



WSC-Academy

Emergency Operation Plan

855 Jefferson St., Ypsilanti, MI 48197

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

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

This Emergency Operations Plan (EOP) is the result of collaboration between education and first response agencies and based on guidelines from the Washtenaw Intermediate School District, Federal Emergency Management Agency (FEMA) and the Department of Education

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Administrative Handling Instructions

The title of this document is WSC Academy Emergency Operations Plan (EOP).

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

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Signatory Page

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

Please sign above your name:



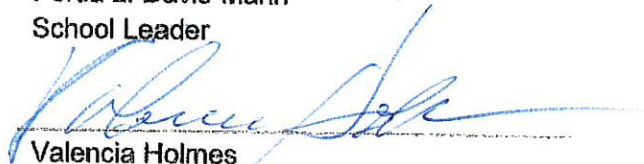
Dwight L. Fontenot, Board President
WSC Academy



Portia L. Davis-Mann
School Leader



David R. Halteman, Director
Washtenaw County Sheriff
Emergency Services Division



Valencia Holmes
School Principal



Ira Stallworth
Facilities Manager

Record of Changes

Date	Section	Description of Change	Updated By
1/1/20	All	Implementation of Emergency Operations Plan	

General Information

Purpose of the Plan

The purpose of the WSC Academy Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the WSC Academy and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc., and other members of the community with assurances that the WSC Academy has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following plan outlines guidelines and procedures for dealing with present and/or potential incidents or hazards facing students and schools. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty/staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. WSC Academy regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases WSC Academy's legal protection. In the past, schools without incident management procedures have been found liable. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines based on common professional practices provides a margin of protection against liability.

Scope of the Plan

The WSC Academy EOP outlines the expectations of the faculty/staff, the roles and responsibilities, direction and control systems, internal and external communications plans, training and sustainability plans, and authority and references as defined by local, tribal, state, and federal government mandates. It also outlines common and specialized procedures as well as specific hazard vulnerabilities and response/recovery.

School Board Policy Statement

The WSC Academy EOP operates within the framework of WSC Academy Board policies.

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

WSC Academy is committed to the safe evacuation and transport of students/staff, including those with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff. The access and functional needs, as well as deaf, deaf/blind and hard-of-hearing population includes students/staff with:

- English Language Learners (ELL)
- Blindness or visual disabilities.
- Cognitive or emotional disabilities.
- Deafness or hearing loss.
- Mobility/physical disabilities (permanent and temporary).
- Medically-fragile health (including asthma, diabetes, and severe allergies).

Translation Services

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

Translation Services Required

Spanish	
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Hazard Analysis Summary

WSC Academy is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The following table briefly discusses WSC ACADEMY's high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

Hazard Type	Frequency	Severity	Warning time	Duration	Risk Priority
Natural					
Earthquake	2 Possible	2 Limited	4 Minimal	1 <3 hours	Low
Tornado	2 Possible	3 Critical	4 Minimal	1 <3 hours	Medium
Winter Storm	4 Highly likely	2 Limited	2 12-24 hours	3 12-24 hours	Medium
Human Made					
Chemical / Hazardous Materials	2 Possible	3 Critical	4 Minimal	4 24+ hours	Medium
Fire	2 Possible	3 Critical	4 Minimal	4 24+ hours	Medium
Power Outage, Utility Emergency/ Failure, including Water System Failure or Gas Leak	3 Likely	2 Limited	4 Minimal	3 12-24 hours	Medium
Serious Injury or Death of Student or Staff	1 Unlikely	2 Limited	4 Minimal	2 3-12 hours	Low
Accidents During School, including transportation	3 Unlikely	2 Limited	4 Minimal	2 3-12 hours	Medium

Accidents During Out-of-School Time	1 Unlikely	2 Limited	4 Minimal	2 3-12 hours	Low
Medical Emergency (Including life-threatening incidents)	1 Unlikely	3 Critical	4 Minimal	2 3-12 hours	Low
Apparent Suicide	1 Unlikely	3 Critical	4 Minimal	4 24+ hours	Low
Bomb Threat	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High
Death on Campus	2 Possible	2 Limited	4 Minimal	4 24+ hours	Medium
Explosion	1 Unlikely	4 Catastrophic	4 Minimal	4 24+ hours	High
Hostage Situation	1 Unlikely	3 Critical	4 Minimal	3 12-24 hours	High
Intruder	2 Possible	3 Critical	4 Minimal	2 3-12 hours	Medium
Kidnapping / Abduction / Missing Student	1 Unlikely	3 Critical	4 Minimal	4 24+ hours	Medium
Report of Weapon on Campus	2 Possible	3 Critical	4 Minimal	2 3-12 hours	High
Sexual Assault/Physical Assault	1 Unlikely	2 Limited	4 Minimal	4 24+ hours	Low
Weapons Assault	1 Unlikely	3 Critical	4 Minimal	2 3-12 hours	Low
Off-Site Threats (e.g., local bank robbery, traffic stop)	1 Unlikely	2 Limited	4 Minimal	2 3-12 hours	Low

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the WSC Academy to deviate from the plan if certain assumptions prove not to be true during operations. The WSC ACADEMY EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage, etc.) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- As outlined in the FEMA national standards, schools may have to rely on their own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, visitors, and/or students/staff. Rapid and appropriate response will reduce the number and severity of injuries.
- Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive.
- Proper prevention and mitigation actions, such as creating a safe school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the school EOP and providing frequent opportunities for stakeholders (students/staff, parents/guardians, etc., first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

Limitations

It is the policy of WSC Academy that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, WSC Academy can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Authorities and References

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

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

All WSC ACADEMY Board Policies are available here: <https://www.wskills.com/wsc-academy/school-board/>

REFERENCES

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

Michigan Department of Community Health (MDCH)

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

Michigan Department of Education (MDE)

- MI Ready Schools Emergency Planning Toolkit

United States Department of Education (DOE)

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

United States Department of Homeland Security (DHS)

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

Federal Emergency Management Agency (FEMA)

- Guide for Developing High-Quality School Emergency Operations Plans, 2013
- Post-Disaster Reunification of Children: A Nationwide Approach, November 2013
- Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings (FEMA 426), December 2003
- IS-100.b: Introduction to the Incident Command System
- IS-100.sca: Introduction to the Incident Command System for Schools
- IS-120.a: An Introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning
- IS-139: Exercise Design
- IS-200.b: ICS for Single Resources and Initial Action Incidents
- ICS-300: Intermediate Incident Command System
- IS-362.a: Multi-Hazard Emergency Planning for Schools
- IS-366: Planning for the Needs of Children in Disasters

- IS-393.a: Introduction to Hazard Mitigation
- ICS-400: Advanced Incident Command System
- IS-547.a: Introduction to Continuity of Operations
- IS-700.a: National Incident Management System (NIMS), an Introduction
- IS-701.a: NIMS Multiagency Coordination System (MACS) Course
- IS-702.a: National Incident Management System (NIMS) Public Information Systems
- IS-703.a: NIMS Resource Management
- IS-704: NIMS Communications and Information Management
- IS-706: NIMS Intrastate Mutual Aid - An Introduction
- IS-800.b: National Response Framework (NRF), an Introduction
- IS-907: Active Shooter: What You Can Do
- IS-914: Surveillance Awareness: What You Can Do
- www.fema.gov
- <http://training.fema.gov/is/>

School Population

The daily population within WSC Academy is variable, contingent upon the number of students, volunteers, staff and guests present. As such, the ranges of individuals who could potentially be onsite are as follows;

70	Students
2	Administrators
2	Office/Support Staff
4	Teachers/Specialists
3	Instructional Assistants
4	Volunteers

Concept of Operations

Initial Response

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

The School Leader or designee is responsible for activating the WSC ACADEMY EOP, including common and specialized procedures, as well as hazard-specific procedures. These immediate actions may include:

Lockdown:

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

Evacuation:

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

Shelter-in-Place:

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

Notification Procedures

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

In the event of a fire, the individual discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter-in-place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire. In the event the WSC ACADEMY is in receipt of information, such as a weather warning that may affect any school within the district, the information shall be provided to the District Office.

Notification during Summer or Other School Breaks

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

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

- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

Assignment of Responsibilities

A. School Board

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

B. School Leader

- Appoint a district Emergency Management Coordinator to assist in planning and review
- Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans
- Develop and coordinate in-service emergency response education for all WSC Academy personnel
- Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans
- Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system
- Authorize implementation of emergency preparedness curriculum
- Serve as principal coordinator for National Incident Management System (NIMS) planning implementation
- Gather information from all aspects of the emergency for use in making decisions about the management of the emergency
- Have overall decision-making authority in the event of an emergency until emergency services arrive
- Monitor the emergency response during emergency situations and provide direction where appropriate
- With the assistance of the Communications and Public Relations Specialist, keep the public informed during emergency situations
- Stay in contact with the leaders of the emergency service agencies working with the emergency
- Keep school board informed of emergency status
- Request assistance from local emergency services when necessary
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.

- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

C. School/District Safety Planning Committee

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

D. Supervisor/Building Administrator

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

E. Teachers

- Supervising students and staff under their charge
- Take steps to ensure the safety of students, staff and other individuals in the implementation of protective actions and incident management protocols established in the School EOP
- Direct students in implementation of protective actions

- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location
- Report missing students to the Supervisor/Incident Commander
- Execute assignments as directed by the Supervisor/ Incident Commander
- Obtain first-aid services for injured students from the school nurse or person trained in first aid.
- Arrange for first aid for those unable to be moved
- Render first-aid if necessary. School staff will be trained and certified in first aid and CPR

F. Instructional Assistants, Teaching Assistants and Personal Care Aides

- Assist teachers as directed

G. Social Workers and Psychologists

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

H. Custodians/Maintenance Personnel

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

I. School Secretary/Office Staff

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

J. Technology/Information Services

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

K. Students

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

L. Parents/Guardians

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

Direction and Control

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

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

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

Emergency Facilities/Crisis Response Team Post

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

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

Primary Post Location:

Main Office
Key Contact: Portia Davis-Mann

Alternate Post Location I (off-site):

Community Church of God, 565 Jefferson St. Ypsi., MI 48197
Key Contact: Pastor Theron Kersey

Continuity of School Administration

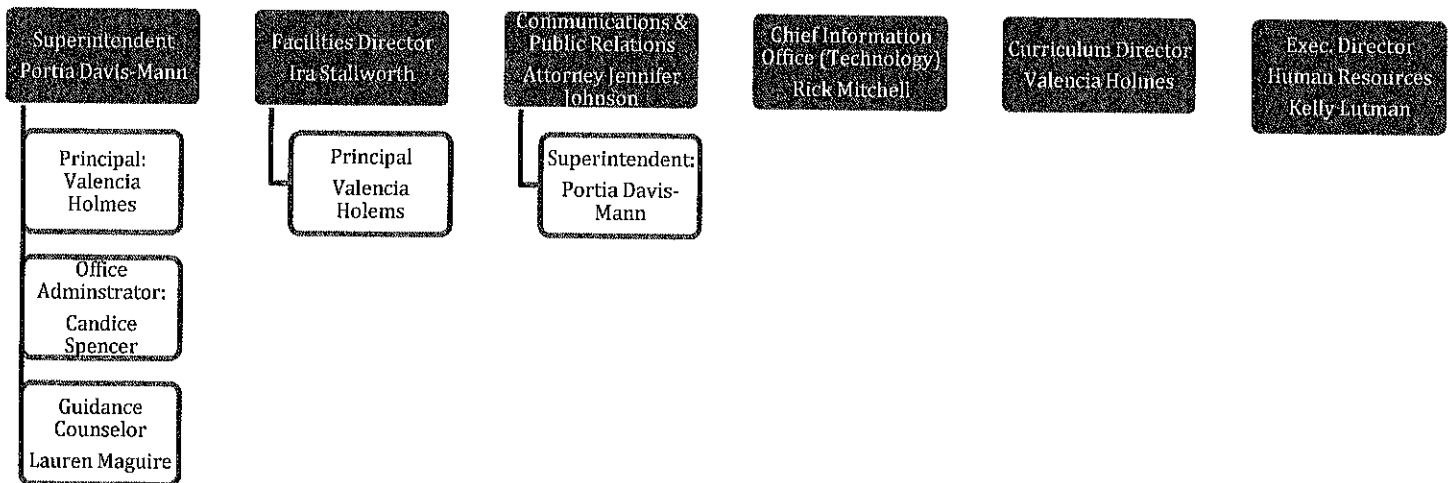
The line of succession for the School Leader (**Portia Davis-Mann**) is:

1. Principal, Valencia Holmes
2. Office Administrator, Candice Spencer
3. Guidance Counselor, Lauren Maguire

School Incident Command System

WSC Academy: Incident Command Team & Line of Succession

District-Level Incident Command Team:



Coordination

Coordination with Policy/Coordination Group

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

- Support the on-scene Site Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- The WSC ACADEMY principal/administrator and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the WSC ACADEMY EOP is a set of interagency agreements between various local and county agencies to aid in timely communication. These agreements help coordinate services between the agencies and WSC Academy.

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

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

Communications

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

Internal Communications

Communication between Staff/Faculty Members

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

- Telephone PA system

- Telephone, e-mail and SMS text message via Bright Arrow
- Email via Microsoft Outlook

Communication with the Work Skills Corporation, Management

The Site Incident Commander/School Leader will notify the Corporate Office, Work Skills Corporation of the school's status/needs. WSC Academy is its own District Office.. He/she will designate staff member(s) to monitor all communications.

External Communications

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

Communication with Parents/Guardians, Etc.

Before an incident occurs, WSC Academy will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Identify parents/guardians, etc., who are willing to volunteer in case of an incident. Include them in preparation efforts and training.
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, WSC Academy will:

- Disseminate information via phone calls, text messages, e-mails, website updates, and/or social media to inform parents/guardians, etc., about exactly what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians, etc., who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number or Web site address where parents/guardians, etc., can receive updated incident information.
- Inform parents/guardians, etc., and students/staff about when and where school will resume.

Communication with the Media

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

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

WSC Academy staff members are to refer all questions and requests for information to the designated spokesperson. The district PIO maintains media contacts at the major television, Internet, and radio stations. In the case of an incident, these media contacts will broadcast WSC Academy's external communications plans, including the information hotline for parents/guardians, etc.

Communication with First Responders

The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. WSC Academy will frequently exercise the EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident

After the safety and status of students/staff have been assured, and emergency conditions have abated, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine information technology assets and personnel resources. Determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged structures, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so temporary space reallocation needs and strategies can be estimated.
- Arrange for ongoing status reports during the recovery activities to:
 - Estimate when the educational program can be fully operational.
 - Identify special building, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate students/staff and parents/guardians, etc., on available crisis counseling services.
- Inform the Corporate/Management office of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, videoconferencing, tele-group tutoring, etc.).
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Administration, Finance, and Logistics

Administration

If school resources prove to be inadequate during an incident, WSC Academy will request assistance from local emergency service and Corporate Office. Such assistance includes equipment, supplies, and/or personnel.

Finance

WSC Academy is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be completed in accordance with the established local fiscal policies and standard cost accounting procedures.

Recordkeeping

Activity Logs

The ICS will maintain accurate logs, recording key incident management activities, including:

- Issuance of protective action recommendations to the students/staff.
- Evacuations.
- Casualties.
- Mitigation or termination of the incident.
- Parent/Guardian notification and student release.
- Medication removal from building and administration logs.

Preservation of Records

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records. The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures of this plan.

The WSC Academy school's Crisis Response Team is responsible for the overall maintenance and revision of the EOP. This team is also responsible for coordinating training and exercising the EOP. The team is expected to work cooperatively to make recommendations for revising and enhancing the plan.

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

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan

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

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

Record of Changes

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

Record of Distribution

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

Plan Review and Updates

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

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

Training and Exercising the Plan

WSC Academy understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that Academy personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The designated planning team will coordinate training and exercising efforts in accordance with state law.

Basic and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory EOP training will include:

- Orientation to the EOP.
- Hazard and incident awareness training for all staff of WSC ACADEMY in a coordinated manner if possible
- First Aid, CPR training for all staff.
- AED training by 2020 year.
- Team training to address specific incident response or recovery activities, such as parents/guardian, etc., student reunification, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, and relocation.
- Two online FEMA courses: IS-100.sca and IS-700 (both courses are free at FEMA's Emergency Management Institute (EMI) Web site).

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted throughout the school year per state and district requirements. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

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

Appendix A: Emergency Contact Rosters

School Crisis Response Team			
Name / Position	Office Phone	Cell Phone	Email (@-WSC Academy.org)
Portia Davis-Mann, School Leader	734.794.0218 ext. 292		mannp@wsc-academy.org
Valencia Holmes Principal	734.794.0218 ext. 213		holmesv@wsc-academy.org
Candice Spencer Office Administrator	734.794.0218 ext. 153		spencerc@wsc-academy.org
Lauren Maguire Guidance Counselor	734.794.0218 ext.213		maguirel@wsc-academy.org
Attorney Jennifer Johnson Communications & Public Relations	517.374.8834		jjohnston@thrunlaw.com
Ira Stallworth Facilities Director		734.635.2427	
Rick Mitchell Information Technology Director	810.534.6142		rickm@wskills.com

General Contact Numbers

	Contact	Phone Number
First Responders - Public Safety Agencies - Hospitals	General Emergency	911
	Emergency Manager	734-973-4900
	Washtenaw County Sheriff	734-971-8400
	Fire Department	911
	Poison Control	800-222-1222
	Local Hospital	734-936-4000
	Child Protective Services	855-444-3911
	EMS	911
Utilities	Phone Company(Xfinity)	1-800-266-2278
	Gas Company (DTE)	734-369-9350
	Electric Company(DTE)	734-369-9350
	Heating, Ventilation, Air Conditioning(AAA Service)	1.800.349.4866
	Alarm and Security Company (All- star Alarm)	1.800.513.3763

Appendix B: Class Rosters and Schedules

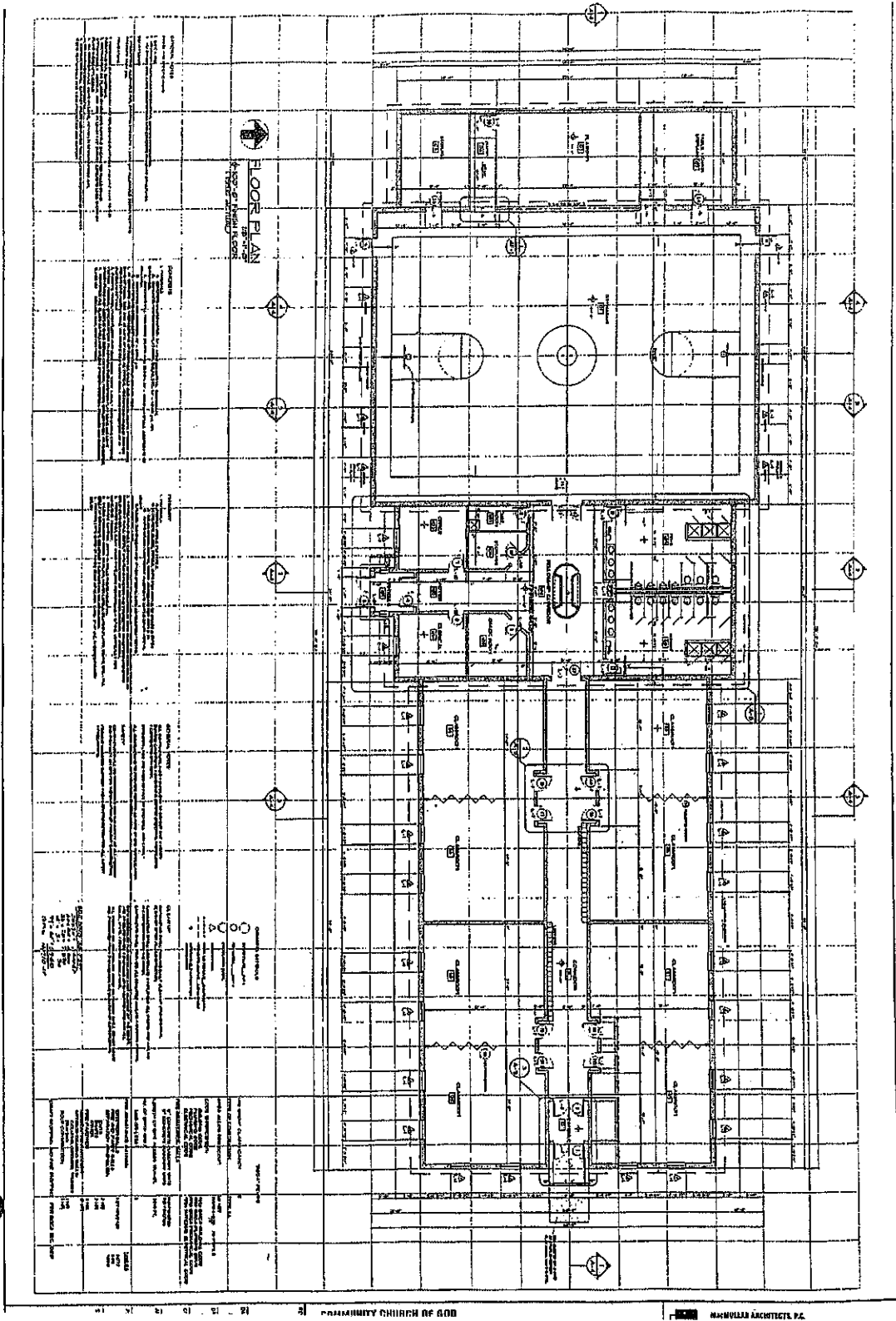
Master Schedules

Appendix C: School Maps and Floor Plans

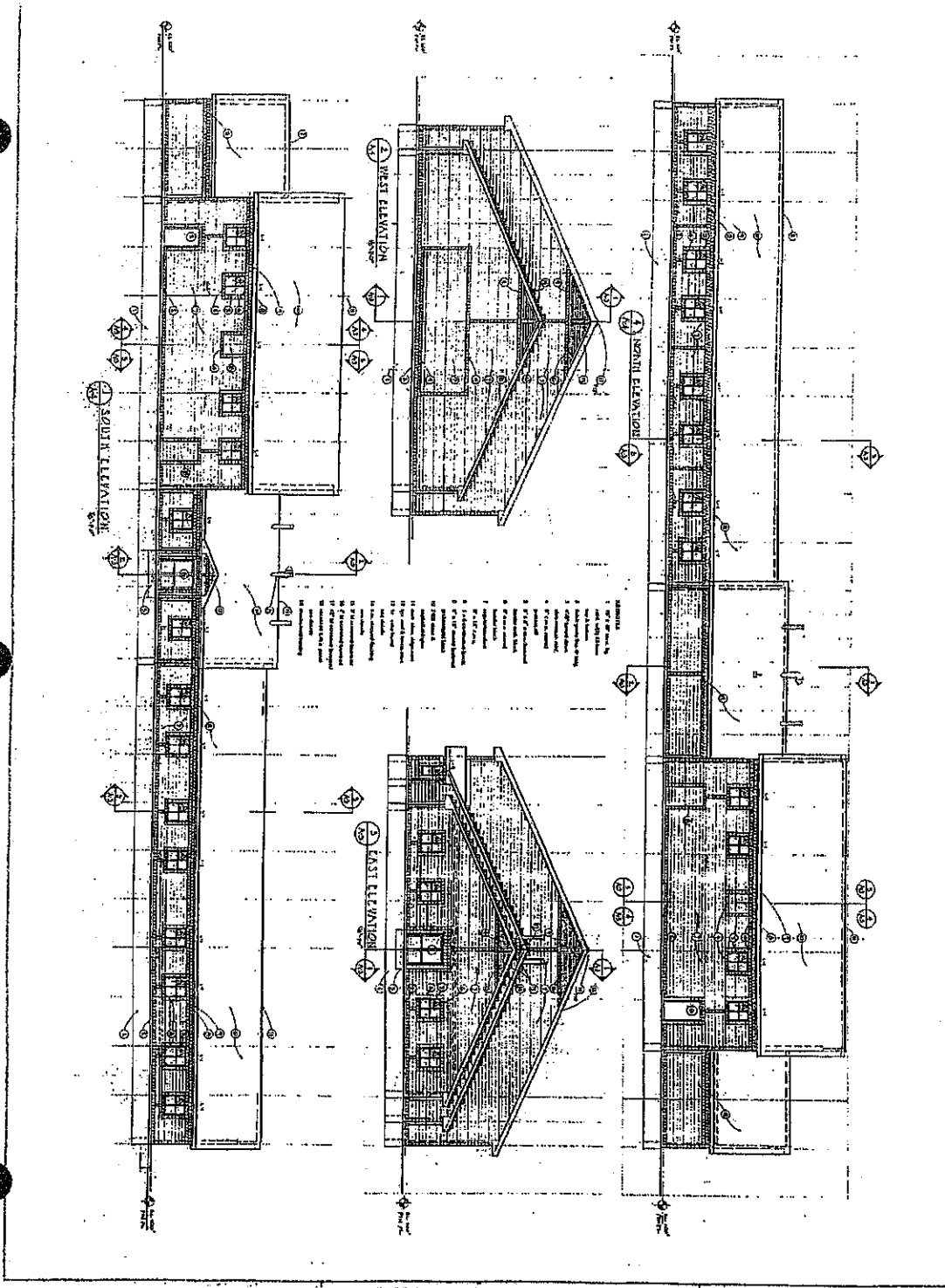
WSC Academy Building



WSC Academy Building Floor Plan



WSC Academy Building Plan



Appendix D: Specific Response Action

Specific Response Actions

Medical Emergency

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

Shelter in Place

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

Evacuate

- Collect emergency supplies, class roster and emergency contact lists or access.
- Account for all students and prepare to evacuate.
- Check possible hiding areas and perform a sweep of areas of responsibility.
- Guide students out of the building via either the primary or secondary evacuation route. If not safe, consider other means of evacuation.
- Report to designated safe gathering area or notify Response Leader of location.
- Take immediate face/name account of all students at the gathering place and immediately report any accountability issues to supervisor/principal.
- Complete incident report.

Lockout/Soft Lockdown

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

Lockdown

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

Appendix E: Hazard-Specific Procedures

Winter Storm

Early Morning Decision:

1. When heavy snow warnings are forecast, or hazardous driving conditions exist due to snow, ice, or sleet, it is the responsibility of area School Leaders to review conditions and local school district status prior to 5:00 a.m. on any day that school is scheduled to be in session. The decision to close facilities rests with the School Leader or his/her designee.
2. If the decision is made to close, the School Leader (or his/her designee), will notify the general media, school staff and WSC ACADEMY building staff using the Bright Arrow message system.

School in Session Closing:

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

General Information:

1. When adverse weather conditions affect late afternoon or evening functions (workshops, meetings, testing, etc.), media will be notified and the information will be posted on the WSC ACADEMY website and communicated through social media (@wsc_academy on Instagram and Facebook). Event Services will notify any group(s) that have reservations with respect to the building closure.
2. Staff who are assigned to a program in a local district's building **will adhere to the school closing decisions** of the WSC ACADEMY Campus. WSC ACADEMY Supervisors will inform parents of students assigned to a program in the academy to follow the school closing procedures and decisions of the academy.

Action Steps: Principal/School Leader

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

Thunderstorm/Tornado

Action Steps: Principal/School Leader

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

Action Steps: Teacher/Staff

- Ensure students can identify a tornado alarm
- Ensure students who are outside are immediately brought into a shelter area when there is thunder, lightning, or a tornado/severe weather warning
- Escort students to a designated shelter area and remain with students until an "all clear" is sounded
- Take class list and keys. Check attendance and make sure all students are accounted for. Notify the principal/department administrator immediately if a student is missing
- Ensure students remain quiet and follow directions
- Instruct students to sit quietly and assume a posture for protecting the backs of their necks with:

- Knees in a tucked position
 - Faces toward interior walls, away from door swing areas
 - Hands over back of head protecting the exposed neck area
- Report any injuries or missing students to the principal/department administrator
- Assist with any first aid needed in your area
- Await further instructions

Fire

Action Steps: Principal/Department Administrator

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

Action Steps: Teacher/Staff

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

of the Principal/Administrator coordinating missing students can be located at school office or evacuation site.

- ❑ The Principal/Administrator will determine when students should be released and notify designee coordinating release. If directed to release students to parents, keep accurate records of students released. Do not release students unless directed to do so. Follow Release Protocol.
- ❑ Remain in the evacuation area until the "all clear" is given by the Fire Department, Incident Commander, or principal/department administrator.

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

Action Steps: Principal/School Leader

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

Action Steps: Teacher/Staff

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

Chemical/Hazardous Materials

Action Steps: Principal/Department Administrator

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

Action Steps: Teacher/Staff

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

Serious Injury or Death of Student or Staff

Action Steps: First Staff On-Site

- Assess injured person for visible injuries and signs of consciousness, breathing, pulse, and shock.
- Keep person lying down and do not move. If the location and/or circumstances further endanger the person or yourself, leave the area. If you cannot safely assist the injured person, wait for First Responders.
- If you observe severe bleeding, apply direct pressure with clean, sterile cloth or any piece of clothing.
- If you observe the person not breathing, utilize defibrillator (AED) to determine if shock or CPR is needed. (Defibrillator will make determination and provide instructions on what to do.) (Training 2020).
- Follow Universal Precaution safety protocols if blood and body fluids are present.
- If injured person is not breathing, check airway and clear if necessary. Call 911 and begin CPR.
- Stay with injured person until EMS arrives.

Action Steps: Principal/School Leader

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

Action Steps: Teacher/Staff

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

Missing Student (Including Abducted or Kidnapped Students)

Situation Description:

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

Action Steps: For a Missing Student

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

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

Action Steps: Abducted or Kidnapped Student

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

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

- ❑ Check school records to determine if a legal custody issue may exist. Treat custody dispute cases as a possible abduction or kidnapping.
- ❑ Keep any witnesses (adults and students) in the main office and separated until law enforcement arrives to take statements.

Preventive or Supportive Actions

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

Bomb Threat – Suspicious Envelope or Package

Situation Description

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

Threats

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

NSPRA Tip

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

Action Steps: Basic Documentation

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

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

Action Steps: Evacuation Procedures

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

Other Procedures

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

Fill out Bomb Threat Report Form (Next Page)

Bomb Threat Report Form

Today's date / /

Time

Write the exact wording of the threat:

Ask these questions:

When is the bomb going to explode?

Where is it right now?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb?

Why did you put it in the building?

What is your address?

What is your name?

Record details of the call:

Time call started

Time call ended

Length of call

Phone number called () --

Caller's number () --

Caller's gender Male

Female

Age

Ethnicity

Is there an accent? Yes

No

Background sounds

- Street noises
- Crockery
- PA system
- House noises
- Motor
- Plane
- Factory machinery
- Animal noises
- Static
- Long distance
- Office machinery
- Voices
- Clear
- Music
- Local
- Remarks: _____

- Booth
- Other. Specify: _____

Threat language

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

Caller's voice

- Calm
- Stutter
- Laughter
- Rapid
- Slurred
- Disguised
- Deep breathing
- Familiar. (Who did it sound like?)

- Nasal
- Loud
- Slow
- Deep

- Whispered
- Accent
- Soft
- Excited
- Rasp
- Normal
- Ragged
- Clearing throat
- Cracking voice
- Angry
- Lisp
- Crying

Your name _____
 Your position _____
 Your department _____
 Phone number (____) _____ -- _____
 Email _____

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

Board Policy 7217 re: Weapons:

The Board of Education prohibits visitors, staff, and students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District-owned vehicle.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

Exceptions to this policy include: This prohibition applies regardless of whether the visitor is otherwise authorized by law to possess the weapon, including if the visitor holds a concealed weapons permit. The following are the exceptions to this policy:

- A. weapons under the control of law enforcement personnel;
- B. items approved by a principal as part of a class or individual presentation under adult supervision, if used for the purpose of and in the manner approved (working firearms and ammunition shall never be approved);
- C. theatrical props that do not meet the definition of "weapon" above, used in appropriate settings;
- D. starter pistols used in appropriate sporting events.

These restrictions shall not apply in the following circumstances to persons who are also properly licensed to carry a concealed weapon:

- A. A parent or legal guardian of a student of the school may carry a concealed weapon while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the student from the school. An individual who possesses a valid concealed pistol license is also prohibited from carrying a concealed pistol on the premises of a school or school property, except concealed carry as expressly authorized by M.C.L. 28.425.
- B. A county corrections officer, a member of a Sheriff's posse, a police or sheriffs reserve or auxiliary officer, or a State Department of Corrections parole or corrections officer, a private investigator, a Michigan State Police motor carrier officer or Capitol security officer, a State court judge, a security officer required by the employer to carry a concealed weapon while on the premises, a court officer.
- C. A retired police or law enforcement officer, a retired Federal law enforcement officer, or a retired State court judge.

Action Steps: All Staff

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

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

Action Steps: Principal, School Leader, Administrative Assistant

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

Accidents During Out-of-School Time

Action Steps

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

Cardiac Emergency

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

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

Perform the following 5 steps:

1 Early Recognition of cardiac arrest

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

2 Early Call to 911 and Alert within school

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

3 Early CPR

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

4 Early Defibrillation

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

5 Early Advanced Life Support

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

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

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

Principal/Administrator:

- Call 911 if not done so already or designate someone else to call.
- Assign an individual to meet/escort the police/fire/EMS.
- Activate school's cardiac emergency response plan. If cardiac emergency response team is delayed or not available, proceed with the following:
 - If automated external defibrillator (AED) is available, assign an individual to bring it to the scene; have a staff member trained in the use of the AED respond to the area to assist.
 - Assess if the area is safe. Once safe, begin CPR.

- Assign individuals to:
 - Assist with crowd control and clearing all rescuers and bystanders.
 - Document events. Locates emergency card and any medical information if possible for EMS.
- Assess patient (e.g., airway, breathing, and circulation).
- Prepare victim by removing his/her shirt; dry his/her chest, if wet.
- If AED available, have trained staff member operate AED.
- If no AED or trained staff member is available/present, have a staff member trained in first aid/CPR respond to the area to assist.
- EMS will take charge of the situation upon arrival.
- Notify the parents/guardians, etc.

Medical Emergency (including life-threatening incidents)

Develop response protocols for the following categories of medical emergencies:

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

Action Steps: Life-threatening or Serious Medical Emergency

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

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

Action Steps: Non-Life-Threatening

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

- Notify the school nurse or principal's office.
- Do not move the victim unless the person is in immediate danger of further injury.
- Administer first aid procedures as indicated by the nature of the injury or illness. Consider transporting the victim to an advanced medical care facility if condition warrants.
- Clear the area of all students and non-staff personnel.

- Notify the parent or guardian of the student or the emergency contact for faculty or staff member. Provide information about the incident.

Assault (Physical and Sexual)

Action Steps

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

Verbal/Written Threat

This protocol is used when it is necessary to respond to verbal or written threats of students toward self, other students/staff, or the school. Often, students make threats of harm in moments of anger, frustration, or when challenged. Administrators, with the help of student support services personnel--particularly school psychologists--must assess threats, which are classified low, medium, or high level. Each level has specific indicators and responses. Safety of students/staff is always paramount.

Action Steps

Administrator learns of verbal or written threat of harm to self, others, or property made by student.

- Call 9-1-1**
- Administrator immediately determines level of threat with input from the school counselor, psychologist, social worker, and school resource officer, where appropriate. The principal/administrator will consult with school counselors, as needed.

Low Level threat determination--Threat:

- Is stated in vague or general manner.
- Reflects anger, frustration, lack of hope, or distrust.
- Does not include a specific target other than self.
- Does not specify concrete steps in which it will be carried out.
- Is developmentally inappropriate or unrealistic.

Administrator consults with school counselor, school psychologist, and/or school social worker regarding:

- Needs of the student.
- Involvement of the student's parents.
- Identification of appropriate referral resources.
- Consultation is provided to school staff regarding strategies for managing low-level threat
- Refer student to the Crisis Team, as needed.

Medium Level threat determination--Threat:

- Is clearly stated, often a function of anger or frustration.
- Is uncertain about specific targets of threat.
- Is lacking in capacity or resources to act on threat.
- Is lacking in concrete steps taken to carry out threat.
- Is suggestive of attention-seeking behavior.
- Could continue or escalate, if not addressed.

Verbal/Written Threat (Continued)

Principal/School Leader contacts school counselor, school psychologist, and/or school social worker to meet immediately with the student. Based on the student meeting:

- Principal/administrator identifies employee to contact student's parents/guardians, etc.
- Identify and offer appropriate referral resources to parents/guardians, etc.
- Notify parents/guardians, etc., of intended victims, as appropriate.
- Disciplinary actions are determined by the principal/administrator.
- Student is referred to the Crisis Team, as needed.
- Principal/administrator may **call 9-1-1**. Law Enforcement may investigate and provide further referrals.

High Level threat determination--Threat:

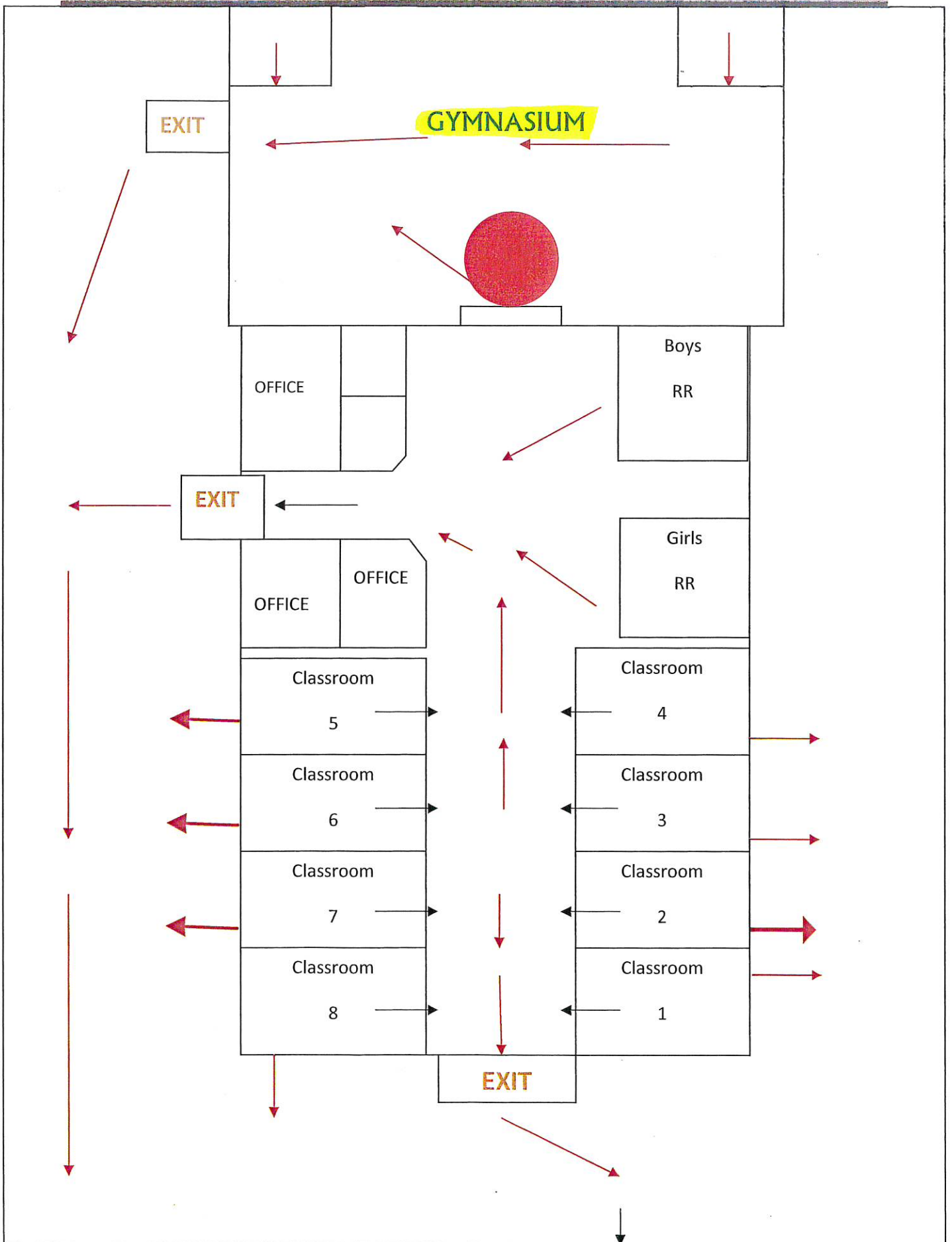
- Is clearly stated.
- Targeted to specific individuals or property.
- Identifies behaviors that can realistically be carried out.
- Implies that concrete steps have been taken to carry out threat.

Principal/School Leader initiates the following:

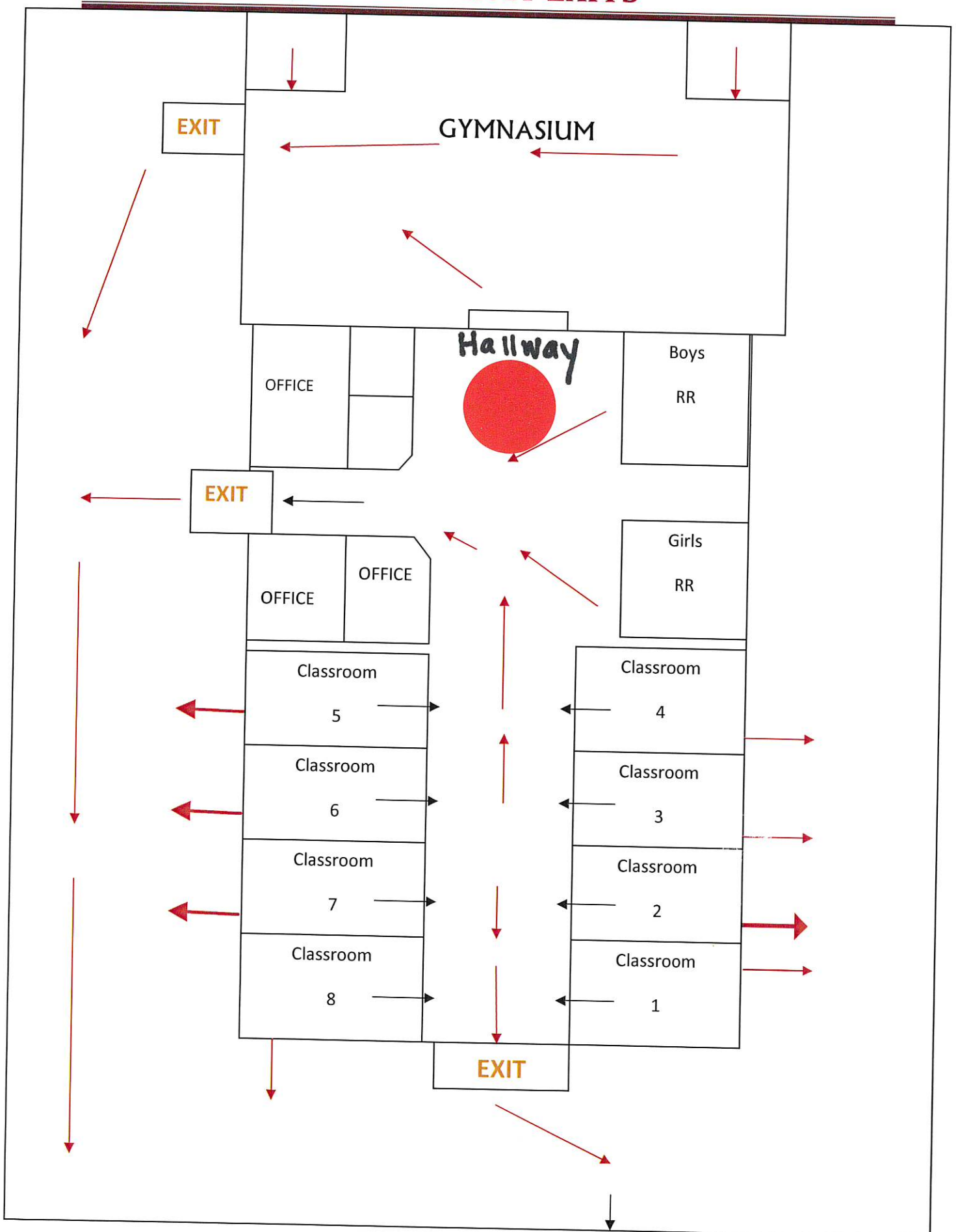
- Call 9-1-1.**
- Student remains under administrative supervision.
- Notify parents/guardians, etc., of student making threat and request their immediate response to the school.
- Notify parents/guardians, etc., of the threatened student.
- Principal/administrator contacts school counselor, school psychologist, and/or school social worker to conduct emergency assessment of threat of harm to self, others, or property.
- School counselor, school psychologist, and/or school social worker reviews record, conducts necessary assessment, and consults with administrator regarding the threat of harm to self, others, or property.
- Offer appropriate referral resources to parents/guardians, etc.
- Offer follow-up support to intended victim(s).
- Determines disciplinary actions.
- Refer student to the Crisis Team, as appropriate.

Appendix F: Fire and Evacuation

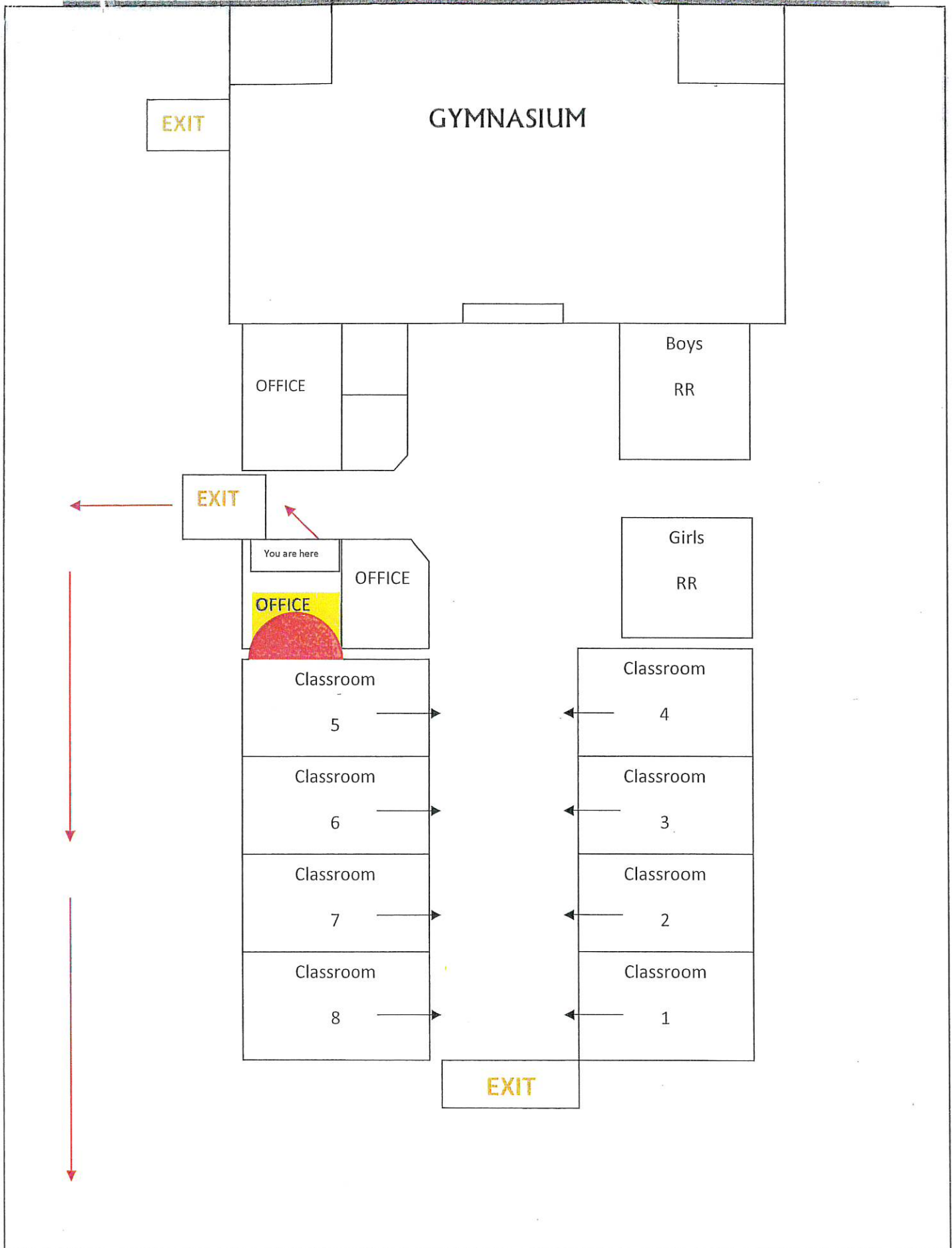
EMERGENCY EXITS



EMERGENCY EXITS



EMERGENCY EXITS



Appendix G: Continuity of Operations Plan

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

Business Office

Work Skills Corporation, Brighton Michigan

Human Resources

Work Skills Corporation, Brighton Michigan

Student Support Services and Systems

PowerSchool

PowerSchool Special Programs (PSSP)

Technology

Work Skills Corporation, Brighton Michigan

For a short-term impact (i.e., WSC ACADEMY closed for less than two weeks), WSC Academy staff have the ability to continue to work to using off-site, secured devices. Long-term (more than two weeks), staff would be reassigned to different alternative location to best re-establish a base of operations and functionality.

Appendix H: Resource Inventory

All available resources used or may be needed in the event of emergency are located within the Academy and duplicates in basement of our alternate site at 565 Jefferson, Ypsilanti.

STORAGE CLOSET - Room 4

- Communications equipment.
- First aid supplies
- Lighting.
- Classroom emergency kits.
- Food, water, blankets, etc.
- Maintenance supplies, tools, etc.

Firefighting equipment. – located in every classroom, gymnasium and hallways

Appendix I:

Go-Kit and Emergency Supplies Checklists

Go-Kit Checklist: Administration/Main Office

Clipboard with;

1. List of personnel and contact information
2. Sign-in sheet for staff
3. List of school emergency procedures

Whistle and vest for leadership identification

Battery-operated flashlight

Batteries

Utility turnoff procedures

Emergency communication device

First aid kit with instructions

Pen, paper/notebook

Permanent markers

Go-Kit Checklist: Classroom

Clipboard with;

- a. List of classroom students
- b. Student emergency and medical forms
- c. List of students with special needs and description of needs
- d. List of school emergency procedures
- e. Map of facility and evacuation site

Whistle and vest for leadership identification

First aid kit with instruction manual

Diapers or other items for student needs

Rain ponchos

Pens, notebook

Permanent markers

Emergency Supplies: Administrative (Room 4)

Hard copy of staff roster with emergency contact information

Sign-in/sign-out sheet

Reflective vests

Whistles

Small directory with emergency telephone numbers

Two-way communication devices

Pens, pencils, or wax markers

Cell phone chargers

First aid supplies with instruction manual

Campus maps with evacuation and reunification sites

Medical gloves

Glucose tablets

Bottled water supply

Battery-operated flashlight

Extra batteries

Battery-operated radio

Portable or makeshift toilet or garbage bags

Sanitary items (e.g., toilet paper, towelettes, sanitizer)

Work gloves

Plastic sheeting/tarp

Breathing shield/masks

Multipurpose tool

Megaphone

Utility turnoff procedures

Soap

Bleach/peroxide

Duct tape

Emergency Supplies: Classroom

Clipboard with;

- a. List of classroom students
- b. List of students with special needs and description of needs
- c. List of emergency procedures

Whistle and hat for teacher identification

First aid kit and instruction manual

Breathing shield/mask

Medical gloves

Soap

Bottled water

Battery-powered flashlight

Extra batteries

Portable or makeshift toilet or garbage bags

Sanitary items (e.g., toilet paper, towelettes, sanitizer)

Plastic sheet or tarp

Duct tape

Hard candies or glucose tablets

Appendix J: Law Enforcement Command Posts

Ypsilanti Police Department
505 W. Michigan
Ypsilanti, Michigan 48197

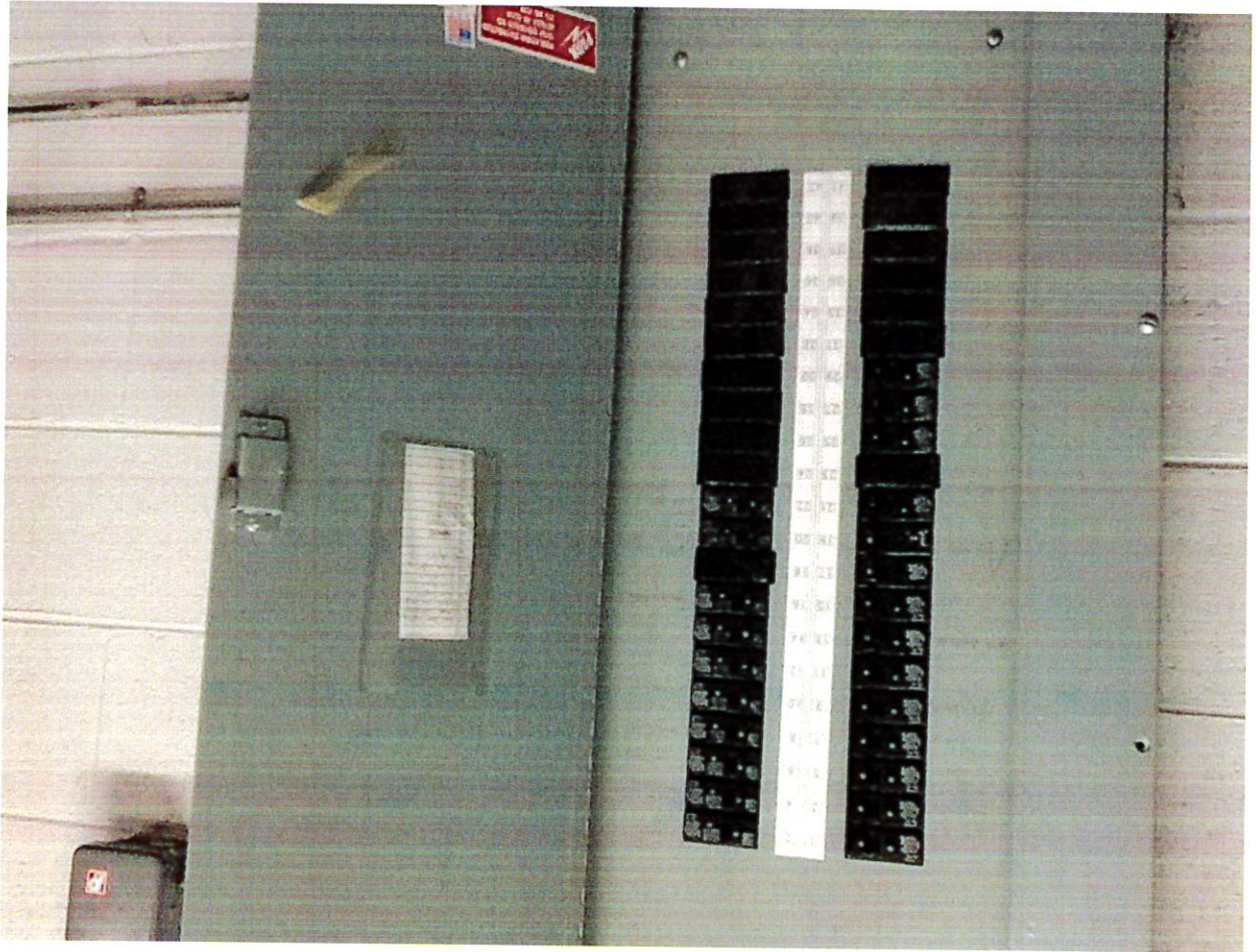
Appendix K: Emergency Utility Shut-Off Procedures

Electricity	
Shut-off location:	Room 4 in Hallway and Room 7 in Gymnasium
Key location:	None needed
Tools required:	None needed
Instructions	Turn off main labeled fuse switch

Attached

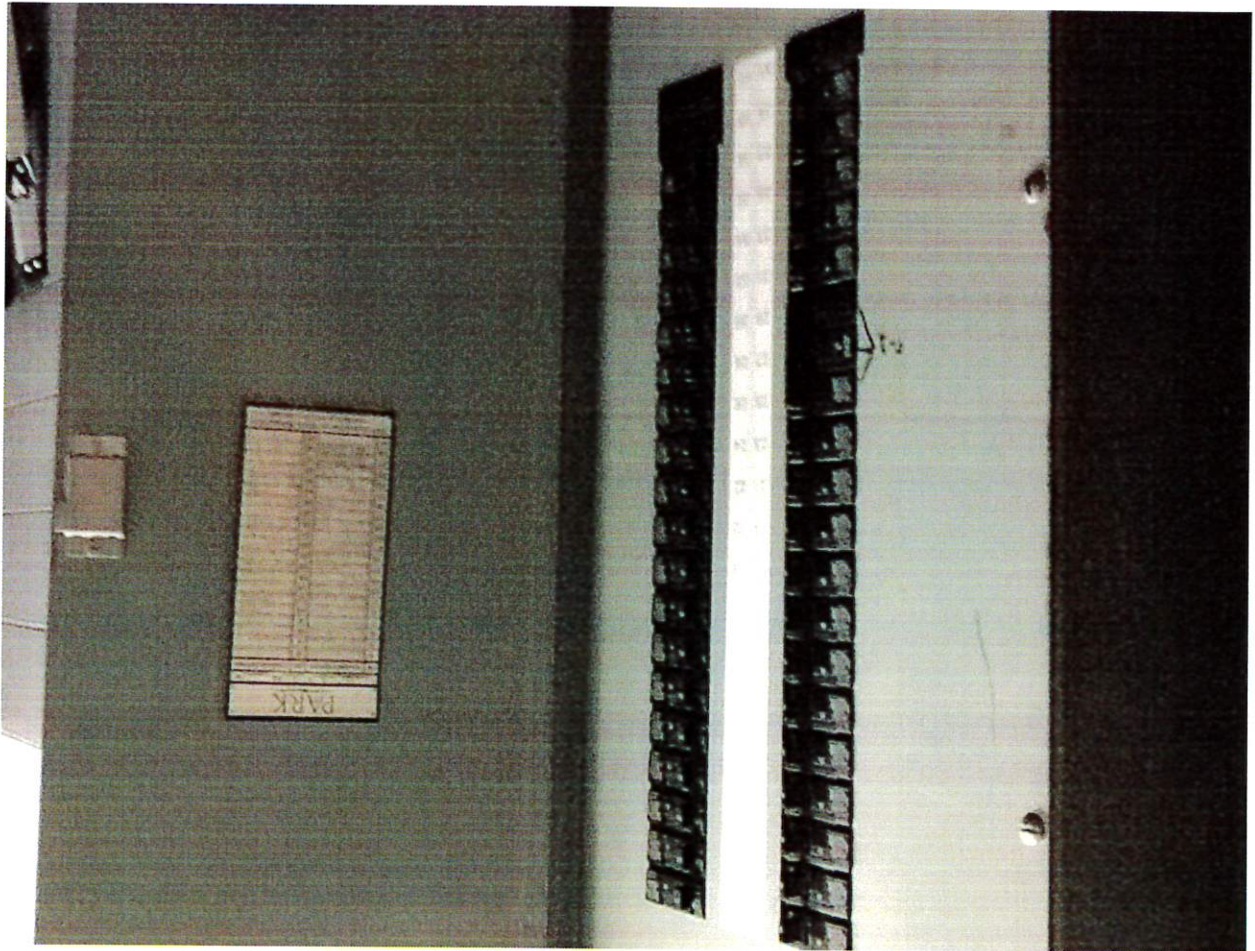
WSC Academy Fuse Box Panel

Room 4



WSC Academy Fuse Box Panel

Room 7



Natural Gas

Shut-off location:	North side East corner of gym of Academy Building
Key location:	No key required
Tools required:	Crescent wrench located in Administrative Office
Instructions:	Shut off requires a quarter turn using crescent wrench

See attached

A safety lever has been ordered and is going to be placed on the actual shut off valve to alleviate having to locate in case of emergency.

WSC Academy Gas



Water

Shut-off location:	Maintenance Closet – Room #7
Key location:	Hallway – All staff have door key
Tools required:	None
Instructions:	Use attached turning mechanism - Turn to left

See attached

WSC Academy Water Shut-off Valve

Room 7



Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	Attic Over Gymnasium
Key location:	N/A
Tools required:	N/A
Instructions:	Flick off main labeled power switch

See attached

WSC Academy HVAC Outlet

-Attic above Gym



Appendix L: Reunification

Purpose: This protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians, etc., with their children whenever the school building or grounds is rendered unsafe and a remote site is needed.

Principal or Designee

- After consulting with the site incident commander, determine the appropriate pre-designated relocation site and safe evacuation route
- Site: Community Church of God, Fellowship Hall, 565 Jefferson
Ypsilanti, Michigan
- Notify the contact person at the relocation site to prepare for arrival of students.
- Designate a staff member to be at the reunification site.
- Send additional personnel to staff the reunification site, if necessary.

Reunification Site Staff

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

Teachers

- Provide a list of students to the reunification site staff, upon arrival.
- Provide proper assistance to access and functional needs students/staff, as well as deaf, deaf/blind and hard-of-hearing students/staff. Request help, if needed.
- Follow the instructions of the reunification site staff when you arrive. You may be asked to provide staffing assistance.

DON'T FORGET THE GO KIT

Appendix M: Job Sheets

Site Incident Commander – Portia Mann School Leader

Mission: Will serve as the emergency lead person. Will be responsible for making all operational decisions in consultation with the Operations Section Chief, overseeing staff, and ensuring the workflow is running efficiently.

Qualifications:

- Good organizational skills and management experience.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Whistle.
- Loud Speaker (if available).
- Staff Roster.

Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and other identification.
- Meet with the EMS for initial incident briefing.
- Meet with the Operations Section Chief for initial briefing.
- Establish the chain of command and performance expectations.
- Assign specific duties.

Ongoing Duties:

- Maintain contact with EMS to provide updates on response progress.
- Monitor other sections and identify/eliminate problem areas.
- Receive update briefings from all section chiefs.

Extended Duties:

- Review demobilization plan as issued by the Planning Section.
- Brief Section Chiefs on the demobilization plan.
 - Complete the After-Action Report and participate in section debriefing

Safety Officer – Valencia Holmes - Principal

Mission: Ensure safety of all students/staff. Assess the operation for safety issues, instruct staff on safety procedures and implement safety measures, as needed. Has the authority to cease operations at any time due to safety issues.

Qualifications:

- Familiarity with response operations and safety procedures.
- Training in safety and security.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Vest/Identification Badge.
- Radio.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Make recommendations on personal protection equipment, if necessary.
- Meet with security personnel.
- Provide orientation to the Site Incident Commander regarding all safety issues and concerns.in section debriefing.

Ongoing Duties:

- Document all actions and decisions in an activity log.
- Ensure all Section Chiefs have your contact information.
- Ensure that all staff follow health and safety practices.
- Monitor use of all personal protection equipment.
- Provide ongoing reports to the Command Staff on safety.
- Ensure incident/injury reports are correctly written and documented.
- Refer distressed, upset, and anxious persons to mental health.

Extended Duties:

- Turn all documents in to the Documentation Unit Leader.
- Confirm status of the school upon closure; note damage or safety issues.
- Complete an After-Action Report and participate in the debriefing.

Public Information Officer – Portia Mann, School Leader

Mission: Provide information to the public through the news media and other mechanisms.

Qualifications:

- Familiar with local media resources.
- Communications and public speaking skills.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Vest/Identification Badge.
- Computer with printer.
- Access to a fax machine.
- Media packets.

Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Establish a work location that is accessible and has adequate space away from response operations.
- Acquire necessary work materials.
- Inform the media of the response operations and media protocols.
- Prepare media packets.

Ongoing Duties:

- Document all actions and decisions in an Activity Log.
- Ensure all staff have your contact information and media protocol.
- Conduct press briefings.
- Maintain contact with EMS.
- Notify media of important information.
- Expose and correct rumors and incorrect information.
- Monitor media outlets for accuracy of information being reported.

Extended Duties:

- Conduct follow-up press briefings and releases.
- Turn all documents in to the Documentation Unit.
- Complete an After-Action Report and participate in the debriefing.

Planning Section Chief – Candice Spencer, Office Administrator

Mission: Organize and direct all aspects of Planning Section operations. Ensure the distribution of critical information/data. Compile scenario/resource projections from all section chiefs and effect long range planning. Document and distribute school Action Plan.

Qualifications:

- Familiar with the County EOP and school EOP.
- Ability to write Incident Action Plans.
- Good organizational skills and management experience.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Develop the length of operational periods and start times for operational periods.
- Develop a Section Action Plan.

Ongoing Duties:

- Look at resources, location, and status (on-scene and ordered in). Consider need for additional resources.
- Receive activity reports from staff.
- Provide status reports to the Site Incident Commander.
- Develop Incident Action Plans for each operational period.
- Provide the Incident Action Plans to the Site Incident Commander.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Be alert for excess resources for reassignment or demobilization. Present list of resources proposed for demobilization to the Site Incident Commander.
- Demobilize resources as approved by the Site Incident Commander.
- Provide input to the Demobilization Unit Leader who develops the Demobilization Plan as needed.
- Complete an After-Action Report and participate in the debriefing.

Logistics Section Chief – EOP Team

Mission: Organize and direct those operations associated with maintenance of the physical environment, and adequate levels of food, shelter, and supplies to support the organization's objectives.

Qualifications:

- Familiar with logistic and supply operations.
- Communications skills.
- Good organizational skills and management experience.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification badge.
- Computer with printer.
- Access to a fax machine.

Immediate Duties:

- Read this entire Job Action Sheet.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible and has adequate space.
- Acquire necessary work materials.
- Brief section and hand out job action sheets.
- Establish incident ordering process and ensure all Sections are aware of the process.
- Develop a Section Action Plan.

Ongoing Duties:

- Obtain needed supplies with assistance of the Finance/Administration Section Chief.
- Track and maintain awareness of incident expansions/contractions due to changes in conditions.
- Determine additional resources needed.
- Anticipate staff needs and request more staff, if needed for each Section.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Supervise the break down and repackaging of equipment and supplies.
- Arrange to have all equipment and supplies returned to place of origin and state of readiness.
- Ensure Operations Center is cleaned and returned to former operating condition.
- Provide a final list of material used to the Site Incident Commander.
- Complete an After-Action Report and participate in the debriefing.

Finance/Administration Section Chief – Lori Koziara, Work Skills

Mission: Monitor the utilization of financial assets. Oversee the acquisition of supplies and services necessary to carry out the organization's overall mission. Supervise the documentation of expenditures relevant to the emergency incident.

Qualifications:

- Strong finance background.
- Familiar with state and federal reimbursement procedures.
- Good organizational skills and management experience.
- Required ICS training.

Equipment:

- Cell phone and contact roster.
- Radio.
- Vest/Identification Badge.
- Computer.
- Access to a fax machine.
- Required forms.

Immediate Duties:

- Read this entire Job Action Sheet.
- Put on vest and identification.
- Meet with Site Incident Commander for an initial incident briefing.
- Establish a work location that is accessible, has adequate space, is close to Logistics, and has communications capability.
- Acquire necessary work materials.
- Brief Section and hand out job action sheets.
- Develop a Section Action Plan.

Ongoing Duties:

- Determine funding sources for the incident.
- Identify avenues for claim processing.
- Track and stay aware of incident expansion/contraction due to changes in conditions.
- Collect needed data from other Sections.
- Develop cost summary report for the Site Incident Commander.
- Provide Logistics Section with a list of supplies to be replenished.
- Ensure all personnel and equipment time records are accurately completed and transmitted.
- Document all actions and decisions in a Section Activity Log.

Extended Duties:

- Provide final financial report to the Site Incident Commander.
- Turn all documents into the Documentation Unit.
- Complete an After-Action Report and participate in the debriefing.

Cardiac Emergency Response Plan

Cardiac Emergency Response Plan

WSC ACADEMY

This Cardiac Emergency Response Plan is adopted by WSC Academy effective 01/01/2020. This plan was reviewed and approved by WSC Academy board on **December 16, 2019**.

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

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

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

The Cardiac Emergency Response Plan of WSC Academy shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the Guidance Counselor, teachers, boy's activity director, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the "Protocol for Posting" attachment.

WSC Academy does not currently have an AED

3. Automated external defibrillators (AEDs) – placement and maintenance

- (a) Minimum recommended number of AEDs for WSC Academy
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) WSC Academy will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices,
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.

- (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
- (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

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

- (a) Staff Training:
 - (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable WSC Academy to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
 - (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.
- (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. WSC Academy shall perform a minimum of 2 successful Cardiac Emergency

Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. WSC Academy shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. Local Emergency Medical Services (EMS) integration with the school/school district’s plan

- (a) WSC Academy shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) WSC Academy shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

WSC Academy shall conduct an annual internal review of the school/school district’s Plan. The annual review should focus on ways to improve the schools response process, to include:

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

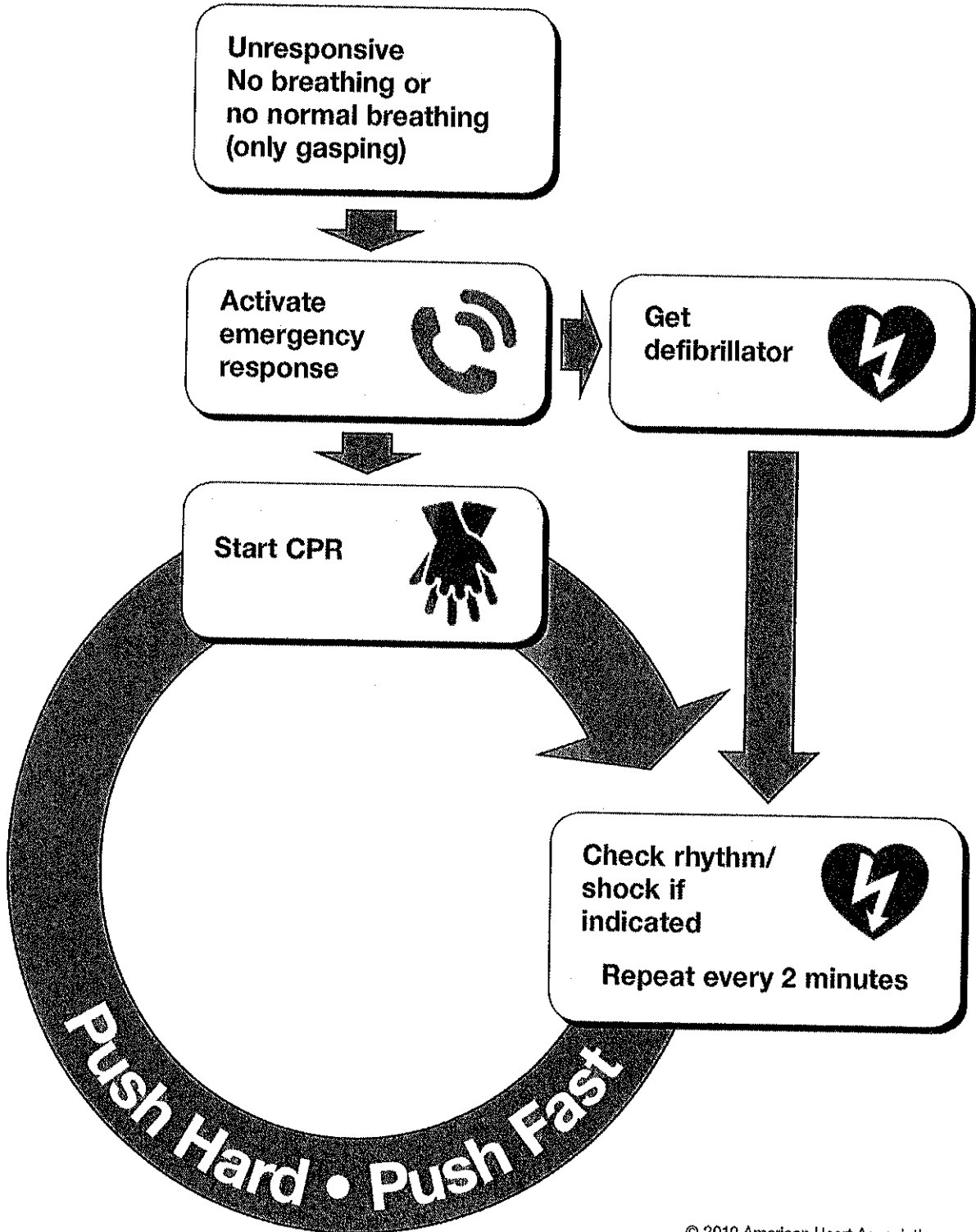
Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.
- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac

emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
 - (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL
Simplified Adult BLS



IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.

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

Appendix O: Vulnerability Study

Attached

WSC Academy Campus Vulnerability Assessment Worksheet
Building Vulnerability

(Probability x Risk) x Preparedness = Total Score

District Name: WSC Academy

Building Name: Davis Community and Education Center

County: Washtenaw

Building Number: 01314

Event	Probability How likely or easy for this to happen				Risk If this should happen/ how bad will it be					Preparedness How ready are we for this situation			Total	
	High	Med	Low	None	Life Threat	Health Safety	High Disrupt	Mod Disrupt	Low Disrupt	Poor	Fair	Good		
Score	3	2	1	0	5	4	3	2	1	3	2	1		
Building Access Vehicle (proximity of parking, pickup, drop-off, delivery)				X					X				X	1
Building Access- Pedestrian (tracking visitor, parent, vendor, Accessibility, door/window access)			X						X				X	1
Mail Delivery (building access, opening procedures, Pkg. identification)			X						X				X	1
Food Supply (access to food supply, delivery, preparation process, worker background)	N/A													0
Water Supply (incoming lines protected, wells, water delivery)			X						X				X	1
HVAC (outside access, Operability)			X						X				X	1

WSC Academy Campus Vulnerability Assessment Worksheet

Building Vulnerability

(Probability x Risk) x Preparedness = Total Score

Event	Probability How likely or easy for this to happen				Risk If this should happen/ how bad will it be					Preparedness How ready are we for this situation			Total
	High	Med	Low	None	Life Threat	Health Safety	High Disrupt	Mod Disrupt	Low Disrupt	Poor	Fair	Good	
Score	3	2	1	0	5	4	3	2	1	3	2	1	
Chemical Storage (chemistry, pool/cleaning supplies; accessibility, Proximity to students, containers)			X						X			X	1
Special events (security, accessibility, monitoring, maximum attendance)				X					X			X	1
Communications (Accessibility of incoming lines, hard lines to each room, backup system, cell, 2-way, walkie-talkies, stand alone radio system, building to building capabilities, contact with buses, first responders, etc.)			X						X			X	1

WSC Academy Campus Vulnerability Assessment Worksheet
Building Proximity

Assess building/campus vulnerability based on distance from the following:

	None = greater than 20 miles	Very Low = 15-20 miles	Low = 10-15 miles	Medium = 5-10 miles	High = 1-5 miles	Very High = Less than 1 mile	Total
Score	0	1	2	3	4	5	
Expressway							
Pipeline (oil/gas)	X					X	
Major Airport				X			

Total: 8

Vulnerability Assessment Sign-Off

Name of School Official (printed)
 Portia Davis Mann

Title of School Official
 School Leader

Signature of School Official

Date: 12/2/2019

Signature of Facilities Manager

Date: 12/2/2019

Name of Facilities Manager

Ira Stallworth