

Detroit Public Safety Academy
Board of Directors Resolution
Emergency Operations Plan

WHEREAS the Michigan Department of Education per Michigan Public Act 436 of 2018 requires each public school governing authority to adopt an emergency operations plan at least biannually by January 1* for each building in the school district, and

WHEREAS the law also requires the public school academy in conjunction with at least 1 law enforcement agency that has jurisdiction over the school district conduct a review of the emergency operations plan. The emergency operations plan must include at least the following subsections:

- School violence and attacks
- Threats of school violence and attacks
- Bomb threats
- Fire
- Weather-related emergencies
- Intruders
- Parent and pupil reunification
- Threats to a school-sponsored activity or event whether or not it is held on school premises
- A plan to train teachers on mental health and pupil and teacher safety
- A plan to improve school building security
- An active violence protocol
- Continuity of operations after an incident
- A vulnerability assessment

THEREFORE be it resolved that at a regular meeting of the Board of Directors of the Detroit Public Safety Academy, the Board approved its emergency operations plan.

This resolution adopted on November 19, 2019, by a vote of 4 to 0.



Signature



Date



Print Name



Title

**DETROIT PUBLIC SAFETY ACADEMY
EMERGENCY OPERATIONS/CRISIS
PLAN**



Updated JULY 2020

Detroit Public Safety Academy's Mission: "Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena."

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

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

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

Furthermore, planners should coordinate with local law enforcement, fire, and emergency managers when refining these procedures. It is important to tailor all

EOPs to the specific hazards and needs of your jurisdiction and school district guidelines.

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

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

**The Detroit Public Safety Academy's Emergency Operations Plan (EOP) has been completed and approved through a collaboration of effort throughout the community, including:
Please sign above your name:**

**Mingcoria Minter
School Superintendent**

**Kamaal Cheeks
School Board President**

**Anthony Hubbard
School Leader**

**Dawn Nelson
School Office Manager**

**Commisssioner Eric Jones
Fire Chief**

**Chief James Craig
Police Chief**

**Trena Braswell
Assistant School Leader**

**Vonetta Sanders
Drop Out Prevention Administrator**

**Cameron Nichols
Dean of Students**

**Melissa Nichols
Curriculum Coach**

**Amanda Silic
Reading Interventionist**

Record of Changes

[illegible]

References

Michigan Department of Community Health (MDCH)

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

Michigan Department of Education (MDE)

o MI Ready Schools Emergency Planning Toolkit

United States Department of Education (DOE)

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

United States Department of Homeland Security (DHS)

o K-12 School Security Checklist, April 2013

o National Preparedness Goal, September 2011

o Homeland Security Exercise and Evaluation Program (HSEEP)

o www.dhs.gov

Federal Emergency Management Agency (FEMA)

o Guide for Developing High-Quality School Emergency Operations Plans, 2013

o Post-Disaster Reunification of Children: A Nationwide Approach, November 2013

o Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks

Against Buildings (FEMA 426), December 2003

o IS-100.b: Introduction to the Incident Command System

o IS-100.sca: Introduction to the Incident Command System for Schools

o IS-120.a: An Introduction to Exercises

o IS-130: Exercise Evaluation and Improvement Planning

o IS-139: Exercise Design

o IS-200.b: ICS for Single Resources and Initial Action Incidents

o ICS-300: Intermediate Incident Command System

o IS-362.a: Multi-Hazard Emergency Planning for Schools

o IS-366: Planning for the Needs of Children in Disasters

o IS-393.a: Introduction to Hazard Mitigation

o ICS-400: Advanced Incident Command System

o IS-547.a: Introduction to Continuity of Operations

o IS-700.a: National Incident Management System (NIMS), an Introduction

o IS-701.a: NIMS Multiagency Coordination System (MACS) Course

o IS-702.a: National Incident Management System (NIMS) Public Information Systems

o IS-703.a: NIMS Resource Management

o IS-704: NIMS Communications and Information Management

o IS-706: NIMS Intrastate Mutual Aid - An Introduction

o IS-800.b: National Response Framework (NRF), an Introduction

o IS-907: Active Shooter: What You Can Do

o IS-914: Surveillance Awareness: What You Can Do

o www.fema.gov

o <http://training.fema.gov/is/>

General Information

Section 1

The purpose of the Detroit Public Safety Academy's (DPSA) Emergency Operations/ Crisis Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of DPSA and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeable. 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 DPSA 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. DPSA regularly schedules in-service training events for faculty and staff.

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

Situation Overview

School Population

235 Students

4 Administrators

2 Office/Support Staff

15 Teachers/Specialists

**3 Instructional Assistants
2 Cafeteria Staff
5 Maintenance/Custodial Staff /Security**

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

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

- Cognitive or emotional disabilities.
- Mobility/physical disabilities (permanent and temporary).
- Medically-fragile health (including asthma, diabetes, and severe allergies).

Hazard Analysis Summary

DPSA 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 DPSA high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

Planning Assumptions and Limitations

Planning Assumptions

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

Authorities and References

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

- Michigan Department of Education
- Easter Michigan University Charter Schools Office
 - The Leona Group

Additional Planning References

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

Concept of Operations

Section 2

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

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

Lockdown

- When a person or situation presents an immediate threat to students/staff in or near the building. All exterior doors and classroom doors are locked and students/staff stay in their offices, work areas, and classrooms.

Evacuation

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

Shelter-in-place

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

Notification Procedures

In case of an emergency at DPSA, 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 DPSA 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 prior to students returning to school.
 - Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

Assignment of Responsibilities

District Office

Communicate incident to Corporate Office

Corporate Office

Support with media relations

Designate spokesperson

Principal and/or Designee

Site Incident Commander

Communicate incident to District Office

Initiates Crisis Response Team

Communicates incident with staff

Office Staff

Communication with parents

In charge of student/staff data system

Student Release

- Setting up a secure reunion area
- Checking student emergency cards

Crisis Response Team Coordinator-- Initiates the following

Facility & Security Response Team

Evacuation/Shelter/Care Team

First Aid Team

Search & Rescue Team

Crisis Intervention Team

Teachers/Instructional Assistants

Evacuate students to safe spot
Responsible for student information clipboards
Supporting with keeping track of students
Making calls to parents if directed to do so
Keeping two-way radios on at all times

Food Service/Cafeteria Workers

Gather resources and supplies; medical and food sources

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: DPSA Main Office

Alternate Post Location: Main Hall

Off-Site Location: Rosa Parks Resource Center

Continuity of School Administration-- The line of succession for the principal is:

1. Assistant School Leader
2. Instructional Coach
3. Crisis Response Team Coordinator

Coordination

Coordination with Policy/Coordination Group

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

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

The DPSA School Leader and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the DPSA 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 DPSA.

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 DPSA'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 tree
 - E-mail
- faculty meeting

- Intercom

Communication with the District Office

The Site Incident Commander will notify the principal of the school's status/needs.

The principal will notify the District Office. The District Office will notify the Corporate Office/The Leona Group of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

External Communications

Communicating with the larger school community begins before an incident occurs.

Parents/guardians, etc., media, and first responders will require clear and concise messages from DPSA about what is being done, and the safety of the students/staff.

Communication with Parents/Guardians, Etc.

Before an incident occurs, DPSA will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.

In the event of an incident, DPSA will:

- Disseminate information via text messages and letters 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 where parents/guardians, etc., can receive updated incident information.
- Inform parents/guardians, etc., and students/staff about when and where school will resume.

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Communication with the Media

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

- Designate a Public Information Officer (PIO) (The Leona Group)
- 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

DPSA 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 DPSA 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. DPSA frequently exercises the EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident

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

The staff/faculty teams will:

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

The school district will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
 - Establish absentee policies for teachers/students after an incident.
 - Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
 - Develop alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, videoconferencing, tele-group tutoring, etc.).

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Administration, Finance, and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, DPSA will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are in writing and entered into by authorized school officials. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

Pre-negotiated agreements and contracts are included in Appendix J: Memorandums of Agreement/Understanding.

Finance

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

Recordkeeping

Activity Logs The ICS Section Chiefs will maintain accurate logs, recording key incident management activities, including:

- Issuance of protective action recommendations to the students/staff.
 - Evacuations.
 - Casualties.
- Mitigation or termination of the incident.

Preservation of Records

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records. The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of the All-Hazards Emergency Operations Planning Guidance for Schools 2014, and should be inserted into Appendix F of this plan.

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

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

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan

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

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

Record of Changes

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

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document.

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

Plan Review and Updates

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

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

Training and Exercising the Plan

DPSA understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will

occur. The designated planning team will coordinate training and exercising efforts in accordance with state law.

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

Mandatory EOP training will include:

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

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

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

Emergency Contact Rosters Appendix A

School Crisis Response Team		
Name/Position	Cell Phone	E-Mail
Anthony Hubbard-School Leader	419-975-7138	anthony.hubbard@leonagroup.com
Trena Braswell-Asst. School Leader	313-410-2552	Trena.braswell@leonagroup.com
Vonetta Sanders-Drop Out Prevention	248-667-8505	Vonetta.sanders@leonagroup.com
Cameron Nichols-Dean of Students	313-207-2541	Cameron.nichols@leonagroup.com
Dawn Nelson-Business Manager	313-421-6750	Dawn.nelson@leonagroup.com

Corporate Team		
Name/Position	Cell Phone	E-Mail
The Leona Group MI Corporate Office	517-333-9030	
Mingcoria Minter-Core Team Leader	517-388-5666	mingcoria.minter@leonagroup.com

District Staff		
Name/Position	Cell Phone	E-Mail

Other District Facilities		
School/Facility	Primary Phone	Alternate Phone

General Contact Numbers		
	Contact	Phone Number

First Responders- Public Safety Agencies Hospitals	General Emergency	9-1-1
	Emergency Manager	
	Police Department	
	County Sheriff	
	State Police	248-584-5740
	Fire Department	
	American Red Cross	800-733-2767
	Poison Control	800-222-1222
	Local Hospital- Children's Hospital	
	Detroit Medical Center (DMC)	313-745-6035
	Child Protective Services	
	Southwest Counseling Solutions	
	The Children's Center	
	National Suicide Prevention Hotline	800-273-8255
	National Center for Missing and Exploited Children	800-843-5678

General Contact Numbers		
	Contact	Phone Number
Utilities	Phone Company	
	Gas Company	

Class Rosters and Schedules Appendix B
<Detroit Public Safety Academy> Emergency Operations Plan

K-2 Master Schedule

https://docs.google.com/document/d/1F5g_LSprkiSPqp2_WIUBdCtjPgD2jBxAHIyh0-yrW24/edit?usp=sharing

Kinder Schedule

<https://docs.google.com/document/d/1P-dsBgkb04JahyuvYhNJV0o6a0xPf9ET1Qi6ALRgXX0/edit?usp=sharing>

Specials Schedule

<https://docs.google.com/document/d/1CrY0SH6NPX92u6uGqINMOIXM2j-XiS1W3eEd43hdWPE/edit?usp=sharing>

Lunch Schedule

<https://docs.google.com/document/d/1DmEpDtgtH0bMwXjYnMKc5X5TXk93QeB7Kypw5laqXwM/edit?usp=sharing>

School Maps and Floor Plans Appendix C
<Detroit Public Safety Academy> Emergency Operations Plan

Specific Response Actions Appendix D
<Detroit Public Safety Academy> Emergency Operations Plan

In the event of a fire:

1. The first person to discover a fire shall pull the fire alarm and immediately alert other staff members in the vicinity of the fire
2. Notify the office as to the fire location and severity and begin fire and evacuation process
3. Office will call 911

Classroom Procedures:

1. Line up class
2. Grab emergency bag, class list, and walkie-talkie
3. Shut lights and fans off and close windows
4. Walk designated **evacuation route**. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
 - a. Rooms S1-S10 exit through Southside exit
 - b. Rooms N1-N10 exit through Rear North Exit
 - c. Computer Lab/Office Rosa Parks Blvd.
5. Meet at **designated location**:
 - a. Rooms S1-S10 Parking Lot
 - b. Rooms N1-N10 Abbot Street
 - c. Computer Lab/Office Rosa Parks Blvd.
6. Take attendance once at designated location. If you are missing a student notify the office immediately via walkie-talkie.



Tornado Procedures:

- 1 – A whistle will sound over the PA
- 2 – Line up class
- 3 – Grab emergency bag, class list, and walkie-talkie
- 4 – Shut lights and fans off and close windows
- 5 – Walk to your classroom lockers and take cover crouching down on knees covering neck. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
- 6 – Take attendance once at designated location. If you are missing a student notify the office immediately via walkie-talkie.

Hard/Soft Lockdown Procedure:

The office will announce a lockdown over the PA by saying “hard lock down” or “soft lock down.” Once the announcement is heard, follow the procedures below.

Office personnel will secure the office as the command post. Closing pass through gate, locking and barricading office door. Notification of the intruder’s whereabouts and weapon(s) will be updated on-going via the PA system, walkie-talkie, or text. This will afford classrooms the ability to evacuate if appropriate.

If the incident is occurring in the office, communication via eye witness, walkie-talkie, and cell phone will be utilized for notification of the intruder’s whereabouts, again affording classrooms the ability to evacuate if appropriate.

The first person to notice an active shooter or armed intruder must contact 911 immediately and then notify the office.

Active Shooter in Building

HARD LOCKDOWN (shooter or armed intruder in building)

1. Lock classroom door and shut lights off
2. Grab emergency flip chart and emergency bag, class list, walkie-talkie, and cell phone
3. Line students up along the wall next to the door
4. Notify office immediately if a student is missing and last location
5. Notify office of any students pulled out with service providers
6. Listen for PA, walkie-talkie, or cell phone for instructions
7. **When instructed exit your classroom and school out of the CLOSEST/SAFEST EXIT quickly**
8. Walk your classroom from school to the **RALLY POINT = Howard Field**
9. Take attendance once you reach Howard
10. If a student is missing notify Mr. Pettway (313-587-0956) and Mr. Nichols (313-207-4521)
11. Once at Rally Point, use cellphone to text Mr. Pettway (313-587-0956) and Mr. Nichols (313-207-4521) state: "[Name] **SAFE**"

In the event you cannot exit the classroom follow these steps:

1. Lock classroom door and shut lights off
2. Barricade the door with anything available (tables, bookshelves, chairs, etc.)
3. Grab emergency flip chart and emergency bag, class list, walkie-talkie, and cell phone
4. Line students up along the wall next to the door
5. Notify office immediately if a student is missing and last location
6. Notify office of any students pulled out with service providers
7. Listen for PA, walkie-talkie, or cell phone for instructions
8. Wait for school leader/designee or law enforcement to announce the all clear

Active Shooter in Classroom

In the event an active shooter or armed intruder enters your classroom or begins shooting in the classroom follow these steps:

1. **Enters:** Use whatever counter strategies necessary to keep yourself and students safe. This may include any and all forms of resistance to the threat. This does not mean fighting
2. **Shoots:**
 - a. Make noise, moving about the room to lessen accuracy, throw items (books, computers, and phones, book bags) to interfere with the ability to shoot accurately.
 - b. Exit classroom when able.

Those in the Mezzanine should follow these step:

1. Lock the door next to the Social Worker office

2. Notify the specials teachers and any students/staff in the gym
3. Lock and barricade the door
4. Specials teachers and any students/staff in the gym need to move upstairs to the mezzanine
5. Listen for instruction and/or location of intruder
6. Exit when safe through the closest/safest exit and head to **RALLY POINT Howard Field**
7. Once at Rally Point, use cellphone to text Mr. Pettway (313-587-0956) and Mr. Nichols (313-207-4521) and state "[Name] SAFE"

SOFT LOCKDOWN (unsafe activity outside of building, but near school)

1. If class is outside, immediately return to the classroom
2. Maintain normal class schedule
3. Listen for PA or walkie-talkie for instructions

Shelter-In-Place (Chemical/Haz-Mat Situation) Procedure and Drill:

1. Immediately shut fans off and close all windows
2. Line up class
3. Grab emergency bag, class list, and walkie-talkie
4. Walk to your classroom lockers and sit. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
5. Take attendance once at designated location. If you are missing a student notify the office immediately.

Emergency Early Release

- An emergency release can include inclement weather, building problems, etc...
1. School will be placed on a soft lockdown and all students return to classrooms
 2. A mass message (text or phone message) will be sent out to inform parents
 3. All Specials, special education services and interventions will stop
 4. Staff will report to assigned posts
 - a. 2 staff members assigned to each grade level with sign out books
 - b. 3 staff members assigned to each grade level will help with getting students from classrooms
 - c. 2 staff members assigned to the main entrance
 - d. 1 staff member assigned to Rosa Parks exit to let people out of the building and not into the building
 5. Dismissal Procedures
 - a. All Staff will report to the hallway to navigate dismissal through Rosa Parks Exit

Medical Emergencies:

Diabetes

- Ensure the student is having their blood sugar checked at the appropriate intervals.
- If a student is showing any of the below symptoms, take them to the office immediately to have their blood sugar checked and the appropriate intervention administered.
- If a student has low blood sugar the typical intervention is to give the student food or juice to boost the blood sugar. If a student has high blood sugar the typical intervention is the use of insulin.
- If a student is unresponsive, will not consume anything, Glucagon will be administered.

Signs and symptoms of HYPOGLYCEMIA (low blood sugar)

Shaking, sweating, anxious, dizziness, hungry, sudden change in behavior, weakness, fatigue/tired, headaches, stomach aches, irritable.

Signs and symptoms of HYPERGLYCEMIA (high blood sugar)

Extreme thirst, frequent urination, dry skin, very hungry, blurry vision, drowsy, fidgety, impulsive

Asthma Attack

If a student is showing signs of difficulty breathing, send them to the office, with a buddy, for treatment.

If the student cannot make it to the office for treatment, contact the office immediately to have the treatment brought to the student.

Signs and symptoms

Coughing, wheezing, tightness in chest,

Seizure:

In the event of a seizure, follow these steps:

1. Remove all objects and persons to ensure the safety of student and peers
2. Assist student to the floor in a lying position and on their side (***do not place anything in mouth or restrain***)
 3. Contact the office and have office call home
 4. Once seizure is over - place on side and ensure airway is open
 5. Allow for rest/orientation back to surroundings
 6. Check for any injuries
 7. Complete seizure log

Contact 911 if:

1. Student does NOT have a seizure plan of care
2. Seizure lasts more than 5 minutes (most seizures last less than 2 minutes)
3. Several seizures occur in a short period of time without the student being able to recover between seizures
4. Student is injured during the seizure
5. Student is unresponsive in any way 30 minutes after the seizure
6. Student is having trouble breathing
7. If you are concerned that something is wrong

Hazard-Specific Procedures Appendix E

Shelter-In-Place (Chemical/Haz-Mat Situation) Procedure and Drill:

1. Immediately shut fans off and close all windows
2. Line up class
3. Grab emergency bag, class list, and walkie-talkie
4. Walk to your classroom lockers and sit. (Do not have one student hold the door, each student will walk out single file holding the door for themselves, with the last person allowing the door to close.)
5. Take attendance once at designated location. If you are missing a student notify the office immediately.

Bomb Threat and Suspicious Packages:

In the event a bomb threat is made follow these steps:

If a bomb threat is received by phone:

1. Remain calm

2. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
 3. Listen carefully. Be polite and show interest.
 4. Try to keep the caller talking to learn more information.
5. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
6. If your phone has a display, copy the number and/or letters on the window display.
7. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
8. Immediately upon termination of the call, do not hang up, but from a different phone, contact 911 immediately with information and await instructions.
9. Do not evacuate the building until the police arrive and evaluate the threat

If a bomb threat is received by handwritten note:

1. Call 911
2. Handle note as minimally as possible.

If a bomb threat is received by email:

1. Call 911
2. Do not delete the message.

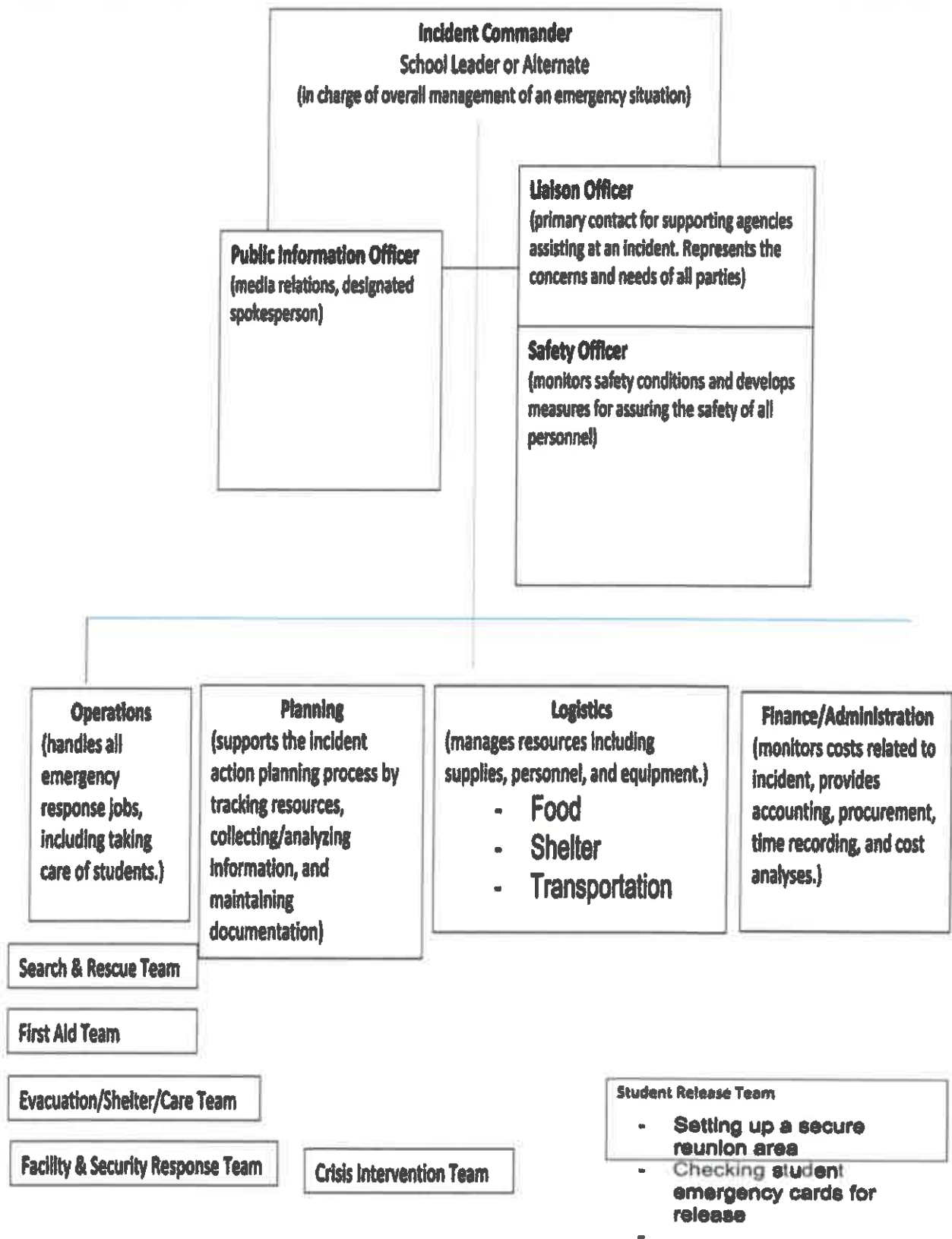
If a suspicious package is found on or near the building follow these steps:

1. Do not touch or move the package
2. Notify the office immediately via telephone (**DO NOT: Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb**)
 3. Contact 911
4. Do not evacuate the building until the police arrive and evaluate the threat

Signs of a suspicious package:

No return address, poorly handwritten, excessive postage, misspelled words, stains, incorrect titles, strange odor, foreign postage, strange sounds, restrictive notes, unexpected delivery.

Incident Command System Job Action Sheets Appendix G



Resource/ Material	Location/Source
First Aid Supplies	Main Office and kitchen
Fire Extinguishers	Found throughout hallways and kitchen
Classroom emergency kits	Hung by each door in the classroom
food	kitchen
Water	Kitchen and main office
Maintenance supplies	Custodian closet- 1st floor

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

Sample lists may include:

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

Go-Kit and Emergency Supplies Checklists Appendix I

Go-Kit Checklist: Administration / Main Office

	Clipboard with lists of : <ul style="list-style-type: none">• All students○ Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential<ul style="list-style-type: none">○ School personnel○ School emergency procedures○ Key contact information for the district crisis team
	Parent- Student Reunification Plan
	Whistle
	Hat or brightly colored vest for visibility and leadership identification
	Battery-operated flashlight and batteries
	Utility turn-off procedures
	Emergency communication device
	First-aid kit with instructions

Go-Kit Checklist: Classroom

	Clipboard with lists of : <ul style="list-style-type: none">• All classroom students○ Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential<ul style="list-style-type: none">○ Classroom personnel○ School emergency procedures
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