parent/guardian if student does not arrive at school.
- Is student legally absent? Lost?
- Is student truant/runaway?
- Are any of his/her friends also missing?
- Ask for student's usual route to school and means of transportation.
- Call Police/Liaison. (See NOTE above.)
- Ask parents to notify school immediately if student is located.

STUDENT MISSING AFTER HOURS

- Parent/caretaker has called school to advise of missing student.
- Advise parent to contact alternate caregivers and friends.
- Advise parent to call Police if student is not located in a reasonable time period.
- If caller is not a parent, call parent/guardian. Ask caller to call again if student is located.
- If student is young, have designated staff member drive student's usual route home.
- Notify Superintendent's office.
- Notify District Safety Coordinator.
- If student is located, notify parent and police.

STUDENT ATTEMPTING TO LEAVE SCHOOL (ELOPING STUDENT)

Description: The district is concerned regarding each student's well-being during scheduled school time. Depending on the situation, two responses are appropriate if a student attempts to leave the premises.

Response (1)

Student condition:

- High school or older middle school student
- The student is upset, but appears mentally, emotionally and physically healthy. Therefore, the student is NOT considered a risk to him/herself or others.
- There is NO other known risk factor that could endanger the student or others if he/she left the premises.

Staff response:

- Use verbal intervention/negotiation skills to de-escalate the student's impulse to leave.
- If verbal intervention/negotiation skills do NOT de-escalate the situation and the student leaves:
 - Inform the office of the situation upon first opportunity.
 - If necessary, contact the appropriate authorities.
 - Contact the student's parents/guardians.
 - Take appropriate disciplinary action per the code of conduct

Response (2)

Student condition:

- Younger middle school or elementary school student
- The student (of any age) may be at risk of harm to him/herself or others due to ANY of the following conditions:
 1. The student is identified as "special needs"
 2. The student is in a potentially unsafe mental/emotional/physical state
 3. There is another known risk factor that could endanger the student or others, if he/she left the premises

Staff response:

- Use verbal intervention/negotiation skills to de-escalate the student's impulse to leave.
- Use proximity controls to deter the student from leaving by placing yourself between the student and the exit.
- If the student begins to elope and exits the building:
 - Safely keep pace with the student without placing the student or yourself in jeopardy
 - If you cannot keep pace with the student, keep the student in visual sight and report real time information to the office or authorities via phone.

	<ul style="list-style-type: none"> ● Use of restraint on an eloping student should be used ONLY to protect the student or another from imminent danger. Any use of restraint requires the minimum amount of force necessary to de-escalate the situation and be utilized in as safe a manner as reasonable for all parties involved. ● Inform the office of the situation upon first opportunity ● If necessary and applicable, contact the appropriate authorities upon first opportunity ● Contact the student's parents/guardians ● Take appropriate disciplinary action per the code of conduct <p>*If a student attempting to elope utters a threat to harm him/herself the protocols for a suicidal student should be implemented.</p>
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POTENTIAL STUDENT WALKOUT

PRINCIPAL'S OFFICE

- Listen to the student's concerns.
- Identify the issues and concerns that have led up to a potential walkout.
- Call the Superintendent's Office.
- Call the District
- Safety Coordinator.
- Obtain date and time of planned walkout and names of those involved.
- Determine a course of action to avert the walkout.
- Meet with faculty to inform them of the potential walkout. Use phone fan-out if necessary.
- Meet with student representatives to explain the situation, clear up rumors, and attempt to gain support to avert the walkout.
- Update and instruct staff

SUICIDE ATTEMPT

REPORTABLE INCIDENT*

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> • Notify the Principal's Office, as soon as possible. • DO NOT LEAVE STUDENT ALONE • Try to calm the student and others. • Determine if evacuating is appropriate • Wait for police/assistance to arrive. • Complete necessary Incident Report. • Identify other students in need of counseling and report to the principal. • if lockdown announcement is made: <ul style="list-style-type: none"> o Immediately close and lock your classroom. o Do NOT release students until further notice. o Do NOT discuss the situation with students. o Wait for further instructions from the office. 	<ul style="list-style-type: none"> • Identify problems and gather information related to medical risk. • Call 911 or Local Police to report the incident. <ul style="list-style-type: none"> o EMS should be requested if needed. o Follow recommendations of the dispatcher. • Determine if an announcement needs to be made to staff or students. • Secure emergency information from the emergency care form. • Assist the police in locating the student. • Notifications necessary: <ul style="list-style-type: none"> o Superintendent's Office o District Safety Coordinator o School social worker or counselor o Parent(s) and/or guardian(s) • Do not release any information to the media. Direct inquiries to the Superintendent's office. • Initiate counseling services for staff and students as directed by District Safety Team.

NOTE:
IF WEAPON IS VISIBLE OR SUSPECTED REFER TO:
ARMED SUBJECT OR HOSTAGE

THREAT OF SUICIDE

REPORTABLE INCIDENT*

STAFF	PRINCIPAL
<ul style="list-style-type: none">• Notify the Principal's Office, as soon as possible.• Take threats seriously. Notify School Social Worker/Counselor.• Talk with the student and reassure him/her that you are concerned for their welfare.• Isolate the student from peers if possible• DO NOT leave the student alone.• Two people should be present with student whenever possible.	<ul style="list-style-type: none">• Identify problems and gather information.• Contact school Social Worker.• Call local police.• Notify and inform parent(s) and/or guardian(s) to come to the school.<ul style="list-style-type: none">o Provide parents with information concerning available community counseling resources.o Parents may be required to provide proof of medical release prior to the student's return to school.• Notifications necessary:<ul style="list-style-type: none">o Superintendent's Officeo School social worker (if applicable)o District Safety Coordinatoro Staff

NOTE:
IF WEAPON IS VISIBLE OR SUSPECTED REFER TO:
ARMED SUBJECT OR HOSTAGE

ANGRY/THREATENING PARENT PHONE CALL

Description: A parent/guardian calls the school and expresses an elevated and inappropriate level of anger and hostility, creating a volatile, potentially threatening situation, and indicates they will be coming to the school to pick up their student.

Actions which could create a hostile and potentially threatening situating include, but are not limited to the following:

- Excessive verbal abuse and/or foul language
- Explicit and/or implicit threats
- Irrational/alarming statements

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Attempt to verbally de-escalate and resolve the situation ● Notify the building administrator immediately 	<ul style="list-style-type: none"> ● Attempt to verbally de-escalate and resolve the situation ● If the angry parent indicates intention to pick up their student from the building, take the following steps: <ul style="list-style-type: none"> ○ Inform the angry parent he/she will NOT be allowed to enter the building at this time ○ Encourage the angry parent to use another responsible adult to pick the student up ○ Implement unique building protocols on releasing a student to an angry parent ● Place the building in Lockdown Green, follow established protocols ● Inform police department, of the potential situation and follow their directives ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's office ○ District Safety Coordinator

THREAT ASSESSMENT PROTOCOL

KEY DEFINITIONS:

Threat assessment: Threat assessment is a problem – solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

Transient Threats: are statements that do not express a lasting, genuine intent to harm someone. Transient threats are often:

- Rhetorical expressions of feelings
- No longer exists after the situation has been resolved

Substantive Threats: Substantive threats are those that express intent to physically injure someone beyond the immediate situation. These also include some risk the threat will be carried out. All substantive threats are considered serious. A serious threat becomes very serious when threats include, but are not limited to involvement of a weapon, killing, raping and inflicting serious injury.

Utilizing the District Threat Assessment Team

Most threats may be resolved at the building level through the investigation of the building administrator. However, the District Safety Coordinator and the District Threat Assessment Team MUST be notified regarding any of the following conditions:

- A serious/very serious threat towards multiple individuals or a group
- A serious/very serious threat against a school or the entire school district
- A very serious threat against an individual

The Threat Assessment Tree

The Threat Assessment Tree found on the following page has been adopted and modified from the University of Virginia and will be utilized and followed by the Melvindale – Northern Allen Park School District and is implemented once an administrator has been notified of a threat.

School Threat Assessment Decision Tree

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No

Not a threat. Might be an expression of anger that merits attention.

Yes

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does student retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone.

Yes

Case resolved as transient; add services as needed.

No

Step 3. Respond to a substantive threat.

For all substantive threats:

- a. Take precautions to protect potential victims.
- b. Warn intended victim and parents.
- c. Look for ways to resolve conflict.
- d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious

Case resolved as serious substantive threat; add services as needed.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above,

- e. Screen student for mental health services and counseling; refer as needed.
- f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
- g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

Violence & Crime

Reportable Incidents

ARMED SUBJECT OR HOSTAGE

REPORTABLE INCIDENT

Follow these procedures whenever:

- **A person has a weapon**
- **A person says they have a weapon**
- **A person is holding another person against his/her will**

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> • Notify the Principal's office ASAP; advise whether a weapon is visible or indicated. • Speak calmly to the suspect and to the students. <ul style="list-style-type: none"> o Do not approach o Do not attempt to confiscate weapon o Communicate and cooperate • If a weapon is present consider this an ACTIVE ASSAILANT SITUATION; utilize ALICE Protocols • When police arrive, do as they direct. • Complete necessary incident report. • The safety of all involved is the primary goal, followed by safe de-escalation of the situation. 	<ul style="list-style-type: none"> • Identify problem and location, type of weapon, and other conditions related to risk, such as behavior of suspect and condition of hostage. • Call 911 <ul style="list-style-type: none"> o Identify assembly area for police o Provide suspect description o Secure emergency information for suspect and victims • If weapon is visible or shots fired, implement ALICE Protocols • Escort EMS and police to the scene. • Assist with evacuation if police give instructions. • If a weapon is found on a student, police will secure the weapon for evidence and remove the subject. • Notifications necessary: <ul style="list-style-type: none"> o Superintendent's Office o District Safety Coordinator o Staff o Parents/Guardians

SUSPECTED ARMED SUBJECT OR HOSTAGE

REPORTABLE INCIDENT

Follow these procedures whenever you suspect a subject may have a weapon on their person or in a backpack, briefcase, purse, or other container carried or readily accessible by the subject.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">• Notify the Principal's office as soon as possible.• If weapon is suspected and situation is NOT VIOLENT:<ul style="list-style-type: none">o Bring subject to the officeo Isolate the subject.• Complete necessary incident report.• The safety of all involved is the primary goal, followed by safe de-escalation of the situation.	<ul style="list-style-type: none">• Identify problem and location and treat it as an armed subject until proven otherwise.• Assess credibility of information received• Assess character, history, and school record of suspect(s).• Contact the Police and follow their directives.• If approached:<ul style="list-style-type: none">o Ensure at least two adults are presento Advise the subject what is suspected and ask location and type of weapon(s).• If weapon is found on subject:<ul style="list-style-type: none">o Call 911 or police to report incidento Police will secure weapons for evidence.• Notifications necessary:<ul style="list-style-type: none">o Superintendent's Officeo District Safety Coordinatoro Staffo Parents/Guardians

ARSON

REPORTABLE INCIDENT

Definition: Arson means the unauthorized starting of a fire or assisting another in starting a fire.

PRINCIPAL OR STAFF

- CALL 911 OR LOCAL POLICE OR FIRE TO REPORT THE INCIDENT
- After the initial discovery of any fire in a school building, the teacher and/or principal should quickly complete an immediate site assessment to determine if partial or complete evacuation of the building is necessary. Be aware that fire can spread unseen, and visible signs may be absent.
- If arson is suspected, inform the responding police and fire personnel.
 - Assist police and fire investigators in their investigation.
 - Help locate any possible suspect(s) or witnesses.
- Notifications necessary:
 - Superintendent's Office
 - District Safety Coordinator
 - Staff
 - Parents/Guardians

DRIVE-BY SHOOTING

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">• When shots are heard, yell to the students, "DROP TO THE FLOOR."• Initiate ALICE Protocols• Move students to the safest area within the classroom.• If time permits, the most secure location may be an inner room within the building.• Notify the principal's office ASAP.• Advise if there are injuries or property damage.• Return to the classroom only when safe to do so.• Take attendance and immediately report any missing students.• Complete necessary incident report.	<ul style="list-style-type: none">• Identify problems and locations.• Call 911 or police to report the incident.• Provide suspect description• Initiate ALICE Protocols• Assist the police in locating and identifying possible suspect(s) and/or victims.• Secure emergency information from student emergency care form for suspect and/or victims.• Provide police and EMS with emergency information.• Notifications necessary:<ul style="list-style-type: none">o Superintendent's Officeo District Safety Coordinatoro Safety Teamo Staffo Parents/Guardians• Initiate counseling services for staff and students.

DRUG POSSESSION or SALE

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none">• Notify principal's office if you have knowledge of or information regarding:<ul style="list-style-type: none">o A drug saleo Drug possessiono Drug use	<ul style="list-style-type: none">• Identify problems and location.• Call 911 or police to report the incident.• Provide suspect description• Call for Lockdown• Assist the police in locating and identifying possible suspect(s) and/or victims.• Secure emergency information from student emergency care form for suspect and/or victims.• Provide police and EMS with emergency information.• Notifications necessary:<ul style="list-style-type: none">o Superintendent's Officeo District Safety Coordinatoro Safety Teamo Staffo Parents/Guardians• Initiate counseling services for staff and students.

**NOTE: IF STUDENT IS UNDER THE INFLUENCE OF AN ILLEGAL DRUG
REFER TO DRUG USE OR OVERDOSE ON PAGE**

INTRUDERS

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the principal's office of any suspicious person seen on school property. <ul style="list-style-type: none"> ○ Ask anyone who is not displaying a required pass to go to the office. ○ Call/notify the office that there is a person coming down to the office for a visitor's pass. 	<ul style="list-style-type: none"> ● Identify problems and location. ● Determine if lockdown is needed. ● Approach the subject and determine the nature of their business within the school. ● Ask to see identification. ● Direct them to accompany you to the office. <ul style="list-style-type: none"> ○ If they are looking for a specific student, check the file for court orders, such as custody papers or personal protection orders. ● If they have no acceptable purpose for being in the building, tell them to leave. <p>IF THEY REFUSE TO LEAVE:</p> <ul style="list-style-type: none"> ● Call 911 or police to report the incident. <ul style="list-style-type: none"> ○ Provide suspect description ● Await police response. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Safety Team ○ Staff ○ Parents/Guardians

LARCENY (THEFT), VANDALISM OR DESTRUCTION OF PROPERTY

REPORTABLE INCIDENT

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify principal's office as soon as possible 	<ul style="list-style-type: none"> ● Identify problems and evaluate the extent of theft. ● LESS SIGNIFICANT THEFT: <ul style="list-style-type: none"> ○ A call to police may not be necessary. ○ Address problems by applying school district policies. Ask to see identification. ● SIGNIFICANT THEFT <ul style="list-style-type: none"> ○ Mandatory Reporting if theft of item is at least \$100 in value ○ If there are numerous events of minor theft. ○ If the theft is motivated by hate or is gang-related. ● Call the police to report the incident. ● Assist police in locating and identifying possible suspect(s) and/or witnesses. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Parents/Guardians ○ Staff

**MINOR IN POSSESSION OF
ALCOHOL/TOBACCO PRODUCTS**

REPORTABLE INCIDENT

ALCOHOLIC LIQUOR

Alcoholic liquor includes any beverage containing .05% or more of alcohol by volume. It cannot be in the possession of anyone under the age of 21. Beverages with an alcohol content less than .05% by volume, such as non-alcoholic beer, cannot be in the possession of anyone under the age of 18. (MCL 750.28)

TOBACCO PRODUCTS

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

Refer to Student Code of Conduct

PHYSICAL ASSAULTS (FIGHTS)

REPORTABLE INCIDENT

It is recommended that the incident be reported to the police if any of the following occur during a physical assault.

- The victim alleges injury
- The victim is a member of the school staff
- There is injury to the victim and/or suspect which requires medical attention.
- The suspect used a weapon during the physical assault

Refer to student Code of Conduct

ROBBERY OR EXTORTION

REPORTABLE INCIDENT

ARMED ROBBERY

The taking of property from a person by force or threat while armed with a weapon or article representing a weapon.

UNARMED ROBBERY

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

EXTORTION

Threatening another person for the purpose of extorting money or property, or to compel the threatened person to do an act against the threatened person's will.

Refer to Student Code of Conduct or Weapons Protocol

SEXUAL ASSAULT (CRIMINAL SEXUAL CONDUCT)

REPORTABLE INCIDENT

CRIMINAL SEXUAL CONDUCT

- Nonconsensual sexual penetration or the uncontested touching of a person's intimate parts.
- Sexual penetration includes oral sex or the insertion of any object into a person's genital or anal openings.
- Touching intimate parts (breasts, buttocks, genital area)
- Consensual sexual penetration and touching involving a person under the age of 16 or if the perpetrator is five or more years older.

STAFF	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the principal's office as soon as possible. ● If injuries or any sign of assault are present, inform the office upon initial contact. ● Do not leave the victim alone. ● Do not allow the victim to alter their physical condition by washing. ● Follow the principal's instructions. ● Discourage discussion among students. ● If police have been called, wait for their arrival. ● Complete necessary Incident Report. 	<ul style="list-style-type: none"> ● If an EMERGENCY, call 911 or local police to report the incident. ● Comply with Child Protection Law and reporting requirements. ● Notify District Safety Team. ● Direct appropriate staff to stay with the victim. ● Assist the police in locating and identifying possible suspects, witnesses, and/or victims. ● Secure emergency information from student emergency care form for suspect(s) and/or victim(s). ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Parents/Guardians ○ Safety Team ○ Staff

UNAUTHORIZED REMOVAL OF A STUDENT (CHILD NAPPING)

REPORTABLE INCIDENT

OFFICE STAFF PREVENTIVE ACTIONS	STAFF
<p style="text-align: center;">Some Preventive Steps a School District May Take</p> <ul style="list-style-type: none"> ● Compile list or flag enrollment of students with special custody arrangements. <ul style="list-style-type: none"> ○ Example: Family Independence Agency supervised, Court Ordered--no contact with named parent and/or person. ● Check with the custodial parent, guardian, or Family Independence Agency, if indicated, <i>before</i> releasing the student, if a question should occur. <ul style="list-style-type: none"> ○ Obtain a copy of identification for the person picking up the student. ● Verify the identity of any parent/guardian who telephones a request for a student's release. <ul style="list-style-type: none"> ○ Record time and date ○ Call parents and inform them of the phone call. ● Verify any custody changes with actual true copy of Court documents. ● Hold in office any student who appears reluctant to go with the person picking them up. <ul style="list-style-type: none"> ○ Notify parent/guardian of student's reluctance. ○ Check every person's ID against the emergency card to ensure students can be released to that person. 	<ul style="list-style-type: none"> ● Notify the Principal's Office, as soon as possible.
	<p style="text-align: center;">PRINCIPAL'S OFFICE</p> <ul style="list-style-type: none"> ● Confirm if a student is being removed from school without authorization. ● Call 911 or Local Police to report the incident. <ul style="list-style-type: none"> ○ Provide suspect(s) description ○ Obtain license plate number (if possible) ○ Determine if a coded announcement needs to be made. ● Notify parent/guardian listed on student's enrollment card. <ul style="list-style-type: none"> ○ Notify other school(s) where sibling(s) may attend to alert them. ● Notifications necessary: <ul style="list-style-type: none"> ○ Superintendent's Office ○ District Safety Coordinator ○ Staff ● Do not release any information to the Media. Direct inquiries to the Superintendent's Office.

UNREST/RIOT or RACIAL/GANG ALTERCATION

REPORTABLE INCIDENT

STAFF ACTION	PRINCIPAL'S OFFICE
<ul style="list-style-type: none"> ● Notify the principal's office as soon as possible. ● If conflict is within the building, make verbal contact in a calm voice. ● Never grab or touch a violent student unless they are causing harm to themselves or others, or you can physically handle the situation in a non-threatening manner. ● Separate opposing factions and try to get them to a more isolated area so they can calm themselves without losing face. ● Continue to be calm and reasonable until opposing factions are separated or until police arrive. ● Identify participating students and any gang affiliations. ● Discuss the students' behavior and its consequences only after they are calm. 	<ul style="list-style-type: none"> ● Evaluate the severity of the situation as soon as possible, ● <u>MINOR PROBLEM</u>: ● Do not call the police. ● Follow all other actions listed under Severe Problem as appropriate. ● <u>SEVERE PROBLEM</u>: ● Call the police to report the incident. ● Call the superintendent's office. ● Call the District Safety Coordinator. ● Alert the District Safety Team. ● Be prepared to: <ul style="list-style-type: none"> ○ Bring all students and staff indoors. ○ Lock all doors and windows. ○ Deny unauthorized access to building ○ Advise students and staff of situation ○ Hold students beyond dismissal time if necessary. ○ Notify parents/guardians ○ Along with disciplinary actions, demand that students receive counseling. ○ File Incident Report ○ Debrief staff and Safety Team

WEAPONS ON SCHOOL PROPERTY

REPORTABLE INCIDENT

FOLLOW THESE PROCEDURES WHENEVER YOU KNOW OR SUSPECT A STUDENT MAY HAVE A WEAPON IN THEIR LOCKER, THEIR CAR, OR ANYWHERE ELSE ON SCHOOL PROPERTY.

The term “weapon” includes: firearms, bombs, silencers, double-edged non-folding stabbing instruments, a switchblade, a blackjack, slingshot, billy club, bludgeon, metallic knuckles, sand club, sand bag, a taser or stun gun, a gas ejecting device that is not a self-defense spray device, or any other article carried or possessed for use as a weapon, such as a tire iron, or baseball bat carried for purposes of assault or defense.

STAFF ACTION	PRINCIPAL’S OFFICE
<ul style="list-style-type: none">● Notify the Principal's Office as soon as possible.● If weapon is visible or suspected on a student, refer to ARMED SUBJECT OR HOSTAGE, page 78.● If a weapon is visible and the student becomes menacing/threatening initiate ALICE protocols	<ul style="list-style-type: none">● Identify problems and locations.● Determine if reasonable suspicion exists to search for a weapon.● Determine if it is advisable to conduct a search of school property, by school personnel, for weapons.● If a weapon is found, CALL 911 or police to report the incident.● Initiate ALICE Protocols if appropriate● Notifications necessary:<ul style="list-style-type: none">○ Superintendent’s Office○ District Safety Coordinator○ Staff

Weather & Disasters

BAD WEATHER: HEAVY SNOWFALL/INCLEMENT WEATHER GUIDELINES

The decision to cancel school due to excessive snowfall will be made through the office of the Superintendent or his/her designee. This announcement will be issued to the general public via the local radio and television stations. Every effort will be made by district officials to report a necessary closing early enough to allow radio and TV stations to carry the announcements prior to the time students leave for school. Once the decision to close school is made, the State LIEN System is notified and the information is disseminated to local TV and radio stations (i.e., WWJ, WJR, WHYT, WNIC, WJBK, WDIV, and WXYZ).

Building principals should advise parents of the procedure through one of their initial newsletters at the beginning of each school year. Parents should be encouraged to follow this plan rather than calling the school for information.

Generally, school closings are for one day only. A decision to close a second day would be made when snow removal conditions are known. Students should plan to attend school the day after a weather closing unless notified again through the media.

Once classes have begun, every effort will be made to keep schools open and students in school. However, emergencies do arise and students may be sent home. It is important that working parents make arrangements for their child to have a place to go in case an emergency should occur. If this is impossible, a list of those students should be generated so the building principal is aware that these children need to remain at school until proper arrangements can be made to get them home safely (this would apply mainly to elementary buildings).

DISASTER DRILLS & PROCEDURES

The safety of students and staff is the prime consideration of policies and procedures concerning disaster precautions.

By Board Policy “it shall be the responsibility of the Superintendent or his designee to make the decision for school dismissal or the need for other emergency measures. The decision shall be based on official weather information and/or information received from locally designated emergency officials.”

Since the occurrence of such things as water, power or heat failure, tornadoes and other emergencies is always possible, school officials may be forced to send students home without warning. It is imperative that parents discuss this with their children and that the child be told where to go should such a situation arise. **IT IS THE PARENT’S RESPONSIBILITY TO ESTABLISH THE PROCEDURE TO FOLLOW IF THEY ARE NOT HOME DURING THE SCHOOL DAY.**

DISASTER DRILL PROCEDURES

1. Each teaching station area is designated on the emergency card in each classroom and is assigned a shelter area.
2. In the event of a disaster warning during the lunch period, students will leave all lunch materials in the lunchroom and go to their assigned cafeteria shelter area, under the supervision of the lunch aide. **TEACHERS WILL REPORT IMMEDIATELY TO THEIR DESIGNATED SHELTER AREA TO BE WITH THEIR CLASS.**
3. The teacher must take the class roster with him/her and take roll.
4. Because of the limited number of possible safe areas in a building and the size of the student body, each shelter location will be crowded. During an emergency, all students will sit on the floor facing the wall, double up their knees, put their faces to their knees, and cover their heads with the palms of their hands. (If the students have ready access to a book, they may use this to help protect their heads).
5. After an actual emergency, specific directions for dismissal will be given over the P.A. system or by other means to the staff and students.

EARTHQUAKE OR OTHER NATURAL DISASTER

STAFF	PRINCIPAL'S OFFICE
<p><u>IF INDOORS:</u></p> <ul style="list-style-type: none"> • Stay inside. • Move students away from windows, shelves, and heavy objects that may fall. • Direct students to take cover under a table or desk, in a corner, or in a strong doorway. • In halls, stairways or other areas where no cover is available, move students to an interior wall and direct them to drop and tuck. • In laboratories, all burners should be extinguished before taking cover, if possible. Stay clear of hazardous chemicals that may spill. <p><u>IF OUTDOORS:</u></p> <ul style="list-style-type: none"> • Move students to an open space, away from the buildings and overhead power lines. • Direct students to lie down or crouch low to the ground (legs will not be steady). • Be aware of dangers that may demand movement. 	<ul style="list-style-type: none"> • Issue a command over P.A. <ul style="list-style-type: none"> o Move away from windows, shelves, and heavy objects that may fall. o Take cover under a table or desk, in a corner, or in a strong doorway. o If in an area with no cover move to an interior wall, drop and tuck. • Encourage all to remain calm. • Assess the need for power and gas shutdown. • Call 911 for medical emergencies.
BUS DRIVER	
<ul style="list-style-type: none"> • Move students to an open space, away from buildings and overhead power lines. • Direct students to lie down or crouch low to the ground (legs will not be steady). • Be aware of dangers that may demand movement 	

POST EARTHQUAKE OR OTHER NATURAL DISASTER

STAFF	PRINCIPAL'S OFFICE
<p><u>IF INDOORS:</u></p> <ul style="list-style-type: none"> • Take attendance. • Report any injuries or missing students to the principal's office. • Restore calm; reassure students that the situation is under control. • Assist in any first aid needed in your area. • Extinguish small fires before they get out of hand. • Await any further instructions. 	<ul style="list-style-type: none"> • Issue a command over P.A. • Call custodian(s) to ensure that gas and electricity have been shut off at main switches. • Activate medical response (see medical problem or accident). • Call 911 • Direct all staff to administer first aid as needed until medics arrive. • Evacuate damaged areas cautiously. • Collect attendance and search for any missing staff or students. • Call the Superintendent's office and keep apprised of the situation. • Establish a parent information response team ASAP. • Retain students in the area until it is considered safe. • After a crisis, the principal or designee should go to hospital to be with the injured. • Keep record of students released to parents or other authorized persons.
<p style="text-align: center;">CUSTODIAN</p>	
<ul style="list-style-type: none"> • Check damage to utility systems and appliances; if necessary, shut off main power, gas and water. • Locate, seal off and indicate areas where hazardous materials have spilled. • Maintain communication with the principal's office. 	

TORNADO SAFETY GUIDELINES

The National Weather Service issues a tornado watch when the possibility of tornadoes exists and a tornado warning when a tornado has been spotted or indicated on radar. Tornadoes form suddenly so there may not be time for a tornado warning before a twister strikes. Teachers and students should know the difference between a watch and a warning.

Each school should be inspected and tornado shelter areas designated. Schools should use interior hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest. Never use gymnasiums, auditoriums, or other rooms with wide, free-span roofs. Avoid all windows and other glassed areas. The most dangerous locations of a building are usually along the south and west sides, and at all corners.

Staff members and students should know their designated shelter areas.

During a tornado watch, specific teachers or other staff members should be designated to monitor commercial radio or TV for tornado warnings.

DANGER SIGNS

Severe thunderstorms: Thunder, lightning, heavy rain and strong winds

Hail: Pellets of ice from dark-clouded skies

Roaring noise: Like a hundred railroad locomotives; a crashing thunderous sound

Funnel: Dark, spinning rope or column from the sky to ground or a sudden increase in wind.

Weather spotters should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a sudden increase in wind in addition to the telltale funnel or roaring noise. Tornadoes are often obscured by precipitation or darkness.

Specific teachers should be assigned to round up students on playgrounds or in other outdoor areas.

When students are assembled in designated shelter areas, and when the danger is imminent, they should be instructed to respond to a specific command, such as "drop and tuck." They should assume a protective posture facing an interior wall. Most tornado deaths are caused by head injuries.

TORNADO/SEVERE STORM WATCH

STAFF	PRINCIPAL'S OFFICE
<p><u>IF INDOORS:</u></p> <ul style="list-style-type: none"> ● Close all windows and blinds. ● Remind students of severe weather drill procedures <ul style="list-style-type: none"> ○ Define the shelter area where they may need to move to. ○ Review the drop and tuck position facing the wall. ○ Inform students not to be alarmed if lights go out. ○ Immediate action may be called for – drop and tuck under desks if instructed. 	<ul style="list-style-type: none"> ● Remind staff and students what to expect if a warning is issued. ● Remind teachers in exterior rooms to close windows and blinds. ● Activate pre-designated staff to monitor radio and TV for warnings. ● Bring students and staff indoors from playgrounds and other outdoor areas.

TORNADO/SEVERE STORM WARNING

STAFF	PRINCIPAL'S OFFICE
<p><u>IF INDOORS:</u></p> <ul style="list-style-type: none"> • Evacuate students to designated shelter areas. • Take a classroom roster. • Leave the classroom door open. • Have students sit on the floor quietly. • Take attendance and account for all students. • Keep students calm and quiet. • If you are given a drop and tuck command, ensure students face walls. 	<ul style="list-style-type: none"> • Sound the warning alarm immediately. • Move all occupants to designated shelter areas. <p>IMPORTANT: If a tornado is spotted or reported as being very imminent, issue a command over P.A. to drop and tuck where they are, under desks.</p> <ul style="list-style-type: none"> • Issue drop and tuck command over P.A. when judgment warrants. • Account for all students • Parents arriving at school to pick up students should be invited and recommended to take shelter inside. • Keep all exterior doors closed.
BUS DRIVER	CUSTODIAN
<ul style="list-style-type: none"> • When a tornado is sighted, head away from its path at a right angle • Try to find shelter under a bridge or overpass. <ul style="list-style-type: none"> ◦ Once under an overpass/bridge, have students open windows, drop to the floor and cover their heads. • In an open area, escort children to a low area (ditch, culvert, ravine, etc.) <ul style="list-style-type: none"> ◦ Have students lie flat, face down and cover their heads. • Account for all students. • Report in as soon as possible. 	<ul style="list-style-type: none"> • Ensure that all exterior doors are closed to prevent wind tunnel effect and flying debris. • After children are in place in corridors, ensure that all fire doors are closed. • If there is a possibility that a tornado has hit the building, shut off electrical power immediately.

POST TORNADO/SEVERE STORM

STAFF	PRINCIPAL'S OFFICE
<p><u>IF INDOORS:</u></p> <ul style="list-style-type: none"> • Take attendance. • Report any injuries or missing students to the principal's office. • Restore calm; reassure students that the situation is under control. • Assist in any first aid needed in your area. • Await any further instructions. 	<p><u>IF A BUILDING IS STRUCK BY A TORNADO:</u></p> <ul style="list-style-type: none"> • Call custodian(s) to ensure that gas and electricity have been shut off at main switches. • Activate medical response (see medical problem or accident). • Call 911 • Direct all staff to administer first aid as needed until medics arrive. • Evacuate damaged areas cautiously. • Collect attendance and search for any missing staff or students. • Call the Superintendent's Office. • Establish a parent information response team ASAP. • Retain students in the area until it is considered safe. • Keep record of students released to parents or other authorized persons. • After a crisis, the principal or designee should go to hospital to be with the injured.
PRINCIPAL'S OFFICE	
<p><u>IF TORNADO PASSES WITHOUT STRIKING:</u></p> <ul style="list-style-type: none"> • Be cautious, as there may be other funnels in the area. • Continue to monitor radio and TV for current advisory information. • Notify utility companies of any break or suspected break in lines. • Retain students in the area until it is considered safe to return to class, go home, or be released to parents. • Sound the "all clear" signal to return to class, accompanied by a P.A. announcement. 	

When Death/Trauma Occurs

EMERGENCY RESPONSE CHECKLIST/THINGS TO DO

Type of Emergency/Trauma: _____ Date: _____
Building _____ Building Administrator: _____
School Social Worker/Counselor: _____
Name/s of Victims/s: _____
Address: _____ Phone: _____ Parent/s _____
Grade: _____ Teacher/s: _____
Siblings: Grade/building: _____, _____, _____

CHECKLIST FOR NOTIFICATION:

- ☐ Superintendent/Designee
- ☐ School Social Worker, School Counselor
- ☐ Safety Director
- ☐ Other Safety Team Members
- ☐ Police
- ☐ Parent/Guardian
- ☐ Liaison Officer
- ☐ Secretary
- ☐ Protective Services
- ☐ Teacher/s Staff
- ☐ Other Principals
- ☐ Director of Transportation
- ☐ Director of Special Education
- ☐ Media
- ☐ Funeral Home
- ☐ Clergy
- ☐ Principal of Parochial Schools
- ☐ Latchkey Staff
- ☐ Doctor/Hospital
- ☐ Fire Department
- ☐ Letter to Staff
- ☐ Letter to Parents
- ☐ Prepared Statement
- ☐ Siblings
- ☐ Friends
- ☐ Coaches
- ☐ Other(s)

TASKS TO ACCOMPLISH DURING A CRISIS CHECKLIST

For each task there are several other tasks. Getting the facts is always the first task to accomplish. The order of the other tasks may vary. Some tasks are accomplished simultaneously.

VERIFY THE FACTS

- Principal/designee contacts necessary person to get facts and clarify any misinformation.
- Principal keeps in contact with the person throughout the day to get updates, give feedback, and get permission (if needed) to share information with others.
- When appropriate, principal/designee also contacts ancillary personnel including police, liaison officer, and others as needed.
- Informs staff of updates and include the *time* on the emails/memos.
- Principal determines if substitute teachers need to be on-call for most affected staff.

INFORM ADMINISTRATORS/OTHER SCHOOLS IN THE DISTRICT

- Include Superintendent, District Safety Coordinator, all building levels plus alternative ed, pre-school, latch key, parochial schools (when appropriate)

PHONE FACULTY/STAFF/FAN-OUT/PHONE TREE AND BUILDING SAFETY TEAM

- Keep track of who was called and who was not. Do not leave a message other than asking that they call back. Call those who were absent that day or on a medical leave.

CALL IN DISTRICT SAFETY TEAM(S) AND POSSIBLY MUTUAL AID

- Especially when incident will impact more than one building
- Recognize that some of the team members may be most affected so others will have to help.

SAFETY TEAM PLANNING MEETING

- Schedule it as soon as possible.
- In addition to the safety team members, include staff who may have information or be a good resource regarding the incident/trauma.
- Bring a laptop computer to start creating written materials.
- Determine what will be said to the staff and who will do the talking (highest ranking person in the building along with school social worker/counselor).

WRITE CLASS ANNOUNCEMENT FOR TEACHERS TO READ

(Can be written to distribute at staff meeting)

- Give teachers the option to:
 - Read the announcement themselves.
 - Read it with a crisis member present.
 - Have the crisis team member read it.

FAN-OUT/STAFF MEETING

- Occurs as soon as possible after the planning meeting.
- Include all staff and ancillary people who are impacted by the incident.
- Building principal/designee and one of the counselors/social workers will:
 - State the facts
 - Clarify rumors. Provide additional information.
 - Tell the staff the plan for the day.
 - Help staff prepare for what they can expect from themselves and the students.
 - Offer teachers relief with substitute teachers, safety team members available to them.
 - Share the letter to be read to the students. Give them the option to read it alone, read it with a crisis member present, or have the crisis team read it to the class.
 - Tell them they will be given updates throughout the day.
 - Normalize thoughts and reactions and let them know support is available.
 - Ask that all staff meet at the end of the day for updates, checking-in etc.

TEACHERS READ ANNOUNCEMENT TO CLASS

- Allow time for follow-up questions.
- See page 107: After Reading Announcement

PREPARE MEDIA STATEMENT - if needed

(Superintendent or designee)

CLASSROOM PRESENTATIONS

- See Trauma Debriefing – Dr. Bill Steele, National Institute for Trauma and Loss in Children

MEET WITH MOST EXPOSED STAFF

MEET WITH MOST EXPOSED STUDENTS

WRITE PARENT LETTER

(To be sent home same day)

OPERATIONAL DEBRIEFING

- Meeting at the end of the day to:
 - Update facts
 - Clarify rumors, answer questions
 - Ask how the day went for students and staff
 - Normalize reactions
 - Discuss what to expect the next day, and the days to come

FUNERAL

- Administrator contacts affected family(ies) regarding their wishes
- Provide coverage at funeral home when possible
- Provide handouts on grief/trauma reactions

PREPARE PARENT MEETING – if needed

DEBRIEF SAFETY TEAM

- Bring in an outside debriefer or someone not involved in the crisis. Ask:
 - What surprised you the most?
 - What were you not prepared for?
 - What would you do differently?
 - What further support do you need?
 - How will you take care of yourself today?

GENERAL REMINDERS WHEN HANDLING EMERGENCY SITUATIONS

INFORMING THE STAFF

At the beginning of the school year and periodically during staff meetings, remind staff that it will take up to TWO HOURS from the time word is given about a death/emergency incident to get all information prepared in writing. It takes time for the Core Safety Team to assemble, to gather information, and to put the facts in writing.

Note: Whenever possible the staff will be given written information before lunch and students will be informed after lunch. This helps to manage the situation better.

When informing the staff, someone from the Safety Team will go to the individual classroom, call the teacher into the hall, and indicate they have sad news to share with them. They will share the news verbally and also have it written on paper. The teacher will be given a chance to compose him/herself before returning to the classroom. Teachers will be told that someone will take their class if they need to leave because they are upset.

The person(s) contacting the staff needs to take the staff list and check off the names of those contacted. ALL BUILDING PERSONNEL, including ancillary staff, should be contacted. If a person is absent, it should be noted and someone should be assigned to contact that person, and then check the name off the list.

The building principal/designee will always contact the central office, and will contact other principals when appropriate.

CORE SAFETY TEAM

After the Principal contacts one of the school social workers or school counselors, a determination will be made regarding how many of the safety team need to assemble. When the crisis team assembles, have one person take notes. In the middle school/high schools at least one counselor should be in his/her office and available to hear the concerns of staff/students throughout the day.

At least one counselor should be available during the lunch period in the staff lounge to hear staff concerns, and get a sense of the “climate” in the building.

Staff need to know that if they have concerns they can tell the counselor, or go to the Safety Team. That person will check back with the Safety Team throughout the day for input and update.

Any person hearing concerns of the staff should just listen. This is not a “brainstorming” session, or a time to make decisions. It is an opportunity for staff to register their concerns or to offer suggestions. All decisions are made at the direction of the building principal/designee.

Even if someone has the facts/details of the situation being addressed, the information cannot be

shared with anyone without permission from the building principal. If asked, simply respond that the information will be shared as soon as the principal puts it in writing.

Specific tasks should be assigned to each Safety Team member. At the end of the initial meeting, summarize what has been done already, what else needs to be done, and by whom. Put it in writing.

THINGS TO DO

Clear the media center or an area that can be used as a meeting place. Principal/designee will arrange this with the media teacher as soon as possible.

Once a written statement of facts is complete, families of the most affected students should be called by a safety team member and given the information. Depending on the circumstances and the age of the student, families may be encouraged to come to school and talk to their child personally, or to be with their child when he/she is told of the situation. The parent should be given the option to take their child home for the rest of the day, only if the parent is going to be with them. Don't forget about the sign-out procedure.

The teacher(s) of the most affected students should be told that the parents will be called and that their students may be going home. **Parents are the primary caregiver and will be given the choice to inform their child when possible.**

A member of the Safety Team should be available to the parents of the most affected children when they come to school and answer any questions/concerns they may have regarding their child and the situation.

Identify the most affected students. Have safety team members see them individually or in small groups. If a student seems extremely upset, give him/her the option to call his/her parent. If a student chooses to go home, make sure they follow the school "sign-out" procedure. Make sure someone picks him/her up. Make sure that students do not go home to an empty house. Do not allow older students who are upset to drive themselves home.

Meet with staff at the end of the day for a short meeting to update facts, answer questions, address concerns, and develop any further plans. (Have someone take notes.)

Safety Team: Debrief the events of the day. Plan the next day(s). Take notes.

Meet with staff again within a week after the incident for debriefing.

ADDITIONAL THINGS TO DO WHEN DEATH OF STUDENT/STAFF OCCURS

Contact family and let them know staff could be available at the funeral home.

Contact the funeral home to let them know that the family gave permission for staff to be present.

Develop plan for coverage at funeral homes. Write down who will cover and when.

Contact all building staff by use of phone fan-out. Give messages of new information (especially if during weekend or vacation time.) If no one is home, leave a message to return the call. Continue to follow fan-out until someone is reached. Please note if someone is not contacted and try to contact him/her later.

Offer counseling sessions to most affected staff and most affected students on education, coping skills, and resources.

Safety team should be debriefed a few days after the incident. Take notes.

If necessary, hold another short staff meeting to update, debrief, and answer questions.

Access needed for mutual aid in the recovery phase.

AFTER READING THE ANNOUNCEMENT (Staff Handout)

1. **Ask students what they have heard about what happened.** (Restate factual information provided by the principal. Report rumors immediately to administrator or designee.)
2. **Ask students if they have questions they want to ask.** Answer honestly. If you cannot answer honestly, admit that you do not have the answer but you will get an answer for them. Write the question down and before the day is completed ask for assistance from the crisis team. Let students know that you will get the answer for them by that day or the next.
3. **Express your own sadness,** shock, difficulty knowing what to say or what you feel right now. It is okay to show tears and emotions. This is a difficult time.
4. **Ask students if they would like you to have someone come into class to talk with them** or if they would like to leave to talk to someone. (You know your students fairly well. Err on the side of this being a need of theirs, if you have any doubts.)
5. **Let them know that counselors/social workers have been trained for this situation and can help** if they would like to talk with someone. (Ask them to let you know and you will arrange it as quickly as possible.)
6. **Know that students may have difficulty focusing and paying attention.** Homework is probably not a good idea for a day or two. If there are any scheduled tests, check with the administration about delaying these tests.
7. **Finally, there is no way to predict how your students will respond.** They may present some difficult situations for you simply because it is something new you have not experienced before. Consider sending the most affected students to the room staffed by safety team members.

Resources

Section A

Mutual Aid Agreement

Section B

Sample Hold Harmless Agreement

Section C

RESOURCES**Outpatient Counseling:**

APEX Behavioral Health
19366 Allen Road
Brownstown, MI
723-479-0949

Ascension Eastwood Clinic
17250 Farmington Rd
Livonia, MI 48152
734-425-4070

Community Care Services
26184 West Outer Drive
Lincoln Park, MI 48146
313-389-7500

The Guidance Center
13101 Allen Road
Southgate, MI 48195
734-785-7700

Ascension Eastwood Clinic
17250 Farmington Rd
Livonia, MI 48152
734-425-4070

Inpatient Counseling

Havenwyck Hospital
1525 University Drive
Auburn Hills, MI 48326
248-373-9200

U of M Medical Center
1500 E. Medical Drive
Ann Arbor, MI 49109
1-800-525-5188 outpatient
734-764-9190 inpatient

Henry Ford Kingswood Hospital
10300 West Eight Mile Rd.
Ferndale, MI 48220
248-398-3200

Emergency Preparedness, Katherine Herrmann, RN
Henry Ford Wyandotte Health Systems, 734-324-3671
Cindra James, Wayne County Health Department, 734-727-7062

****Contact school social workers or school counselors for additional names and resources.**

HELPFUL WEBSITES

American Association of Suicidology

www.suicidology.org

American Red Cross

<http://www.redcross.org>

Federal Emergency Management Agency

<http://www.fema.gov>

Michigan Department of Community Health

www.michigan.gov/mdch

Michigan Division of Emergency Management

Lansing

517-333-5042

www.michigan.gov/msp

Michigan State Police Homeland Security

517-336-6464

www.michigan.gov/homeland

National Center for Missing & Exploited Children

www.missingkids.com

National Organization on Disability

www.nod.org

North Carolina Public Schools

<http://www.ncpublicschools.org>

Beaumont Healthcare System Emergency Services

<https://www.beaumont.org/>

Ready Campaign

<http://www.ready.gov>

U.S. Department of Education

www.ed.gov

U.S. Department of Homeland Security

<http://www.dhs.gov>

Helpful Websites – Continued

U.S. Office of Safe & Drug-Free Schools

www.ed.gov

U.S. Secret Service – National Threat Assessment Center

<https://www.secretservice.gov/protection/ntac/>

Mutual Aid Agreement for Localized Disasters Impacting Schools in Wayne County

This AGREEMENT is made and entered into by and between the institutions (whose Superintendent or other authorized official has signed the AGREEMENT), hereinafter referred to as "members" and is effective on the date executed.

I. Goals

- Develop a corps of professionals trained in disaster planning which can assist a member school where a localized disaster has occurred
- Establish a network of contacts available to provide trained personnel, equipment or space
- Assist member schools to develop effective disaster response and recovery plans
- Raise the consciousness of member's management and staff concerning disaster preparedness issues

II. Institutional Issues

A. Scope

This mutual aid contract is an attempt, prior to the actual occurrence of a disaster, to facilitate recognition of emergency demands and make the response of participating members more effective. The Mutual Aid Pact defines a "disaster" as "...the occurrence, or imminent threat of widespread or severe loss of property or life which exceeds the routine capabilities of local governmental, health care, and other community agencies. The most common disasters include floods, major fires, earthquakes, tornadoes, and other emergencies which occur with little or no warning."

B. Obligation

Each participating member will sign a Mutual Aid Agreement. Under its terms, each promises to come to the assistance of affiliated members in need, although provision of this assistance is optional at the sole discretion of the member being called upon to provide aid.

C. Coverage

This pact covers the provision of "aid, assistance, manpower or equipment" that would normally be associated with the kinds of services provided by a member. It is understood that Mutual Aid pacts already exist for police and fire services.

D. Operation

Each signatory member receives a Mutual Aid Manual which includes an inventory of the typically requested kinds of equipment, space or personnel for each signing member. Members who need assistance are then able to review the inventory. The Manual also lists the contact people for each signer, with daytime, evening, and weekend telephone numbers. The responsible party or that person's designee can request aid from another signatory member by calling the appropriate contact person.

Each signatory member remains completely free to determine for itself whether or not it is in a position to respond to any request for aid. If the member needs its resources for the area it normally services, it is not obligated to send that equipment or manpower elsewhere. Each signatory also remains free to give and receive aid from any other source.

The extent of the aid to be furnished under this agreement shall be determined solely by the party furnishing the aid, and it is understood that the aid so furnished may be recalled at the sole discretion of the furnishing member.

Further, if a member receives a request for aid from another signer of the Pact, and has already committed its resources to a different source which is not signatory to the Pact, the member from whom aid has been requested is not under any obligation to break the previously made commitment.

The key advantages to signing this pact are that (1) it clearly spells out the terms for provision of mutual aid in one agreement and eliminates any requirement to enter into multiple agreements, and (2) the inventory and phone list expedites searching for needed resources.

E. Training

The Mutual Aid Agreement Committee will conduct a series of workshops to assist members to develop basic disaster planning and disaster response skills of staff members. Member institutions will attempt to send at least one staff member to such training.

F. Control

Disaster Recovery personnel of one member performing services at another member's site under this agreement shall be subject to the control, supervision and direction in such performance of administrative personnel designated for such purpose by the member for whose District the performance is rendered. Nothing herein, however, shall be construed as giving any authority to personnel of one member over personnel of another member with respect to standards of performance, advancement, compensation and discipline of personnel or similar administrative matter.

G. Compensation

Employees furnished by a lending member pursuant to this AGREEMENT shall be considered to be acting for their employer in pursuit of lawful duties, and any wages, salaries, compensation claims or other costs relating to their employment will be borne by the lending member. No member to this agreement shall be required to pay any compensation to any other member to this AGREEMENT for services rendered hereunder, the mutual advantages and protection afforded by this AGREEMENT being considered adequate compensation to all of the members.

H. Hold Harmless

Members to this agreement shall defend, indemnify and hold harmless all other members to this Agreement from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the members, its officers, agents, or employees.

The undersigned hereinafter referred to as a "member" agrees to provide the following items so long as it does not interfere with the normal operation of the lending member.

1. Personnel

• Administrative	Yes	No
• Teaching	Yes	No
• Bus Drivers	Yes	No
• Custodians	Yes	No
• Kitchen	Yes	No
• Skilled Trades	Yes	No
• Crisis Response Teams	Yes	No

2. Equipment

• Buses	Yes	No
• Grounds [hand tools, power tools, etc.]	Yes	No
• Mobil Equipment [trucks, vans, etc.]	Yes	No

3. Space

• Classroom	Yes	No
• Gym Facilities	Yes	No
• Garage	Yes	No
• Kitchen/Cafeteria	Yes	No
• Office/Meeting	Yes	No

4. Contact Names and Numbers

Name _____	Name _____
Work Number _____	Work Number _____
Cell Number _____	Cell Number _____
Home Number _____	Home Number _____
Pager Number _____	Pager Number _____
Work email _____	Work email _____
Home email _____	Home email _____

Name _____	Name _____
Work Number _____	Work Number _____
Cell Number _____	Cell Number _____
Home Number _____	Home Number _____
Pager Number _____	Pager Number _____
Work email _____	Work email _____
Home email _____	Home email _____

District: _____

Signature: _____ Date: _____

Please mail or fax the completed form to:

Attn: Elfriede Hervey
Melvindale-Northern Allen Park Public Schools
18530 Prospect Ave.
Melvindale, MI 48122
Fax: 313-381-2953

I will compile all of the returned forms and provide each participating District a copy for their records. Please contact me if you require any further information.

HOLD HARMLESS AGREEMENT

(Signed and Kept in To-Go Boxes)

In consideration of the use of _____
for a temporary shelter for students during a school district determined emergency, the
Melvindale-Northern Allen Park Public School District agrees to defend and hold
_____ harmless for any injuries.

The students will be supervised by Melvindale-Northern Allen Park Public School District
employees while on your premises. District personnel will notify you before any students are
brought to your facility.

Phone Number to Call: _____

(Contact Person at Receiving Site)

(Signature of Superintendent)

(Date)

Copies to:
Evacuation site owner
Administration File
To-Go Box

NOTE: It is suggested that districts review with legal counsel before use.