

Hope of Detroit Academy EMERGENCY OPERATIONS & CRISIS PLAN



Updated August 3, 2020

Hope of Detroit Academy Mission: “It is the mission of Hope of Detroit Academy to promote a multicultural community of learners who strive for excellence, determination and achievement through college and/or vocational education.”

“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.

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

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

Please sign above your name:

<Name>
School Superintendent

<Name>

<Name>
School Board President

<Name>

<Name>
School Leader

<Name>

<Name>
School Office Manager

<Name>

<Name>
Police Chief

<Name>
Fire Chief

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 Hope of Detroit Academy Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Hope of Detroit Academy 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 Hope of Detroit 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. Hope of Detroit Academy regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases Hope of Detroit 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 Hope of Detroit 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 Hope of Detroit Academy EOP operates within the framework of Hope of Detroit Academy policies.

Situation Overview

School Population

HODA Elementary

428 Students

2 Administrators

2 Office/Support Staff

23 Teachers/Specialists

8 Instructional Assistants

3 Cafeteria Staff

3 Maintenance/Custodial Staff

HODA Middle/High

650 Students

2 Administrators

3 Office/Support Staff

31 Teachers/Specialists

9 Instructional Assistants

3 Cafeteria Staff

4 Maintenance/Custodial Staff

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

Hope of Detroit Academy 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:

- ❖ Limited English proficiency (LEP) (see next page).
- ❖ Cognitive or emotional disabilities.
- ❖ Mobility/physical disabilities (permanent and temporary).
- ❖ Medically-fragile health (including asthma, diabetes, and severe allergies).

Translation Services

Many Hope of Detroit 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

Hazard Analysis Summary

Hope of Detroit 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 Hope of Detroit Academy high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

Hope of Detroit Academy *Vulnerability of Risk Assessment*

Effective planning requires the identification and prioritization of Threats and Hazards that pose a risk to your school. Utilizing your School Public Safety Team and historical records, complete the table below. If there are Threats/Hazards that pose a risk to your school but are not included below, please add them.

You will determine the Risk Priority to your school by considering its probability, magnitude, warning and duration. Those items that you identify as having a High Risk Priority should be addressed first in your planning and mitigation actions.

Threat/Hazard	Probability 1. Unlikely 2. Possible 3. Likely 4. Highly Likely	Magnitude 1. Negligible 2. Limited 3. Critical 4. Catastrophic	Warning 1. 24+ hrs 2. 12-24 hrs 3. 6-12hrs 4. Minimal	Duration 1. <3 hrs 2. 3-6 hrs 3. 6-12 hrs 4. 12+ hrs	Risk Priority Low Medium High
Flooding	2	2	2	4	Medium
Earthquake	1	4	4	1	Low
Infectious Disease	2	2	1	4	Medium
Hurricane/Tropical Storm	1	4	1	4	Low
Tornado	2	3	4	1	High
Landslide/Rockslide	1	3	4	1	Low
Severe Thunderstorm	3	2	2	1	Low
Fire	2	4	4	2	High
Dam Failure	1	4	4	4	Low
Severe Winter Storm	4	3	1	3	Medium
Hail	3	1	2	1	Low
Ice Jam	1	1	2	4	Low
Extreme Temperatures	3	2	1	4	Medium
Power Outage	3	1	4	4	Low
Hazardous Material Release	1	3	4	4	Medium
Terrorism	2	4	4	3	High
Active Shooter	2	4	4	1	High
Bomb Threat	2	3	4	2	High
Suicide	2	3	4	1	Medium

Planning Assumptions and Limitations

Planning Assumptions

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

- <Insert Authorities and References applicable to Jurisdiction/District guidelines as needed>

Additional Planning References

- All-Hazards Emergency Operations Planning Guidance for Schools 2014.
- MI HEARTSafe Schools: www.migrc.org/miheartsafe
- <Insert additional references applicable to emergency response planning>

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 Hope of Detroit Academy 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 Hope of Detroit 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 Hope of Detroit 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 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

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

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

Primary Post Location: Hope of Detroit Academy Main Office

Alternate Post Location: Parish Hall on Wesson St.

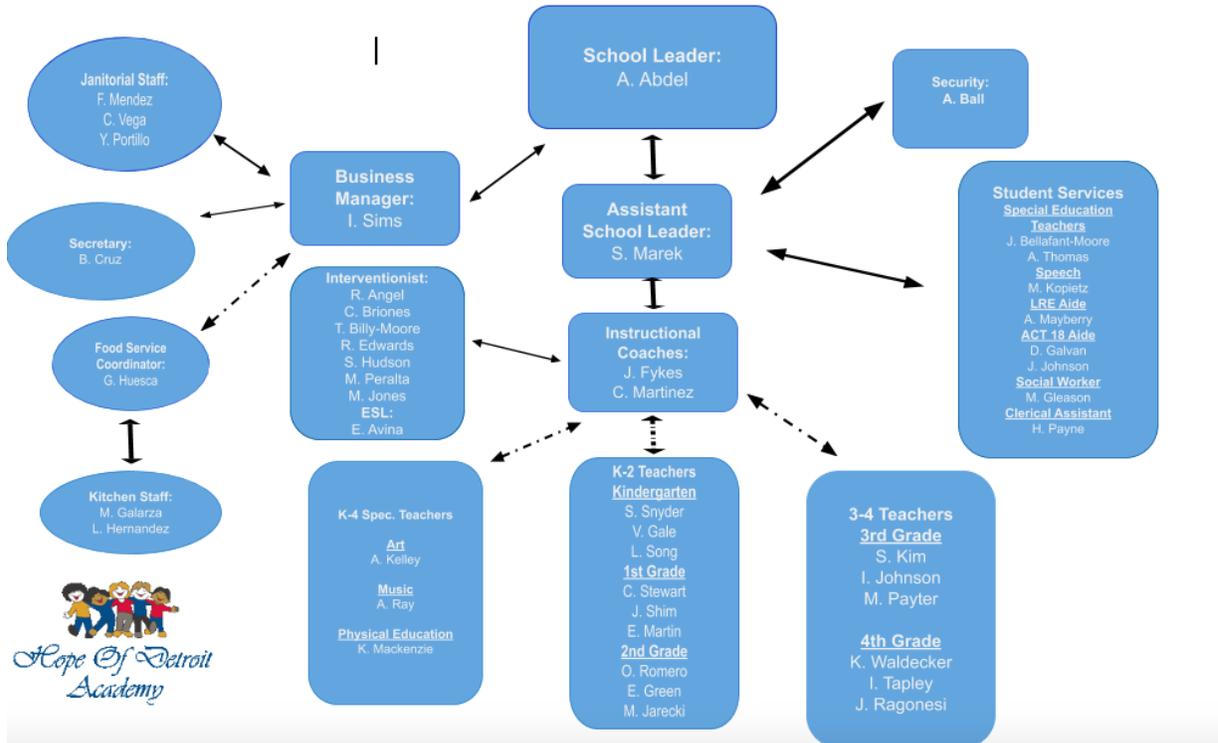
Off-Site Location: Parish Hall on Wesson St.

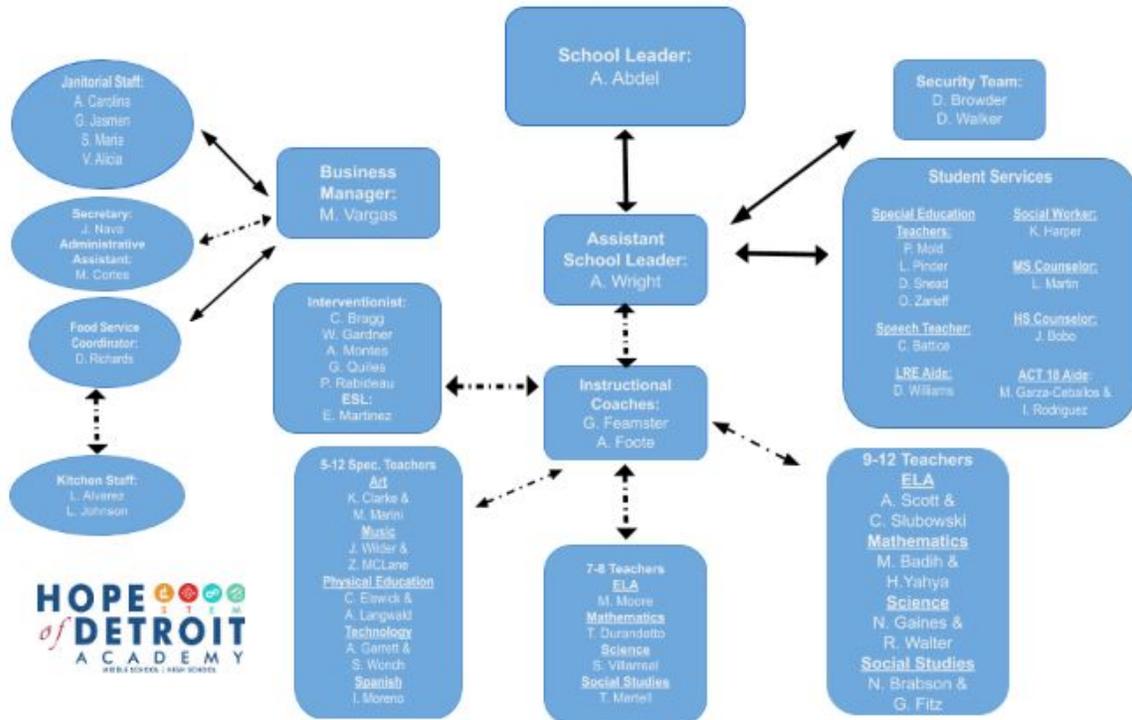
Continuity of School Administration-- The line of succession for the principal is:

1. Assistant Principal
2. Instructional Coaches
3. Office Manager
4. Social Worker/Counselor

SCHOOL INCIDENT COMMAND SYSTEM

Hope of Detroit Academy Incident Command Team





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 Hope of Detroit Academy School Leader and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the Hope of Detroit 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 Hope of Detroit 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 Hope of Detroit 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 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 a 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 Hope of Detroit Academy about what is being done, and the safety of the students/staff.

Communication with Parents/Guardians, Etc.

Before an incident occurs, Hope of Detroit Academy will:

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, Hope of Detroit Academy 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.

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

Hope of Detroit 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 Hope of Detroit Academy 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. Hope of Detroit Academy 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, Hope of Detroit Academy 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

Hope of Detroit 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 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 Hope of Detroit Academy 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 the school administration. The principal will establish a schedule for annual review of planning documents.

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

Training and Exercising the Plan

Hope of Detroit Academy 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 Hope of Detroit 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.

Emergency Contact Rosters

Appendix A

School Crisis Response Team

Name/Position	Cell Phone	E-Mail
Ali Abdel / Principal	248-459-6431	ali.abdel@leonagroup.com
Stephen Marek / ES Assistant Principal	313-670-4249	stephen.marek@leonagroup.com
Andrew Wright / MS/HS Assistant Principal	313-348-0702	andrew.wright@leonagroup.com
Maia Gleason / ES Social Worker	734-276-8499	maia.gleason@leonagroup.com
Isabelita Sims / Business Manager	786-365-5224	isabelita.sims@leonagroup.com
Maria Vargas / Business Manager	313-350-1367	maria.vargas@leonagroup.com
Anthony Ball / ES Security	313-204-8681	anthony.ball@leonagroup.com
Kelsie Harper / MS/HS Social Worker	734-478-3742	kelsie.harper@leonagroup.com
Deangelo Walker / MS/HS Security	313-282-7400	deangelo.walker@leonagroup.com
D'Juan Browder / MS/HS Security	313-848-9677	d'juan.browder@leonagroup.com

Corporate Team

Name/Position	Cell Phone	E-Mail
The Leona Group MI Corporate Office	517-333-9030	

District Staff		
Name/Position	Cell Phone	E-Mail
Ali Abdel / Principal	248-459-6431	ali.abdel@leonagroup.com
Stephen Marek / ES Assistant Principal	313-670-4249	stephen.marek@leonagroup.com
Andrew Wright / MS/HS Assistant Principal	313-348-0702	andrew.wright@leonagroup.com

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	313-596-5400
	County Sheriff	(313) 224-2222
	State Police	248-584-5740
	Fire Department	(313) 596-2920
	American Red Cross	800-733-2767

	Poison Control	800-222-1222
	Local Hospital- Children's Hospital	(313) 745-5437
	Detroit Medical Center (DMC)	313-745-6035
	Child Protective Services	(313) 578-5500
	Southwest Counseling Solutions	(313) 841-8900
	The Children's Center	(313) 831-5535
	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	Comcast - (800) 266-2278
	Gas Company	DTE - (800) 482-8720
	Electric Company	DTE - (800) 482-8720
	Heating, Ventilation, Air Conditioning	Metro Controls - (586) 790-2500
	Fire Alarm	Pulse Electronics - (858) 674-8100

School Staff (Elementary)		
Name		Position
Angel	Rosalinda	Paraprofessional
Avina	Estefania	Paraprofessional
Ball	Anthony	Security
Bellafant-Moore	Judith	Special Education Teacher
Briones	Cynthia	Paraprofessional
Cruz	Brenda	Secretary
Edwards	Raquel	Paraprofessional
Fykes	Jennifer	Instructional Coach
Galarza	Maria	Food Service
Gale	Veronica	Teacher
Galvan	Deborah	Act 18 Paraprofessional
Gleason	Maia	Social Worker
Green	Emily	Teacher
Hernandez	Lorena	Food Service
Hudson	Stephen	Paraprofessional
Huesca	Gudelia	Food Service Coordinator
Jarecki	Maria	Title I Teacher
Johnson	India	Teacher
Johnson	Jaime	Act 18 Paraprofessional
Jones	Mia	Paraprofessional
Kelley	Anna	Teacher
Kim	Sung	Teacher
Marek	Stephen	Assistant Principal

Kopietz	Morgan	Speech and Language Teacher
MacKenzie	Kourie	Teacher
Martin	Elizabeth	Teacher
Martinez	Carmen	Instructional Coach
Mayberry	Angel	LRE Aide Paraprofessional
Mendez	Felicitas	Custodian
Moore	Terisha	Paraprofessional
Payne	Hilda	Clerical Assistant
Payter	Marissa	Teacher
Peralta	Melissa	Paraprofessional
Ragonesi	Jacquelyn	Teacher
Ray	Arthur	Teacher
Romero	Omayra	Teacher
Shim	Joon He	Teacher
Sims	Isabelita	Business Manager
Snyder	Sarah	Teacher
Song	Linda	Teacher
Stewart	Constance	Teacher
Tapley	Isaac	Teacher
Thomas	Angela	Special Education Teacher
Vega	Cecilia	Custodian
Waldecker	Kathryn	Teacher

School Staff (MS/HS)		
Name		Position
Abdel	Ali	Principal
Alcala-Lopez	Carolina	Janitorial
Alvarez	Lorena	Food Service
Badih	Mahmoud	Teacher
Barreto	William	Community Liaison
Battice	Chaz	Speech Teacher
Bobo	Juanita	HS Counselor
Bragg	Carmela	Paraprofessional
Browder	D'Juan	Security
Burke	Eric	Teacher
Chisholm	Stephanie	Teacher
Clarke	Kevin	Teacher
Cortes	Maria	Admin Assistant
Durandetto	Tracy	Teacher
Elswick	Charles	Teacher
Feamster	Giuliana	Instructional Coach
Fitz II	Gary	Teacher
Foote	Andrea	Instructional Coach
Gaines	Najee	Teacher
Garcia	Jasmen	Janitorial
Gardner	Whitney	Paraprofessional
Garrett	Aiesha	Teacher

Garza-Ceballos	Michelle	Paraprofessional
Harper	Kelsie	Social Worker
Johnson	Lori	Food Service
Langwald	Allie	Teacher
MacLean	Zachary	Teacher
Markusic	Nichole	Teacher
Marini	Martha	Teacher
Martell	Timothy	Teacher
Martin	Lenora	MS Counselor
Martinez Palos	Elvia	Teacher
McAtee	Dawn	Teacher
Mold	Philip	Teacher
Montes	Alicia	Paraprofessional
Moore	Melody	Teacher
Morales	Karla	Paraprofessional
Moreno	Ivannia	Teacher
Nava	Joselyn	Secretary
Payne	Hilda	Clerical Assistant
Petz	Susan	Teacher
Pinder	Linda	Teacher
Quiles	Getzemani	Paraprofessional
Rabideau	Pearl	Teacher
Richards	Diana	Food Service Coordinator
Rodriguez	Ilearis	Paraprofessional
Sanchez	Maria	Janitorial

Scott	AbyaShante'	Teacher
Scott	James	Teacher
Slubowski	Christina	Teacher
Snead	Deborah	Teacher
Spencer	Brent	Teacher
Vargas	Maria	Business Manager
Vega	Alicia	Janitorial
Villarreal	Samantha	Teacher
Walker	De'Angelo	Security
Walter	Rebecca	Teacher
Watkins-Lamb	Talaisha	Paraprofessional
Wilder	JaNell	Teacher
Williams	Deniece	Paraprofessional
Wonch	Susan	Teacher
Wright	Andrew	Assistant Principal
Yahya	Hajier	Teacher
Zarrieff	Omar	Teacher

Class Rosters and Schedules

Appendix B

Kinder Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 - 8:00	Bellwork				
8:00-8:10	Bathroom Break				
8:15-8:25	Morning Meeting				
8:30- 9:00	Whole Group Reading				
9:00 - 9:45	Reading Intervention				
9:50-10:20	Writing Workshop				
10:30-11:00	LUNCH				
11:00-11:25	RECESS				
11:30-11:40	Bathroom Break				
11:45-12:00	Small group work				
12:05-1:00	Music	P.E.	Art	Music	P.E.
1:05-1:35	Whole Group Math				
1:35-2:15	Math Intervention				
2:15-2:30	Snack/ Creative Play				
2:35 - 3:05	Science/ Social Studies				
3:05- 3:15	DISMISSAL				

1st Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:00	Bell Work				
8:05-8:15	Morning Meeting				
8:15-9:00	Reading Intervention				
9:05-10:00	Music	P.E.	Art	Music	P.E.
10:05-10:40	Whole Group Reading				

10:45-11:15	LUNCH
11:15-11:40	Recess
11:45-11:55	Bathroom Break
12:00-12:40	Writing
12:45-1:25	Whole Group Math
1:30-1:40	Small group time
1:40-2:20	Math Intervention
2:25-3:05	Social Studies/Science
3:05- 3:15	DISMISSAL

2nd grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:00	Bellwork				
8:05-8:45	Whole Group Reading				
8:45-9:25	Writing				
9:30-10:00	Science/ Social Studies				
10:00-10:40	Reading Intervention				
10:45-10:55	Reading Intervention continues				
11:00-11:30	LUNCH				
11:30-11:55	Recess				
12:00-12:10	Bathroom Break				
12:15-1:00	Whole Group Math				
1:05-2:00	Music	P.E.	Art	Music	P.E.
2:05-2:35	Math Intervention				
2:40-3:05	Math Intervention continues				
3:05-3:15	Dismissal				

3rd grade

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	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:00	Bellwork				
8:05-8:55	Whole Group Reading- I want these times together				
9:00-9:45	Writing-I want these times together				
9:50-10:30	Science/Social Studies				
10:35-11:30	Music	P.E.	Art	Music	P.E.
11:35-11:40	Bathroom Break				
11:40-12:10	LUNCH				
12:10-12:35	Recess				
12:40-1:25	Reading Intervention starts promptly at 12:40				
1:30-2:10	Whole Group Math				
2:15-2:25	Start math centers/ Intervention in room until intervention at 2:30				
2:30-3:05	Math Intervention				
3:05-3:15	Dismissal				

4th Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:50 - 8:00	Bellwork				
8:05-9:00	MUSIC	P.E.	Art	MUSIC	P.E.
9:05 - 9:55	Reading Intervention				
9:55- 10:40	WHOLE GROUP READING				
10:45 - 11:20	Math Intervention				
11:20-11:55	Whole Group Math- 35 min (OR have S or SS and rotate Math?)				
12:00-12:30	LUNCH				
12:30-12:55	Recess				
1:05 - 1:45	4B WRITING (40 min.) Rotations for S/SS				
1:45 - 2:25	4C WRITING (40 min.)				
2:25 - 3:05	4A WRITING (40 min.)				
3:05 - 3:15	Announcements/Pack and Dismiss				

Specials Schedule

Specials Schedules	
8:05 - 9:00	4th
9:05 - 10:00	1st
10:05 - 10:30	tier 3 grade 2 and 3
10:35 - 11:30	3rd
11:30 - 12:00	Lunch
12:05-1:00	K
1:05-2:00	2nd
2:00-2:35	
2:35 - 3:15	prep

Lunch Schedule

Lunch Schedules	
10:30-11:00	K
10:45-11:15	1st
11:00 - 11:30	2nd
11:40-12:10	3rd
12:00-12:30	4th

5th grade

McAtee	5A/Writing		Burke	5B/Soc St			5C/Science
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7:50 - 8:10	Morning Work		7:50 - 8:10	Morning Work		7:50-8:10	Morning Work
8:15-8:55	Math		8:10-8:55	Reading		8:15-9:00	Music/PE
9:00-9:40	Math Intervention		9:00-9:45	PE/Music		9:05-9:40	Math
9:45-10:25	Reading		9:50-10:30	Reading Intervention		9:45-10:25	Math Intervention
10:30-11:10	Reading Intervention		10:35-11:10	Math		10:30-11:05	Reading
11:15-11:55	Writing		11:15-11:55	Math Intervention		11:10-11:55	Reading Intervention
12:00-12:25	Recess		12:00-12:25	Recess		12:00-12:25	Recess
12:25-12:55	Lunch		12:25-12:55	Lunch		12:25-12:55	Lunch
1:00-1:40	Science		1:00-1:40	Writing		1:00-1:40	Social Studies
1:45-2:25	Social Studies		1:45-2:25	Science		1:45-2:25	Writing
2:30-3:10	PE/Music		2:30-3:10	Social Studies		2:25-3:10	Science
3:10-3:15	Pack Up and Dismissal		3:10-3:15	Pack Up and Dismissal		3:10-3:15	Pack Up and Dismissal

6th grade

Chisholm	6A/Science		Scott	6B/Writing		Spencer	6C/Social Studies
7:50 - 8:10	Morning Work		7:50-8:10	Morning Work		7:50-8:10	Morning Work
8:15-8:55	Writing		8:15-8:55	Science		8:10-8:55	PE/Music
9:00-9:45	Social Studies		9:00-9:45	PE/Music		9:00-9:45	Science
9:50-10:25	Science		9:50-10:30	Social Studies		9:50-10:30	Writing
10:30-11:10	Math Intervention		10:35-11:10	Writing		10:35-11:10	Social Studies
11:15-11:55	Math		11:20-11:55	Reading		11:20-11:55	Math

12:00-12:20	DEAR		12:00-12:20	DEAR		12:00-12:20	DEAR
12:25-12:55	Lunch		12:25-12:55	Lunch		12:25-12:55	Lunch
1:00-1:40	Reading		1:00-1:40	Reading Intervention		1:00-1:40	Math Intervention
1:45-2:25	Reading Intervention		1:45-2:25	Math		1:45 - 2:25	Reading
2:30-3:10	PE/Music		2:25-3:10	Math Intervention		2:30-3:10	Reading Intervention
3:10-3:17	Pack Up and Dismissal		3:10 - 3:15	Pack/Dismissal		3:10 - 3:15	Pack/Dismissal

7th & 8th grade

	ELA	Science	Math	Social Studies	Technology	Art
7:50-8:50	8A	7B	7C	8B	8C	7A
8:53-9:50	8C	7A	7B	7C	8B	8A
9:53-10:50	8B	7C	8C	7B	Planning	Planning
10:53-11:50	7A	Planning	Planning	8C	8A	7C
11:50-12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:23-1:19	Planning	8A	8B	Planning	7A	7B
1:22-2:18	7C	8C	7A	8A	7B	8B
2:21-3:17	7B	8B	8A	7A	7C	8C

High School

	Scott	Slubowski	Badih	Yahya	Gaines	Walter	Villarreal	Fitz
	ELA	ELA	Math	Math	Science	Science	SS	SS
1st Hour	9th ELA	12th ELA			Biology	Earth & Space	American	Civics
2nd Hour	9th ELA	AP ELA	Algebra	PreCalc	Physical	Earth & Space	World	Civics
3rd Hour	9th ELA	12th ELA	Algebra	PreCalc			World	APUSH
4th Hour			Algebra	Algebra 2	Physical	Environmental	World	Civics
5th Hour	10th ELA	11th ELA	Geometry		Physical	Earth &		

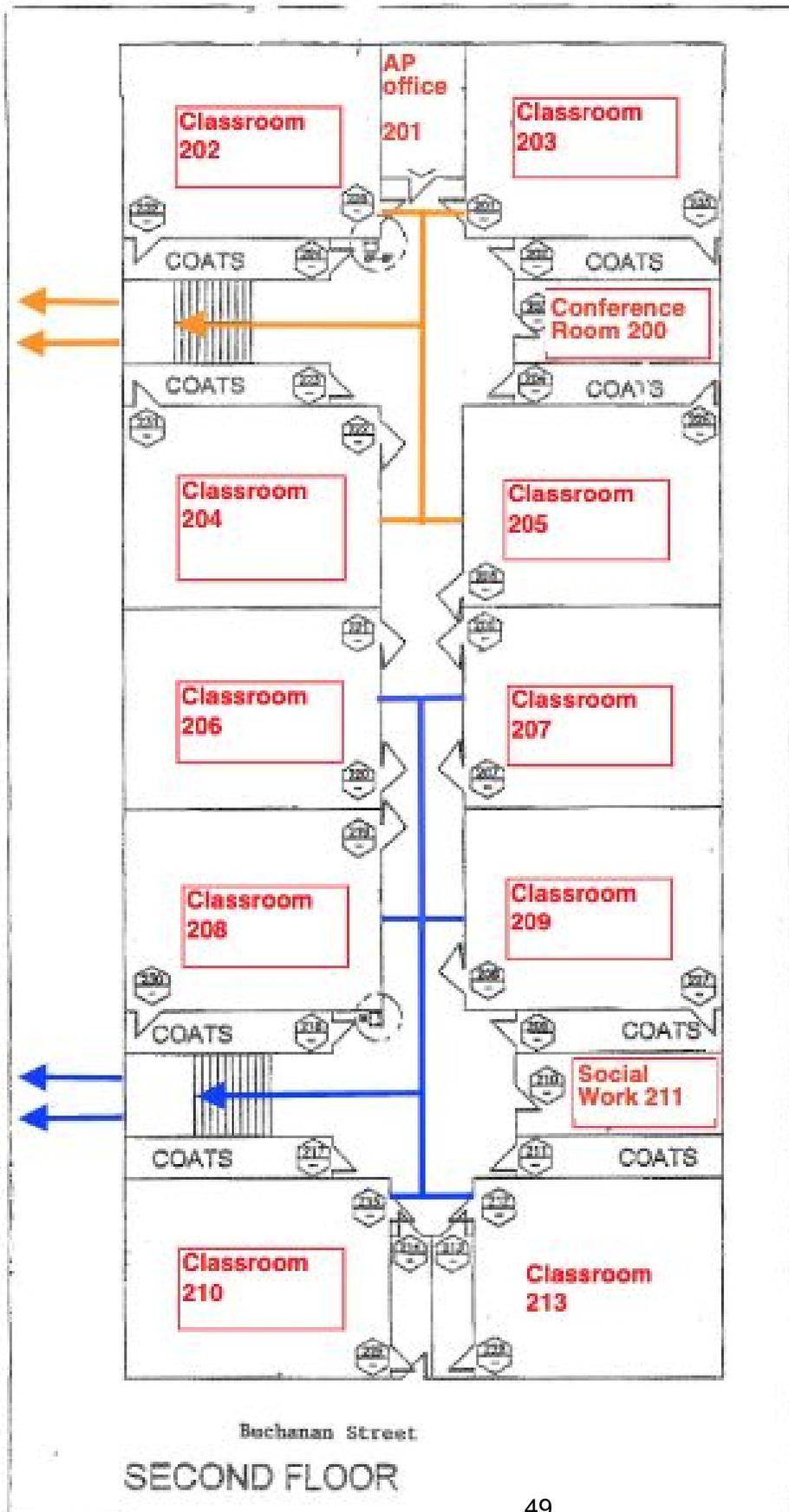
						Space		
6th Hour	10th ELA	11th ELA	Geometry	Algebra 2	Biology	Earth & Space	American	Film
7th Hour	10th ELA	11th ELA	Geometry	Algebra 2	Biology	Earth & Space	American	Michigan Studies

	Langwald	Wonch	MacLean	Marini	Moreno	Markusic
	P.E.	Tech	Music	Art	Spanish	STEM
1st Hour	Team Sports	AP CS	Band	Art Tech	Spanish 1	Forensic Analysis
2nd Hour		Consumer	Video	Studio	Spanish 1	
3rd Hour	Team Sports	Investing	News	Studio	Spanish 1	Forensic Analysis
4th Hour	PE	Entrepreneurship	News		Spanish 1	Forensic Analysis
5th Hour	Strength	Entrepreneurship	Video	Art Tech	Spanish 2	Computer Science
6th Hour	PE		MS Band	Digital	Spanish 2	Intro to Robotics
7th Hour	PE	Yearbook		Digital		Intro to Robotics

School Maps and Floor Plans

Appendix C

Rich Street

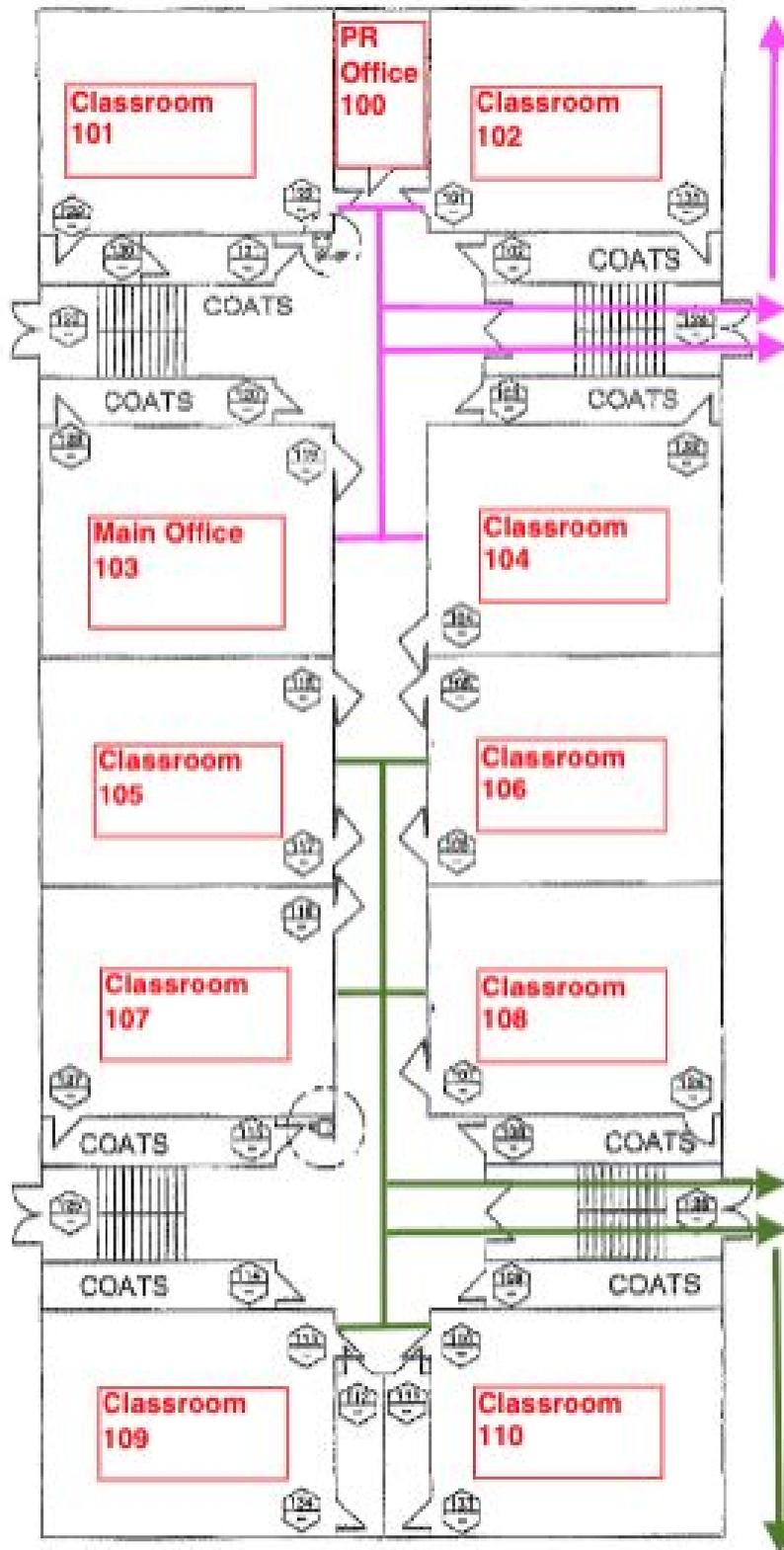


SECOND FLOOR

Hope of Detroit Academy
4443 North Campbell
Detroit, MI 48210

Wessex Street

Rich Street

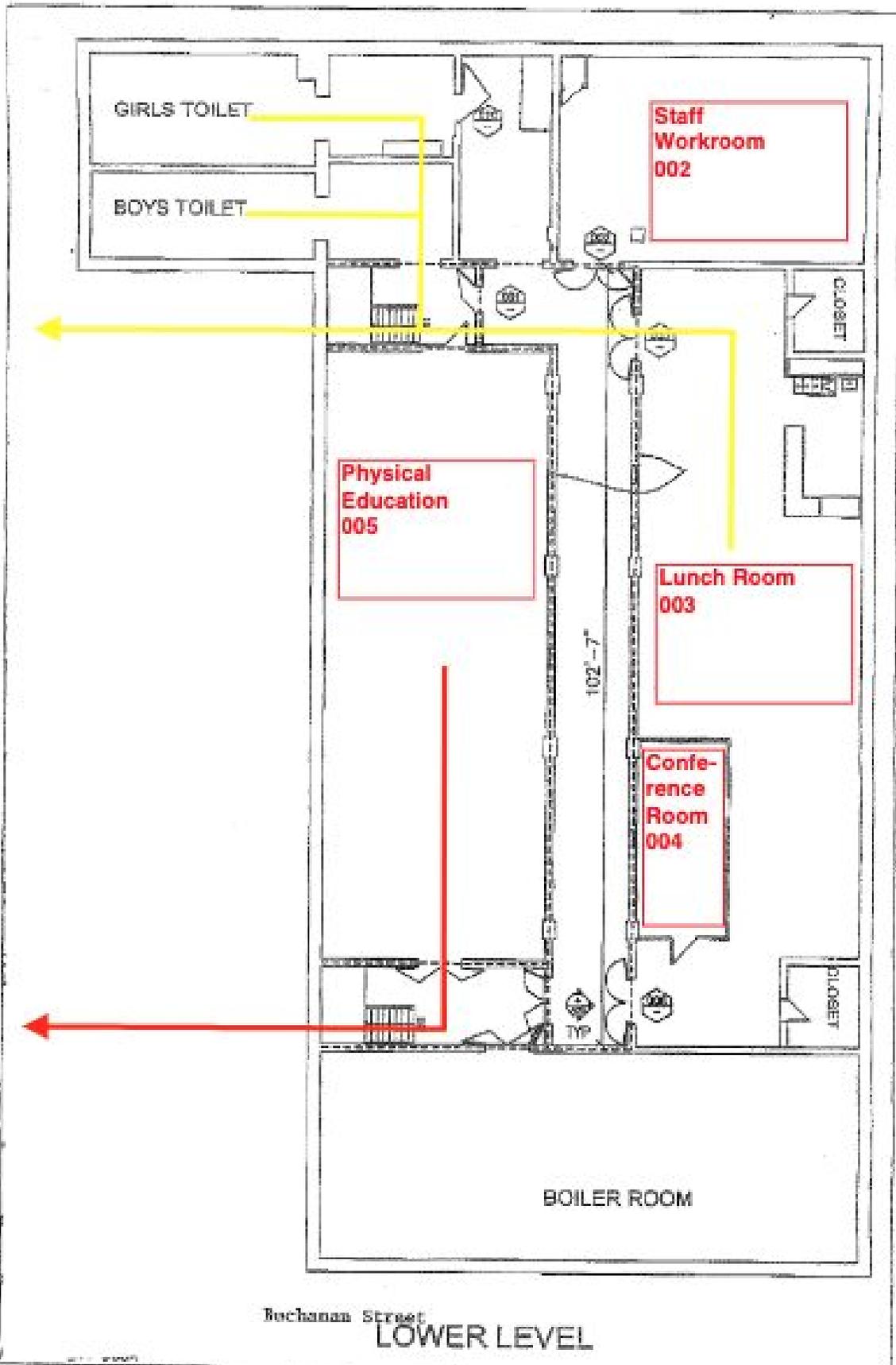


North Campbell Street

Buchanan Street

FIRST FLOOR

WASH STREET

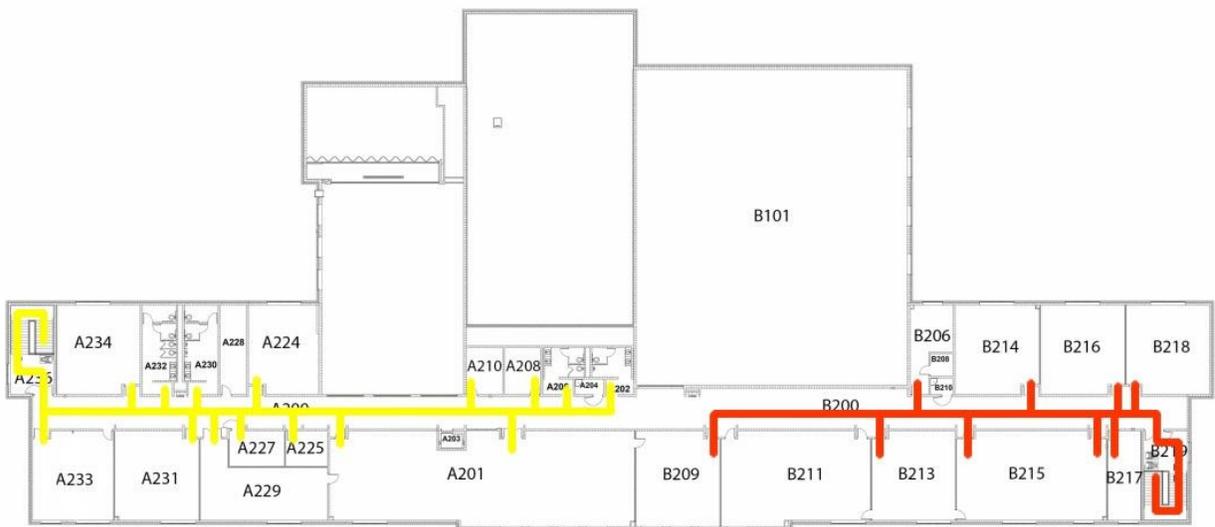
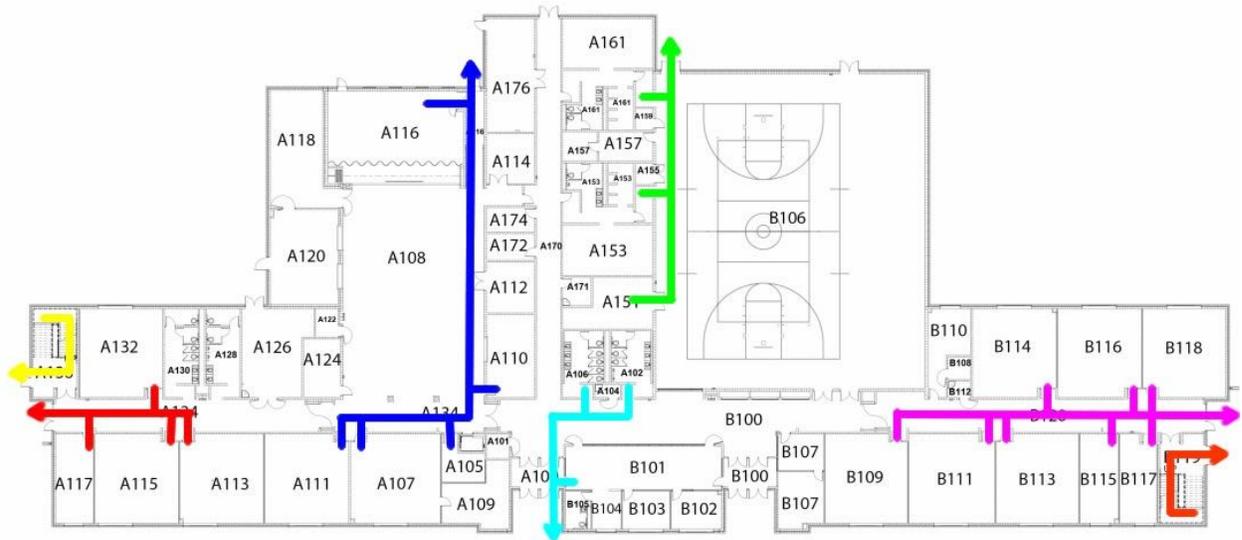


Western Street

North Campbell Street

Buchanan Street

LOWER LEVEL



Specific Response Actions

Appendix D

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.)
5. Meet at **designated location**:
 - a. 2nd, 3rd, 4th grade meet on Rich Street
 - b. Kindergarten, 1st grade meet on Buchanan
 - c. 5th and 6th grade meet on Rich Street
 - d. Middle and High School meet on Buchannan and Junction (depending on classroom location)
6. Take attendance once at designated location. If all students are present, hold up green card. If anyone is missing, hold up red card. Leadership team will relay the students name through the walkie-talkie and the student will be located.

Tornado Procedures:

- 1 – 3 sets of 2 short rings and 1 long ring
- 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 all students are present, hold up green card. If anyone is missing, hold up red card. Leadership team will relay the students name through the walkie-talkie and the student will be located

Lockdown Procedure:

Level	Description	Required Activities
Severe (Red)	<p>Intruder in School</p> <ul style="list-style-type: none"> Main Office will announce “At this time, we are in a Lockdown Level Red” over the announcement system. 	<p>Classroom:</p> <ul style="list-style-type: none"> Teachers close and lock doors immediately. Students go in corner of room furthest away from any windows or the door. Teacher secures room and ensures that students are silent. If possible, teacher notifies Main Office through Remind of any students missing or absent. <p>Outside:</p> <ul style="list-style-type: none"> Proceed to Parish Hall. Teacher and students will conceal themselves behind the building. Teacher secures area and ensures that students are silent. If possible, teacher notifies Main Office through Remind of any students missing or absent.
High (Orange)	<p>Intruder in Area</p> <ul style="list-style-type: none"> Main Office will announce “At this time, we are in a Lockdown Level Orange” over the announcement system. 	<p>Classroom:</p> <ul style="list-style-type: none"> Teachers close and lock doors immediately. Students go in corner of room furthest away from any windows or the door. Teacher secures room and ensures that students are silent. Teacher notifies Main Office through Remind of any students missing or absent. <p>Outside:</p> <ul style="list-style-type: none"> Students, parents, and staff proceed to the nearest building. Doors will be closed in 60 seconds. Doors will not be open until an all clear is given. Teacher secures area and ensures that students are silent. Teacher notifies Main Office through Remind of any students missing or absent.

<p>Elevated (Yellow)</p>	<p>Increased Security</p> <ul style="list-style-type: none"> Main Office will announce “At this time, we are in a Lockdown Level Yellow” over the announcement system. 	<p>Classroom:</p> <ul style="list-style-type: none"> Teachers close and lock doors immediately. Students are not allowed to leave the room but the teacher can admit students who are coming to their class. Instruction can continue within the classroom. Ignore bell system, changing of classes will be announced by Main Office. Teacher notifies Main Office through Remind of any students missing or absent. <p>Outside:</p> <ul style="list-style-type: none"> Proceed back to school. Return to classroom. Instruction can continue within the classroom. Ignore bell system, changing of classes will be announced by Main Office. Teacher notifies Main Office through Remind of any students missing or absent.
<p>Medical Emergency (Blue)</p>	<p>Medical Emergency</p> <ul style="list-style-type: none"> Main Office will announce “At this time, we are in a Lockdown Level Blue” over the announcement system. 	<p>Classroom:</p> <ul style="list-style-type: none"> Teachers close and lock doors immediately. Instruction can continue within the classroom. Students are not allowed to leave the room but the teacher can admit students who are coming to their class. <p>Outside:</p> <ul style="list-style-type: none"> Classes remain outside until Medical Emergency Lockdown is completed.
<p>Low (Green)</p>	<p>No Threat</p> <ul style="list-style-type: none"> If a lockdown has not been enacted, we are in Level Green. 	<ul style="list-style-type: none"> After a lockdown has been enacted, the Main Office will announce “At this time, we have decreased to Level Green” to return to normal school day procedures.

The office will announce a lockdown over the PA by saying “Lock Down Level _____” Once the announcement is heard, follow the procedures in the above chart.

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 = St. Francis Auditorium**
9. Take attendance once you reach the building.
10. If a student is missing notify Mrs. Sims (786-365-5224) and Mr. Marek (313-670-4249)
11. Once at Rally Point, use cellphone to text Mrs. Sims (786-365-5224) and Mr. Marek
12. (313-670-4249) and 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.

Fighting/Violence

On Campus:

- Physical violence, or threat/potential will be reported to the main office by any staff member (or parent/witness).
- Security will be called to the situation.
- If Security needs assistance, Crisis Team is called over the walkie talkie.
 - Location and incident type is communicated.
- Crisis Team will ensure that area is safe from bystanders and attempt to diffuse the situation.
- If additional support is needed, Crisis Team will call local authorities.

Off Campus:

- Staff members present will attempt to diffuse the situation.
- Staff will notify security (if available).
- Staff will notify school when able.
- If additional support is needed, staff member will call local authorities.

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 main entrance/exit to let people out of the building and not into the building

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.

Continuity of Operations Plan

Appendix F

Parent/Pupil Reunification Plan

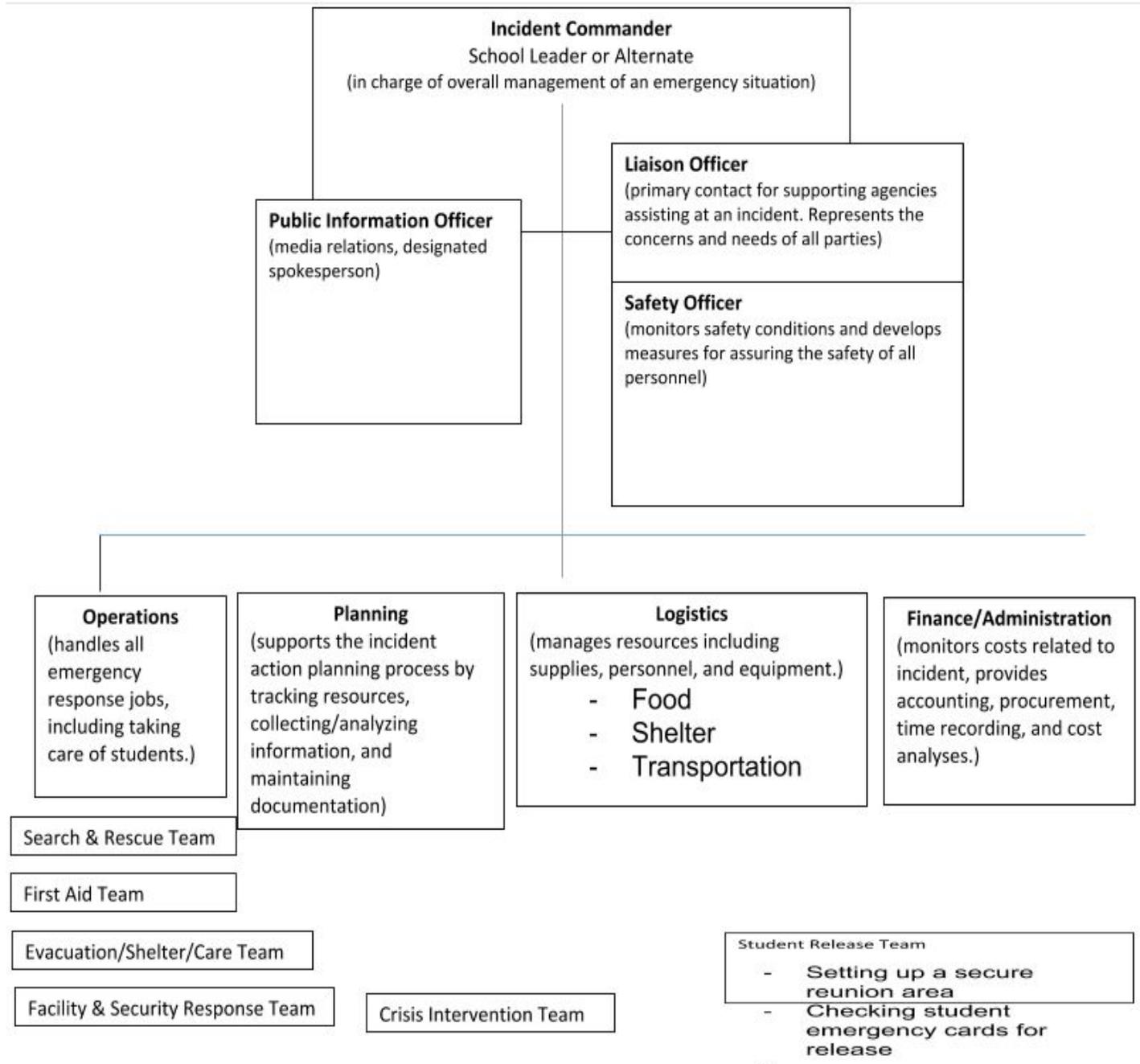
All records for students are maintained and regularly updated by the School Secretary and Business Manager. The digital operating system is PowerSchool. This houses all personal information about the students. Physical Files are also maintained and locked in fireproof cabinets in the Main Office.

In the event of an emergency, the Office Staff will contact parents/emergency contacts using PowerSchool information.

If the building is without power, the staff will use physical files to contact parents/emergency contacts.

The Office Staff will be assisted by Instructional Coaches and Paraprofessionals if needed.

Incident Command System Job Action Sheets Appendix G



Resource Inventory Appendix H

Resource/ Material	Location/Source
First Aid Supplies	Emergency Bags, Main Office and kitchen
Fire Extinguishers	Found throughout hallways and kitchen, elevator
Classroom emergency kits	Hung in each classroom
food	Kitchen
Water	Kitchen and main office
Maintenance supplies	Custodian closet
Walkie Talkies	Main Office

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.

Emergency Backpack Supplies Checklists Appendix I

Emergency Backpack: Classroom

	Folder with lists of : <ul style="list-style-type: none">● All classroom students<ul style="list-style-type: none">○ Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential○ Classroom personnel○ School emergency procedures
	First-aid kit with instructions
	Pens and paper
	Epi Pen Kit- if applicable
	Diabetic Pen- if applicable

Emergency Supplies: Administration/Main Office

	Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet
	Reflective vests or other means of identifying safety team members
	Small directory with emergency telephone numbers of local drug stores, etc
	Walkie-talkies
	Pens, pencils, or wax markers
	Cell phone charger(s)
	Special needs roster
	Campus maps with evacuation sites & reunification site (See: Rapid Responder)
	First aid supplies
	First aid instruction manual
	Medical gloves and Work gloves
	Battery-operated flashlight or lightsticks
	Extra batteries
	Battery-operated radio
	Multipurpose tool, wrench or pliers, and knife
	Speaker or megaphone
	Utility turnoff procedures

Memorandums of Agreement/Understanding Appendix J

<Insert applicable MOA/MOUs and/or modify table as needed>

Law Enforcement Command Posts

Appendix K

<Insert Applicable Command Post Information>

Emergency Utility Shut-Off Procedures Appendix L

Electricity

Shut-off location:	Church Cafeteria-- downstairs
Key location:	None
Tools required:	None
Instructions:	Push lever towards off position on all four levers.

Natural Gas

Shut-off location:	Storage room in basement
Key location:	Custodians and office
Tools required:	None
Instructions:	Turn shut off valve until it is lined up with the whole on the right

Water

Shut-off location:	Basement under stairs
Key location:	None
Tools required:	None
Instructions:	Shut all three

Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

Boiler

Shut-off location:	Boiler Room
Key location:	Custodians and office
Tools required:	None
Instructions:	Open each of the doors to disrupt connection to turn boiler off

Cardiac Emergency Response Plan

Appendix M

8. The office personnel will retrieve the student's emergency card, copy both sides and have it delivered to the emergency site. If no available staff is able to deliver it, radio to have designated administrator or staff pick it up.
9. Office personnel and parents should be notified and remain in contact for further communications.
10. After care has been assumed by the advance medical personnel, the members of the MERT must complete a School Accident/Illness Report.
11. If you are NOT on the MERT, you should shut off radios once the team is activated. Any instructions will be relayed to you via the telephone or PA.

Room Coverage

MERT members will designate other staff members to cover their classrooms/positions so that they are able to proceed to the scene of the emergency.

Athletic Emergency Response Plan (Emergency Action Plan)

In the event of a medical emergency, the school's designated Medical Emergency Response Team (MERT) will administer immediate emergency aid to the injured individual after surveying the scene to make sure it is safe.

1. The MERT will assess the situation in accordance with their training.
2. Designate a person to retrieve the AED. Main office across from the copy machine on the bottom shelf.
3. Call 9-1-1 and:
 - a. Identify self and exaction location
 - b. State nature and seriousness of injury and what care has been provided.
 - c. Advise how emergency vehicle is to reach the activity area.
 - d. Stay on the phone with EMS until the operator disconnects. You hang up Last!
 - e. Remain with the injured individual until EMS arrives and takes over care.
4. Designate a person to meet emergency vehicle at venue entrance.
 - a. Facilitate individual obtaining all necessary keys.
5. Designate a person to provide crowd control.
6. Designate a person to accompany the injured individual to the hospital and remain until a parent or designated administrator arrives. Ensure that the injured individual's emergency information is given to the accompanying person as soon as possible at the scene or delivered to the hospital.
7. Contact parent/guardian and school administrator to advise of the circumstance(s).
8. Document all relevant information including care provided, time and date of incident, and persons notified.