

Renewal Application - September 30, 2023



1. Overview



1.1. School Profile

Review the following information for accuracy.

Q1. Name of School

- Great Oaks Charter School - Wilmington
- Other [Please Add Correct Info in the Comment]

Q2. Year School Opened

- 2015
- Other [Please Add Correct Info in the Comment]

Q3. Fill in the school's "Current Enrollment" at the time of application submission.

145

Q4. Approved Enrollment

- 325
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

The enrollment number was modified to 200 as an outcome of the formal review process.



Q5.School Address

- 1200 N French St. | Wilmington, DE 19801
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Christina School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address

- <https://greateoakswilm.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Dr. LaRetha Odumosu
- Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

- Laretha.Odumosu@csnc.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 660-4790
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Angela Perry
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- angela@4thdimensionleaders.org
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What The purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction emphasizing character development and fostering relationships with families.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

Q14.The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Request	Outcome
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3/17/21	Major modification to change its grade configuration from grades 6-12 to grades 9-12, to begin with the elimination of grade 6 in school year 2021-22, grade 7 in school year 2022-23, and grade 8 in school year 2023-24. The authorized enrollment will be 325, effective immediately.	Approved
7/21/20	Minor modification to reduce enrollment by 14.9%. Restructure charter management company agreement with the Great Oaks Foundation to provide more direct services to better meet students' needs. The modification is needed to provide the necessary staff to support students' academic growth and achievement without compromising the school's financial position.	Approved

- Correct
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

In addition to the above, the enrollment number was modified to 200 as an outcome of the formal review process.



2. Student Demographics


Q15. Review the Student Demographics table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

Over the years, Great Oaks has increasingly demonstrated an ability to serve, and henceforth, attract, two populations that are notoriously marginalized in most educational settings - African American/Hispanic males and students with special needs. As reflected in the data, the percentage of these students has steadily increased from year to year which demonstrates Great Oaks unique ability to support and service students who are traditionally underserved. What is not reflected in the data is that Great Oaks also services a unique population of students who have been previously incarcerated (15%), students who are either current/expecting parents or have experienced late term pregnancy (10%) and students who have experienced foster care or homelessness (5%). These are critical data points, as students who have been justice impacted require additional supports to maximize their educational outcomes. The need for additional resources are the same for teen parents and students experiencing foster care/housing uncertainty. The fact that these students all choose to attend Great Oaks speaks volumes about the positive and supportive community provided.

Resources



GREAT OAKS_Student Demogra...

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	479	318	285	217	145
% Male	54.07%	52.83%	54.74%	58.99%	60.54%
% Female	45.93%	47.17%	45.26%	41.01%	39.45%
% African American	80.58%	81.13%	80.00%	87.10%	93% ³
% American Indian	1.25%	0.63%	0.35%	0.92%	1.00%
% Asian	1.04%	0.00%	0.70%	0.00%	0.00%
% Hispanic/Latino	12.94%	14.15%	14.04%	9.22%	3.40%
% White	4.18%	4.09%	4.91%	2.76%	2.04%
% Multiracial	0.00%	0.00%	0.00%	0.00%	0.68%
% Special Education ³	20.25%	26.73%	27.02%	29.49%	36.00%
% English Language Learners	5.64%	6.60%	5.96%	5.07%	7.00%
% Low-Income	58.66%	56.60%	52.63%	62.67%	74.00%



3. School Enrollment Trends

SCHOOL YEAR	AUTHORIZED ENROLLMENT	ACTUAL ENROLLMENT	PERCENT ACTUAL ENROLLMENT	GRADES SERVED
2019-20	625	481	76.96%	6-10
2020-21	513	318	61.99%	6-11
2021-22	325	285	87.69%	7-12
2022-23	325	217	66.77%	8-12

Q16. Explain successes or challenges of implementing the school's recruitment plan.

As noted in the modification, Great Oaks has engaged in a significant transition journey over the years, possibly one of the most significant transitions within the education community in Delaware. Great Oaks started with a single middle school grade in 2016 and, by 2020, began transitioning into a high school only. This level of extreme and consistent transition (each year, the school either added or removed an entire grade level or both!) created tremendous challenges throughout the school community. This constantly shifting structure meant staffing and student demographics remained in flux; creating and executing a clear and effective marketing and communications plan proved nearly impossible. This challenge continues to impact recruitment and retention directly.

In spite of these challenges, a success experienced most recently is the uptick in student applications. Going into the fall of 2023-2024, Great Oaks experienced a doubling of high school student applications (100% increase) and a 52% increase in new student applications compared to the prior year despite the difficulties of navigating negative press regarding the school's formal review process. This increase in student applications resulted from clear messaging and targeted recruitment efforts implemented in the 2022-2023 school year. Additionally, as proof of Great Oaks creating an environment where traditionally marginalized students feel supported, of the new students attending Great Oaks this school year, 34% of them are returning to the school after attending a different local school in the prior year.



4. School Reenrollment Trends

SCHOOL YEAR	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
2019-20	297	67.50%
2020-21	291	60.75%
2021-22	261	82.08%
2022-23	176	77.19%

Q17. Explain successes or challenges of implementing the school's retention plan.

As the data reflects, Great Oaks' latter two years of retention exceeds that of school years 19-20 and 20-21, indicating an increase in student and family investment the longer they remain within the Great Oaks community. When digging deeper into the data this past year, the high school retention rate (77%) trended significantly higher than the middle school retention rate (38%) despite myriad shifts that occurred during SY 22-23. As Great Oaks moves into a settling period as it pertains to structural transitions, (vis-a-vis high school only), this trend suggests that our retention data will continue to improve as we shift our focus to serving one block of student grades.

Another significant pride point from this past year is Great Oaks' significant reduction in chronic absenteeism. From the 2021-2022 school year to last year (2022-2023), Great Oaks demonstrated a 31% decrease in chronic absenteeism. Not only is this impressive, Great Oaks outpaces the other city high schools serving similar demographics in chronic absenteeism. This is yet another indicator of current students becoming more invested in the Great Oaks' community.

Apple to Apple Comparisons: Chronic Absenteeism

There are only two other city high schools serving similar demographics in terms of location, grades and subgroup breakdown

FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed	FY23 Data	FY23 Chronic Absenteeism %	Delta (from prior year)
City High School #1	Yes	85.6	39.76	12.6	City High School #1	43.89	- 15.48
City High School #2	Yes	89.78	49.67	27.11	City High School #2	53.81	- 6.11
Great Oaks	Yes	96.33	62.67	29.49	Great Oaks	41.37	- 23.4

Important to note that even when looking at similar schools, Great Oaks population still differs in subgroup percentages.



5. Academic Performance

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://doewebmaster.wpenginepowered.com/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

Due to COVID-19, all school year 2019-20 assessment and accountability requirements were waived by the U.S. Department of Education. Additionally, due to the impact of COVID-19 on learning and learning environments, accountability was waived for school years 2020-21 and 2021-22. The school's assessment data is available below (see also Charter School Report Card Link (<https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=9607&school=4055>)). Attached are the school's annual reports (see also Annual Reports (<https://www.doe.k12.de.us/Page/2654>)). **Note: Assessment data is provided in lieu of DSSF results for the years impacted by COVID-19. School year 2022-23 DSSF preliminary results will be provided to renewing charter schools by September 15, 2023.**

5.1. Delaware School Success Framework

	2019-20			2020-21			2021-22		
	Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations		
	GO-WIL	District ¹ %	State %	GO-WIL	District %	State %	GO-WIL	District %	State %
English Language Arts				*	33.00%	42.00%	28.41%	35.31%	42.26%
Mathematics				*	22.00%	26.00%	*	24.66%	29.48%
Science				*	15.00%	22.00%	*	14.00%	19.00%
Social Studies				*	21.00%	31.00%	*	20.00%	28.00%
4-Year Graduation Rate (Class of 2021)				N/A ²	72.84%	87.02%	*	69.42%	87.02%
5-Year Graduation Rate (Class of 2020)				N/A	74.67%	83.14%	*	75.61%	88.42%
6-Year Graduation Rate (Class of 2019)				N/A	75.15%	N/A	N/A	N/A	88.7%
Chronic Absenteeism ³				51.27%	20.76%	20.31%	71.49%	25.30%	24.77%

*This data has been suppressed for student privacy.

¹ Christina School District is Freire's district of residence.

² Great Oaks had its first graduating class in school year 2021-22.

³ Chronically absent students are those students who are missing 10% or more of school days throughout the school year. Absences may be excused or unexcused, which are determined by local board policy.



2022-23 Preliminary DSSF Ratings

GREAT OAKS CHARTER SCHOOL (High School Plus)

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	12 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	18.18%	50	9
Proficiency Math (grades 3-8 and 11)	10%	5.45%	50	3
Academic Progress	25%		100	49 Well Below Expectations
Growth in ELA (grades 4-8)	10%	47.88%	50	24
Growth in Math (grades 4-8)	10%	49.68%	50	25
Growth of lowest quartile ELA (grades 4-8)	1.25%	36.78%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	81.50%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	64.11%	N/A	*
Growth of highest quartile Math (grades 4-8)	1.25%	0.00%	N/A	*
School Quality/Student Success	25%		125	38 Well Below Expectations
On Track Attendance (grade K-12)	3%	48.48%	12.5	6
Proficiency Science (grade 8 and Biology)	5%	4.77%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	4.55%	25	1
College and/or Career Preparedness (9-12)	8%	79.31%	37.5	30
On Track in 9th Grade	5%	0.00%	25	0
Graduation Rate	20%		75	49 Well Below Expectations
4-Year Cohort Graduation Rate	15%	65.12%	75	49
5-Year Cohort Graduation Rate	3%	*	N/A	*
6-Year Cohort Graduation Rate	2%	*	N/A	*
Progress toward English Language Proficiency	10%	23.88	N/A	N/A
Total	100%		400	148
Overall Percentage / Rating				37% Well Below Expectations

PERFORMANCE AGREEMENT

Great Oak's Charter School's DSSF ratings for the 2018/2019 school year are:

Indicator	Points	Point Earned	Percent Point
Academic Achievement	100.00	19.00	19% Well Below Expectations
Academic Progress	125.00	59.00	47% Well Below Expectations
School Quality/Student Success	37.50	33.00	88% Meets Expectations
Graduation Rate	n/a	n/a	Not Applicable
Progress Toward English Language Proficiency	50.00	24.00	48% Well Below Expectations
Overall	312.50	135.00	43% Well Below Expectations

By September 2023, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework (DSSF). Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q18. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) measures listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

- Academic Achievement
- Academic Progress
- School Quality/Student Success
- Graduation Rate (if applicable)
- Progress toward English Language Proficiency



Like schools all across the nation, Great Oaks was extraordinarily impacted by the pandemic. However, despite this challenge, we are extremely excited about the growth that happened within our Math and ELA SBAC data. There are a few noteworthy areas:

- Math SBAC scores went up by 6% from FY22 to FY23
- Math 2023 SBAC scores are the highest they have been in three years
- ELA SBAC scores have increased by 4% since the last renewal
- Students performing at Level 1 on SBAC has decreased in both ELA and Math consecutively for the past three years

Great Oaks' rising 9th graders' growth outperformed their peers in neighboring schools and across the state. As noted above, Great Oaks has also demonstrated strengths in academic progress on the SBAC throughout the renewal period. In the same vein, during this past year, we have seen an increase in EL students meeting "expanding" and "attainment" levels compared to prior years. We are excited to carry this strong foundation into our high school grades and to track their growth as they go on to take the high school assessments this year and in future years. While it is clear that Great Oaks has work to do, we are very proud of the success that we have had thus far.

As we move into the upcoming year, Great Oaks will move forward with readily implementing the best practices utilized in the middle school grades into the high school grades. As we review the data, we noticed that while our middle school demonstrated growth, we did not yield the same results in our high school. When reviewing other determining factors, it became clear that the high school program was not as consistent in observation and feedback cycles as the middle school was. However, with recent leadership shifts, the former middle school principal, Ms. Price, is now serving as the current high school principal and she is determined to implement the same best practices utilized in her tenure as middle school principal. This will include regular and ongoing observation and feedback for all teachers as well as a targeted review of student data as it is aligned to standard mastery. With that noted, students at Great Oaks still out-performed their peers in comparable city high schools in the college and career readiness metric. We are confident that implementing the above actions will result in continued growth in the right direction.


As a fairly new high school, Great Oaks has just graduated it's second class of seniors. While we are still waiting to review the finalized recent graduation data, we are happy to share the lessons learned from our very first class of seniors that we started implementing in the 2022-2023 school year and will continue to implement as the years continue. It is key to ensure that high school students are both aware of the importance of credits and are regularly tracking their own transcripts and credit acquisition. This year, our school counselor made a point of meeting with each senior in the beginning of the year regarding their credit status to ensure that they were aware of the requirements needed to graduate. Considering the book-end of the high school career, our school counselor also met with each 8th grade group to instruct them on the importance of credits in high school as well as the state's graduation requirements. We believe that ensuring that all students are aware of the graduation requirements, proficient in their understanding of school credits and mindful of their own credits will result in improved graduation rates for the school.

Applicant Evidence :



SBAC Data.pdf

Uploaded on **10/2/2023** by
LaRetha Odumosu



College and Career Ready_Com...

Uploaded on **9/29/2023** by
LaRetha Odumosu

5.2. Supplemental Academic Performance Data

Q19. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Evidence :



GO_ComparableData_10.2.pdf

Uploaded on **10/2/2023** by
LaRetha Odumosu



Q20. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

One area that remains a focus for Great Oaks is increasing our participation rates. Over the course of the past years, Great Oaks has fallen short of the target participation rate. This was due to a lack of awareness and investment in the assessments as well as organizational structures that were in need of updates. However, we are happy to share that in the 2022-2023 school year, we saw a significant increase across the board in our participation percentages in the majority of our assessments and a decrease across the board in our number of students who missed the assessment. Great Oaks' percentage increase around participation was between 6% and 24% this past year and the actual number of students who missed the assessment dropped significantly from SY22 to SY23. In order to head in the right direction with participation percentages, Great Oaks did the following: 1) worked closely with our school assessment liaison from the DDOE, 2) identified a key person to conduct all assessments and follow-up with students and families, 3) Ensured that students and families were aware of the importance of the assessment, 4) provided multiple opportunities to complete the assessment and 5) tracked each student's participation and actively communicated with families throughout the testing window, particularly with students families who were not attending testing sessions.

While participation percentages remain an area of focus, we are confident that if we continue to implement the above action steps, we will continue to see an increase in these percentages in the same way we did this past school year.

Applicant Evidence :



Uploaded on **9/29/2023** by
LaRetha Odumosu

Q21. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

An area of success for Great Oaks over the years has been in the area of student behavior and discipline. Great Oaks has seen an extremely significant drop in student suspensions from year to year. From the 2021-2022 school year to the 2022-2023 school year, there was a 20% decrease in Great Oaks suspensions continuing the drop in suspension data from year to year. There are two areas that contributed to this improvement in school climate, 1) ensuring that staff was aware of and received training on the importance of building strong relationships with students and 2) targeting specific behaviors with school-wide systems and response. These two factors resulted in students becoming more invested in the school community and increased consistency in the school response when school expectations were not met. We look forward to continuing to implement these systems and creating an environment that is conducive to learning and student success.

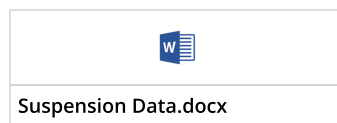
As noted earlier in the report, another significant pride point from this past year is Great Oaks' significant reduction in chronic absenteeism. From the 2021-2022 school year to last year (2022-2023), Great Oaks demonstrated a 31% decrease in chronic absenteeism. Not only is this impressive, Great Oaks outpaces the other city high schools serving similar demographics in chronic absenteeism.

Additionally, Great Oaks has built partnerships with local organizations such as Born 4 Brothers as well as maintained strong partnerships with CEB groups such as Student Advocacy. These partnerships have allowed Great Oaks to offer more of a whole child approach to all students which led to not only student investment, but whole family investment. What we are currently noticing within the building is increased time on task in terms of teaching and learning, specifically, indicating that prioritizing rectifying issues around climate and behavior were appropriate.

Applicant Evidence :



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LaRetha Odumosu



Uploaded on **9/29/2023** by
LaRetha Odumosu



6. Organizational Performance

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

6.1. Organizational Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		OVERALL RATING	
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		Facilities, Transportation, Health, & Safety
	1a	1b	1c	1d	2a	2b	2c	3a	3b		4a
2019-20	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2020-21	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-22	M	AS	AS	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

Q22. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Great Oaks has consistently met standards in the organizational framework over the past three years. In the SY 22-23, Great Oaks experienced a slight drop in ratings but still received a 92% overall score. The largest gap demonstrated in the most recent framework is in special education as Great Oaks is currently on an improvement plan as the new Special Education Department partnered with the DDOE to address concerns from past audits. Our new team is in regular contact with the DDOE to ensure that these areas are addressed and that students are receiving the services they need. The team has received positive feedback regarding their responsiveness and willingness to address past issues in order to ensure that students are supported properly.



Q23. Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

It is no secret that Great Oaks has recently undergone a challenging, but successful and necessary leadership overhaul. In the fall of 2022, Great Oaks was placed on Formal Review and as a result of that process, the school determined that it was important to restructure the leadership team in order to ensure that the school operated at its highest level. Within this leadership restructuring, Great Oaks promoted Ms. Price, the former middle school principal and current assistant principal, to the high school principal role. Ms. Price had a demonstrated record of success in school leadership prior to coming to Great Oaks as well as in her former roles at Great Oaks. Great Oaks also hired Dr. LaRetha Odumosu, a fellow charter leader with a demonstrated success in school turnaround, as the school's Executive Director. As a result of these changes, the school has seen a number of successes within a short period of time. The positive data accomplished in a short period of time is as follows:

- # of suspensions have decreased by 20% from FY22 to FY23
- HS Testing participation rates increased by 21% from FY22 to FY23
- Math SBAC scores went up by 6% from FY22 to FY23
- Increased new student applications by 52%, and still counting, despite this year's negative press
- 34% of this year's "new students" are students returning to Great Oaks after attending local schools
- 100% of admin are certified and have prior leadership experience
- Great Oaks reduced chronic absenteeism by 31% (72% - 41%) from FY22 to FY23; this is the lowest chronic absenteeism percentage in four years. Great Oaks also has the lowest chronic absenteeism percentage when compared to schools with similar demographics also located in the city of Wilmington.

Despite the transitions, the Great Oaks team has made significant progress in a short period of time. When comparing this progress to that of other schools undergoing turnaround efforts in the city, the success at Great Oaks far exceeds those of its peers both within the city of Wilmington and in cities across the nation.

Q24. Address any measure(s) where the school did not meet standard or is approaching standard.

Great Oaks received an approaching standards in two areas in SY 21-22: 1) Applicable State and Federal Requirements and 2) Student Disabilities. The primary challenge regarding meeting the Applicable State and Federal Requirements was the lack of consistency and responsiveness with reporting from past administrative teams. As a result, Great Oaks developed a reputation for not meeting deadlines and missing submission dates which resulted in the school not meeting expectations in this area. We deem the same true for student disabilities.

The new administrative team continues to directly address these issues by ensuring:

- roles and responsibilities are clearly demarcated, understood, and assessed for efficacy
- ongoing review of requirements
- timely responses to DDOE inquiries
- successful partnering with relevant external agencies that support the school's operation.

6.2. Educational Program

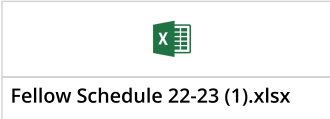
Q25. Mission-Specific Goal(s): As Appendix 2, provide the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

Great Oaks big picture mission is Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What. As evidenced in the organizational framework, Great Oaks has met standards regarding mission fidelity consistently. Throughout the past five years, Great Oaks has utilized its tutoring program to ensure that every student received the support they needed to be successful. More recently, Great Oaks has partnered with the CEB's student advocacy group to provide additional support. This year, Great Oaks will be using a targeted advisory model that continues to partner our school counseling department with the CEB student advocacy group to provide targeted and intentional support to our school community.

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Applicant Evidence :



Uploaded on **9/29/2023** by
LaRetha Odumosu

Q26. Curriculum, Instruction, and Professional Development As Appendix 3, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.
- Description of the professional learning structures for the ELA teachers and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the ELA department since the last renewal.

Evidence to establish adherence to the state's expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- Description of the professional learning structures the mathematics teachers engage in and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the mathematics department since the last renewal.



- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.



Evidence to establish adherence to the state’s expectations regarding **Physical Education standards and instruction in grades K-8 and 1 credit in high school (grades 9-12)** should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Evidence :


GO-Wilm Curriculum Materials ...

Uploaded on **9/29/2023** by

LaRetha Odumosu

6.3. At-Risk Students, Students with Disabilities, and English Language Learners

Q27.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

The special education department at Great Oaks, through support from the Exceptional Children's Resources department of DDOE, initiated and developed a complete overhaul of special education department processes and procedures in addition to a compliance review and revision of all special education documents. With guidance and support from the DDOE team, the Great Oaks SPED team reviewed and revised all special education documents to the level of compliance. The Director of Student Support Services developed processes and procedures, with the support of Maria Locuniak from DDOE, which are included in the newly developed Great Oaks Guidebook. Special Education team meetings are conducted bi-weekly to discuss best practices and give case managers the opportunity to receive input regarding specific student needs. Professional development is provided annually and as needed to all staff of Great Oaks in reading and interpreting an IEP as well as de-escalation strategies for students experiencing trauma. Overall, the outcome has created an efficient and compliant special education department that meets the needs of all students.

Q28.Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

A new referral process, in conjunction with MTSS, has been implemented in order to reach students who are at-risk or struggling with either academic and/or behavioral needs. A trauma-responsive Threat Assessment Team has been developed to support students in crisis and staff has been trained on how to report students experiencing a crisis. Our student support team has also developed a process for reaching out to community partners in supporting our higher needs students. In addition to the support from our School Psychologist and Counselor, we currently have mentors through the Community Education Building that have supported our students with personal and familial issues impacting their educational trajectory in addition to directly supporting at-risk students to ensure they graduate high school.

Q29.Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.



An analysis of the students' WIDA assessment results is conducted to determine appropriate supports and services provided to Multilingual Learners at Great Oaks. Parents are informed of a student's eligibility for ELL support at the beginning of the school year. Those students identified as ELL are provided a dedicated block of direct support based on their level of need. Additionally, the team develops an accommodation plan for every ELL student at Great Oaks which is given to all classroom teachers for implementation. Teachers are provided training in this area at the beginning of the school year with support as needed.

6.4. Governance and Reporting Requirements

Q30. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

Outside of monthly oversight meetings and committee discussions where a deep dive through academics, finance and operations, and legal matters are parsed through for decision-making purposes, the following activities have been conducted by the board on a regular basis:

- Weekly 1:1 meetings with Dr. Odumosu which includes a thorough discussion regarding the school's academics, finances and operations
- Weekly school walk-throughs to observe the items discussed in the meetings
- Special education-specific check-ins, both as issues arise and as preventative measures
- Bi-weekly touch base with Michelle Lambert re: financial position
- School-level parent engagement activities
- Regular discussion among board members to review and discuss the key three areas

Q31. Discuss board-related successes and challenges during the current charter term. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

The most remarkable board-level success has been recreating the board's core composition, (which included both editing former members and welcoming new members) to ensure the required expertise to support the school's forward movement were available. With most of that experience and expertise now present, challenges have included shifting the culture of the board's performance to being more action-oriented as opposed to advisory-based. Although great gains are being made to leverage the board's expertise in increasingly tangible ways, the work of culture shifting - especially toward the direction of sustained success - takes time and strategic effort, both of which are well underway. Meeting attendance dipped slightly in the last two months of SY 22-23, but has since returned to normal levels. Governance training - not just those that are compliance related - but training that allows the board to perform optimally, is the priority for this coming term. This focus will allow for the emergence and execution of board-level projects, improved efficacy around performance management activities, and increased productivity.

Q32. Describe the process used by the board to evaluate school leadership.

Presently, the weekly 1:1 meetings with Dr. Odumosu and regular check-ins with Ms. Price serve as benchmark assessments for specific areas of growth and strength. These meetings are rooted in desired outcomes for school leader development, leader pipeline strategy, fiscal activities, compliance measures, and targeted support for every level of the organization. Collectively, these focus areas provide an in-depth look at the health of the school and personnel; this in-depth look provides the basis for board-level decision-making.

Q33. Describe the school's process for succession planning including identification, development and retention of school leaders.



A newly-developed process, the board chairwoman and leadership team have begun identifying areas of both criticality and vulnerability across the organization, to which we have begun to match the knowledge, habits, and skills we believe are required to sustain the organization's movement toward desired outcomes. Of our current staff makeup, only 5% of individuals are retirement eligible in the next 4 years. The benefit of a younger staff writ large, allows us the opportunity to build deep and lasting relationships along the path of pipeline development. Our most critical area of leadership centers on experience with high need populations, of which much of our staff have come to us with and are gaining in experience daily within our organization. Because one of our key vulnerabilities lies within special education, a focus on developing/recruiting individuals to engage thoughtfully and with experience as it pertains to compliance and special education student outcome efficacy is a priority for us. By 2025, we plan to begin formal training via shadowing and responsibility sharing for a small cohort of aspiring leaders within the school.

Q34. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

The GO board supports the school in many ways, including provisioning expertise for decision-making, adding to ground-level PR efforts, fundraising, and showing up for school- and community-based events. Board members spend time developing and leveraging relationships with local influencers, being present at GO community events, keynoting commencement, etc. Recently, a subset of the board has rallied around the special education department to provide expert support and guidance, engaged local influencers about the progress of GO, and being on the ground to both support and participate in graduation events. We look forward to the board's increasing activities and are excited about all that is to come.

Q35. Appendix 4: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Organizational Framework.pdf

Uploaded on **9/29/2023** by **LaRetha Odumosu**


Q36. Appendix 5: Board member and school leader succession plans

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

With regard to board member succession planning, this is a growth area for us as we have priorities stabilization. In SY 25-26, the new governance focus will include succession planning specific to the titled board roles; it's exciting to be able to engage a more strategic vision for HP governance. The aforementioned response around succession planning was specific to the school's top seated leader, and is therefore applicable here.

Applicant Evidence :


GO board priorities by SY.pdf

Uploaded on **9/29/2023** by **Angela Perry**

6.5. Students and School Environment

Q37. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?



Great Oaks is intentional about engaging with families throughout the school year in a myriad of ways to ensure that the school home partnership is consistent and actively taking place. The methods implemented to do so are as follows:

- Consistent Parent Communication: Frequent progress updates from teachers, online daily teacher communications through the Remind mobile App, Monthly Parent Newsletter, Quarterly Report Card Conferences, Monthly Parent Camp sessions, and Student Community Meetings. Our website also offers important information.
 - Collection of Parent Feedback: Mid-Year and End of Year Parent Surveys, School Advisory Committee Meetings, Parent Liaisons meet each Trimester for support with the Needs Assessment
 - Student Experience & Feedback: Joy Factor Events, Sports Programs, Student Surveys, Student Ambassador Programs, and Consistent focus on student self-advocacy.
 - Family Engagement: Annual Black History Celebration, Holiday Community Potluck Dinner, Parent Appreciation Week
- Feedback provided by the families fuels our internal discussions regarding next steps for the school community as it pertains both to continuing practices and engaging in newly revised practices.

Q38. Appendix 6: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Fire permit.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Q39. Appendix 7: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Pratt Insurance PDF.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Q40. Appendix 8: Please upload Navigate report for SY21/22 and SY22/23.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

		
safepans_2021_safety_plan_re...	safepans_2022_safety_plan_re...	Navigate_drills.pdf

Uploaded on **9/29/2023** by
LaRetha Odumosu

Uploaded on **9/29/2023** by
LaRetha Odumosu

Uploaded on **9/29/2023** by
LaRetha Odumosu



6.6. Teacher Retention

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2019-20	64.00%	16	25
2020-21	80.8%	21	26
2021-22	72.00%	21	29

Q41. Enter 2022-2023 PERCENT of Teachers RETAINED

Of note, given the formal review conditions Great Oaks found itself navigating last year, several staff members were exited from the organization in order to ensure the school's continued success and positive trajectory.

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 teachers are new to Great Oaks, and 9 are returning, resulting in 69% of teachers retained.

Q42. Enter 2022-2023 NUMBER of Teachers RETAINED

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 of the teachers are new to Great Oaks and 9 are returning resulting in 69% of teachers retained.

Q43. Enter 2022-2023 NUMBER of Teachers ELIGIBLE

For the 2022-2023 school year, Great Oaks has a total of 13 teaching positions that were also in place the prior year. Of the 13 positions, 4 of the teachers are new to Great Oaks and 9 are returning resulting in 69% of teachers retained.

Q44. Explain successes or challenges of implementing the school's teacher retention plan.

The retention data for Great Oaks removed from the context of the school's transition from middle to high school paints a bit of an inaccurate picture. As discussed earlier in this report, for the past three years, Great Oaks has either both added and removed a grade or removed a grade. Due to this transition, it is necessary for the teaching community to shift accordingly to properly service the grades and subjects offered. Teachers who teach middle school cannot always transition to teaching high school subjects due to a variety of reasons such as personal preference, subject expertise and success with different grades of students. Additionally, as evidenced by the enrollment, Great Oaks High School is a smaller community than Great Oaks former middle school. Due to the reduction in student body, there was not a need to maintain the same quantity of teachers as Great Oaks transitioned this year into a high school only organization.

As the school moves forward, we look forward to having our teacher retention information be more accurately reflective of the our school community as we shift away from any significant school configuration transitions.

Q45. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

With the most recent leadership transition, Great Oaks has become much more targeted and intentional with staff professional development. Traditionally, Great Oaks' planned professional development for all staff included a "one size fits all" model. We have moved into Professional Development that ignites teachers' excitement about learning. While there is still a full-school focus on the foundational components of instruction, such as objective and exit assessment alignment, our professional development program has really sought to differentiate accordingly. One key shift has been in ensuring that each teacher has an instructional coach. This allows teachers differentiated opportunities that are targeted to their area of focus. Teachers can experience professional growth and appropriate flexibility based on their expertise, content area and experiences.



Q46. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Great Oaks has significantly improved in its implementation of educator evaluations from FY22 to FY23. Admittedly in past years, evaluations was an area of concern for the school for both the DDOE and the school's board of directors. The new administration team has actively targeted this area and as a result, all teachers who were eligible received appropriate evaluations throughout the 2022-2023 school year.

6.7. Closure Requirements

Q47. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2023-24 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

In the event of closure or dissolution of the school, Great Oaks will have reserve funds set aside to ensure that all employees are paid according to their contractual agreements. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the schools. The Board & CBOC monthly and annually reviews the available fund balance and financial projections to ensure that the reserve balance will cover such a contingency. The anticipated end of Fiscal Year 2023-2024 cash balance is \$402,697. The school projected accrued summer pay obligation is \$206,264 and accrued audit expense is \$17,000. This leaves a remaining sufficient cash balance of \$179,433 available to support final close out cost that would be incurred in July & August 2024. In the Event of Closure, Board Chair Angela Perry, Executive Director Dr. Laretha Odumosu, Principal Tamara Price and Fiscal Consultant Michelle Lambert will handle the School's final closeout activities.



7. Financial Performance

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

7.1. Financial Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2021-22	F	AS	AS	M	AS	AS	Not Rated	AS	Not Rated	AS	Approaching Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

Note: On June 18, 2020, the State Board of Education approved the updated Financial Performance Framework. Below is the school's historical data.

Historical Financial Framework Data

YEAR	Near Term Indicators				Sustainability Indicators				Financial Management & Oversight	OVERALL RATING
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
	1a	1b	1c	1d	2a	2b	2c	2d		
2019-20	M	AS	AS	M	AS	M	F	Not Rated	M	Approaching Standard
2020-21	M	M	F	M	M	M	AS	Not Rated	M	Meets Standard



PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of “Meets” or “Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q48. Using the results contained in the Financial Performance Framework, describe the school’s financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

The School operated at a deficit and utilized its reserve balance to support operations during Fiscal Year 2022. The school created a fiscal plan to cut cost and maximize revenue to operate at a surplus during fiscal year 2023 and plans to operate at a surplus over the next 5 years. This will result in the school moving from approaching standards to meeting standards.

Q49. Identify changes to financial practices that the school has implemented to improve the school’s financial outcomes.

The leadership team during Fiscal Year 2023 reviewed all contracts and expenses and terminated or renegotiated contracts to meet the Schools need while reducing expenses. In addition, The School implemented an additional expense review and approval process to ensure expenses remained aligned with the budget.

Q50. Address any measure(s) where the school did not meet the standard.



1. Current Ratio- is far below standards as a result of the new lease standard that requires a liability to be reported on the balance sheet for the copier and building lease. The ratio will improve as the cash balances increase from operations operating at a surplus.
2. Debt to Asset Ratio-is approaching standards as a result of the new leasing standard. New leasing standard resulting in a decline in the prior year ratio. Same as the response in the Current Ratio
3. Days Cash is approaching standards due to the spend down of prior year reserves for operations in Fiscal Year 2022. The day's cash will improve and meet the standard by the end of Fiscal Year 24 as a result of an operational plan to operate at surplus year over year, resulting in the cash balance increasing
4. Debt Service Payments/Loan Covenants-Meets Standards. No response required
5. Aggregated Three-Year Total Margin-Approaching Standards as a result of operating at a significant deficit in Fiscal Year 2023. The school has a plan to operate at surplus over the next two years and anticipates it will meet standards by Fiscal Year 2024
6. Cash Flow-Approaching standards as a result of spending down prior year reserves. The School has a plan to operate at surplus over the next couple of years, which will improve cash flow. The School anticipates meeting the standard by Fiscal year 2024
7. Debt Service Coverage Ratio-Far Below Standard as a result of operating at a deficit for Fiscal Year 2022. The School plans to operate at a surplus over the next couple of years, which will move the school to approaching standards by Fiscal Year 2024
8. Student Retention-Not Rated. No response required
9. Financial Management & Oversight. Approaching Standards. The audit was delayed going final in Fiscal Year 2021-2022. The audit for Fiscal Year 2022-2023 is scheduled to be finalized by the deadline for submission.

Q51. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

N/A-No audit findings

Q52. Appendix 9: Upload a Summary of Findings from Independent Audits (if applicable).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :


N/A-No Audit Findings

Q53. Appendix 10: Upload a Final Fiscal Year 2023 Revenue & Expenditure Budget Report in the prescribed Department format



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Great Oaks Web Report 06.30.2...

Uploaded on **9/29/2023** by
Michelle Lambert


Q54. **Appendix 11: Upload an Approved Preliminary Fiscal Year 2024 Budget in the prescribed Department format. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached is preliminary budget based on anticipated enrollment of 148 students. A modification application is being submitted to reduce enrollment to 148 students a year.

Applicant Evidence :


Great Oaks Budget FY24 148 En...

Uploaded on **9/29/2023** by
Michelle Lambert


Q55. **Appendix 12: Upload a Fiscal Year 2023 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed).**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Attached is the Draft Fiscal Year 2023 Audit. The anticipated audit will be final and submitted by October 2, 2023, to DOE & DOA.

Applicant Evidence :


Great Oak Charter School Finan...

Uploaded on **9/29/2023** by
Michelle Lambert



8. Innovative Practices

Q56.

Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

As shared earlier in the report, Great Oaks' recent organizational shift has resulted in significant improvement as noted below. In addition to shifting the leadership team members, Great Oaks has also done the following:

- Streamlined the operations team by identifying an on-site operations manager and using the same external organization for both accounting and human resources
- Implemented a consistent coaching structure for the current leadership team members that includes regular reflection, strategic discussion and execution follow-up
- Conducted an audit of partnership organizations to ensure that the current partners are in line with the mission and overall operation of the school
- Provided targeted professional development by external experts for the leadership team
- Reviewed and revised school climate and instructional systems to improve student outcomes
- Identified teacher leaders to drive staff morale and positive student incentives
- Restructured school staffing model to ensure that all current staff members are invested in the overall mission and vision of the school

As a result of the above, Great Oaks has seen an influx of positive data points in a short period of time.

- # of suspensions have decreased by 20% from FY22 to FY23
- HS Testing participation rates increased by 21% from FY22 to FY23
- Math SBAC scores went up by 6% from FY22 to FY23
- Increased overall new student applications by 52% despite this year's negative press
- 34% of this year's "new students" are students returning to Great Oaks after attending local schools
- 100% of admin are certified and have prior leadership experience
- Great Oaks reduced chronic absenteeism by 31% (72% - 41%) from FY22 to FY23; this is the lowest chronic absenteeism percentage in four years



9. Looking Forward: Plans for the Next Charter Term

This section provides the school with an opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

Q57. Describe any significant changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served.

Please note that the below suggested changes require a modification process of which we are aware. We are requesting a shift in authorized enrollment as part of this renewal process, rooted in new and fresh data that has resulted from a year of structural, operational, financial, and academic changes borne out of the formal review process. Although the major modification template was not available in time for the renewal submission, the modification application will be submitted on or before October 15, 2023. All others shifts outlined are for future modifications that we would like this entity to be aware of in advance as Great Oaks would like to further engage the school community in the additional shifts.

This year marks Great Oaks' first foray into high school only territory and we are excited about moving forward as a small trauma-informed high school in the city of Wilmington serving our very unique demographic of students. After engaging in the first choice and unit count process for serving only high school school students in the history of the school's inception, we have learned a lot about the interest of our target student populations and the cycle of enrolling new students solely for grades 9-12. When looking at the data trends over the scope of Great Oaks existence, the middle school averaged 100-115 per grade when in full operation while the high school has averaged 40-50 per grade when in full operation. The first shift that Great Oaks will cement during this upcoming year is shifting the authorized enrollment number to 148. It is clear that the city's high school population and the corresponding need associated with many of the city's high school students differs from what was needed for middle schoolers. We have also seen in this past year, the gains that can be made with our student population when we are focused and targeted on these key grades in a meaningful manner and maintain a staff/student ratio of 1:10-12.

The first portion of the school's mission of "Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What" will remain. However, we plan to change the school name as well as revisit and modify the byline of the mission statement that references the following "the purpose of the school is to give students the knowledge and values required to graduate from a competitive four-year college by delivering individualized instruction." As demonstrated across the nation, we are aware that applying to a competitive four-year college is no longer viewed as the only means to living a successful life. Additionally, as this committee is aware, Great Oaks Charter School removed its partnership with the Great Oaks Foundation in 2018 and the partnership with the tutoring corp has phased out over the years with the 2022-2023 school year being the final year utilizing the foundation's tutoring model. Due to these shifts in the national conversation and in Great Oaks' personal history, it is important for the school to work with the community to outline a new school name, vision and mission that is more accurate and responsive to the groups of students we serve. It is our plan to begin this process of rebranding in January 2024 and host a series of meetings with the school community (students, staff, parents) to discuss, determine and formalize the new plan for a new school name, vision and mission resulting in a formal request for modification being submitted in summer 2024.

Q58. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Presently, the only anticipated shifts to the board are composition related, as we continue right-sizing the board for optimal performance. No changes to committee structure nor operating principles are anticipated.

Q59. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.



Firstly, our board chairwoman has committed to engaging in governance training specific to her role during the 23-24 school year. Once that has been undertaken, a new approach to performance assessment will be established. The plan is for the board to assess its health twice annually, once in the fall, and once in the spring.

Q60. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with a Charter Management Company but intends to do so during the next charter term, if the school currently contracts with a Charter Management Company but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

Since October 2022, Great Oaks has contracted the services of Dr. LaRetha Odumosu who has assumed the role of Executive Director for Great Oaks Charter School. Dr. Odumosu has spear-headed the school through the initial leadership transition, the formal review process and the renewal process. Dr. Odumosu will continue to serve in the capacity of Executive Director for the duration of the school year. Over the course of the next two years, Dr. Odumosu will shift her focus to developing the current onsite leadership team to embody the Executive Director duties. The current leadership team has already engaged in frequent coaching sessions with Dr. Odumosu and in addition to the above, Dr. Odumosu has spent significant efforts coaching and developing the current school leader, Ms. Price. This partnership will continue using a gradual release process until the onsite leadership team is fully able and ready to execute the Executive Director duties with proficiency.

Q61. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

Great Oaks has already used and will continue to use an array of state provided data to determine the best next steps for the school community. Platforms such as the open data portal, school report card as well as the three frameworks - academic performance, organizational framework and financial framework - are regularly referenced to outline areas of strength and areas of focus for the school. Throughout the formal review and renewal process, Great Oaks has also been able to partner with a variety of DDOE departments to discuss and use the available resources provided to support the school's overall viability and performance. As we move forward, these components will continue to be used and development offered by the Delaware Department of Education will be utilized in order to ensure continued success.

Q62. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative (Appendix 11) explains how the school's facilities plans are reflected in the budget.

Great Oaks has engaged in a partnership with the CEB since its inception. This partnership will continue in its current operations that includes facilities, school support and the food program.

9.7. Projected Enrollment

Q63. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.

- **Note: This will become the school's authorized enrollment for the new charter term.**
- **Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 20



Resources



Projected Enrollment.xlsx

Applicant Evidence :



Projected Enrollment_Great Oa...

Uploaded on **9/29/2023** by
LaRetha Odumosu

9.8. Measuring Academic Progress

The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.

Q64.Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter.

As Great Oaks moves into serving solely high school students, we will continue to use state assessments such as the SAT and DCAS to measure academic progress from year to year. In addition to these assessments, Great Oaks will use NWEA to assess student growth in Math and ELA throughout the school year as well as subject-specific unit assessments for each core course. Finally, Great Oaks will continue to track student progress with obtaining the credits in order to be on-track for graduation and meet high school requirements. For the first wave of serving solely as a high school, these are the areas where the Great Oaks academic team will spend the bulk of its time and data analysis.

Q65.Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



In addition to the measures set by the state goals and those outlined in DSSF, Great Oaks will use the below metrics as internal measures of success and progress from year to year. Because Great Oaks does not have an extensive history of operating as a high school, one key step in ensuring that the data we are using to determine success presents an accurate picture of our school population. Henceforth, the focus on testing participation percentages in areas that were lacking prior or not implemented across the board. While we understand that Federal guidelines outline a 95% participation target, our current baseline is 67%. In order to create realistic goals, Great Oaks is planning to demonstrate an increase of 18% in testing participation for the current school year and meeting the 95% metric the following year as outlined below.

As noted in the academic section, outcomes on the high school state assessments are in much need of improvement. Great Oaks' current population has a significant number of students performing at Level 1 on both the Math and ELA SAT. It is Great Oaks' goal to reduce the percentage of students performing at Level 1 by 50% by the 2033-2034 school year. In order to achieve this goal, the reduction percentage per year as noted below must be accomplished. For the NWEA assessment, Great Oaks has not established an accurate baseline due to the assessment being used inconsistently. The first step is to ensure that this assessment is given to all students. The goal is to increase the baseline of students performing on grade level by 5-10% each year.

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Baseline				
Math SAT	67% participation	85% participation 3.8% reduction in Level 1 percentage	95% participation 3.8% reduction in Level 1 percentage	3.8% reduction in Level 1 percentage	3.8% reduction in Level 1 percentage
ELA SAT	67% participation	85% participation 2.62% reduction in Level 1 percentage	95% participation 2.62% reduction in Level 1 percentage	2.62% reduction in Level 1 percentage	2.62% reduction in Level 1 percentage



Math NWEA	Partial participation	Baseline Participation Assessment Year	95% participation 3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year
ELA NWEA	Partial participation	Baseline Participation Assessment Year	95% participation 3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year	3% - 5% increase of students on grade level from prior year
On Track Graduation	65.12%	Increase of 5-10% from prior year	Increase of 5-10% from prior year	Increase of 5-10% from prior year	Increase of 5-10% from prior year

Q66. In addition to the State’s mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school’s curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

As a full school internal measure, Great Oaks will use the NWEA to determine student academic levels in both Math and ELA. In addition, Great Oaks will use subject-based assessments aligned to the subject's scope and sequence and unit overview as provided in section 6 of the renewal report. The curricula provided is aligned to Delaware Content Standards. NWEA, an approved Delaware assessment, provides us with nationally normed data on how our students are performing compared to their peers across the nation. This latter assessment is key in ensuring that Great Oaks has a realistic perspective of student performance. The internal performance goals and measures are outlined in question 65 of the renewal report.

Q67. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Great Oaks will continue to utilize academic department meetings to analyze student data from unit assessments as well as it's individual coaching model. Since Great Oaks is a small school resulting in only one teacher teaching specific curricula (ie there is one teacher who teaches Biology, although there is more than one Science teacher), the individual coaching model is key to ensuring that teachers are digging deep into their content-specific data to determine student mastery, progress towards mastery and instructional next steps after reviewing and analyzing assessment data. Alongside subject-specific support, Great Oaks will continue to establish full school instructional goals such as objective and exit assessment alignment. Each year, Great Oaks will determine if there is a need to continue with full school instructional focus areas in addition to subject-specific support or if it better serves the school to just focus on subject-specific support. If there is a need to continue with the full school single focus, the team will continue moving through the best practice instructional foundations of increasing rigor through student verbal and written responses as well as layered and targeted check for understanding strategies. The instructional team, currently made up of the school principal and school special education director, will be responsible for implementing the above.



Q68. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

There are leading indicators for all of the year-end internal goals and school response will be catalyzed by a lag in one of those indicators. For participation outcomes, the leading indicator is student attendance which is tracked daily and discussed regularly among the leadership and support team. Students with lagging attendance receive increased communication and additional interventions such as home visits to support and improve attendance throughout the school year. Leading indicators for assessment outcomes is the use of the NWEA assessment throughout the school year to determine if students are on track to meet their goal. By reviewing this data regularly throughout the school year and using the internal metrics as a guiding point, the school team is able to accurately assess progress towards the goal and put interventions in place to improve lagging progress. This type of proactive measures increase the likelihood of the internal goals being met with success. In the event that they are not met, despite the implementation of this cycle throughout the year, the leadership and support team will review the end of year data to determine target goals and inputs for the upcoming year to improve outcomes.



10. Compliance Certification Statement

Q69. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)

Signature

Q70. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Angela Perry

Q71. Title (if designated)

Board Chairwoman

Q72. Date of Signature

Fri Sep 29 2023 (Eastern Daylight Time)



11. Renewal Application Certification Statement

Q73. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature: Chairperson of Board of Directors (or designated signatory authority)

Signature

Q74. Date of signature

Fri Sep 29 2023 (Eastern Daylight Time)

Q75. Name of Chairperson of Board of Directors (or designated signatory authority)

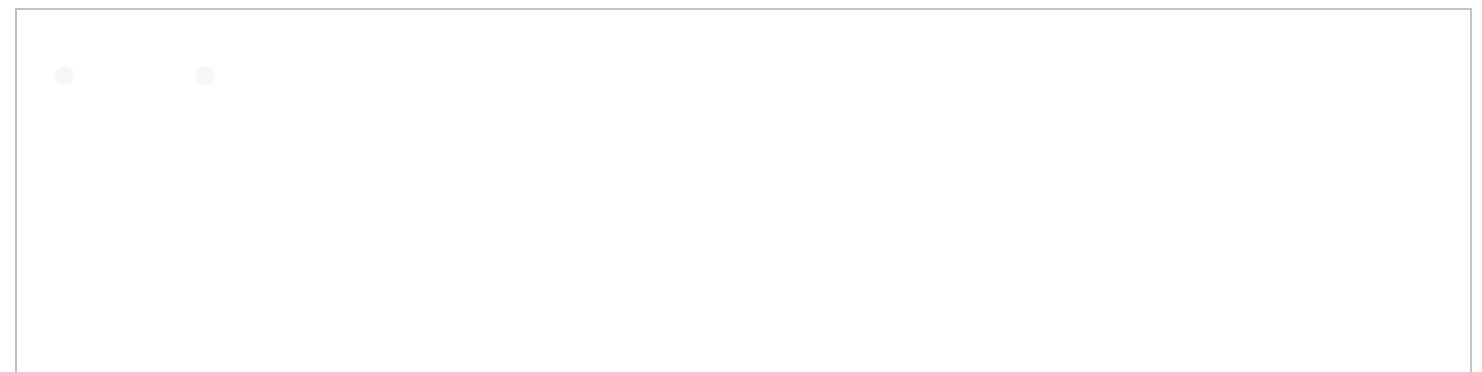
Angela Perry

Q76. Title (if designated)

Board Chairwoman

Q77. Date of approval by board of directors

Fri Sep 29 2023 (Eastern Daylight Time)



**Renewal Application - September 30, 2023 :: Enrollment and
Demographic Info Table**

https://education.delaware.gov/wp-content/uploads/2024/02/2023-2024_gocsw_great_oaks_student_demographics_929.xlsx

**Renewal Application - September 30, 2023 :: Chonic Absenteeism
Comparison**



Apple to Apple Comparisons: Chronic Absenteeism

There are only two other city high schools serving similar demographics in terms of location, grades and subgroup breakdown

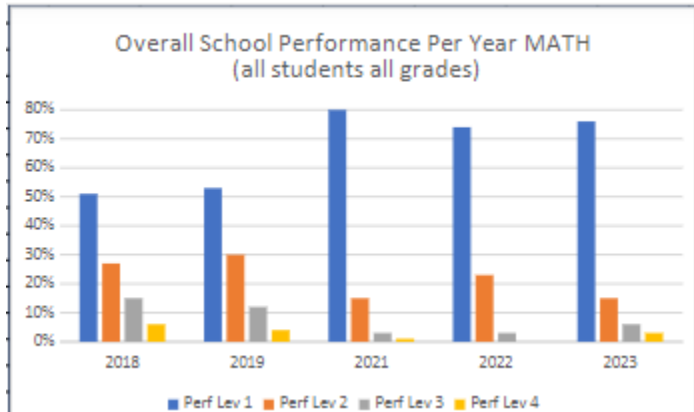
FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed
City High School #1	Yes	85.6	39.76	12.6
City High School #2	Yes	89.78	49.67	27.11
Great Oaks	Yes	96.33	62.67	29.49

FY23 Data	FY23 Chronic Absenteeism %	Delta (from prior year)
City High School #1	43.89	- 15.48
City High School #2	53.81	- 6.11
Great Oaks	41.37	- 23.4

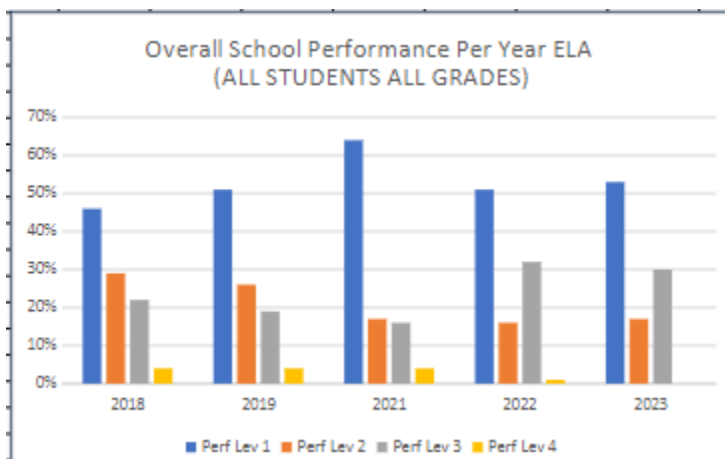
Important to note that even when looking at similar schools, Great Oaks population still differs in subgroup percentages.

Academic Performance

SBAC Data



- Like all schools, Great Oaks was impacted by the pandemic. However, Great Oaks has demonstrated improvement in math by both decreasing the % of students performing at Level 1 and increasing the % of proficient students from 2021 to 2023. Most recently, Great Oaks increased proficiency by 6% from 2022 to 2023.

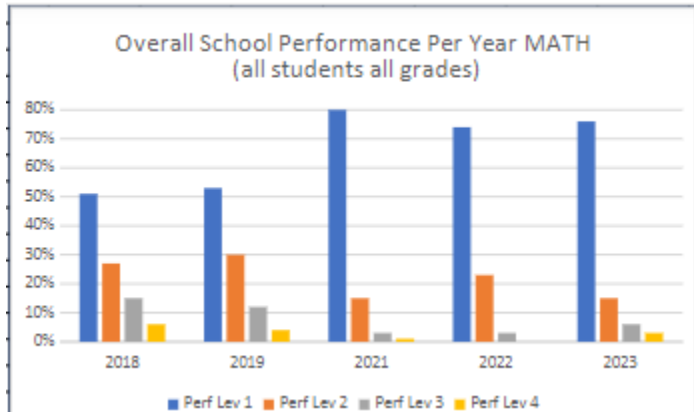


- While Great Oaks continues to work through the impact of school shut down, Great Oaks decreased the students performing at Level 1 consecutively from 2021 to 2023 and increased the percentage of students performing at the proficient level by 4% over the course of the renewal period.

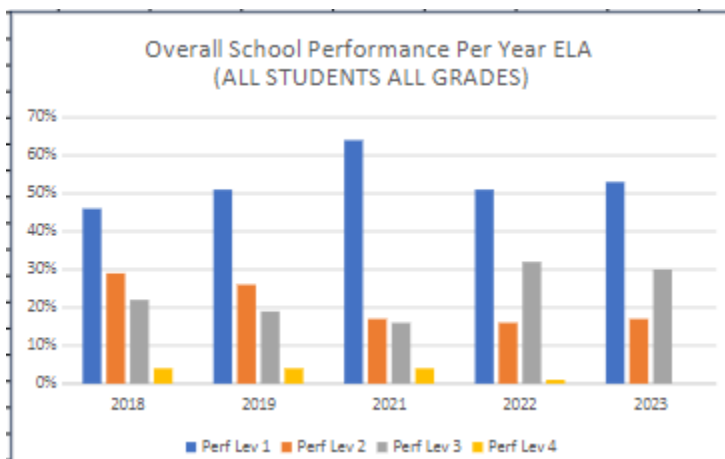


Academic Performance :: SBAC Data

SBAC Data



- Like all schools, Great Oaks was impacted by the pandemic. However, Great Oaks has demonstrated improvement in math by both decreasing the % of students performing at Level 1 and increasing the % of proficient students from 2021 to 2023. Most recently, Great Oaks increased proficiency by 6% from 2022 to 2023.



- While Great Oaks continues to work through the impact of school shut down, Great Oaks decreased the students performing at Level 1 consecutively from 2021 to 2023 and increased the percentage of students performing at the proficient level by 4% over the course of the renewal period.



Academic Performance :: College and Career Ready Comparison



Apple to Apple Comparisons: College and Career Ready

College and Career Ready: % of students who successfully complete academic or technical coursework and demonstrate mastery of that skill area by the end of 12th grade.

FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed	FY22 Data	FY22 College and Career Ready
City High School #1	Yes	85.6	39.76	12.6	City High School #1	77.72%
City High School #2	Yes	89.78	49.67	27.11	City High School #2	73.58%
Great Oaks	Yes	96.33	62.67	29.49	Great Oaks	84.48%

Important to note that even when looking at similar schools, Great Oaks population still differs in subgroup percentages.

Appendix 1 - Supplemental Academic Performance Data



**Great Oaks/Local School Comparable Data
School Year 2022-2023**

	Assessment	Great Oaks	Christina School District (Af-Am)	City High School #1 (Af-Am)	City High School #2 (Af-Am)
Middle School	ELA	30% (Moved 20% from Level 1 - Level 2)	23.88%	NA	NA
Middle School	Math	9%	17.01	NA	NA
High School	ELA	4.55%	17.5%	18%	12.73%
High School	Math	0%	5.5%	Redacted	Redacted

FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed
City High School #1	Yes	85.6	39.76	12.6
City High School #2	Yes	89.78	49.67	27.11
Great Oaks	Yes	96.33	62.67	29.49

**Appendix 1 - Supplemental Academic Performance Data :: Comparable
Data**



**Great Oaks/Local School Comparable Data
School Year 2022-2023**

	Assessment	Great Oaks	Christina School District (Af-Am)	City High School #1 (Af-Am)	City High School #2 (Af-Am)
Middle School	ELA	30% (Moved 20% from Level 1 - Level 2)	23.88%	NA	NA
Middle School	Math	9%	17.01	NA	NA
High School	ELA	4.55%	17.5%	18%	12.73%
High School	Math	0%	5.5%	Redacted	Redacted

FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed
City High School #1	Yes	85.6	39.76	12.6
City High School #2	Yes	89.78	49.67	27.11
Great Oaks	Yes	96.33	62.67	29.49

**Appendix 1 - Supplemental Academic Performance Data :: Comparable
Participation Data**



Great Oaks FY22 and FY23 Participation Rates

Grade	Assessment	2022 Participation	Actual Number of Students who missed assessment in 2022	2023 Participation	Actual Number of Students who missed assessment in 2023	Delta
Middle School	ELA	85.19	8	83.33	6	-1.86%
Middle School	Math	85.19	8	91.67	3	+6.48%
Middle School	Science	80%		91.67	3	+11.67%
Middle School	Social Studies	84%		NA	NA	NA
High School	ELA	47.5	21	68.75	10	+21.25%
High School	Math	47.5	21	68.75	10	+21.25%
High School	Science	64.86	13	89.80	5	+24.94%
High School	Social Studies	60%	18	76.47	8	+15.47%

**Appendix 1 - Supplemental Academic Performance Data :: Chronic
Absenteeism Comparison**



Apple to Apple Comparisons: Chronic Absenteeism

There are only two other city high schools serving similar demographics in terms of location, grades and subgroup breakdown

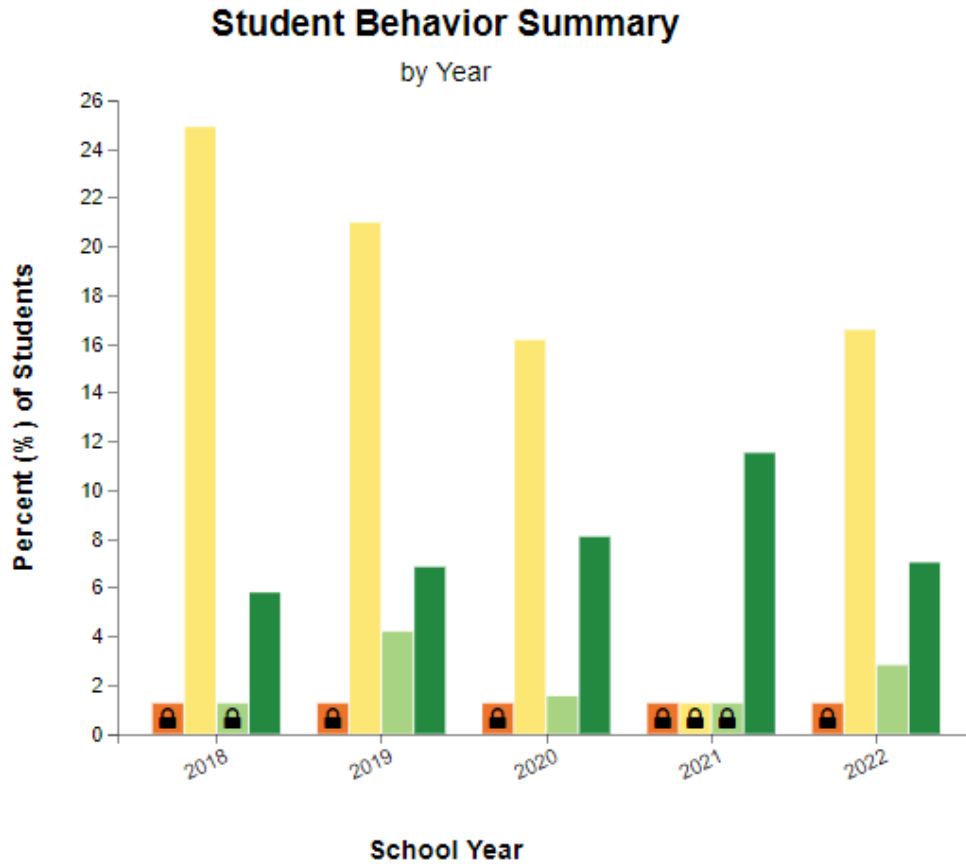
FY23 Data	Located in City	Af-Am/Hispanic	Low-Income	Special Ed
City High School #1	Yes	85.6	39.76	12.6
City High School #2	Yes	89.78	49.67	27.11
Great Oaks	Yes	96.33	62.67	29.49

FY23 Data	FY23 Chronic Absenteeism %	Delta (from prior year)
City High School #1	43.89	- 15.48
City High School #2	53.81	- 6.11
Great Oaks	41.37	- 23.4

Important to note that even when looking at similar schools, Great Oaks population still differs in subgroup percentages.

**Appendix 1 - Supplemental Academic Performance Data :: Suspension
Data**

Great Oaks Suspension Data



**Appendix 2 - Data Source for Mission-Specific Goal(s) :: Fellow
Schedule**

https://education.delaware.gov/wp-content/uploads/2024/02/2023-2024_gocsw_fellow_schedule_22-23.xlsx

Appendix 3 - Curriculum Documents



GREAT OAKS CHARTER SCHOOLS

Curriculum Overview

[HS Course Catalog](#) | [Delaware High School Graduation Requirements](#)

[ELA](#) | [Math](#) | [Science](#) | [Social Studies](#)
[Art](#) | [Career Pathways](#) | [Physical Education/Health/Driver's Ed](#) | [World Languages](#) |

High School Requirements ([Section 5.0](#)): 4 credit in ELA

ELA

[ELA 9](#) | [ELA 10](#) | [ELA 11](#) | [ELA 12](#) |

ELA9

	Hyperlink
GO-Wilm Drive Folder	Curriculum > ELA > ELA 9
Scope and Sequence	ELA 9 Curriculum Map (DOCX URL) Module 1 – So you want a double life: Reading Closely and Writing to Analyze (URL) <ul style="list-style-type: none">• Unit 1 – I'm Home (DOCX URL)• Unit 2 – Jewel Beyond All Price (DOCX URL)• Unit 3 – Pair of Star-Crossed Lovers (DOCX URL)• MTSS ELA/Math• PD Plans 23-24

ELA10

	Hyperlinks
GO-Wilm Drive Folder	Curriculum > ELA > ELA 10
Scope and Sequence	ELA 10 Curriculum Map (DOCX URL) Module 1 – Reading Closely and Writing to Analyze (DOCX URL) <ul style="list-style-type: none">• Unit 1 – We Cannot Go to the Country (DOCX URL)• Unit 2 – For One Does not Alter History without Conviction (DOCX URL)

	<ul style="list-style-type: none"> • Unit 3 – I Won’t Let Her Change Me (DOCX URL) • MTSS ELA/Math • PD Plans 23-24
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ELA11

	Hyperlink
GO-Wilm Drive Folder	Curriculum > ELA > ELA 11
Curriculum Map	ELA 11 Curriculum Map (DOCX URL) Module 1 – O What a Noble Mind (DOCX URL) <ul style="list-style-type: none"> • Unit 1 – Then All Smiles Stopped Together (DOCX URL) • Unit 2 – Though This Be Madness (DOCX URL) • Unit 3 – Anonymity Runs in their Blood (DOCX URL) • MTSS ELA/Math • PD Plans 23-24

ELA12

	Hyperlink
GO-Wilm Drive Folder	Curriculum > ELA > ELA 12
Scope and Sequence	ELA 12 Curriculum Map (DOCX URL) Module 1 – All our Experiences ... Personality (DOCX URL) <ul style="list-style-type: none"> • Unit 1 – I’m for Truth (DOCX URL) • Unit 2 – Remember the Stories (DOCX URL) • Unit 3 – Crafting a Personal Story (DOCX URL) • MTSS ELA/Math • PD Plans 23-24

Math

High School Requirements (Section 5.0): 4 credits, including equivalent of Algebra 1, Geometry, and Algebra 2 or Integrated I, II, and III. Students must earn 1 credit of math senior year

[Algebra 1 \(Required\)](#) | [Geometry \(Required\)](#) | [Algebra 2 \(Required\)](#) | [Pre-Calculus](#) |

Algebra 1 (required)

	Hyperlinks
Illustrative Mathematics (Kendall Hunt)	https://im.kendallhunt.com/HS/students/1/index.html
	Algebra 1 Curriculum Math Story Videos MTSS ELA/Math PD Plans 23-24
Scope and Sequence	https://im.kendallhunt.com/HS/students/1/index.html

Geometry (required)

	Hyperlinks
Illustrative Mathematics (Kendall Hunt)	
	Geometry Curriculum Geometry-Learning Targets Assessment MTSS ELA/Math PD Plans 23-24
Scope and Sequence	https://im.kendallhunt.com/HS/students/2/index.html

Algebra 2 (required)

	Hyperlinks
<i>Illustrative Mathematics (Kendall Hunt)</i>	Algebra 2 Curriculum MTSS ELA/Math PD Plans 23-24
Scope And Sequence	https://im.kendallhunt.com/HS/students/3/index.html

Pre-Calculus

	Hyperlink
	https://www.khanacademy.org/math/precalculus MTSS ELA/Math PD Plans 23-24

Science

High School Requirements (Section 5.0): 3 credits, including 1 credit of Biology

| [Integrated Science 9](#) | [Biology 10](#) | [Chemistry 11](#) |







Physical Science 9

	Hyperlink
Text Material Title	Open SciEd
GO-Wilm Drive Folder	High School Instructional Materials - OpenSciEd Unit 1: OpenSciEd Unit B.1 Ecosystem Interactions & Dynamics


	<p>OpenSciEd Unit B.4 Natural Selection & Evolution of Populations</p> <p>Unit 2: OpenSciEd Unit C.1 Thermodynamics in Earth's Systems OpenSciEd Unit C.4 Chemical Reactions in Our World</p> <p>Unit 3: OpenSciEd Unit P.1 Energy Flow from Earth's Systems OpenSciEd Unit P.5 Electromagnetic Radiation</p>
Scope and Sequence	<p>HIGH SCHOOL SCOPE & SEQUENCE OpenSciEd</p> <p>Unit 1 B.1 Unit 1 B.4</p> <p>Unit 2 C.1 Unit 2 C.4</p> <p>Unit 3 P.1 Unit 3 P.5</p>




Biology 10 (required)

	Hyperlink
Text Material Title	iHub Biology
	<p>Unit 1: Evolution Unit 1 Bend 1: Addie Unit 1 Bend 2: Juncos Unit 1 Assessments</p> <p>Unit 2: Genetics & Heredity Unit 2 Bend 1: DMD</p>

	<p>Unit 2 Bend 2: CRISPR Unit 2 Assessments</p> <p>Unit 3: Ecosystems Unit 3 Bend 1: Serengeti Unit 3 Bend 2: Trees Unit 3 Assessments</p>
Scope and Sequence	<p>Unit 1:</p> <ul style="list-style-type: none">  Storyline: Bend 1 (Addie) Evolution  Storyline: Bend 2 (Juncos) Evolution <p>Unit 2:</p> <ul style="list-style-type: none">  -Storyline: Bend 1 (DMD) Genetics  Storyline: Bend 2 (CRISPR) Genetics <p>Unit 3:</p> <ul style="list-style-type: none">  Storyline: Bend 1 (Serengeti) Ecosystems  Storyline: Bend 2 (Trees) Ecosystems

Chemistry 11

	Hyperlink
Text Material Title	iHub Chemistry
GO-Wilm Drive Folder	<p>Unit 1: 1. Search for Life: How should we search for life beyond Earth? iHub Chemistry HS V1.0</p> <p>Unit 2: 2. Fuels: Why do cars run on gasoline and not rocket fuel? iHub Chemistry V1.0</p> <p>Unit 3: 3. Oysters: Why are shellfish dying? iHub Chemistry HS V1.0</p> <p>Unit 4: 4. Nuclear: How could a small amount of nuclear material power an entire city but also destroy it? iHub Chemistry HS V1.0</p>
Scope and Sequence	<p>Chemistry Scope and Sequence</p> <p>Unit 1:</p> <ul style="list-style-type: none">  Storyline: Search for Life - How should we search for life beyo... <p>Unit 2:</p>

	<ul style="list-style-type: none">  Storyline: Fuels - Why do cars run on gasoline and not rocket ... Unit 3:  Storyline: Oysters - Why are shellfish dying? V1.0 Unit 4:  Storyline: Nuclear - How could a small amount of nuclear mat...
--	--

Social Studies

High School Requirements (Section 5.0): 3 credits, including 1 credit of US History

| [Civics & Geography 9](#) | [US History 10](#) | [World History 11](#)

Civics & Geography 9

Hyperlinks	Notes
Text Material Title	Choices
Teacher URL	Choices https://www.choices.edu/curriculum-series/geography/Social Studies
GO-Wilm Drive Folder	Unit: Civics Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Systemic Oppression End of Unit Project The Holocaust
Scope and Sequence	Civics Guide
	<ul style="list-style-type: none"> Delaware State Standards for Literacy (9-10) – Social Studies Integration Delaware Social Studies Standards (9-12) Delaware Social-Emotional Learning (SEL) Competency Guide

US History 10 (required)

10	Hyperlinks
Text Material Title	Choices US History https://www.choices.edu/curriculum-series/u-s-history/ Social Studies
<u>Teacher URL</u>	Lesson 1 Lesson 1a Lesson 1b Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 7 Lesson 8
GO-Wilm Drive Folder	<ul style="list-style-type: none"> • Delaware Social Studies Standards (9-12) <ul style="list-style-type: none"> ◦ History: K-12 • Delaware State Standards for Literacy (9-10) – Social Studies Integration

World History 11

World History	Hyperlink
Text Material Title	World History <ul style="list-style-type: none"> • Social Studies
	Lesson 1 World History and Black History Project
Scope and Sequence	<ul style="list-style-type: none"> • Delaware State Standards for Literacy (11-12) – Social Studies Integration • Delaware Social-Emotional Learning (SEL) Competency Guide

World Language

High School Requirements (Section 5.0): 2 credits

[Spanish 1](#) | [Spanish 2](#) | [Spanish 3](#) |

Spanish 1

Hyperlinks	Notes
<p>GO-Wilm Drive Folder</p>	<p>Voces CI Voces Spanish https://www.vocesdigital.com/library.php?tgt=span-lib AhamerSPN Pw: ahamer Scope & Sequence – PDF</p> <p>Full Outline – Word Doc – PDF Profile-Based Pacing Guide for <i>Nuestra historia 1</i> – PDF Detailed Unit 1 Pacing Guide for <i>Nuestra historia 1</i> – PDF Can Dos by Unit – Word Doc All About <i>Nuestra historia</i> Presentation – Google Slides Voces Rubrics – ZIP Voces Parent Information Handout – PDF</p>
<p>Scope and Sequence</p>	<ul style="list-style-type: none"> ● World Language Proficiency Targets ● World Language Score Matrix Pre-Assessment ● World Language Pre-Assessment ● Delaware Core Practices for World Language Proficiency ● Delaware Recommended Framework for Designing Standards-Based and Proficiency-Focused World Language Curriculum

Spanish 2

	Hyperlinks
GO-Wilm Drive Folder	<p>Voces CI Voces Spanish https://www.vocesdigital.com/library.php?tgt=span-lib AhamerSPN Pw: ahamer Scope & Sequence – PDF Vocabulary List – Excel Full Outline – Word Doc – PDF Profile-Based Pacing Guide for <i>Nuestra historia 2</i> – PDF Detailed Unit 1 Pacing Guide for <i>Nuestra historia 2</i> – PDF Can Dos by Unit – Word Doc All About <i>Nuestra historia</i> Presentation – Google Slides Voces Rubrics – ZIP Voces Parent Information Handout – PDF</p>
Scope and Sequence	<ul style="list-style-type: none"> • Delaware Core Practices for World Language Proficiency • Delaware Recommended Framework for Designing Standards-Based and Proficiency-Focused World Language Curriculum • Delaware Social-Emotional Learning (SEL) Competency Guide • Delaware World Language-SEL Crosswalks

Spanish 3

Hyperlinks	
GO-Wilm Drive Folder	<p>Voces Spanish https://www.vocesdigital.com/library.php?tgt=span-lib AhamerSPN Pw: ahamer Scope & Sequence – PDF Vocabulary List – Excel Full Outline – Word Doc – PDF Profile-Based Pacing Guide for <i>Nuestra historia 3</i> – PDF</p>

	<p>Detailed Unit 1 Pacing Guide for <i>Nuestra historia</i> 3 – PDF Can Dos by Unit – Word Doc All About <i>Nuestra historia</i> Presentation – Google Slides Voces Rubrics – ZIP Voces Parent Information Handout – PDF</p>
<p>Scope and Sequence</p>	<ul style="list-style-type: none"> • Delaware Core Practices for World Language Proficiency • Delaware Recommended Framework for Designing Standards-Based and Proficiency-Focused World Language Curriculum • Delaware Social-Emotional Learning (SEL) Competency Guide • Delaware World Language-SEL Crosswalks

Career Pathways

High School Requirements ([Section 5.0](#)): 3 credit

K-12 Teaching Academy

Hyperlinks	Notes
<p>Text Material Title</p>	<p>Human Growth & Development Introduction to Anatomy</p>
<p>GO-Wilm Drive Folder</p>	<p>K-12 Overview Unit 1 Unit 2 Unit 3 Anatomy Syllabus Anatomy Lessons</p>

	Anatomy Slides
Scope and Sequence	Human Growth and Development Introduction to Anatomy

Physical Education/Health/Driver’s Education

High School Requirements (Section 5.0): 1 credit in PE, ½ credit in Health

PE 9-12 (1 credit required of PE 9 – PE 12)

	Hyperlinks
Text Material Title	PE: Outcomes PE 9 – PE 12
Teacher URL	<p>Unit 1: Fitness Lesson 1 FitnessGram Fitness 2 Lesson 3 Assessment</p> <p>Unit2: Movement Module Overview Lesson 1 Lesson 2 Lesson 3</p> <p>Unit 3: Volleyball Module Overview Volleyball Activities Lesson 1 Lesson 2 Lesson 3 Lesson 4 Assessment</p> <p>Unit 4: Basketball Lesson 1 Lesson 2</p>

	Lesson 3 Unit 5: Dance Lesson 1
Scope and Sequence	https://openphysed.org/912-highschool-mods

Health (HS; ½ credit required)

	Hyperlinks
Text Material Title	Health
Teacher URL	<ul style="list-style-type: none"> • Unit 1 Wellness Fitness Gram • Unit 2: Alcohol, Tobacco, and Other Drugs • Unit 3 Family Life/Sexuality • Unit 4: Community Health Skills
Scope and Sequence	Health Curriculum Guide Health Education Standards

SAT Prep

Hyperlinks	Notes
Text Material Title	https://www.khanacademy.org/test-prep/sat

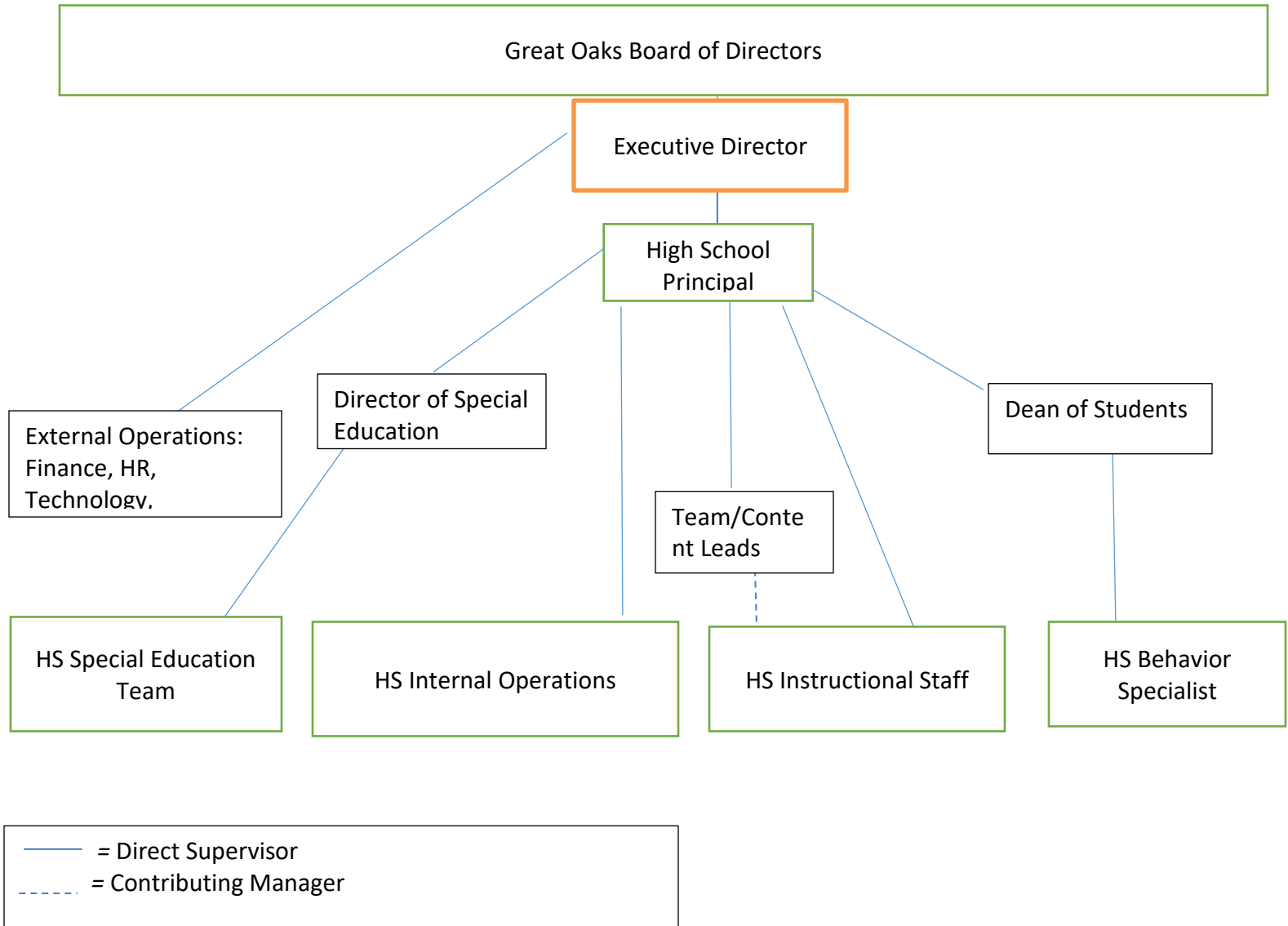
Related Arts

Hyperlinks	Notes
Text Material Title	Delaware Standards <ul style="list-style-type: none"> • Delaware Visual-Performing Art Standards

	<ul style="list-style-type: none"> • Delaware VPA-SEL Crosswalks (DRAFT) • Delaware VPA Standards Handbook
Teacher URL	Visual and Performing Arts Scope and Sequence Performing Arts Visual Arts

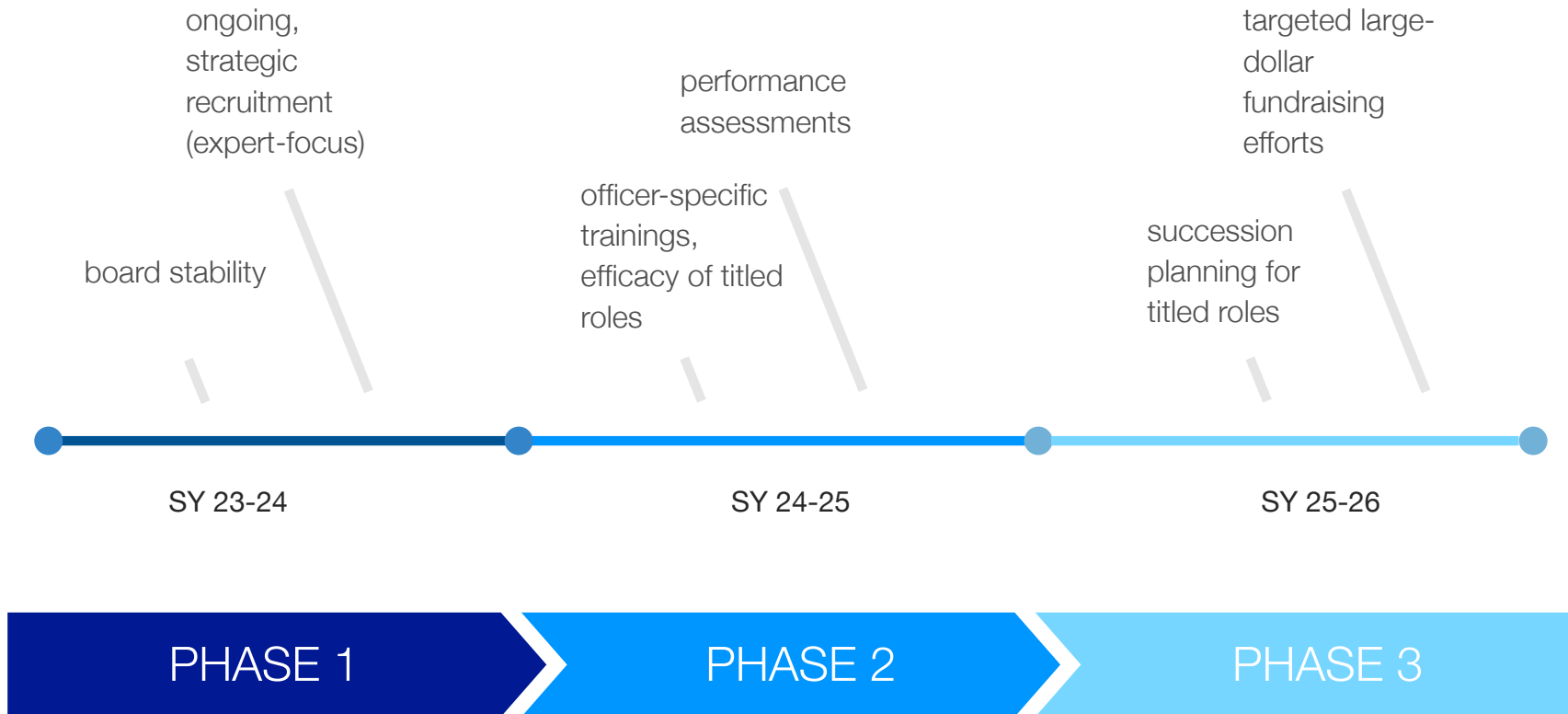
Appendix 4 - Current Organizational Chart

Great Oaks Organization Chart



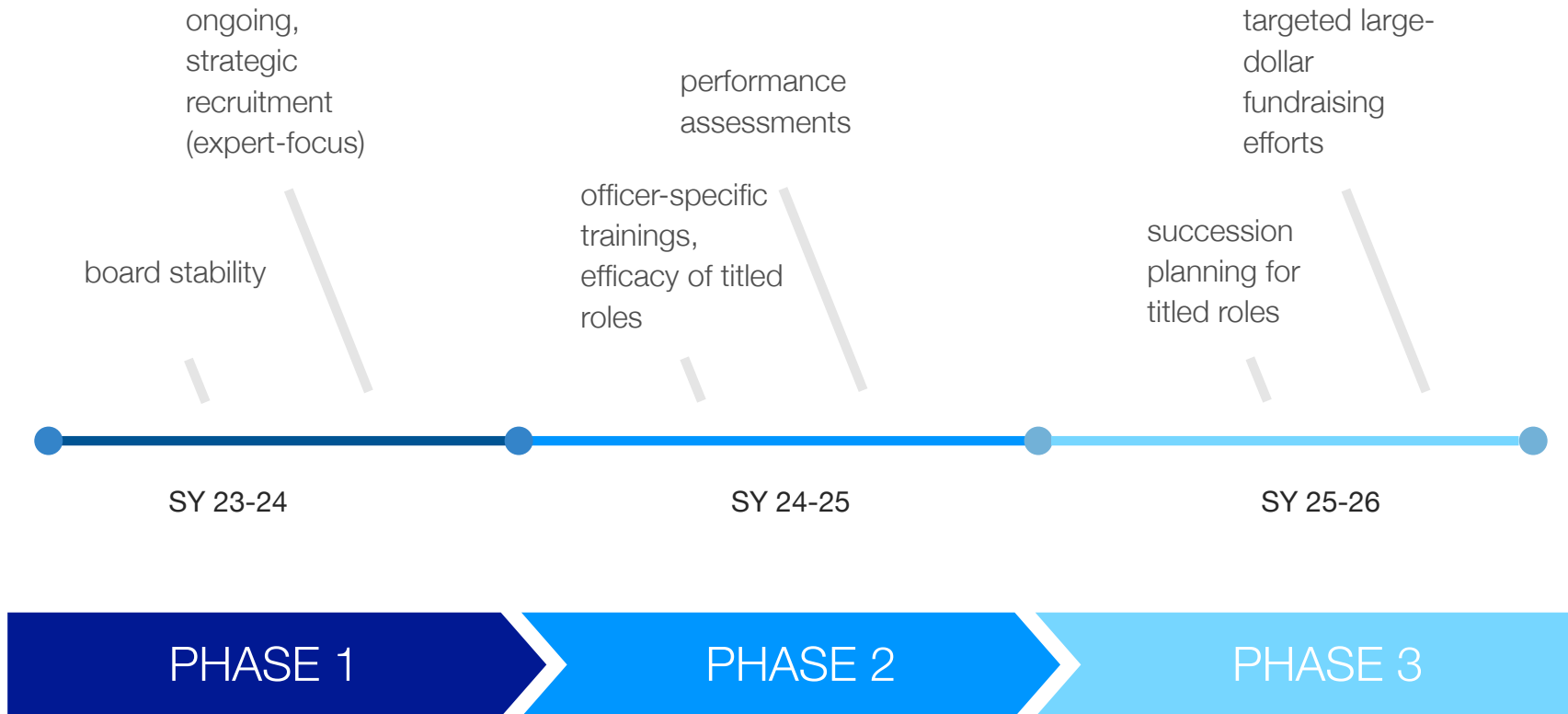
Appendix 5 - Board Member and School Leader Succession Plans

GO board priorities by SY



**Appendix 5 - Board Member and School Leader Succession Plans ::
Board Priorities**

GO board priorities by SY



Appendix 6 - Up-to-date Fire Inspection Certificate

CITY OF WILMINGTON - FIRE PERMIT

ACCOUNT NO.
F000216

LICENSE REF. NO.
54997

CODE
F045 - FLAM COMB LIQ - ANNUAL
FEE

FEE PAID
25.00

EXPIRES: 06/30/2023

ISSUED BY

Gabriel M. Pabon Jr.

DEPUTY CHIEF
FIRE MARSHAL'S OFFICE

COMMUNITY EDUCATION BUILDING
ATTN: CATHY EMERSON
1200 NORTH FRENCH STREET
SUITE 200
WILMINGTON, DE 19801-3537

THIS LICENSE MUST BE DISPLAYED IN A PROMINENT PLACE

Appendix 7 - Up-to-date Insurance Certificates



Great Oaks Charter School
Attn: Tamara Price & Tomanise Chalmers
1200 N French Street
Wilmington, DE 19801

September 13, 2023

RE: School's Policies

Commercial Property Policy, Policy Number YU2-Z51-293228-063
Commercial General Liability, Policy Number TB2-Z51-293228-023
Business Auto Policy, Policy Number ASC-Z51-293228-013
School Leaders Errors and Omissions Policy, Policy Number R62-Z51-293228-043
Law Enforcement Professional Liability, Policy Number R32-Z51-293228-053
Commercial Crime Policy, Policy Number YCC-Z51-293228-033
Commercial Umbrella Policy, Policy Number TH7-Z51-293228-073
Student Accident Primary Policy, PHPA 133370
Student Accident Catastrophe Policy, PHPC 005712
Effective 7/1/2023 to 7/1/2024

Appendix 8 - Navigate School Safety Reports

Great Oaks Charter School Basic Plan

Great Oaks Charter School
Emergency Response Plan
Part 1: Basic Plan and Policies

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Security Statement

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with Christina SD, State of Delaware and/or Department of Homeland Security policy relating to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Great Oaks Charter School and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERIP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management. The Christina SD Superintendent is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Great Oaks Charter School. The Superintendent and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Christina SD.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives

2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Great Oaks Charter School School Summary

Great Oaks Charter School is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	346
Total School Staff	31

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0

Grade Level	Number of Classes
Middle	93
High School	253

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	1
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
Delaware Oil Refinery - Chemical Exposure	Delaware City, Delaware
DuPont Experimental Plant - Chemical Exposure	Edgemore, Delaware
Salem Nuclar Plant - Radiation Exposure	Salem, New Jersey
First State Chemical	Wilmington, De

Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Great Oaks Charter School Head of School is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
Leland Kent / Great Oaks School	08/30/2021
Damien Burke / Great Oaks School	08/30/2021
Keria Broadnax / Great Oaks School	08/30/2021
Nathalia Joshua / Great Oaks School	08/30/2021
Samanta Lopez / Great Oaks School	08/30/2021
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts
- Financial accountability
- Student accountability

- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Great Oaks Charter School Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Great Oaks Charter School will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Great Oaks Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Great Oaks Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
1. Leland Kent	Executive Director	302-660-4790
2. Samanta Lopez	Middle School Principal	302-660-4790
3. Damien Burke	Chief Operating Officer	302-660-4790
4. Tamara Price	Assistant Middle School Principal	302-660-4790
5. Nathalia Joshua	Executive Assistant	302-660-4790

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:

1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such

information can be included in a school newsletter or informational materials prepared for parents.

3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Responses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

A Multi-Hazard Emergency Responses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of Great Oaks Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	By school administration and security.
Tabletop Exercise	One each year.	By school administration and security.
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and

Term	Definition
Emergency Supplies	<p>disasters (natural, technological or human-caused).</p> <p>A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.</p>
Exercise	<p>An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.</p>
Facility	<p>Any district owned or leased building, works system or equipment with certain improved and maintained natural features.</p>
Hazard	<p>Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.</p>
Hazard Analysis	<p>A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.</p>
Health Control Issues	<p>Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.</p>
Incident Command System	<p>A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.</p>
School District (SD)	<p>Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.</p>
Inter-Jurisdictional Agreement	<p>A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.</p>

Term	Definition
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Term	Definition
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Term	Definition
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Great Oaks Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After an immediate emergency has passed, a public meeting may be helpful.
6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	online
Twitter	online
Mass/Messaging/Robo Call	online
Intercom System	Overhead PA network

Description	Custodian/Administrator
School Radios	administrator offices
Public Safety Radio (CEB Radios)	administrator offices
Standard Telephone	all classrooms and offices
Instagram	online
Email	online

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Davis	Rasheeda	302-660-4760	School Nurse
Burke	Damien	302-660-4760	Chief Operating Officer
Kent	Leland	302-660-4760	Executive Director
Broadnax	Keria	302-660-4760	Operations Manager
Lopez	Samanta	302-660-4760	Head of School

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2022	Nurse

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2022	Nurse

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.

3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:
 - Note the time of the event.
 - Follow First Aid/CPR with AED training protocols.
 - Provide the sequence of events to EMS when they take over the scene.
2. The second person who arrives should:
 - Bring the AED to the site and assist the First Aid Attendant or First Responder.
3. The third person who arrives should:
 - Record the events that occur and minimize traffic in the area.
4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.
8. Post Incident
 - The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.
 - All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:

1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:

1. Protect - children by shielding them from:
 - Bodily harm
 - Exposure to traumatic stimuli (sights, sounds, smells)
 - Media exposure
2. Direct-ambulatory students who are in shock and dissociative
 - By using kind and firm instruction
 - To move away from danger, destruction, and the severely injured
3. Connect
 - To you as a supportive presence
 - To caregivers
 - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:

1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:

1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" <https://www.apa.org/helpcenter/road-resilience>). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:

1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:

1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

- Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

- Immediate assistance within 24 hours
- Planning coordination with emergency responders
- On-site, one-to-one companionship

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companionship, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistical Manual IV-TR, American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event
 - Threat to physical integrity of self or others
 - Response of intense fear, helplessness or horror
 - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)
 - Intrusive recollection of the event
 - Young children may engage in repetitive, trauma-linked play
 - Dreams of the event
 - Children may report frightening dreams without recognizable content or dreams of monsters
 - Acting as if or feeling that the event is recurring
 - Young children may show trauma-specific reenactment
 - Intense psychological distress to exposure to trauma cues
 - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)
 - Avoid threats, feelings, conversations of trauma
 - Avoid activities, places, people linked to trauma
 - Can't recall important aspects of trauma
 - Less interest or participation in important activities
 - Feeling of detachment/estrangement from others
 - Restricted range of feelings
 - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

- Difficulty sleeping
 - Irritability or outbursts of anger
 - Difficulty concentrating
 - Hypervigilance
 - Exaggerated startle response
5. Disturbance lasts longer than one month
 6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:

1. Provide adequate site security. Security and safety measures need to be concrete and visible.
2. Control the flow of information to protect against unnecessary re-exposure to the trauma
3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:

1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSN.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
2. Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
3. NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
4. NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
5. NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
6. Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. Journal of Traumatic Stress, 1, 445-473.
7. USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model and Teach"

Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Delaware Department of Family Services (DFS).			302-577-3824	
Adult and Child Crisis Intervention			302-577-2482	
Behavioral Health Services and Therapist - School Contracted			302-229-4200	

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
Main Entrance	12th French Street	24/7	Allied Security Company	General Public, staff and students
Parking garage P3	12th Walnut Street	24/7	Allied Security Company	Staff

Key Control

Name	Work Number	Cell Number	Home Number
Mike Snyder	302-660-4800 ext 255	443-553-0332	443-553-0332
Keria Broadnax	302-660-4790	302-250-2754	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Assurance Media	302-870-5041	Joe Mirolli	302-870-5041
Alarms	Johnson Controls	1-888-746-7539		1-888-746-7539
Locksmith	Farnans Lock Service	302-420-0642	Joe Farnan	302-420-0642

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.
 - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.
 - Provide the appropriate District Leadership with the location of the parent reunion area
2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z
- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such a manner so that it is visible to adults standing in line. Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

- Obtain the name of student(s)
- Request a picture ID to verify the identity of the adult.
- Verify that he or she is authorized on the Student Emergency Care Information form.
- Do not release students to people not listed on the student emergency care information form.
- Document to whom the student has been released along with date and time and obtain signature from adult.
- Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area
- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student
- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification
- Inform parents of the location and availability of crisis counseling services
- If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released
- Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison
- Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number ____ to the sign out area.

- Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
 6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
 7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	1-800-222-1222
Domestic Violence Hotline	1-800-799-7233
RAPE Hotline	1-800-262-9800
Suicide Hotline	1-800-273-8255
Teen Dating Hotline	1-800-799-7233
Local Crisis Hotline	302-577-2484
Local police non-emergency number	302-654-5151
Verizon	302-529-2750

Stop the Bleeding



No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

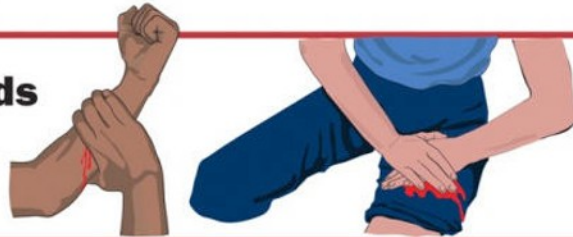
Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.



2. Apply Dressing and Press

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.



3. Apply Tourniquet(s)

If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.



If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.



The "Stop the Bleed" campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the "Stop the Bleed" logo and phrase - trademark pending."



Homeland
Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.

1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:

1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:

1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:

1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:

1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:
 - Are students and staff outside?
 - What entrances need to be secured and monitored?
 - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?
4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger may be outside the school too.
2. **NO FIRE ALARM WILL BE IGNORED.** Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

- Provide keys to the facility.
- Provide floor plans.
- Provide utility shutoff information.
- Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:
 - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
 - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:
 - Chemical Accident near campus
 - Flooding
 - Explosion on or near campus
 - Rabid Animal on campus
 - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Great Oaks Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route/walking information
9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

- dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
 20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.
 1. Teachers and staff will search their own areas.
 2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.
 3. Search instructions for Incident Management Team(s):
 1. Search in two-person teams.
 2. Divide area to be searched in half (based on content, not size).
 3. Listen for "ticking" or "clockwork" sounds.
 4. Search your half of the room waist height (around 3 feet) and below first.
 5. Search your half of the room above waist height second.
7. Announce the need to secure the facility by restricting hallway access immediately.
 1. If during passing times, instruct teachers to take control of students in their area.
 2. Do NOT allow access to lockers or common areas.
8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:
 1. Select rally point (request police presence there).
 2. Search exit routes and path to Rally Point.
 3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.
5. Operations Chief assigns/performs a sweep of evacuation route.
6. Incident Management Team performs sweep of building to ensure evacuation.
7. Move the Command Post to an exterior location.
8. Load buses away from parking lots (if applicable)

Teachers/Staff

1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order

1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff

1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
 1. Provide keys to the facility.
 2. Provide floor plans.
 3. Provide utility shutoff information.
 4. Student Roster.
10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
 2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
 3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
 4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
 5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.
1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
 2. Implement School Emergency Response Plan.
 3. Initiate ALICE Active Threat Lockdown procedures.
1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.
 2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.
 3. Counter: Last resort if violence is imminent and there is no path of escape.
 4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
 2. The goal is to survive.
- Comply when the hostage taker is making demands and/or not attempting to injure or kill others.
 - Resist if the hostage taker is attacking or preparing to injure or kill others.
 - Look for and mentally plan an escape and evade route.
 - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.
 1. Verify school emergency plans are current
 2. Ensure emergency water, food and supplies are pre-stationed
 3. Test generator and verify fuel supply
 4. Secure unused areas of the school
4. Initiate Hurricane mitigation efforts:
 1. Install external window barriers
 2. Move high-value equipment to interior rooms on elevated shelves
 3. Move books and papers to upper levels of bookshelves
 4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon
 5. Secure all outside playground and athletic equipment
5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)

1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Describe Response to Hazard

School Safety Team

As identified in this plan, Great Oaks Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Leland Kent	302-660-4790	215-806-8922	lkent@greatoakswilm.org	yes
Damien Burke	302-660-4790	302-650-5205	dburke@greatoakswilm.org	yes
Keria Broadnax	302-660-4790	302-250-2754	keria@greatoakswilm.org	yes
Nathalia Joshua	302-660-4790	929-238-2071	njoshua@greatoakswilm.org	yes
Samanta Lopez	302-660-4790	862-452-2759	slopez@greatoakswilm.org	yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
CEB Basement level - Command Center (interior)	12th and Walnut Streer (adjacent to the loading dock)

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

1. Stubbs Elementary School, 1100 N. Pine Street, Wilmington, Delaware 19801 - 302-429-4175
2. Elwyn of Delaware, 321 East 11th Street, Wilmington, Delaware 19801 - 302-657-5587
3. YMCA 11th & Walnut Street, Wilmington, Delaware 19801 - 302-472-9622

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
YMCA	11th & Walnut Street Wilmington, DE 19801		302-472-9622
Elwyn of Delaware	321 East 11th Street Wilmington, DE 19801		302-658-8860
First State Montessorri School	1000 N. French Street Wilmington, DE 19801		302-567-1500
Stubbs Elementary School	1100 N. Pine Street Wilmington, DE 19801		302-429-4175
Howard High School	401 East 12th Street Wilmington, DE 19801		302-571-5400

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
1200 N. French Street - Community Education Building	Classroom, Hallways, Conference Rooms, Interior Floor Space - as needed

Appendix 8 - Navigate School Safety Reports :: 2021

Great Oaks Charter School Basic Plan

Great Oaks Charter School
Emergency Response Plan
Part 1: Basic Plan and Policies

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Security Statement

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Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Great Oaks Charter School and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERIP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management. The Christina SD Superintendent is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Great Oaks Charter School. The Superintendent and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Christina SD.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives

2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Great Oaks Charter School School Summary

Great Oaks Charter School is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	346
Total School Staff	31

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0

Grade Level	Number of Classes
Middle	93
High School	253

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	1
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
Delaware Oil Refinery - Chemical Exposure	Delaware City, Delaware
DuPont Experimental Plant - Chemical Exposure	Edgemore, Delaware
Salem Nuclar Plant - Radiation Exposure	Salem, New Jersey
First State Chemical	Wilmington, De

Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Great Oaks Charter School Head of School is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
Leland Kent / Great Oaks School	08/30/2021
Damien Burke / Great Oaks School	08/30/2021
Keria Broadnax / Great Oaks School	08/30/2021
Nathalia Joshua / Great Oaks School	08/30/2021
Samanta Lopez / Great Oaks School	08/30/2021
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts
- Financial accountability
- Student accountability

- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Great Oaks Charter School Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Great Oaks Charter School will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Great Oaks Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Great Oaks Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
1. Leland Kent	Executive Director	302-660-4790
2. Samanta Lopez	Middle School Principal	302-660-4790
3. Damien Burke	Chief Operating Officer	302-660-4790
4. Tamara Price	Assistant Middle School Principal	302-660-4790
5. Nathalia Joshua	Executive Assistant	302-660-4790

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:

1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such

information can be included in a school newsletter or informational materials prepared for parents.

3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Responses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

A Multi-Hazard Emergency Responses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of Great Oaks Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	By school administration and security.
Tabletop Exercise	One each year.	By school administration and security.
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and

Term	Definition
Emergency Supplies	<p>disasters (natural, technological or human-caused).</p> <p>A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.</p>
Exercise	<p>An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.</p>
Facility	<p>Any district owned or leased building, works system or equipment with certain improved and maintained natural features.</p>
Hazard	<p>Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.</p>
Hazard Analysis	<p>A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.</p>
Health Control Issues	<p>Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.</p>
Incident Command System	<p>A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.</p>
School District (SD)	<p>Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.</p>
Inter-Jurisdictional Agreement	<p>A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.</p>

Term	Definition
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Term	Definition
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Term	Definition
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Great Oaks Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After an immediate emergency has passed, a public meeting may be helpful.
6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	online
Twitter	online
Mass/Messaging/Robo Call	online
Intercom System	Overhead PA network

Description	Custodian/Administrator
School Radios	administrator offices
Public Safety Radio (CEB Radios)	administrator offices
Standard Telephone	all classrooms and offices
Instagram	online
Email	online

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Davis	Rasheeda	302-660-4760	School Nurse
Burke	Damien	302-660-4760	Chief Operating Officer
Kent	Leland	302-660-4760	Executive Director
Broadnax	Keria	302-660-4760	Operations Manager
Lopez	Samanta	302-660-4760	Head of School

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2022	Nurse

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2022	Nurse

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.

3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:
 - Note the time of the event.
 - Follow First Aid/CPR with AED training protocols.
 - Provide the sequence of events to EMS when they take over the scene.
2. The second person who arrives should:
 - Bring the AED to the site and assist the First Aid Attendant or First Responder.
3. The third person who arrives should:
 - Record the events that occur and minimize traffic in the area.
4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.
8. Post Incident
 - The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.
 - All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:

1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:

1. Protect - children by shielding them from:
 - Bodily harm
 - Exposure to traumatic stimuli (sights, sounds, smells)
 - Media exposure
2. Direct-ambulatory students who are in shock and dissociative
 - By using kind and firm instruction
 - To move away from danger, destruction, and the severely injured
3. Connect
 - To you as a supportive presence
 - To caregivers
 - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:

1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:

1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" <https://www.apa.org/helpcenter/road-resilience>). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:

1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:

1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

- Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

- Immediate assistance within 24 hours
- Planning coordination with emergency responders
- On-site, one-to-one companionship

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companionship, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistical Manual IV-TR, American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event
 - Threat to physical integrity of self or others
 - Response of intense fear, helplessness or horror
 - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)
 - Intrusive recollection of the event
 - Young children may engage in repetitive, trauma-linked play
 - Dreams of the event
 - Children may report frightening dreams without recognizable content or dreams of monsters
 - Acting as if or feeling that the event is recurring
 - Young children may show trauma-specific reenactment
 - Intense psychological distress to exposure to trauma cues
 - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)
 - Avoid threats, feelings, conversations of trauma
 - Avoid activities, places, people linked to trauma
 - Can't recall important aspects of trauma
 - Less interest or participation in important activities
 - Feeling of detachment/estrangement from others
 - Restricted range of feelings
 - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

- Difficulty sleeping
 - Irritability or outbursts of anger
 - Difficulty concentrating
 - Hypervigilance
 - Exaggerated startle response
5. Disturbance lasts longer than one month
 6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:

1. Provide adequate site security. Security and safety measures need to be concrete and visible.
2. Control the flow of information to protect against unnecessary re-exposure to the trauma
3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:

1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSNet.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
2. Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
3. NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
4. NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
5. NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
6. Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. Journal of Traumatic Stress, 1, 445-473.
7. USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003 U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model and Teach"

Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Delaware Department of Family Services (DFS).			302-577-3824	
Adult and Child Crisis Intervention			302-577-2482	
Behavioral Health Services and Therapist - School Contracted			302-229-4200	

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
Main Entrance	12th French Street	24/7	Allied Security Company	General Public, staff and students
Parking garage P3	12th Walnut Street	24/7	Allied Security Company	Staff

Key Control

Name	Work Number	Cell Number	Home Number
Mike Snyder	302-660-4800 ext 255	443-553-0332	443-553-0332
Keria Broadnax	302-660-4790	302-250-2754	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Assurance Media	302-870-5041	Joe Mirolli	302-870-5041
Alarms	Johnson Controls	1-888-746-7539		1-888-746-7539
Locksmith	Farnans Lock Service	302-420-0642	Joe Farnan	302-420-0642

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.
 - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.
 - Provide the appropriate District Leadership with the location of the parent reunion area
2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z
- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such a manner so that it is visible to adults standing in line. Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

- Obtain the name of student(s)
- Request a picture ID to verify the identity of the adult.
- Verify that he or she is authorized on the Student Emergency Care Information form.
- Do not release students to people not listed on the student emergency care information form.
- Document to whom the student has been released along with date and time and obtain signature from adult.
- Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area
- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student
- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification
- Inform parents of the location and availability of crisis counseling services
- If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released
- Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison
- Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number ____ to the sign out area.

- Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
 6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
 7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	1-800-222-1222
Domestic Violence Hotline	1-800-799-7233
RAPE Hotline	1-800-262-9800
Suicide Hotline	1-800-273-8255
Teen Dating Hotline	1-800-799-7233
Local Crisis Hotline	302-577-2484
Local police non-emergency number	302-654-5151
Verizon	302-529-2750

Stop the Bleeding



No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

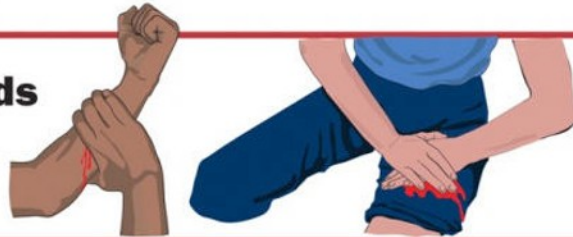
Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.



2. Apply Dressing and Press

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.



3. Apply Tourniquet(s)

If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.



If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.



The "Stop the Bleed" campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the "Stop the Bleed" logo and phrase - trademark pending."



Homeland Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.

1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:

1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:

1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:

1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:

1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:
 - Are students and staff outside?
 - What entrances need to be secured and monitored?
 - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?
4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger may be outside the school too.
2. NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

- Provide keys to the facility.
- Provide floor plans.
- Provide utility shutoff information.
- Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:
 - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
 - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:
 - Chemical Accident near campus
 - Flooding
 - Explosion on or near campus
 - Rabid Animal on campus
 - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Great Oaks Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route/walking information
9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

- dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
 20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.
 1. Teachers and staff will search their own areas.
 2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.
 3. Search instructions for Incident Management Team(s):
 1. Search in two-person teams.
 2. Divide area to be searched in half (based on content, not size).
 3. Listen for "ticking" or "clockwork" sounds.
 4. Search your half of the room waist height (around 3 feet) and below first.
 5. Search your half of the room above waist height second.
7. Announce the need to secure the facility by restricting hallway access immediately.
 1. If during passing times, instruct teachers to take control of students in their area.
 2. Do NOT allow access to lockers or common areas.
8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:
 1. Select rally point (request police presence there).
 2. Search exit routes and path to Rally Point.
 3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.
5. Operations Chief assigns/performs a sweep of evacuation route.
6. Incident Management Team performs sweep of building to ensure evacuation.
7. Move the Command Post to an exterior location.
8. Load buses away from parking lots (if applicable)

Teachers/Staff

1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order

1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff

1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
 1. Provide keys to the facility.
 2. Provide floor plans.
 3. Provide utility shutoff information.
 4. Student Roster.
10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
 2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
 3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
 4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
 5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.
1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
 2. Implement School Emergency Response Plan.
 3. Initiate ALICE Active Threat Lockdown procedures.
1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.
 2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.
 3. Counter: Last resort if violence is imminent and there is no path of escape.
 4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
 2. The goal is to survive.
- Comply when the hostage taker is making demands and/or not attempting to injure or kill others.
 - Resist if the hostage taker is attacking or preparing to injure or kill others.
 - Look for and mentally plan an escape and evade route.
 - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.
 1. Verify school emergency plans are current
 2. Ensure emergency water, food and supplies are pre-stationed
 3. Test generator and verify fuel supply
 4. Secure unused areas of the school
4. Initiate Hurricane mitigation efforts:
 1. Install external window barriers
 2. Move high-value equipment to interior rooms on elevated shelves
 3. Move books and papers to upper levels of bookshelves
 4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon
 5. Secure all outside playground and athletic equipment
5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)

1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Describe Response to Hazard

School Safety Team

As identified in this plan, Great Oaks Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Leland Kent	302-660-4790	215-806-8922	lkent@greatoakswilm.org	yes
Damien Burke	302-660-4790	302-650-5205	dburke@greatoakswilm.org	yes
Keria Broadnax	302-660-4790	302-250-2754	keria@greatoakswilm.org	yes
Nathalia Joshua	302-660-4790	929-238-2071	njoshua@greatoakswilm.org	yes
Samanta Lopez	302-660-4790	862-452-2759	slopez@greatoakswilm.org	yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
CEB Basement level - Command Center (interior)	12th and Walnut Streer (adjacent to the loading dock)

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

1. Stubbs Elementary School, 1100 N. Pine Street, Wilmington, Delaware 19801 - 302-429-4175
2. Elwyn of Delaware, 321 East 11th Street, Wilmington, Delaware 19801 - 302-657-5587
3. YMCA 11th & Walnut Street, Wilmington, Delaware 19801 - 302-472-9622

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
YMCA	11th & Walnut Street Wilmington, DE 19801		302-472-9622
Elwyn of Delaware	321 East 11th Street Wilmington, DE 19801		302-658-8860
First State Montessorri School	1000 N. French Street Wilmington, DE 19801		302-567-1500
Stubbs Elementary School	1100 N. Pine Street Wilmington, DE 19801		302-429-4175
Howard High School	401 East 12th Street Wilmington, DE 19801		302-571-5400

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
1200 N. French Street - Community Education Building	Classroom, Hallways, Conference Rooms, Interior Floor Space - as needed

Appendix 8 - Navigate School Safety Reports :: 2022

Great Oaks Charter School Basic Plan

Great Oaks Charter School
Emergency Response Plan
Part 1: Basic Plan and Policies

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Security Statement

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Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Great Oaks Charter School and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management. The Christina SD Superintendent is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Great Oaks Charter School. The Superintendent and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Christina SD.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives

2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Great Oaks Charter School School Summary

Great Oaks Charter School is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	346
Total School Staff	31

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0

Grade Level	Number of Classes
Middle	93
High School	253

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	1
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
Delaware Oil Refinery - Chemical Exposure	Delaware City, Delaware
DuPont Experimental Plant - Chemical Exposure	Edgemore, Delaware
Salem Nuclar Plant - Radiation Exposure	Salem, New Jersey
First State Chemical	Wilmington, De

Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Great Oaks Charter School Head of School is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
Mike Snyder / Community Education Building	08/11/2022
/	
/	
/	
/	
/	
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts
- Financial accountability
- Student accountability

- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Great Oaks Charter School Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Great Oaks Charter School will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Great Oaks Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Great Oaks Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
1. Leland Kent	Executive Director	302-660-4790
2. Samanta Lopez	Middle School Principal	302-660-4790
4. Tamara Price	Assistant Middle School Principal	302-660-4790
5. Nathalia Joshua	Executive Assistant	302-660-4790
Keria Broadnax	Operations Manager	3026604790

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:

1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such

information can be included in a school newsletter or informational materials prepared for parents.

3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Reponses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

A Multi-Hazard Emergency Reponses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of Great Oaks Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action

plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	By school administration and security.
Tabletop Exercise	One each year.	By school administration and security.
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and

Term	Definition
Emergency Supplies	<p>disasters (natural, technological or human-caused).</p> <p>A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.</p>
Exercise	<p>An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.</p>
Facility	<p>Any district owned or leased building, works system or equipment with certain improved and maintained natural features.</p>
Hazard	<p>Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.</p>
Hazard Analysis	<p>A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.</p>
Health Control Issues	<p>Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.</p>
Incident Command System	<p>A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.</p>
School District (SD)	<p>Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.</p>
Inter-Jurisdictional Agreement	<p>A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.</p>

Term	Definition
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Term	Definition
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Term	Definition
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Great Oaks Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After an immediate emergency has passed, a public meeting may be helpful.
6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	online
Twitter	online
Mass/Messaging/Robo Call	online
Intercom System	Overhead PA network

Description	Custodian/Administrator
School Radios	administrator offices
Public Safety Radio (CEB Radios)	administrator offices
Standard Telephone	all classrooms and offices
Instagram	online
Email	online

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:
 - Note the time of the event.
 - Follow First Aid/CPR with AED training protocols.
 - Provide the sequence of events to EMS when they take over the scene.
2. The second person who arrives should:
 - Bring the AED to the site and assist the First Aid Attendant or First Responder.
3. The third person who arrives should:
 - Record the events that occur and minimize traffic in the area.
4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report

within 24 hours or the next business day following the event.

8. Post Incident

- The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.

- All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Flowers	Michelle	302-660-4760	School Nurse
Broadnax	Keria	302-660-4760	Operation Manager
Kent	Leland	302-660-4760	Executive Director
Spencer	Miriam	302-660-4760	Nurse Assistant

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2023	Nurse

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2023	Nurse

Functional Needs Population

Great Oaks Wilmington is committed to the safe evacuation and transport of all students and staff. The

school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

[2] Limited English proficiency,

[1] Blindness or visual disabilities,

[14] Cognitive or emotional disabilities,

[0] Deafness or hearing loss,

[2] Mobility/Physical/Medically fragile disabilities (permanent and temporary),

[89] Allergies (including asthma and severe allergies).

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by Students and staff are to submit documentation to the main office and to the nursing staff. and is available at Main office.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available Hard copy in main office .

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:

1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:

1. Protect - children by shielding them from:
 - Bodily harm
 - Exposure to traumatic stimuli (sights, sounds, smells)
 - Media exposure
2. Direct-ambulatory students who are in shock and dissociative
 - By using kind and firm instruction
 - To move away from danger, destruction, and the severely injured
3. Connect
 - To you as a supportive presence
 - To caregivers
 - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:

1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:

1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" <https://www.apa.org/helpcenter/road-resilience>). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:

1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:

1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

- Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

- Immediate assistance within 24 hours
- Planning coordination with emergency responders
- On-site, one-to-one companionship

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companionship, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event
 - Threat to physical integrity of self or others
 - Response of intense fear, helplessness or horror
 - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)
 - Intrusive recollection of the event
 - Young children may engage in repetitive, trauma-linked play
 - Dreams of the event
 - Children may report frightening dreams without recognizable content or dreams of monsters
 - Acting as if or feeling that the event is recurring
 - Young children may show trauma-specific reenactment
 - Intense psychological distress to exposure to trauma cues
 - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)
 - Avoid threats, feelings, conversations of trauma
 - Avoid activities, places, people linked to trauma
 - Can't recall important aspects of trauma
 - Less interest or participation in important activities
 - Feeling of detachment/estrangement from others
 - Restricted range of feelings
 - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

- Difficulty sleeping
 - Irritability or outbursts of anger
 - Difficulty concentrating
 - Hypervigilance
 - Exaggerated startle response
5. Disturbance lasts longer than one month
 6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:

1. Provide adequate site security. Security and safety measures need to be concrete and visible.
2. Control the flow of information to protect against unnecessary re-exposure to the trauma
3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:

1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSN.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
2. Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
3. NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
4. NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
5. NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
6. Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. Journal of Traumatic Stress, 1, 445-473.
7. USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003 U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model and Teach"

Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Delaware Department of Family Services (DFS).			302-577-3824	
Adult and Child Crisis Intervention			302-577-2482	
Behavioral Health Services and Therapist - School Contracted			302-229-4200	

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
Main Entrance	12th French Street	24/7	Allied Security Company	General Public, staff and students
Parking garage P3	12th Walnut Street	24/7	Allied Security Company	Staff

Key Control

Name	Work Number	Cell Number	Home Number
Mike Snyder	302-660-4800 ext 255	443-553-0332	443-553-0332
Keria Broadnax	302-660-4790	302-250-2754	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Assurance Media	302-870-5041	Joe Mirolli	302-870-5041
Alarms	Johnson Controls	1-888-746-7539		1-888-746-7539
Locksmith	Farnans Lock Service	302-420-0642	Joe Farnan	302-420-0642

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.
 - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.
 - Provide the appropriate District Leadership with the location of the parent reunion area
2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z
- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such a manner so that it is visible to adults standing in line. Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

- Obtain the name of student(s)
- Request a picture ID to verify the identity of the adult.
- Verify that he or she is authorized on the Student Emergency Care Information form.
- Do not release students to people not listed on the student emergency care information form.
- Document to whom the student has been released along with date and time and obtain signature from adult.
- Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area
- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student
- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification
- Inform parents of the location and availability of crisis counseling services
- If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released
- Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison
- Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number ____ to the sign out area.

- Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
 6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
 7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	1-800-222-1222
Domestic Violence Hotline	1-800-799-7233
RAPE Hotline	1-800-262-9800
Suicide Hotline	1-800-273-8255
Teen Dating Hotline	1-800-799-7233
Local Crisis Hotline	302-577-2484
Local police non-emergency number	302-654-5151
Verizon	302-529-2750

Stop the Bleeding



No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.



2. Apply Dressing and Press

EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.

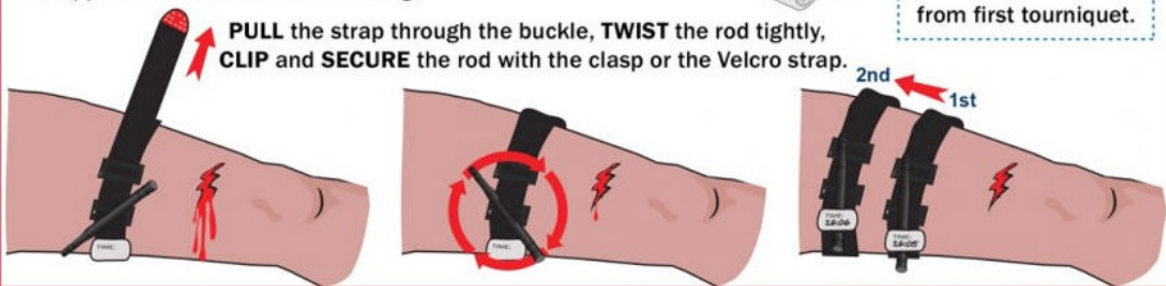


3. Apply Tourniquet(s)

If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.



If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.



The "Stop the Bleed" campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the "Stop the Bleed" logo and phrase - trademark pending."



Homeland Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.

1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:

1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:

1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:

1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:

1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:
 - Are students and staff outside?
 - What entrances need to be secured and monitored?
 - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?
4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger may be outside the school too.
2. NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

- Provide keys to the facility.
- Provide floor plans.
- Provide utility shutoff information.
- Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:
 - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
 - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:
 - Chemical Accident near campus
 - Flooding
 - Explosion on or near campus
 - Rabid Animal on campus
 - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Great Oaks Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route/walking information
9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

- dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
 20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.
 1. Teachers and staff will search their own areas.
 2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.
 3. Search instructions for Incident Management Team(s):
 1. Search in two-person teams.
 2. Divide area to be searched in half (based on content, not size).
 3. Listen for "ticking" or "clockwork" sounds.
 4. Search your half of the room waist height (around 3 feet) and below first.
 5. Search your half of the room above waist height second.
7. Announce the need to secure the facility by restricting hallway access immediately.
 1. If during passing times, instruct teachers to take control of students in their area.
 2. Do NOT allow access to lockers or common areas.
8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:
 1. Select rally point (request police presence there).
 2. Search exit routes and path to Rally Point.
 3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.
5. Operations Chief assigns/performs a sweep of evacuation route.
6. Incident Management Team performs sweep of building to ensure evacuation.
7. Move the Command Post to an exterior location.
8. Load buses away from parking lots (if applicable)

Teachers/Staff

1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order

1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff

1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposed power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
 1. Provide keys to the facility.
 2. Provide floor plans.
 3. Provide utility shutoff information.
 4. Student Roster.
10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
 2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
 3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
 4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
 5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.
1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
 2. Implement School Emergency Response Plan.
 3. Initiate ALICE Active Threat Lockdown procedures.
1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.
 2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.
 3. Counter: Last resort if violence is imminent and there is no path of escape.
 4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
 2. The goal is to survive.
- Comply when the hostage taker is making demands and/or not attempting to injure or kill others.
 - Resist if the hostage taker is attacking or preparing to injure or kill others.
 - Look for and mentally plan an escape and evade route.
 - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.
 1. Verify school emergency plans are current
 2. Ensure emergency water, food and supplies are pre-stationed
 3. Test generator and verify fuel supply
 4. Secure unused areas of the school
4. Initiate Hurricane mitigation efforts:
 1. Install external window barriers
 2. Move high-value equipment to interior rooms on elevated shelves
 3. Move books and papers to upper levels of bookshelves
 4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon
 5. Secure all outside playground and athletic equipment
5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)

1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Describe Response to Hazard

School Safety Team

As identified in this plan, Great Oaks Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Leland Kent	302-5597087	215-806-8922	lkent@greatoakswilm.org	yes
Keria Broadnax	302-660-4790	302-250-2754	keria@greatoakswilm.org	yes
Nathalia Joshua	302-5590916	929-238-2071	njoshua@greatoakswilm.org	yes
Samanta Lopez	302-660-4790	862-452-2759	slopez@greatoakswilm.org	yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
CEB Basement level - Command Center (interior)	12th and Walnut Streer (adjacent to the loading dock)

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

1. Stubbs Elementary School, 1100 N. Pine Street, Wilmington, Delaware 19801 - 302-429-4175
2. Elwyn of Delaware, 321 East 11th Street, Wilmington, Delaware 19801 - 302-657-5587
3. YMCA 11th & Walnut Street, Wilmington, Delaware 19801 - 302-472-9622

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
YMCA	11th & Walnut Street Wilmington, DE 19801		302-472-9622
Elwyn of Delaware	321 East 11th Street Wilmington, DE 19801		302-658-8860
First State Montessorri School	1000 N. French Street Wilmington, DE 19801		302-567-1500
Stubbs Elementary School	1100 N. Pine Street Wilmington, DE 19801		302-429-4175
Howard High School	401 East 12th Street Wilmington, DE 19801		302-571-5400

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
1200 N. French Street - Community Education Building	Classroom, Hallways, Conference Rooms, Interior Floor Space - as needed

Appendix 8 - Navigate School Safety Reports :: Navigate Drills

School Name: Great Oaks Charter School	Type of Drill: Lock-Down Safety Drill	Date and Time of Drill: 03/28/19 09:00 am
Drill Scheduled Data and Time: 03/28/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:50 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Lock-Down Safety Drill	Date and Time of Drill: 02/07/19 10:00 am
Drill Scheduled Data and Time: 02/07/19 10:00 am	Drill Posted Date and Time: 03/31/20 09:49 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/30/19 09:00 am
Drill Scheduled Data and Time: 05/30/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:43 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 04/08/19 09:00 am
Drill Scheduled Data and Time: 04/08/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:42 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/19/18 09:00 am
Drill Scheduled Data and Time: 09/19/18 09:00 am	Drill Posted Date and Time: 03/31/20 09:36 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 11/07/18 09:00 am
Drill Scheduled Data and Time: 11/07/18 09:00 am	Drill Posted Date and Time: 03/31/20 09:38 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 12/21/18 11:00 am
Drill Scheduled Data and Time: 12/21/18 11:00 am	Drill Posted Date and Time: 03/31/20 09:38 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 01/03/19 04:00 pm
Drill Scheduled Data and Time: 01/03/19 04:00 pm	Drill Posted Date and Time: 03/31/20 09:39 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 02/05/19 02:00 pm
Drill Scheduled Data and Time: 02/05/19 02:00 pm	Drill Posted Date and Time: 03/31/20 09:40 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 03/14/19 09:00 am
Drill Scheduled Data and Time: 03/14/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:41 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Tabetop Exercise	Date and Time of Drill: 05/21/19 01:00 pm
Drill Scheduled Data and Time: 05/21/19 01:00 pm	Drill Posted Date and Time: 03/31/20 09:51 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Lock-Down Safety Drill	Date and Time of Drill: 10/02/19 10:00 am
Drill Scheduled Data and Time: 10/02/19 10:00 am	Drill Posted Date and Time: 03/31/20 09:50 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Bus Evacuation Drill	Date and Time of Drill: 01/14/20 01:00 pm
Drill Scheduled Data and Time: 01/14/20 01:00 pm	Drill Posted Date and Time: 03/31/20 09:35 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Bus Evacuation Drill	Date and Time of Drill: 03/02/20 09:00 am
Drill Scheduled Data and Time: 03/02/20 09:00 am	Drill Posted Date and Time: 03/31/20 09:35 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Bus Evacuation Drill	Date and Time of Drill: 10/02/19 10:00 am
Drill Scheduled Data and Time: 10/02/19 10:00 am	Drill Posted Date and Time: 03/31/20 09:33 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Bus Evacuation Drill	Date and Time of Drill: 11/20/19 01:00 pm
Drill Scheduled Data and Time: 11/20/19 01:00 pm	Drill Posted Date and Time: 03/31/20 09:34 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 11/20/19 09:00 am
Drill Scheduled Data and Time: 11/20/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:45 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 03/02/20 09:00 am
Drill Scheduled Data and Time: 03/02/20 09:00 am	Drill Posted Date and Time: 03/31/20 09:47 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/16/19 09:00 am
Drill Scheduled Data and Time: 09/16/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:43 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/19/19 09:00 am
Drill Scheduled Data and Time: 09/19/19 09:00 am	Drill Posted Date and Time: 03/31/20 09:44 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 10/29/19 09:00 am
Drill Scheduled Data and Time: 10/29/19 01:00 pm	Drill Posted Date and Time: 03/31/20 09:44 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 12/11/19 10:00 am
Drill Scheduled Data and Time: 12/11/19 10:00 am	Drill Posted Date and Time: 03/31/20 09:46 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 01/14/20 01:00 pm
Drill Scheduled Data and Time: 01/14/20 01:00 pm	Drill Posted Date and Time: 03/31/20 09:46 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 02/13/20 09:00 am
Drill Scheduled Data and Time: 02/13/20 09:00 am	Drill Posted Date and Time: 03/31/20 09:47 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/04/21 09:00 am
Drill Scheduled Data and Time: 05/04/20 09:00 am	Drill Posted Date and Time: 05/04/21 03:06 pm	Drill Posted By: James Stallings, Security Manager
Notes		
Complete		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 04/21/20 01:00 pm
Drill Scheduled Data and Time: 04/21/20 01:00 pm	Drill Posted Date and Time: 05/04/21 03:08 pm	Drill Posted By: James Stallings, Security Manager
Notes		
postponed due to COVID 19		

School Name: Great Oaks Charter School	Type of Drill: Tabetop Exercise	Date and Time of Drill: 03/17/20 01:00 pm
Drill Scheduled Data and Time: 03/17/20 01:00 pm	Drill Posted Date and Time: 03/31/20 09:52 am	Drill Posted By: NaviGate prepared
Notes		

School Name: Great Oaks Charter School	Type of Drill: Custom Tabletop	Date and Time of Drill: 05/04/21 12:00 pm
Drill Scheduled Data and Time: 05/04/21 12:00 pm	Drill Posted Date and Time: 05/04/21 03:04 pm	Drill Posted By: James Stallings, Security Manager
Plan approved prior to drill/assessment	What assessment did you perform	
No	Table Top Exercise - School Altercation	
Who was present (Name of each attendee, agency/school, and title)	Objective: Corrective action to be applied, and when	
Leland Kent, Damien Burke, Kendria Walltower, Cadeidra Jarmon, Andres Waters, Lacreacia Stewart-Henderson, Shana Roberts, James Stallings, Ivan Cardona	Safety Protocol for response to a school altercation with student injured	
Objective: Opportunities	Objective: Strengths	
Strengthen response and safety plan	Crisis Response Team development	
Objective: Threat	Objective: (Was this a previous or new objective)	
Properly managing an immediate threat	No	
Objective: Weaknesses		
External Communications		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/27/21 09:55 am
Drill Scheduled Data and Time: 05/27/21 09:55 am	Drill Posted Date and Time: 06/07/21 02:38 pm	Drill Posted By: James Stallings, Security Manager
Notes		
Fire Drill - 1st floor Kuumba smoke and building evacuated.		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 11/17/20 10:00 am
Drill Scheduled Data and Time: 11/17/20 10:00 am	Drill Posted Date and Time: 03/01/21 10:35 am	Drill Posted By: James Stallings, Security Manager
Notes		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/25/21 02:30 pm
Drill Scheduled Data and Time: 05/25/21 02:30 pm	Drill Posted Date and Time: 05/25/21 03:07 pm	Drill Posted By: James Stallings, Security Manager
Notes		
Complete		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 04/28/21 02:30 pm
Drill Scheduled Data and Time: 04/28/21 02:30 pm	Drill Posted Date and Time: 04/28/21 02:58 pm	Drill Posted By: James Stallings, Security Manager
Notes		
Completed		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 02/24/21 10:00 am
Drill Scheduled Data and Time: 02/24/21 10:00 am	Drill Posted Date and Time: 03/01/21 10:24 am	Drill Posted By: James Stallings, Security Manager
Notes		

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/24/21 02:30 pm
Drill Scheduled Data and Time: 05/24/21 02:30 pm	Drill Posted Date and Time: 05/24/21 02:49 pm	Drill Posted By: James Stallings, Security Manager
Plan approved prior to drill/assessment Yes	What assessment did you perform Lockdown Drill	
Who was present (Name of each attendee, agency/school, and title) Damien Burke, James Stallings, Mike Snyder, Ivan Cardona	Objective: Corrective action to be applied, and when Students seeking secured shelter during drill	
Objective: Opportunities Strengthen response and safety plan	Objective: Strengths Students participated in lockdown drill and took shelter	
Objective: Threat Properly managing an immediate threat	Objective: (Was this a previous or new objective) Yes	
Objective: Weaknesses None Observed		

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 06/02/21 01:57 pm
Drill Scheduled Data and Time: 06/02/21 01:30 pm	Drill Posted Date and Time: 06/07/21 01:58 pm	Drill Posted By: James Stallings, Security Manager
Plan approved prior to drill/assessment Yes	What assessment did you perform Lockdown Drill	
Who was present (Name of each attendee, agency/school, and title) Leland Kent, Damien Burke, Sametha Lopez, James Stallings	Objective: Corrective action to be applied, and when Students seeking secured shelter during drill	
Objective: Opportunities Strengthen response and safety plan	Objective: Strengths Students participated in lockdown drill and took shelter	
Objective: Threat Properly managing an immediate threat	Objective: (Was this a previous or new objective) Yes	
Objective: Weaknesses None Observed		

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 06/08/21 09:30 am
Drill Scheduled Data and Time: 06/08/21 09:30 am	Drill Posted Date and Time: 06/08/21 09:32 am	Drill Posted By: James Stallings, Security Manager
Plan approved prior to drill/assessment	What assessment did you perform	
Yes	Lockdown Drill	
Who was present (Name of each attendee, agency/school, and title)	Objective: Corrective action to be applied, and when	
Leland Kent, Ricki Hernadenz, James Stallings, Great Oaks teachers.	Students seeking secured shelter during drill	
Objective: Opportunities	Objective: Strengths	
Strengthen response and safety plan	Students participated in lockdown drill and took shelter	
Objective: Threat	Objective: (Was this a previous or new objective)	
Properly managing an immediate threat	No	
Objective: Weaknesses		
None Observed		

School Name: Great Oaks Charter School	Type of Drill: Tabletop Exercise	Date and Time of Drill: 05/25/22 10:00 am
Drill Scheduled Data and Time: 05/25/22 10:00 am	Drill Posted Date and Time: 05/25/22 11:14 am	Drill Posted By: Nathalia Joshua, Administrator
What tabletop exercise did you conduct		Objective: Corrective action to be applied, and when
Irrational Behavior		Asking the student to leave the premises after the first time of refusing to listen to staff members directions and call parents/guardians
Objective: Opportunities		Objective: Strengths
Testing staffs ability to de-escalate and isolate the student. Potentially follow up with student providing applicable referrals.		Security is good at ensuring the student does not return back in to the building.
Objective: Threat		Objective: (Was this a previous or new objective)
Irrational Behavior with potential for student to bring weapon on premise.		New objective
Objective: Weaknesses		Plan approved prior to drill/assessment
Increase staff presence at points of entry/ exit keeping all of security in the know of who not to let back into the building. Need to increase staff training on what to do in a situation like this.		No
What assessment did you perform		Who was present (Name of each attendee, agency/school, and title)
Student risk evaluation		James Stallings CEB, Head of Security Nathalia Joshua Great Oaks, Executive Assistant Keria Broadnax Great Oaks, Operations Manager Leland Kent Great Oaks, Executive Director Samanta Lopez Great Oaks, Principal

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 07/20/21 10:30 am
Drill Scheduled Data and Time: 07/20/21 10:30 am	Drill Posted Date and Time: 07/20/21 03:16 pm	Drill Posted By: James Stallings, Security Manager
Notes		
Completed		

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 02/28/22 01:10 pm
Drill Scheduled Data and Time: 02/28/22 01:10 pm	Drill Posted Date and Time: 02/28/22 01:52 pm	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
300	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/18/22 08:00 am
Drill Scheduled Data and Time: 05/18/22 08:00 am	Drill Posted Date and Time: 05/18/22 10:41 am	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
300	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/07/21 10:00 am
Drill Scheduled Data and Time: 09/07/21 10:00 am	Drill Posted Date and Time: 09/23/21 09:15 am	Drill Posted By: James Stallings, Security Manager
Notes		Person Conducting Drill
Fire Drill Complete		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
700	20 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 10/22/21 01:30 pm
Drill Scheduled Data and Time: 10/22/21 01:30 pm	Drill Posted Date and Time: 10/25/21 09:58 am	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
300	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 11/19/21 10:00 am
Drill Scheduled Data and Time: 11/19/21 10:00 am	Drill Posted Date and Time: 11/23/21 01:22 pm	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
300	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 12/22/21 10:00 am
Drill Scheduled Data and Time: 12/22/21 10:00 am	Drill Posted Date and Time: 01/11/22 11:26 am	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
300	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 01/25/22 01:45 pm
Drill Scheduled Data and Time: 01/25/22 01:45 pm	Drill Posted Date and Time: 01/25/22 02:39 pm	Drill Posted By: Nathalia Joshua, Administrator
Notes		Person Conducting Drill
		James Stallings
Number of Occupants Participating	Time Required to Complete Drill	
50	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 10/22/21 01:30 pm
Drill Scheduled Data and Time: 11/10/21 01:30 pm	Drill Posted Date and Time: 11/16/21 01:36 pm	Drill Posted By: Nathalia Joshua, Administrator
Objective: Corrective action to be applied, and when	Objective: Opportunities	
Timeliness of threat response	Test teachers and student responses to an intruder alert	
Objective: Strengths	Objective: Threat	
Doors locked, lights were off, hallways were clear	Intruder	
Objective: (Was this a previous or new objective)	Objective: Weaknesses	
New	Noise	
Plan approved prior to drill/assessment	What assessment did you perform	
No	Intruder Drill	
Who was present (Name of each attendee, agency/school, and title)		
James Stallings, Community Education Building, Head of Security		

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/26/22 11:15 am
Drill Scheduled Data and Time: 05/26/22 11:00 am	Drill Posted Date and Time: 05/26/22 11:30 am	Drill Posted By: Nathalia Joshua, Administrator
Objective: Corrective action to be applied, and when		Objective: Opportunities
Timeliness of threat response		Test teachers and student responses to an intruder alert
Objective: Strengths		Objective: Threat
All doors were locked and lights were off in all of the classrooms.		Intruder
Objective: (Was this a previous or new objective)		Objective: Weaknesses
Previous		Noise, some students were not in a room and some rooms had the students in view of the door.
Plan approved prior to drill/assessment		What assessment did you perform
Yes		Intruder Drill
Who was present (Name of each attendee, agency/school, and title)		
James Stallings, CEB Head of Security Leland Kent, Great Oaks Executive Director Samanta Lopez, Great Oaks Principal Nathalia Joshua, Great Oaks Executive Assistant		

School Name: Great Oaks Charter School	Type of Drill: Tabletop Exercise	Date and Time of Drill: 05/24/23 01:00 pm
Drill Scheduled Data and Time: 05/24/23 01:00 pm	Drill Posted Date and Time: 05/31/23 11:55 am	Drill Posted By: Tamara Price, School Principal

Helpful Hint #1: SITE: Name/s of locations/s where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge.

Yes

Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge.

Yes

Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after.

Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge.

Yes

Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge.

No

Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge.

Yes

Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge.

Yes

Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge.

Yes

Was this a new evaluation or a re-test after remedies were made to a previously conducted one.

No

Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted)

Yes

What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder.

Table Top

Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names.

Tamara Price, Office Hudson, Dean Henderson, Shaun Cooper, Mike Synder

What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply)

Disruptive parent on the school floor Increase awareness and develop an if-then mindset staff and building level support Determine if current building policy, procedure and practice is adequate to the incident in the exercise and aligns with Building Community Facilitate the updating school policy and building procedure for the types of incidents

<p>What strengths did you find? (In what areas did you feel you were especially strong)</p> <p>We have a system but it needs to align with the Community Based School systems and procedures</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing)</p> <p>Ensuring the communication on our school floor is consistent</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None.</p> <p>Update the team and partner with Community Schools in the building to have best practices with Intruders in the building</p>	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 10/21/22 09:30 am
Drill Scheduled Data and Time: 10/21/22 09:30 am	Drill Posted Date and Time: 10/26/22 04:07 pm	Drill Posted By: Nathalia Joshua, Administrator
Accounting for Occupants	Building	
Satisfactory	Community Education Building	
Notes	Number of Occupants Participating	
	250	
Person Conducting Drill	Time Required to Complete Drill	
Mike Snyder	15 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 07/20/22 09:55 am
Drill Scheduled Data and Time: 07/20/22 09:55 am	Drill Posted Date and Time: 07/20/22 10:39 am	Drill Posted By: Nathalia Joshua, Administrator
Accounting for Occupants	Building	
Satisfactory	Community Education Building	
Notes	Number of Occupants Participating	
	75	
Person Conducting Drill	Time Required to Complete Drill	
Mike Snyder	30	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/12/22 01:20 pm
Drill Scheduled Data and Time: 09/12/22 01:20 pm	Drill Posted Date and Time: 09/19/22 11:35 am	Drill Posted By: Nathalia Joshua, Administrator
Accounting for Occupants	Building	
Satisfactory	Community Education Building	
Notes	Number of Occupants Participating	
	250	
Person Conducting Drill	Time Required to Complete Drill	
Mike Snyder	40 minutes	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 10/21/22 09:30 am
Drill Scheduled Data and Time: 10/21/22 09:30 am	Drill Posted Date and Time: 05/31/23 11:13 am	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
N/A	200	
Person Conducting Drill	Time Required to Complete Drill	
Tammara Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 01/27/23 08:00 am
Drill Scheduled Data and Time: 01/27/23 09:30 am	Drill Posted Date and Time: 05/31/23 11:59 am	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	200	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 03/24/23 08:00 am
Drill Scheduled Data and Time: 03/24/23 09:30 am	Drill Posted Date and Time: 05/31/23 12:00 pm	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	200	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 04/21/23 09:30 am
Drill Scheduled Data and Time: 04/21/23 09:30 am	Drill Posted Date and Time: 05/31/23 12:01 pm	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	200	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 05/12/23 08:00 am
Drill Scheduled Data and Time: 05/12/23 09:30 am	Drill Posted Date and Time: 05/31/23 12:02 pm	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	180	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 11/18/22 09:30 am
Drill Scheduled Data and Time: 11/18/22 09:30 am	Drill Posted Date and Time: 05/31/23 11:56 am	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	215	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 12/14/22 09:30 am
Drill Scheduled Data and Time: 12/14/22 09:30 am	Drill Posted Date and Time: 05/31/23 11:58 am	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	200	
Person Conducting Drill	Time Required to Complete Drill	
Tamarra Morris	40	

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/31/23 10:00 am
Drill Scheduled Data and Time: 05/31/23 10:00 am	Drill Posted Date and Time: 05/31/23 11:28 am	Drill Posted By: Tamara Price, School Principal

<p>Helpful Hint #1: SITE: Name/s of locations/where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge. Yes</p>	<p>Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge. Yes</p>
<p>Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after. Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge. Yes</p>	<p>Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge. No</p>
<p>Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge. Yes</p>	<p>Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge. Yes</p>
<p>Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge. Yes</p>	<p>Was this a new evaluation or a re-test after remedies were made to a previously conducted one. Yes</p>
<p>Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted) Yes</p>	<p>What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder. Intruder</p>
<p>Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names. Officer Hudson, Principal Tamara Price, Dean Lacreacia Stewart Henderson</p>	<p>What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply) Improvement of student participation. Ensuring students are compliant to safety policies.</p>
<p>What strengths did you find? (In what areas did you feel you were especially strong) All doors were locked, No one was in the hallway. Teachers covered windows.</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing) Ensure that students move inside the classroom quietly</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None. Continue to communicate the feedback with the school community</p>	

School Name: Great Oaks Charter School	Type of Drill: Lockdown/Intruder Drill	Date and Time of Drill: 05/23/23 02:00 pm
Drill Scheduled Data and Time: 05/23/23 02:00 pm	Drill Posted Date and Time: 05/31/23 11:22 am	Drill Posted By: Tamara Price, School Principal

<p>Helpful Hint #1: SITE: Name/s of locations/s where drill or evaluation was performed. (If was not on all buildings on your campus, please state which ones). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #2: DRILL TYPE: Was it a lockdown or table-top? Click YES to acknowledge.</p> <p>Yes</p>
<p>Helpful Hint #3: DRILL DATE AND TIME: Should include the length. (Length includes duration of and discussion after. Lockdown/Intruder Drills: DRILL TIME: >/=30 minutes. Table-Top: Exercise time >/=60 minutes. See Guidelines CSSP for further information on required lengths). Click YES to acknowledge.</p> <p>Yes</p>	<p>Helpful Hint #4: DATE LOG POSTED: Date Log Posted: (Logged into EMS/completion of After-Action questions (AAR) within 1 week of completion. See Guidelines CSSP for further information on required lengths. Click YES to acknowledge.</p> <p>No</p>
<p>Comprehensive Guide: For a comprehensive guide on completion of these questions, please see the After-Action Reports (AAR) Guide located within your DEMA General Resources Binder. Click YES to acknowledge.</p> <p>Yes</p>	<p>Comprehensive Guide Important Note #1: Do not answer N/A to any of the questions, or it will not be considered complete. Click YES to acknowledge.</p> <p>Yes</p>
<p>Comprehensive Guide Important Note #2: Please upload any additional applicable documents under the appropriate binders. Click YES to acknowledge.</p> <p>Yes</p>	<p>Was this a new evaluation or a re-test after remedies were made to a previously conducted one.</p> <p>No</p>
<p>Plan approved prior to drill/evaluation (All plans must be approved by the school and CSSP before drills or assessments can be conducted)</p> <p>Yes</p>	<p>What scenario did you perform: (I.E. Navigate #1 Medical, Navigate # 5 Intruder/Hostile, Navigate # 24 Wildlife, DEMA Table-Top Bomb Threat, etc.) If it is another than what has been provided to you within Navigate, please list the name, and upload it into your virtual binder.</p> <p>Intruder/Hostile person on the school floor</p>
<p>Who was present (Name of each attendee, agency/school, and title). Also, if students were present, please just type students for all students and do not list their names.</p> <p>Mike Synder CEB, Officer Hudson, Tamara Price Principal</p>	<p>What are you analyzing or evaluating? (What parts of your plan are you looking at. List all that apply)</p> <p>Intruder on the floor</p>
<p>What strengths did you find? (In what areas did you feel you were especially strong)</p> <p>All doors were locked and lights were turned off. No one was found in the hallway.</p>	<p>What areas did you find weaknesses or deficiencies? (What areas did you notice that did not match your plan information or response, and/or did not meet your expectations while analyzing/assessing)</p> <p>Students did not move away from window</p>
<p>Corrective action to be applied, and when: (What, if anything, do you need to fix, how, and when). If none, type None.</p> <p>Teachers actively cover window when locking door. Students get immediate feedback that they must move away from from window.</p>	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 08/18/23 09:30 am
Drill Scheduled Data and Time: 08/18/23 09:30 am	Drill Posted Date and Time: 08/29/23 06:40 pm	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	100	
Time Required to Complete Drill	Person Conducting Drill	
9:45	Tammara Morris	

School Name: Great Oaks Charter School	Type of Drill: Fire Drill	Date and Time of Drill: 09/15/23 08:00 am
Drill Scheduled Data and Time: 09/15/23 09:30 am	Drill Posted Date and Time: 09/29/23 06:00 pm	Drill Posted By: Tamara Price, School Principal
Accounting for Occupants	Building	
Satisfactory	CEB	
Notes	Number of Occupants Participating	
	165	
Time Required to Complete Drill	Person Conducting Drill	
30 minutes	Tamara Morris	

**Appendix 10 - Final Fiscal Year 2023 Revenue and Expenditure Budget
Report**

REVENUE BUDGET

GREAT OAKS
For the 12 Months Ending Jun 30,2023

	Bd Approved Budget	Receipt To Date	% Received	Under (Over) Budget
STATE FUNDS				
1 Operations (05213)	2,025,870	2,025,870	100.0%	-
2 Minor Cap	45,019	45,019	100.0%	-
3 Other State Funds	606,064	606,484	100.1%	(420)
Total State Funds	2,676,953	2,677,373	100.0%	(420)
LOCAL FUNDS (Include Food Services)	1,354,367	1,354,367	100.0%	(0)
FEDERAL FUNDS (Current FY Only)	2,056,738	1,869,487	90.9%	187,251
OTHER FUNDS (fundraising-Current FY Only)	125,718	103,474	82.3%	22,244
All Funds Total	6,213,776	6,004,702	96.6%	209,074

EXPENDITURE BUDGET

GREAT OAKS
For the 12 Months Ending Jun 30,2023

Operating Budget Description	Bd Approved Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
1 Salaries and Benefits	3,293,380		3,218,416	74,964	97.7%
2 Utilities	9,840		5,790	4,050	100.0%
3 Facility--Lease	999,269	-	995,983	3,286	99.7%
4 Transportation-Student	577,899		580,649	(2,750)	100.5%
5 Contractor--Educational	526,774	-	452,795	73,980	86.0%
6 Contractor-Management Support	187,739	-	191,296	(3,557)	101.9%
7 Textbooks and Instructional Supplies	147,559	-	126,888	20,671	86.0%
8 Building Maintenance and Custodial Services	29	-	29	(0)	100.0%
9 Other Expenses	418,011	-	314,059	103,952	75.1%
Total Operating Budget	6,160,500	-	5,885,904	274,596	95.5%
	Budget	Actual			
Surplus (Deficit)	53,276	118,797			
Carry Over Funds	88,537	88,537			
Ending Fund Balance	141,813	207,334			

Appendix 11 - Approved Preliminary Fiscal Year 2024 Budget

GREAT OAKS
Projected Budget
July 2023 through June 2024

FY24 Proposed Budget Enrollment 148	Budget Narrative
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Income

CHARGES TO SCHOOL DISTRICTS

40005 · Local School District (98000)	1,078,141	<i>Refer to Local Revenue Worksheet</i>
40007 · CSD Settlement (99150)	22,872	<i>\$265.95 x 86 Christina School District</i>

Total CHARGES TO SCHOOL DISTRICTS 1,101,013

EARNINGS ON CASH AND INVESTMENT

48505 · Interest on Deposit	6,000	<i>Based on FY23 Actual</i>
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Total EARNINGS ON CASH AND INVESTMENT 6,000

FEDERAL FUNDING

40003 · Federal Entitlements	484,384	<i>Reduced Consolidated App & ESSER III</i>
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Total FEDERAL FUNDING 484,384

LOCAL FUNDRAISING

46129 · Admissions-School Activ	20,000	<i>Student contribution to Prom & Senior Trip</i>
48330 · Donation/Contributions	0	

Total LOCAL FUNDRAISING 20,000

STATE FUNDING

40000 · State Appropriation (05213)	1,622,373	<i>Refer to State Revenue Summary</i>
40017 · Charter Transportation (05177)	160,359	<i>\$1,083.51 x 148 students</i>
40001 · Tech Block Grant (05235)	4,524	<i>\$337.64 X 13.40 Division I Units</i>
40002 · Ed Sustainment (05289)	33,804	<i>\$2,522.71 X 13.40 Division I Units</i>
40008 · Education Opportunity (05297)	128,596	<i>Based on FY24 Allocation</i>
40018 · Child Safety Awareness (05317)	296	<i>\$2 x 148 Students</i>
40025 · Sub Teacher Block Grant (05113)	87,126	<i>Based on actual FY24 actual allocation</i>
40026 · Sub Reimburse Family Leave (05389)	12,091	<i>Based on actual FY23 state funding</i>
40029 · Program Supplement (08940)	11,248	<i>Based on actual FY24 actual allocation</i>
		<i>6% Supplement funding based on actual staff allocations</i>
40031 · One Time Supplement Rev (08900)	9,483	<i>Based on actual FY24 actual allocation</i>
40032 · 4 HR Driver Training (05109)	210	<i>Based on actual FY24 actual allocation</i>
		<i>6% Supplement funding based on actual staff allocations</i>
40033 · Educ Compensation (00623)	33,301	<i>Based on actual FY24 actual allocation</i>
40034 · MCI Equipment (10230)	33,767	<i>Based on actual FY24 actual allocation</i>

Total STATE FUNDING 2,137,179

Total Income 3,748,576

Expense

FACILITIES & MAINTENANCE

55200 · Public Utilities	776	<i>Final utilities of tutor apartments</i>
55205 · Electric	208	<i>Final utilities of tutor apartments</i>
55402 · Rent	703,505	<i>CEB Rent</i>
55452 · Insurance	61,428	<i>Projected policy for FY24</i>
55507 · Maintenance	12	<i>Lock Repair</i>
56141 · Custodial Supplies	17	<i>YTD Actual</i>

Total FACILITIES & MAINTENANCE 765,946

INSTRUCTIONAL SUPPORT

51000 · Salaries	1,350,487	<i>Based on current staff, includes FY24 summer salary obligation</i>
52000 · OECs	668,084	<i>Based on current staff, includes FY24 summer salary obligation</i>
55020 · Legal	10,000	<i>annual contingency</i>
55030 · Instructional Services	197,250	<i>Alternative Placement & LT Subs</i>
55031 · Student Support Services	10,000	<i>student social and emotional support.</i>
55032 · Related Services	25,659	<i>Speech & OT services</i>
		<i>Audit, Contract Eschool & Scheduling Support, Contract Accounting Services & Contract Executive Director</i>
55035 · Central Admin Services	202,639	<i>Contractual IT</i>
55052 · IT Professional Services	30,000	<i>Based on last year rounded up to \$1,000</i>
55101 · Postage	1,000	<i>DTI Fees & Cell Phone Charges based on actual FY24 Contracts</i>
55125 · Telecommunication	7,964	<i>Copier Lease</i>
55400 · Equipment Rental	67,952	<i>Zones Software-Office 365</i>
55509 · Software Purchases	343	<i>Student Recruitment Efforts</i>
55610 · Advertising	11,104	<i>DCSN Annual Fees & Sports Assoc Dues</i>
55631 · Assoc Dues & Conference Fees	3,055	<i>Graduation, Prom, & Field Trips</i>
55647 · Student Body Activity	20,000	<i>Misc Nonrecurring expense</i>
55721 · Miscellaneous	1,000	<i>General office supplies</i>
56000 · Office Supplies	10,000	<i>Misc Operating supplies</i>
56110 · Operating Supplies	1,000	<i>Nurse office supplies</i>
56128 · Medical Supplies	3,000	<i>Curriculum & Instructional Subscriptions</i>
56150 · Instructional Supplies	18,903	<i>Sports Uniforms & Equipment</i>
56960 · Athletic Supplies	4,139	

GREAT OAKS
Projected Budget
 July 2023 through June 2024

FY24 Proposed Budget Enrollment 148	Budget Narrative
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Total INSTRUCTIONAL SUPPORT	2,643,579	
TRANSPORTATION		
55434 · Fleet Rental	6,150	<i>Drivers Ed Car Rental</i>
55036 · Transportation Services	293,326	<i>School Year Transportation</i>
Total TRANSPORTATION	299,476	
Total Expense	3,709,001	
Net Income	39,574	
Beginning Fund Balance	\$ 156,859	<i>Actual FY23 Carryover. Prior year cash</i>
Ending Fund Balance	\$ 196,433	<i>balance minus summer salaries minus FY23 AP</i>

**GREAT OAKS PROJECTED LOCAL REVENUE
FISCAL YEAR 2023-2024**

School District	Total Local Funding	Total Student Count
Brandywine	84,508.58	15
Basic	28,107.06	3
Grades 4-12	43,284.89	11
Intense	13,116.63	1
Christina	691,801.42	86
Basic	117,165.36	12
Complex	157,722.55	5
Grades 4-12	221,442.66	54
Intense	195,470.85	15
Colonial	80,369.71	11
Basic	18,710.72	2
Complex	30,224.99	1
Grades 4-12	31,434.00	8
Red Clay	221,461.45	36
Basic	67,109.56	7
Grades 4-12	100,664.25	25
Intense	53,687.64	4
Grand Total	1,078,141.16	148

Funding Summary as of 09/26/2023

Charter/District Name: Great Oaks Charter School

Fiscal Year: 2024

Grade Configuration: 9-12

Meals Configuration: Meals prepared by the school

Total Enrollment: 148

Brandywine School District	15	Colonial School District	11
Christina School District	86	Red Clay Consolidated School District	36

Transportation Eligible: 148

Personnel				Other State Sources			
Description	Units	Units	Unit Cost	Total Cost	Description	Units	Total Cost
# of Div I Units	13.4	9	\$40,475	\$542,365	Division II Units	13.4	
Administrative	1	1	\$70,027	\$70,027	Division II - All Other Costs -	\$2,925.00	\$39,195
11 Month Supervisor	0.09	0	\$66,248	\$5,962	Division II - Energy - Current Unit	\$2,387.00	\$31,986
Transportation	0.02	0	\$69,686	\$1,394	Division III - Equalization - Unit	\$6,139.72	\$82,272
Principal	0	0	\$76,454	\$0	Division III Visiting Teacher		\$368
Assistant Principal	0	0	\$66,638	\$0	Academic Excellence Division III		\$3,814
Visiting Teacher	0.05	0	\$49,810	\$2,491	Academic Excellence Division II		\$0
Driver Education	0.27	0	\$47,769	\$12,898	Division III Psychologist		\$0
Nurse	0.1	0	\$48,709	\$4,871	Professional & Curriculum		\$3,398
Academic Excellence	0.59	0	\$46,471	\$27,418	Division II AOC Reduction		(\$41,660)
Clerical Units	1	0	\$35,039	\$35,039	Student Transportation Amount		\$0
Custodial Units	3	0	\$29,843	\$89,529	Driver Education Maintenance		\$0
Cafeteria Manager	0.73	0	\$30,545	\$22,298			
Cafeteria Worker	0.92	0	\$19,749	\$18,169	Subtotal Other Sources		\$119,373
Related Service	0.14	0	\$52,930	\$7,410			
Related Service	0.61	0	\$52,930	\$32,287	Total of Personnel Revenue and		\$1,622,373
Related Service	0.77	0	\$52,930	\$40,756	Amount Already Forwarded		\$0
Directors	0	0	\$88,886	\$0	Remainder to Forward		\$1,622,373
School	0	0	\$55,135	\$0			
School	0	0	\$55,135	\$0			
School	0	0	\$50,199	\$0			
Supervisor	0	0	\$0	\$0			
Subtotal Salary Costs				\$912,913			
FY OEC Components							
Pension			23.04%	\$210,335			
Workman's			1.45%	\$13,237			
Unemployment			0.11%	\$1,004			
FICA			6.20%	\$56,601			
Medicare			1.45%	\$13,237			
Health Insurance				\$295,672			
Subtotal Personnel				\$1,503,000			

GREAT OAKS PROJECTED EARNED UNITS FISCAL YEAR 2023-2024

District	Complex	Grades 4-12	Intense	K-3	4-12 Basic	K-3 Basic	Total
Brandywine		11	1		3	0	15
Appoquinimink							0
Ceasar Rodney							0
Capital							0
Christina	5	54	15		12	0	86
Colonial	1	8			2	0	11
Red Clay		25	4		7	0	36
TOTAL	6	98	20	0	24	0	148
# Of Students Per Unit	2.6	20	6	16.2	8.4	12.2	
Units Earned	2.31	4.90	3.33	0.00	2.86	0.00	13.40

# Students Per Unit	
Regular/Special K-3	16.2
Regular Students 4-12	20
Special Students K-3 Basic	12.2
Special Students 4-12 Basic	8.4
Special Students 4-12 Intense	6
Special Students 4-12 Complex	2.6

**GREAT OAKS PERSONNEL SCHEDULE
FISCAL YEAR 2023-2024**

Personnel	FTE Total
Clerical	1
Counselors	1
Extra Curricular Stipend	1
Nurse	1
Principal/Administrative	1
Special Education Teachers	2
Student Support	4
Substitutes	2
Teachers	7.5
Grand Total	20.5

Appendix 12 - Fiscal Year 2023 Audited Financial Statements



WHISMAN GIORDANO
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

GREAT OAKS CHARTER SCHOOL - WILMINGTON
[A COMPONENT UNIT OF THE STATE OF DELAWARE]

FINANCIAL STATEMENTS AND
INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2023
[WITH COMPARATIVE TOTALS FOR 2022]

GREAT OAKS CHARTER SCHOOL - WILMINGTON
[A Component Unit of the State of Delaware]

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GREAT OAKS CHARTER SCHOOL - WILMINGTON
[A Component Unit of the State of Delaware]

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Independent Auditor's Report

To the Board of Directors
Great Oaks Charter School – Wilmington

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the governmental activities and the major fund of the Great Oaks Charter School – Wilmington [a component unit of the State of Delaware], as of and for the years ended June 30, 2023 and 2022, and the related notes to the financial statements, which collectively comprise the Great Oaks Charter School - Wilmington's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of Great Oaks Charter School - Wilmington, as of June 30, 2023 and 2022, and the respective changes financial position for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Great Oaks Charter School - Wilmington and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter – Going Concern

As discussed in Note 13 to the financial statements, Great Oak Charter School has been placed on formal review by the Secretary of Education due to possible violation of its charter terms as it relates to the number of enrolled students. According to 14 Del. C. §506 (c)(1), charter schools are required to have a minimum enrollment of at least 80% of its authorized number of students. In fiscal year 2023, the Delaware Department of Education has imposed a condition that The School meet 100% of an authorized enrollment of 200 students by September 30, 2023. In the event the condition is not met, Delaware Department of Education may consider taking immediate actions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Great Oaks Charter School - Wilmington's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Auditor’s Responsibilities for the Audit of the Financial Statements (Continued)

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Great Oaks Charter School - Wilmington's internal control. Accordingly, no such opinion is expressed. evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Great Oaks Charter School - Wilmington's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis (pages 7-14), budgetary comparison information (pages 46-47), schedules of Great Oaks Charter School - Wilmington’s proportionate share of net pension liability and school contributions (pages 48-49), and schedules of net other post-employment benefits liability and school contributions (page 50) be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Great Oaks Charter School - Wilmington's basic financial statements. The supplementary information reflected on (pages 52-54) is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with Government Auditing Standards, we have also issued our report dated September 29, 2023, on our consideration of the Great Oaks Charter School - Wilmington's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Great Oaks Charter School - Wilmington's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Great Oaks Charter School - Wilmington's internal control over financial reporting and compliance.

To the Board of Directors
Great Oaks Charter School – Wilmington

Restriction on Use

Our report is intended solely for the information and use of management, the Finance Committee, the School Board, others within the School, Delaware Department of Education, Office of the Governor, Office of the Controller General, Office of the Attorney General, Office of Management and Budget, Secretary of Finance, Office of Auditor of Accounts, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a public record, and its distribution is not limited.

Whisman Giordano & Associates, LLC

Newark, Delaware
September 29, 2023

MANAGEMENT'S DISCUSSION AND ANALYSIS

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT'S DISCUSSION AND ANALYSIS - UNAUDITED
YEAR ENDED JUNE 30, 2023

The Board of Directors of Great Oaks Charter School - Wilmington (School) is pleased to present to readers of the financial statements of the School this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2023.

FINANCIAL HIGHLIGHTS

Governmental Activities - As of June 30, 2023, the School's net position reflects a deficit balance of \$10,287,737. Program revenues accounted for \$311,788, or 5.2%, of total revenue, and general revenues accounted for \$5,684,376, or 94.8%, of total revenue.

As of June 30, 2022, the School's net position, reflected a deficit balance of \$8,949,547. Program revenues accounted for \$298,726, or 4.51%, of total revenue, and general revenues accounted for \$6,317,304, or 95.49%, of total revenue.

Fund Level - For the year ended June 30, 2023, the Governmental Fund reported a positive change in fund balance in the amount of \$68,321.

For the year ended June 30, 2022, the Governmental Fund reported a negative change in fund balance in the amount of \$906,455.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is an introduction to the School's basic financial statements. The School's financial statements are comprised of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to financial statements. This report also contains other supplementary information in addition to the basic financial statements.

Government-Wide Financial Statements – The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The Statement of Net Position (page 15) presents information on all the School's assets, liabilities, and deferred inflow of resources, with the difference between the two reported as net position. Over time, the increases or decreases in net position may serve as useful indicators as to whether the financial position of the School is improving or deteriorating.

OVERVIEW OF THE FINANCIAL STATEMENTS - CONTINUED

Government-Wide Financial Statements - Continued

The Statement of Activities (page 16) presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flow in future fiscal periods.

Fund Financial Statements - The fund financial statements begin on page 19 and provide detailed information about the General Fund. A "fund" is a fiscal and accounting entity with a self-balancing set of accounts that the School uses to keep track of specific sources of funding and spending for a particular purpose. The General Fund falls into the governmental category.

Governmental Funds - The School's basic services are reported in a Governmental Fund, which focuses on how cash flows into and out of the fund and the balances left at year-end that are available for future spending. The Governmental Fund financial statements provide a detailed, short-term view of the School's operations and the services it provides. Governmental Fund information helps to determine whether there are more or fewer financial resources that can be spent in the near future to finance the School's programs. Because this information does not encompass the long-term focus of the government-wide statements, reconciliations are provided (page 20) to explain the differences between the Governmental Fund Balance Sheet and the Statement of Net Position and between the Governmental Fund Statement of Revenues, Expenditures and Changes in Fund Balance and the Statement of Activities (page 22). These funds are reported using the modified accrual basis of accounting, which primarily measures cash and other financial assets available to satisfy current liabilities.

Notes to the Financial Statements - The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found beginning on page 24 of this report.

Required Supplementary Information - In addition to the basic financial statements and accompanying notes, this report presents certain required supplementary information concerning the School's actual revenues and expenses compared to its budget, as well as the School's proportionate share of the net pension liability. The required supplementary information can be found on pages 46 through 50.

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT’S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

FINANCIAL ANALYSIS

Required Supplementary Information - Continued

As noted earlier, net position may serve over time as a useful indicator of the School’s overall financial position. In the case of the School, liabilities and deferred inflows exceeded assets and deferred outflows by \$10,287,737 at the close of fiscal year 2023, and \$8,949,547 at the close of fiscal year 2022, resulting in a negative net position in both years.

The School’s net position analysis of fiscal years 2023 and 2022 follows:

GOVERNMENTAL ACTIVITIES

	2023	2022
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
Current Assets	\$ 591,899	\$ 737,085
Noncurrent Assets	1,826,983	4,248,432
Deferred Outflows of Resources	4,878,794	6,832,001
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	<u>\$ 7,297,676</u>	<u>\$ 11,817,518</u>
LIABILITIES AND DEFERRED INFLOWS OF RESOURCES		
Current Liabilities	\$ 2,137,862	\$ 1,915,842
Noncurrent Liabilities	11,326,037	13,511,680
Deferred Inflows of Resources	4,008,593	5,339,543
TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES	<u>17,472,492</u>	<u>20,767,065</u>
NET POSITION		
Invested in Capital Assets	54,308	106,197
Unrestricted	(10,229,124)	(9,055,744)
TOTAL NET POSITION	<u>(10,174,816)</u>	<u>(8,949,547)</u>
TOTAL LIABILITIES AND FUND BALANCES	<u>\$ 7,297,676</u>	<u>\$ 11,817,518</u>

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT’S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

FINANCIAL ANALYSIS

Required Supplementary Information - Continued

The Statement of Activities below reflects the cost of program services and the net cost of those services after taking into account the program revenue for governmental activities.

	2023	2022
REVENUES		
Charges to School Districts	\$ 1,354,367	\$ 1,686,722
State Aid	2,453,983	2,743,496
Contributed Services - Tutor Salaries	-	-
Tranporation	214,853	274,534
Federal Aid	1,869,484	1,887,086
Contributions	96,307	23,578
Food Service	628	614.00
Earnings on Cash and Investments	6,542	-
Total revenues	5,996,164	6,616,030
EXPENDITURES		
Current:		
Instructional services	5,605,597	6,752,973
Supporting services:		
Operation and maintenance of facilities	1,009,164	1,125,852
Transportation	606,672	649,921
Interest from leasing	-	160,480
Food service	-	-
Total expenditures	7,221,433	8,689,226
CHANGE IN NET POSITION	(1,225,269)	(2,073,196)
FUND BALANCES		
Beginning of year	(8,949,547)	(6,876,351)
End of year	\$ (10,174,816)	\$ (8,949,547)

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT’S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

THE SCHOOL’S FUND

The School’s Governmental Fund reported a surplus in the amount of \$68,321 for the year ended June 30, 2023 as compared to a deficit in the amount of \$906,455 for the year ended June 30, 2022.

Governmental Fund - The Statement of Revenues, Expenditures, and Changes in Fund Balance that follows assist in illustrating the financial activities of the General Fund.

	<u>2023</u>	<u>2022</u>
REVENUES		
Charges to School Districts	\$ 1,354,367	\$ 1,686,722
State Aid	2,453,983	2,743,496
Contributed Services - Tutor Salaries	-	-
Transporation	214,853	274,534
Federal Aid	1,869,484	1,887,086
Contributions	96,307	23,578
Food Service	628	614
Earnings on Cash and Investments	6,542	-
Total revenues	<u>5,996,164</u>	<u>6,616,030</u>
EXPENDITURES		
Current:		
Instructional services	4,243,127	5,674,698
Supporting services:		
Operation and maintenance of facilities	1,078,044	1,197,866
Transportation	606,672	649,921
Capital outlay		
Building	-	-
Furniture and Equipment	-	-
Total expenditures	<u>5,927,843</u>	<u>7,522,485</u>
EXCESS (DEFICIENCY) OVER (UNDER) REVENUES	68,321	(906,455)
FUND BALANCES		
Beginning of year	<u>88,535</u>	<u>994,990</u>
End of year	<u>\$ 156,856</u>	<u>\$ 88,535</u>

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

THE SCHOOL'S FUND - CONTINUED

The majority of the School's total revenue (67% in fiscal year 2023 and 71% in fiscal year 2022) comes from state sources and local school district contributions. State revenue is contingent upon the School's total enrollment population and the students' residential districts. The socioeconomic diversity and special needs of the School's population dictate entitlement to federal funding, which accounted for 31% and 29% of total revenue in fiscal years 2023 and 2022. The reliance on this revenue is to support programs and facility expenditures that are not allotted for in federal, state, and local funds.

General Fund Budget Information - The School budget is prepared in accordance with the cash basis of accounting.

Appropriate adjustments are made to the budget based on unanticipated revenue increases or shortfalls due to federal, state, and Delaware Department of Education requirements and/or legislation, lack of contributions, etc. Some appropriations required changes in functional categories due to spending patterns.

The School adopted a preliminary fiscal year 2023 budget at the onset of the fiscal year. A final budget was adopted after the student enrollment count was certified by the Delaware Department of Education. The final budget contained revenues of \$6,213,776 and expenditures of \$6,160,500. The budget is prepared on a cash basis; the annual financial statements are prepared on a modified accrual basis. Variances of budget to actuals are outlined as follows:

Revenues

State Aid - The unfavorable variance of \$8,117 is attributed to decreased funding for parental leave substitutes because of decreased staff instances of parental leave.

Federal Aid - The unfavorable variance of \$187,254 is due to a timing difference of anticipated CARES Act Funding expenditures.

Earnings on cash and investments - The favorable variance \$2,542 resulting from increased returns of investments.

Contributed Services - The unfavorable variance of \$24,783 is due to reduction of student fees for student activities.

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

THE SCHOOL'S FUND - CONTINUED

Expenditures

Salaries and Employment Costs - The favorable variance of \$74,964 is attributed to staff changes during the year replaced with substitutes.

Travel - The favorable variance of \$443 is due to fewer than anticipated staff travel expenses.

Contractual Services – The favorable variance of \$149,695 is due to less than anticipated contracted instructional and student support hours.

Communications – The favorable variance of \$2,633 is due to decreased cell phone lines.

Insurance – The favorable variance of \$72 is due to budgeted cost rounded up to the next whole dollar.

Utilities – The favorable variance of \$3,739 is due to unpredictable variations of the cost and consumption of utilities.

Transportation - The unfavorable variance of \$28,773 is a result of greater than anticipated transportation costs associated with after school programming.

Facility Cost – The favorable variance of \$3,286 is due to a termination of parking lease.

Supplies and Materials - The favorable variance of \$26,597 is due to lower than anticipated computer needs.

GREAT OAKS CHARTER SCHOOL - WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONTINUED)
YEAR ENDED JUNE 30, 2023

FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS

The School opened in August 2015 enrolling sixth grade. The seventh, eighth, ninth, tenth, and eleventh grades were added in August 2016, 2017, 2018, 2019, and 2020, respectively. In the 2020-21 academic year, the Delaware Department of Education approved a major modification for Great Oaks Charter School - Wilmington to become a high school (without grades 6-8) over the course of a few years. With fewer grades, the number of administrator and support positions will decrease over time. By 2023-24, only grades 9-12 will be offered at the school. This will allow the school community to focus on the key elements of successful, robust high schools: college and career access, world-class social-emotional programming, and age-relevant proponents for social determinants of health. The school intends to cost effectively increase adult presence in the building through AmeriCorps service members, part-time employees, and volunteers. Great Oaks also plans to manage costs through new CEB partnerships with new tenants (e.g., High Roads, UD).

The school is strategically spending Federal dollars associated with COVID relief to build a strong foundation of academic excellence that includes a lens of the whole child. This will help ensure that the school continues to offer best-in-class supports for all scholars and their families.

On September 27, 2022, Great Oaks Charter School received notice from Delaware Department of Education that The School has been placed on formal review, effective immediately, to determine the financial and operational viability of the school as a result of The School not meeting the minimum requirement of its authorized enrollment. The School is required to have minimum enrollment of 80% of its authorized enrollment of 325 students. The School's enrollment at the time of the notice was 236 students which is 73% of its authorized enrollment.

During Fiscal Year 2023, management developed and implemented a strategic plan to change its organizational structure to ensure financial viability and strengthen its operations. As a result, Delaware Department of Education voted for The School to continue operations with various conditions throughout the remainder of the fiscal year. Management has successfully met the conditions during the year and plans to submit a charter modification in fiscal year 2024 to reduce student enrollment to 200 students to better serve its student population. Delaware Department of Education has imposed a condition that The School meet 100% of an authorized enrollment of 200 students by September 30, 2023. In the event the condition is not met, Delaware Department of Education may consider taking immediate actions.

Management anticipates the condition will be met.

REQUESTS FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances to its various stakeholders and other users of such data. Requests for additional copies of this report, questions concerning any of the information in this report, and requests for additional financial information should be addressed to the Executive Director, 302 660-4790.

GOVERNMENT- WIDE FINANCIAL STATEMENTS

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
STATEMENTS OF NET POSITION
Years Ended June 30, 2023
[With Comparative Totals for 2022]

	2023	2022
ASSETS		
Current assets:		
Cash and Equivalents	\$ 485,655	\$ 633,652
Prepaid Expenses	4,198	4,198
Other Receivables	102,046	99,235
Total current assets	591,899	737,085
Noncurrent assets:		
Net Pension Asset	-	1,509,665
Capital Assets, Net of Accumulated Depreciation	89,236	141,125
Right to use assets, Net of Amortization	1,729,955	2,589,852
Security Deposits	7,792	7,790
Total noncurrent assets	1,826,983	4,248,432
TOTAL ASSETS	2,418,882	4,985,517
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Amounts on Pensions	1,100,210	1,191,078
Deferred Amounts on Other Post-Employment Benefits	3,778,584	5,640,923
Total deferred outflows of resources	4,878,794	6,832,001
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 7,297,676	\$ 11,817,518
LIABILITIES		
Current liabilities:		
Accounts Payable	\$ 145,027	\$ 148,459
Accrued Salaries And Related Costs	262,880	472,953
Lease liability, Current Portion	1,729,955	1,294,430
Deferred Lease Incentive, Current Portion	-	-
Total current liabilities	2,137,862	1,915,842
Noncurrent liabilities:		
Net Pension Liability	1,611,997	-
Net Other Postemployment Benefits Liability	9,679,112	12,068,409
Lease liability, Non-Current Portion	-	1,408,343
Deferred Lease Incentive, Non-Current Portion	34,928	34,928
Total noncurrent liabilities	11,326,037	13,511,680
TOTAL LIABILITIES	13,463,899	15,427,522
DEFERRED INFLOWS OF RESOURCES		
Deferred Amounts on Pensions	42,474	3,033,698
Deferred Amounts on Other Post-Employment Benefits	3,966,119	2,305,845
Total deferred inflows of resources	4,008,593	5,339,543
NET POSITION (LIABILITY)		
Net investment in capital assets	54,308	106,197
Unrestricted	(10,229,124)	(9,055,744)
TOTAL NET POSITION (LIABILITY)	(10,174,816)	(8,949,547)
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION	\$ 7,297,676	\$ 11,817,518

The accompanying notes are an integral part of the basic financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
STATEMENT OF ACTIVITIES
Year Ended June 30, 2023

Functions	Expenses	Program Revenues		Net (Expense) Revenue & Changes in Net Position Governmental Activities	
		Charges for Services	Operating Grants and Contributions		Capital Grants and Contributions
				2023	
GOVERNMENTAL ACTIVITIES					
Instructional services	\$ 5,605,597	\$ -	\$ 96,307	\$ -	\$ (5,509,290)
Supporting services:					
Operation and maintenance of facilities	1,009,164	-	-	-	(1,009,164)
Transportation	606,672	-	214,853	-	(391,819)
Interest from leasing	-	-	-	-	-
Food service	-	-	628	-	628
TOTAL GOVERNMENTAL ACTIVITIES	<u>\$ 7,221,433</u>	<u>\$ -</u>	<u>\$ 311,788</u>	<u>\$ -</u>	<u>(6,909,645)</u>
GENERAL REVENUES AND TRANSFERS					
Charges To School Districts					1,354,367
Contributed Services- Tutor Salaries					-
State Aid					2,453,983
Federal Aid					1,869,484
Earnings On Cash And Equivalents					6,542
Total general revenues and transfers					<u>5,684,376</u>
CHANGES IN NET POSITION					(1,225,269)
NET POSITION (LIABILITY)					
Beginning of year					<u>(8,949,547)</u>
End of year					<u>\$ (10,174,816)</u>

The accompanying notes are an integral part of the basic financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
STATEMENT OF ACTIVITIES
Year Ended June 30, 2022

Functions	Expenses	Program Revenues			Net (Expense) Revenue & Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
					2022
GOVERNMENTAL ACTIVITIES					
Instructional services	\$ 6,752,973	\$ -	\$ 23,578	\$ -	\$ (6,729,395)
Supporting services:					
Operation and maintenance of facilities	1,125,852	-	-	-	(1,125,852)
Transportation	649,921	-	274,534	-	(375,387)
Interest from leasing	160,480	-	-	-	(160,480)
Food service	-	-	614	-	614
TOTAL GOVERNMENT ACTIVITIES	\$ 8,689,226	\$ -	\$ 298,726	\$ -	(8,390,500)
GENERAL REVENUES AND TRANSFERS					
Charges To School Districts					1,686,722
Contributed Services- Tutor Salaries					-
State Aid					2,733,416
Federal Aid					1,897,166
Earnings On Cash And Equivalents					-
Total general revenues and transfers					6,317,304
CHANGES IN NET POSITION					(2,073,196)
NET POSITION (LIABILITY)					
Beginning of year					(6,876,351)
End of year					\$ (8,949,547)

The accompanying notes are an integral part of the basic financial statements.

FUND FINANCIAL STATEMENTS

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
BALANCE SHEETS–GOVERNMENTAL FUNDS
Years Ended June 30, 2023
[With Comparative Totals for 2022]

	General Fund	Total Governmental Funds	
		2023	2022
ASSETS			
Cash and Equivalents	\$ 485,655	\$ 485,655	\$ 633,652
Security Deposits	7,792	7,792	7,790
Prepaid Expenses	4,198	4,198	4,198
Other Receivables	102,046	102,046	99,235
TOTAL ASSETS	\$ 599,691	\$ 599,691	\$ 744,875
LIABILITIES			
Accounts Payable	\$ 145,027	\$ 145,027	\$ 148,459
Accrued Salaries And Related Costs	262,880	262,880	472,953
Deferred Lease Incentive	34,928	34,928	34,928
TOTAL LIABILITIES	442,835	442,835	656,340
FUND BALANCES			
Unassigned	156,856	156,856	88,535
TOTAL LIABILITIES AND FUND BALANCES	\$ 599,691	\$ 599,691	\$ 744,875

The accompanying notes are an integral part of the basic financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
RECONCILIATION OF TOTAL GOVERNMENTAL FUND BALANCE
TO THE STATEMENTS OF NET POSITION
Years Ended June 30, 2023
[With Comparative Totals for 2022]

	Governmental Funds	
	2023	2022
Amounts reported for governmental activities in the statements of net position are different because:		
Fund Balances-Total Governmental Funds	\$ 156,856	\$ 88,535
Capital assets and right to use assets used in Governmental Activities are not financial resources and, therefore, are not reported in the Governmental Funds. Capital assets and right to use assets net of accumulated depreciation, as detailed in the footnotes, are included in the Government-Wide statement of net position.		
Capital assets	89,236	141,125
Right to use assets	1,729,955	2,589,852
Some long-term assets, including net pension and net OPEB assets, are not due and payable in the current period and, are therefore not reported in the fund financial statements:		
Deferred Outflows on Pensions	1,100,210	1,191,078
Deferred Outflows on Other Post-Employment Benefits	3,778,584	5,640,923
Net Pension Asset	-	1,509,665
Some liabilities, including lease liability, net pension and net OPEB obligations, are not due and payable in the current period and, are therefore not reported in the fund financial statements:		
Lease Liability	(1,729,955)	(2,702,773)
Net Pension Liability	(1,611,997)	-
Net Other Post-Employment benefits Liability	(9,679,112)	(12,068,409)
Deferred Inflows on Pensions	(42,474)	(3,033,698)
Deferred Inflows on Other Post-Employment Benefits	(3,966,119)	(2,305,845)
Net position (liability)-Governmental activities	\$ (10,174,816)	\$ (8,949,547)

The accompanying notes are an integral part of the basic financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
STATEMENTS OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES-GOVERNMENTAL FUND
Years Ended June 30, 2023
[With Comparative Totals for 2022]

	General Fund	Total Governmental Funds	
		2023	2022
REVENUES			
Charges to School Districts	\$ 1,354,367	\$ 1,354,367	\$ 1,686,722
State Aid	2,453,983	2,453,983	2,743,496
Contributed Services - Tutor Salaries	-	-	-
Tranporation	214,853	214,853	274,534
Federal Aid	1,869,484	1,869,484	1,887,086
Contributions	96,307	96,307	23,578
Food Service Revenue	628	628	614
Earnings on Cash and Investments	6,542	6,542	-
Total revenues	5,996,164	5,996,164	6,616,030
EXPENDITURES			
Current:			
Instructional services	4,243,127	4,243,127	5,674,698
Supporting services:			
Operation and maintenance of facilities	1,078,044	1,078,044	1,197,866
Transportation	606,672	606,672	649,921
Capital outlay			
Building	-	-	-
Furniture and Equipment	-	-	-
Total expenditures	5,927,843	5,927,843	7,522,485
EXCESS (DEFICIENCY) OVER (UNDER) REVENUES	68,321	68,321	(906,455)
FUND BALANCES			
Beginning of year	88,535	88,535	994,990
End of year	\$ 156,856	\$ 156,856	\$ 88,535

The accompanying notes are an integral part of the basic financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCE
TO THE STATEMENT OF ACTIVITIES
Years Ended June 30, 2023
[With Comparative Totals for 2022]

	Governmental Funds	
	2023	2022
Amounts reported for governmental activities in the statements of net position are different because:		
Fund Balances-Total Governmental Funds	\$ 68,321	\$ (906,455)
Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$2,500 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.		
Capital Outlays	-	-
Depreciation Expense	(51,889)	(85,561)
Lease amortization	112,921	(17,121)
Pension and OPEB expenses in the statement of activities differ from the amounts reported in the Governmental Funds because pension and OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension and OPEB plans, whereas pension expenditures are recognized in the Governmental Funds when a requirement to remit contributions to the plan exists.		
Pension	(221,306)	176,095
OPEB	(1,133,316)	(1,240,154)
Net position (liability)-Governmental activities	\$ (1,225,269)	\$ (2,073,196)

The accompanying notes are an integral part of the basic financial statements.

NOTES TO FINANCIAL STATEMENTS

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School - Great Oaks Charter School - Wilmington is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public-school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions – most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. Great Oaks Charter School - Wilmington’s initial charter was granted for a four-year period, renewable every five years thereafter. Great Oaks Charter School - Wilmington’s first full year of school started August 2015. The School's initial charter expired on June 30, 2019 and was renewed through June 30, 2024.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because charter schools receive local, state, and federal funds, they may not charge tuition.

The financial statements of Great Oaks Charter School - Wilmington have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of Great Oaks Charter School – Wilmington (School) are described below.

Reporting Entity - The School is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware’s operations. The School has no component units for which it is considered to be financially accountable.

Government-Wide and Fund Financial Statements - The government-wide financial statements (statement of net position and statement of activities) report information on all of the activities of the School.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

Separate financial statements are provided for governmental funds. The sole major individual governmental fund is reported as a separate column in the fund financial statements.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES [continued]

Measurement Focus, Basis of Accounting, and Financial Statements Presentation - Government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the school districts are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include (1) charges to students for services provided; (2) operating grants and contributions; and (3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, expenditures related to compensated absences are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental fund:

- ***General Fund*** - The General Fund is the School's primary operating fund. It accounts for all financial resources of the School.

Budgetary Data - General Fund budgets are presented on the modified accrual basis of accounting. Annual appropriations lapse at fiscal-year-end with the exception of those indicated as a fund balance reserve.

Cash and Cash Equivalents - Cash and cash equivalents are considered to be cash on hand and demand deposits.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES [continued]

Capital Assets - Capital assets are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$2,500 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed. Interest costs incurred during construction are capitalized.

Capital assets are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Leasehold Improvements	5-10 years
Furniture	5-10 years
Equipment	3 years

Compensated Absences - Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. The liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements. The School does not permit for carryover of vacation or sick leave. As a result, the School does not recognize a liability for compensated absences.

Deferred Outflows/Inflows of Resources - In addition to assets, the statement of net position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods that will be recognized as an outflow of resources (expense/expenditure) in the future periods. The School reports deferred outflows related to pension and other post-employment benefits activity in the government-wide statement of net position.

As of June 30, 2023 and 2022, the School's deferred outflows are \$1,100,210 and \$1,191,078 for pensions and \$3,778,584 and \$5,640,923 for other post-employment benefits, respectively.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) that will be recognized as an inflow of resources (revenue) in the future periods. The School reports deferred inflows related to pension and other post-employment benefits in the government wide statement of net position.

As of June 30, 2023 and 2022, the School's deferred inflows are \$42,474 and \$3,033,698 for pensions and \$3,966,119 and \$2,305,845 for other post-employment benefits as of June 30, 2023 and 2022, respectively.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES [continued]

Fund Balance - In the fund financial statements, the Governmental Fund reports classifications of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a restricted purpose. Designations of fund balance represent tentative plans for future use of financial resources that are subject to change.

The classifications used in the Governmental Fund financial statements are as follows:

- ***Nonspendable*** - This classification includes amounts that cannot be spent because they are either (1) not in spendable form or (2) are legally or contractually required to be maintained intact. The School did not have any nonspendable resources as of June 30, 2023 and 2022.
- ***Restricted*** - This classification includes amounts for which constraints have been placed on the use of the resources either (1) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (2) imposed by law through constitutional provisions or enabling legislation. The School classifies unspent grant monies as being restricted because their use is restricted by donors. The School did not have any restricted resources as of June 30, 2023 and 2022.
- ***Committed*** - This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal vote of the Board of Directors (the highest level of decision-making authority of the School). These amounts cannot be used for any other purpose unless the Board of Directors removes or changes the specified use by taking the same type of action (formal vote of the Board of Directors) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The School did not have any committed resources as of June 30, 2023 and 2022.
- ***Assigned*** - This classification includes amounts that are constrained by the School's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Directors or through the Board of Directors delegating this responsibility to the Executive Director. The School did not have any assigned resources as of June 30, 2023 and 2022.
- ***Unassigned*** - This classification includes the residual fund balance for the General Fund. The unassigned classification would also include negative residual fund balances of any other Governmental Fund that cannot be eliminated by offsetting of assigned fund balance amounts.

When both restricted and nonrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES [continued]

Income Taxes - The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the School's financial statements. In addition, the School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2). The School believes it has appropriate support for any tax positions taken and, thus, does not have any uncertain tax positions that are material to the financial statements. The School's federal Returns of Organization Exempt from Income Tax (Form 990) for tax years 2020, 2021, and 2022 are subject to examination by authorities, generally for three years after they were filed.

Use of Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Comparative Date – Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with accounting principles generally accepted in the United States of America and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Reclassification - Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements.

NOTE 2 – CASH AND CASH EQUIVALENTS

As of June 30, 2023 and 2022, the School had a cash and cash equivalent balance of \$485,655 and \$633,652, the entirety of which was part of an investment pool controlled by the State of Delaware Treasurer's Office in Dover, Delaware. All investment decisions are made by the State of Delaware Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash and cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 3: FAIR VALUE MEASUREMENTS

The School follows the provisions of GASB Statement No. 72, *Fair Value Measurement and Application*. GASB Statement No. 72 establishes a fair value hierarchy per inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the most observable inputs be used when available.

The fair value hierarchy is categorized into three levels based on the inputs as follows:

- **Level 1** - Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the School has the ability to access. Since valuations are based on quoted market prices that are readily and regularly available in an active market, valuation of these securities does not entail a significant degree of judgment.
- **Level 2** - Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.
- **Level 3** - Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

The School participates, with other state organizations, in a cash and investment pool controlled by the State of Delaware Treasurer's Office (Note 2). The pool is invested in a combination of cash and fixed income instruments with maturities of up to five years. The State reports that investments are stated at their quoted market prices, except investment securities with a remaining maturity of one year or less at the time of purchase which are stated at cost or amortized cost. These investments would normally be considered level 1 and level 2 inputs on the fair value hierarchy; however, the existence of pooled allocations in determining the School's share of the pool is considered to be a level 2 input. The fair value for pooled cash and investments categorized as level 2 as of June 30, 2023 and 2022 was \$485,655 and \$633,652 respectively.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 4: CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 is as follows:

Description	As of and Year Ended June 30, 2023			Ending Balances
	Beginning Balances	Increases	Decreases	
Governmental activities:				
Capital assets, being depreciated:				
Computer Equipment	\$ 246,320	\$ -	\$ -	\$ 246,320
Furniture and Equipment	481,691	-	-	481,691
Leasehold Improvements	37,980	-	-	37,980
Totals	<u>765,991</u>	<u>-</u>	<u>-</u>	<u>765,991</u>
Less accumulated depreciation:				
Computer Equipment	237,169	7,847	-	245,016
Furniture and Equipment	378,431	41,509	-	419,940
Leasehold Improvements	9,266	2,533	-	11,799
Totals	<u>624,866</u>	<u>51,889</u>	<u>-</u>	<u>676,755</u>
Governmental activities capital assets, net	<u>\$ 141,125</u>	<u>\$ (51,889)</u>	<u>\$ -</u>	<u>\$ 89,236</u>

Depreciation expense was \$51,889 for the year ended June 30, 2023, which is included in instructional services on the statement of activities.

Capital asset activity for the year ended June 30, 2022 is as follows:

Description	As of and Year Ended June 30, 2022			Ending Balances
	Beginning Balances	Increases	Decreases	
Governmental activities:				
Capital assets, being depreciated:				
Computer Equipment	\$ 246,320	\$ -	\$ -	\$ 246,320
Furniture and Equipment	481,691	-	-	481,691
Leasehold Improvements	37,980	-	-	37,980
Totals	<u>765,991</u>	<u>-</u>	<u>-</u>	<u>765,991</u>
Less accumulated depreciation:				
Computer Equipment	222,953	14,216	-	237,169
Furniture and Equipment	309,618	68,813	-	378,431
Leasehold Improvements	6,734	2,532	-	9,266
Totals	<u>539,305</u>	<u>85,561</u>	<u>-</u>	<u>624,866</u>
Governmental activities capital assets, net	<u>\$ 226,686</u>	<u>\$ (85,561)</u>	<u>\$ -</u>	<u>\$ 141,125</u>

Depreciation expense was \$85,561 for the year ended June 30, 2022, which is included in instructional services on the statement of activities.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 5: PENSION PLAN

Summary of Significant Accounting Policies

The School's employees are considered state employees and are covered under the State of Delaware Public Employees' Retirement System - State Employees' Pension Plan (DPERS). Tutors working in the School's programs are employees of the Great Oaks Foundation and are not included in the Plan.

Pensions - For purposes of measuring the School's allocation of net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions and pension expense, information about the fiduciary net position of the DPERS, and additions to/deductions from its fiduciary net position have been determined on the same basis as they are reported by DPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

The State of Delaware General Assembly is responsible for setting benefits and contributions and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees (Board).

The following are brief descriptions of the Plan in effect as of June 30, 2022. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, Delaware 19904; by calling 1-800-722-7300; or by visiting the DPERS website at www.delawarepensions.com.

General Information About the Pension Plan

Plan Description - DPERS is a cost-sharing multiple employer defined benefit pension plan that provides retirement benefits to virtually all full-time or regular part-time employees of the State of Delaware, including employees of other affiliated entities. There are two tiers within the plan: (1) employees hired prior to January 1, 2012 (pre-2012), and (2) employees hired on or after January 1, 2012 (post-2011).

Service Benefits - Service benefits are calculated by taking the final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0% and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85% and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this Plan, final average monthly compensation is the monthly average of the highest 3 periods of 12 consecutive months of compensation.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 5: PENSION PLAN [continued]

Vesting and Benefits Provided - DPERS provides retirement, disability and death benefits. Pre-2012 members vest after 5 years of credited service. Post-2011 members vest after 10 years of credited service. Pre-2012 members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 5 years of credited service; (b) age 60 with 15 years of credited service; or (c) 30 or more years of service regardless of age. Post-2011 members are eligible for monthly retirement benefits upon reaching (a) age 62 with at least 10 years of credited service; (b) age 60 with 20 years of credited service; or (c) 30 or more years of service regardless of age.

Pre-2012 participants are eligible for disability benefits after 5 years of credited service. In lieu of disability pension benefits, over 90% of the members in this Plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Post-2011 participants are not offered disability pension benefits and are in the Disability Insurance Program.

Death benefits are payable upon the death of an active member who has reached age 62 with at least 5 years of credited service. Such benefits are paid at 75% of the benefit the employee would have received at age 62. If an employee is currently receiving a pension, the eligible survivor receives 50% of the pension benefit (or 67.7% with 2% reduction of benefit, 75% with a 3% reduction of benefit, or 100% with a 6% reduction of benefit). Burial benefits of \$7,000 per member are also provided.

Contributions

Members' Contributions - Pre-2012 members contribute at 3% of earnings in excess of \$6,000. Post-2011 members contribute at 5% of earnings in excess of \$6,000.

Employer Contributions - Employer contributions are determined by the State of Delaware General Assembly. Employer contributions were set by the Board at 10.95% and 11.58% of covered payroll for fiscal years ended June 30, 2023 and 2022, respectively. Contributions to the Plan from the School were \$244,150 and \$338,355 during the year ended June 30, 2023 and 2022.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2023 and 2022, the School reported a liability of \$1,611,997 and an asset of \$1,509,665, respectively, for its proportionate share of the net pension asset. The net pension asset was measured as of June 30, 2023 and 2022, and the total pension liability used to calculate the net pension liability was determined by rolling forward DPERS' total pension liability as of June 30, 2022 to June 30, 2023 and June 30, 2021 to June 30, 2022, respectively. The School's proportion of the net pension liability was calculated utilizing the employer's contribution as it relates to the total reported contributions. As of June 30, 2023 and 2022, the School's proportion was .0905% and .1161%, respectively.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 5: PENSION PLAN [continued]

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions [continued]

For the year ended June 30, 2023 and 2022, the School recognized pension expense of \$496,867 and \$140,609, respectively. As of June 30, 2023 and 2022, the School reported deferred outflows of resources and deferred inflows of resources related to pensions as follows:

Description	Deferred Resources 2023		Deferred Resources 2022	
	Outflows	Inflows	Outflows	Inflows
Net Difference Between Projected and Actual Earnings on Plan Investments	\$ 309,347	\$ -	\$ -	\$ 3,032,495
Changes of Assumptions	174,301	-	272,759	-
Changes in Proportion	205,950	42,474	351,138	1,203
Differences Between Expected and Actual Experience in the Measurement of the Total Pension Liability	166,462	-	228,826	-
Contributions Made After the Measurement Date	244,150	-	338,355	-
Totals	<u>\$ 1,100,210</u>	<u>\$ 42,474</u>	<u>\$ 1,191,078</u>	<u>\$ 3,033,698</u>

The School's share of net deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ending June 30	
2023	\$ 162,717
2024	162,717
2025	162,717
2026	162,717
2027	162,718
Totals	<u>\$ 813,586</u>

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 5: PENSION PLAN [continued]

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions [continued]

Actuarial Assumptions - The measurement of the collective DPERS total pension liability as of June 30, 2022 and 2021, was determined by an actuarial valuation as of June 30, 2021 and 2020 with update procedures used to roll forward the total pension liability to June 30, 2022 and 2021, using the following actuarial assumptions:

- Investment Rate of Return/Discount Rate - 7.0%, including inflation at 2.50%.
- Projected Salary Increases - 2.50% plus merit with no COLA's, including inflation.

Mortality rates were based on the RP-2014 tables with gender adjustments for healthy annuitants and disabled retirees and an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

The total pension liabilities are measured based on assumptions pertaining to the interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the experience deviates, the larger the impact on future financial statements.

The long-term expected rate of return on plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the DPERS' current and expected asset allocation is summarized in the following table:

Asset Class	2022		2021	
	Long-term expected real rate of return	Asset allocation	Long-term expected real rate of return	Asset allocation
Domestic Equity	5.7%	31.8%	5.7%	32.3%
International Equity	5.7%	15.0%	5.7%	18.1%
Fixed Income	2.0%	23.6%	2.0%	20.6%
Alternative Investments	7.8%	21.5%	7.8%	24.2%
Cash and Equivalents	0.0%	8.1%	0.0%	4.8%

GREAT OAKS CHARTER SCHOOL – WILMINGTON
 (A COMPONENT UNIT OF THE STATE OF DELAWARE)
 NOTES TO FINANCIAL STATEMENTS

NOTE 5: PENSION PLAN [continued]

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions [continued]

Discount Rate - The discount rate used to measure the total pension liability was 7.0%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rates and that contributions from employers will be made at rates determined by the Board of Pension Trustees, actuarially determined. Based on those assumptions, the pension plan fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate – The following presents the net pension liability, calculated using the discount rate of 7.0%, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0%) or one percentage point higher (8.0%) than the current rate:

Plan	2022		
	1% Decrease	Discount Rate	1% Increase
School's Proportionate Share of the Net Pension Liability	\$ 2,585,070	\$ 1,237,971	\$ 202,429
Plan	2021		
	1% Decrease	Discount Rate	1% Increase
School's Proportionate Share of the Net Pension Liability	\$ 172,918	\$ (1,414,791)	\$ (2,747,359)

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS

Summary of Significant Accounting Policies

The School's employees are considered state employees and are covered under the State of Delaware Other Postemployment Benefits Plan (OPEB). Tutors working in the School's programs are employees of the Great Oaks Foundation and are not included in the Plan.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

Summary of Significant Accounting Policies [continued]

For purposes of measuring the School's allocation of net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB and OPEB expense, information about the fiduciary net position of the OPEB Plan and additions to/deductions from its fiduciary net position have been determined on the same basis as they are reported by the State of Delaware. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

On July 1, 2007, the Delaware OPEB Fund Trust (OPEB Trust) was established pursuant to Section 115 of the Internal Revenue Code and separate from the DPERS. The OPEB Trust is administered by the DPERS Board of Directors. Policy for and management of the OPEB benefits provided to retirees are the responsibility of the State. The following is a brief description of the Plan in effect as of June 30, 2022. For a more complete description, please refer to the State of Delaware's OPEB Trust Audited Financial Statements available online at <https://auditor.delaware.gov>.

General Information about the Plan

Plan Description - The OPEB Trust is a cost-sharing multiple-employer defined benefit plan established by Delaware Code. The OPEB Trust provides retirement medical coverage to pensioners and their eligible dependents in the State Employees', Judiciary, New State Police, and Closed State Police pension plans. This includes the employees of the State as well as employees of the State's component units and affiliated agencies which are part of the State Employees' Pension Plan. Those employers are Delaware State University, Delaware State Housing Authority, Delaware Charter Schools, University of Delaware, and Delaware Solid Waste Authority.

Service Benefits - Substantially all state employees become eligible for post-retirement benefits if they reach retirement age while working for the State. The costs of providing these benefits are shared between the State and the retired employee.

Vesting Provisions

- Early Retirement: Age 55 with 15 years of service or any age with 25 years of service;
- Normal Retirement (hired before January 1, 2012): Age 62 with 5 years of service, or age 60 with 15 years of service, or any age with 30 years of service;
- Normal Retirement (hired on or after January 1, 2012): Age 65 with 10 years of service, or age 60 with 20 years of service, or any age with 30 years of service;
- Spouse and Survivor Coverage: Both are available under any of the plan options with similar retiree contributions. Surviving spouses are eligible for coverage after the retiree's death.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

General Information about the Plan [continued]

Benefits Provided - During the fiscal year ended June 30, 2023 and 2022, the State provided health insurance options through several providers.

Retiree Contributions - The cost of the healthcare benefits for retirees and beneficiaries is shared between the Plan and the retirees. Retiree contribution rates are affected by the retiree date of hire, with eligible retirees hired after June 30, 1991 paying a proportionately higher rate if their years of service total less than 20.

Funding Policy - The State of Delaware funds the OPEB for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined, typically from the General Fund. Additional funding has also been provided on an ad hoc basis. By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members and the government are established and may be amended by the State Legislature. Funds are recorded in the OPEB Trust for the payment of retiree healthcare claims, administrative, and investment expenses. Administrative costs are financed through investment earnings. State appropriations, other employer contributions, and retiree contributions for healthcare are recorded in the OPEB Trust.

The funds available are invested under the management of the DPERS Board of Pension Trustees, which acts as the Board of Trustees for the OPEB Trust and is responsible for the financial management of the OPEB Trust.

Contributions - The contribution rates for the employer and retiree are established annually by the budgeting process of the State. Those rates include an employer contribution based on projected pay-as-you go financing requirements as a percent of covered payroll, with an additional amount to prefund benefits, which is not actuarially determined. For fiscal year 2023 and 2022, the School's contribution was 14.71% and 10.68% of covered payroll and totaled \$327,991 and \$312,012, respectively.

Net OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

As of June 30, 2023 and 2022, the School reported a liability of \$9,679,112 and \$12,068,409 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2022 and 2021 and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the total OPEB liability as of June 30, 2021 to June 30, 2022 and June 30, 2020 to June 30, 2021. The School's proportion of the net OPEB liability was calculated utilizing the employer's contribution as it relates to the total reported contributions. As of June 30, 2023 and 2022, the School's proportion was 0.1142% and 0.1197%.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

Net OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB [continued]

For the year ended June 30, 2023 and 2022, the School recognized OPEB expense of \$1,461,307 and \$1,871,715, respectively. As of June 30, 2023 and 2022, the School reported deferred outflows of resources and deferred inflows of resources related to the OPEB as follows:

Description	Deferred Resources		Deferred Resources	
	2023		2022	
	Outflows	Inflows	Outflows	Inflows
Net Difference Between Projected and Actual Earnings on Plan Investments	\$ 244,804	\$ 1,185,942	\$ 289,413	\$ 1,660,772
Changes of Assumptions	1,494,115	2,224,691	2,090,660	395,523
Changes in Proportion	1,689,073	555,486	2,948,838	110,140
Differences Between Expected and Actual Experience in the Measurement of the Total Pension Liability	22,601	-	-	139,410
Contributions Made After the Measurement Date	327,991	-	312,012	-
Totals	<u>\$ 3,778,584</u>	<u>\$ 3,966,119</u>	<u>\$ 5,640,923</u>	<u>\$ 2,305,845</u>

The School's share of net deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Years Ending June 30	
2023	\$ (103,105)
2024	(103,105)
2025	(103,105)
2026	(103,105)
2027	(103,106)
Total	<u>\$ (515,526)</u>

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

Net OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB [continued]

Actuarial Assumptions - The collective total OPEB liability as of June 30, 2022 and 2021 measurement date was determined by an actuarial valuation as of June 30, 2021 and 2020, with update procedures used to roll forward the total OPEB liability to June 30, 2022 and 2021. The actuarial assumptions used the following actuarial assumptions:

- Actuarial Cost Method - Entry Age Normal.
- Investment Rate of Return - 3.75%, net of OPEB Plan investment expense, including inflation.
- Discount Rate - Increased from 2.21% at the beginning of the year to 3.54% at the end based on the Bond Buyer GO 20-year Bond Municipal Bond Index.
- Projected Salary Increases - 3.25% plus merit.
- Healthcare Cost Trend Rate - Decreased from 5.5% at the beginning of the year to 5.17% at the end.

Mortality rates were based on the sex-distinct RP-2014 Total Dataset Health Annuitant Mortality Table, including adjustments factors.

The total OPEB liabilities are measured based on assumptions pertaining to the interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2021 and covering the period July 1, 2015 through June 30, 2020. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the experience deviates, the larger the impact on future financial statements.

The long-term expected rate of return on plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighing the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

Net OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB [continued]

Actuarial Assumptions – [continued]

Best Estimates of arithmetic real rates of return for each major asset class included in the target asset allocation as of June 30, 2022 and 2021 are summarized in the following table.

Asset Class	2022		2021	
	Long-term expected real rate of return	Asset allocation	Long-term expected real rate of return	Asset allocation
Domestic Equity	5.7%	31.8%	5.7%	32.3%
International Equity	5.7%	15.0%	5.7%	18.1%
Fixed Income	2.0%	23.6%	2.0%	20.6%
Alternative Investments	7.8%	21.5%	7.8%	24.2%
Cash and Equivalents	0.0%	8.1%	0.0%	4.8%

Discount Rate - The discount rate used to measure the total OPEB liability was 2.16 percent at the beginning of the current measurement period and 3.54 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rate used at the June 30, 2022 measurement date is equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the Net OPEB Liability to Changes in the Discount Rate - The following presents the net OPEB liability of the OPEB Trust, as well as what the OPEB Trust's net OPEB liability would be if it were calculated using a discount rate that is 1 percentage-point lower (2.54 percent) and 1 percentage-point higher (4.54 percent) than the current discount rate:

2022			2021		
1% Decrease	Discount Rate	1% Increase	1% Decrease	Discount Rate	1% Increase
-2.54%	-3.54%	-4.54%	-1.16%	-2.16%	-3.16%
\$ 8,756	\$ 7,426	\$ 6,368	\$ 13,977,972	\$ 11,698,953	\$ 9,898,180

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 6: OTHER POST-EMPLOYMENT BENEFITS [continued]

Net OPEB Liability, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB [continued]

Sensitivity of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates - The following presents the net OPEB liability of the OPEB Trust, as well as what the OPEB Trust's net OPEB liabilities would be if it were calculated using healthcare cost trend rates that are 1 percentage-point lower (5.17 percent decreasing to 4.17 percent) and 1 percentage-point higher (5.17 increasing to 6.17 percent) than the current healthcare trend rates:

2022			2021		
1% Decrease	Healthcare Trend	1% Increase	1% Decrease	Healthcare Trend	1% Increase
\$ 6,378	\$ 7,426	\$ 8,673	\$ 9,568,842	\$ 11,698,953	\$ 14,503,960

NOTE 7: RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft of, damage to, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 9: COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are various outstanding commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Grants - The School receives financial assistance from federal, state, and private agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the State Office of Auditor of Accounts and the respective local private agency. Any disallowed claims resulting from such audits could become a liability of the General Fund. The School’s administration believes such disallowance, if any, would be immaterial.

Lease Agreement - In July 2019, the School agreed to rent a minimum of twenty apartments and a maximum of thirty apartments from Delaware College of Arts and Design for a period of three years beginning August 1, 2019. A dispute arose immediately regarding the suitability of the apartments for occupancy. In October 2019, after occupying thirty units, the School moved its tutors to alternative space. The School does not believe the three-year lease was valid. This dispute was schedule for mediation in October 2021. A settlement in the amount of \$92,500 was reached and payment was made during the fiscal year ended June 30, 2022.

NOTE 10: ECONOMIC DEPENDENCY

School revenues that constitute an excess of 10% of total revenues are comprised of the following:

	<u>2023</u>	<u>2022</u>
State Subsidy	45%	45%
Charges to School Districts	23%	25%
Federal Aid	31%	29%

NOTE 11: EXCESS EXPENDITURES OVER APPROPRIATIONS

The school in fiscal year 2023 overspent budgetary appropriations in the following functions:

	<u>2023</u>
Transportation	\$ 28,773

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
NOTES TO FINANCIAL STATEMENTS

NOTE 12: OTHER RISKS

The outbreak of a novel strain of coronavirus (COVID-19) spread throughout the United States beginning in March of 2020 and continued into 2023. Multiple jurisdictions in the U.S. declared various levels of States of Emergency. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the School is not able to estimate any adverse effects the COVID-19 outbreak may have on its results of operations, financial condition, or liquidity periods ending after June 30, 2023.

The Organization is dependent on program service fees and contributions, as well as other revenue sources. Social distancing and shelter-in-place directives have a direct impact on the Organization's ability to maintain its operations.

The full impact of the pandemic continues to evolve as of the auditor's report date. It is uncertain as to the full magnitude that it will have on the Organization's financial condition, liquidity and fair value of investments, and future results of operations. Given the daily evolution of the pandemic, and the global and United States responses to curb its spread, the Organization is unable to estimate the ultimate impact on its future financial condition and results of operations.

NOTE 13: GOING CONCERN

On September 27, 2022 the Great Oak Charter School received a notice from the Delaware Department of Education stating that Great Oak Charter School has been placed on formal review by the Delaware Secretary of Education due to possible violation of its charter terms as it relates to the number of enrolled students. According to 14 Del. C. §506 (c)(1), charter schools are required to have a minimum enrollment of at least 80% of its authorized number of students. As of September 30, 2022, Great Oaks Charter School - Wilmington enrollment is 236 students, which is 73 percent of its authorized enrollment of 325 students.

Delaware Department of Education has imposed a condition that The School meet 100% of an authorized enrollment of 200 students by September 30, 2023. In the event the condition is not met, Delaware Department of Education may consider taking immediate actions.

NOTE 14: SUBSEQUENT EVENTS

Management has reviewed and evaluated all other subsequent events through September 29, 2023, which is the date of financial statements were available to be issued, and has been determined that there are no events subsequent to June 30, 2023 that have occurred that require adjustment to or disclosure in financial statements.

Required Supplementary Information [RSI] Section

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
BUDGETARY COMPARISON SCHEDULE – GOVERNMENTAL FUND
Year Ended June 30, 2023

	Original	Final	Actual Amounts	Variance with Final Budget Favorable (Unfavorable)
REVENUES				
Charges to School Districts	\$ 1,601,816	\$ 1,354,367	\$ 1,354,367	\$ -
State Aid	2,806,606	2,676,953	2,668,836	(8,117)
Federal Aid	1,895,763	2,056,738	1,869,484	(187,254)
Food Service Revenue	-	628	628	-
Earnings on cash and investments	-	4,000	6,542	2,542
Contributions and School Programs	136,282	121,090	96,307	(24,783)
Total revenues	6,440,467	6,213,776	5,996,164	(217,612)
EXPENDITURES				
Current:				
Salaries	2,668,248	2,274,320	2,230,238	44,082
Employment costs	1,205,782	1,019,060	988,177	30,883
Travel	-	5,283	4,840	443
Contracted services	628,466	1,038,855	889,160	149,695
Communications	8,758	12,052	9,419	2,633
Insurance	43,000	55,500	55,428	72
Utilities	9,840	9,840	6,101	3,739
Transportation	746,286	577,899	606,672	(28,773)
Repairs and Maintenance	-	29	29	-
Land/Building/Facilities	1,024,978	999,269	995,983	3,286
Supplies and materials	57,877	168,393	141,796	26,597
Capital outlay	-	-	-	-
Total expenditures	6,393,235	6,160,500	5,927,843	232,657
OTHER FINANCING SOURCES				
Appropriated Reserves	-	-	-	-
Total Other Financing Sources	-	-	-	-
NET CHANGE IN FUND BALANCES	47,232	53,276	68,321	15,045
FUND BALANCES				
Beginning of year	-	-	88,535	-
End of year	\$ 47,232	\$ 53,276	\$ 156,856	\$ 103,580

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
BUDGETARY COMPARISON SCHEDULE – GOVERNMENTAL FUND (CONTINUED)
Year Ended June 30, 2023

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The School annually adopts a budget for the general fund. The budgets are integrated into the accounting system, and the budgetary data, as presented in the financial statements for all funds with annual budgets, compares the expenditures with the amended budgets. Budgets for the governmental funds are presented on the modified accrual basis of accounting. Accordingly, the accompanying budgetary comparison schedule for the general fund presents actual expenditures in accordance with the accounting principles generally accepted in the United States of America on a basis consistent with the legally adopted budgets as amended. Generally, unexpended appropriations on annual budgets lapse at the end of each fiscal year. See Management's Discussion and Analysis on pages 12 and 13 for explanations of significant variances compared to budget.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
SCHEDULES OF PROPORTIONATE SHARE OF NET POSITION LIABILITY
Year Ended June 30, 2023

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Measurement period ending June 30	2022	2021	2020	2019
School's proportion of net pension (asset)/liability	<u>0.0905%</u>	<u>0.1161%</u>	<u>0.1240%</u>	<u>0.1134%</u>
School's proportionate share of net pension (asset)/liability	<u>\$ 1,611,997</u>	<u>\$ (1,509,665)</u>	<u>\$ 1,742,994</u>	<u>\$ 1,766,164</u>
School's covered-employee payroll	<u>2,230,237</u>	<u>2,921,636</u>	<u>\$ 2,653,318</u>	<u>\$ 2,928,563</u>
School's proportionate share of net pension (asset)/liability as a percentage of its covered-employee payroll	<u>72.28%</u>	<u>-51.67%</u>	<u>65.69%</u>	<u>60.3%</u>
Plan's fiduciary net position as percentage of total pension (asset)/liability	<u>88.76%</u>	<u>110.48%</u>	<u>85.41%</u>	<u>87.5%</u>
	<u>2019</u>	<u>2018</u>	<u>2017</u>	
Measurement period ending June 30	2018	2017	2016	
School's proportion of net pension (asset)/liability	<u>0.0864%</u>	<u>0.0611%</u>	<u>4.0500%</u>	
School's proportionate share of net pension (asset)/liability	<u>\$ 1,115,914</u>	<u>\$ 895,752</u>	<u>\$ 610,904</u>	
School's covered-employee payroll	<u>\$ 2,388,420</u>	<u>\$ 1,700,028</u>	<u>\$ 893,283</u>	
School's proportionate share of net pension (asset)/liability as a percentage of its covered-employee payroll	<u>46.7%</u>	<u>52.7%</u>	<u>68.4%</u>	
Plan's fiduciary net position as percentage of total pension (asset)/liability	<u>87.5%</u>	<u>85.0%</u>	<u>84.1%</u>	

Source: Delaware Public Employees' Retirement System, State Employees' Pension Plan as of June 30, 2022, June 30, 2021, June 30, 2020, June 30, 2019, June 30, 2018, June 30, 2017, and June 30, 2016. Prior years' information is not available.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
SCHEDULES OF PENSIONS CONTRIBUTIONS
Year Ended June 30, 2023

	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Measurement period ending June 30	2022	2021	2020	2019
Contractually required contribution	<u>\$ 244,150</u>	<u>\$ 338,355</u>	<u>\$ 333,830</u>	<u>\$ 319,695</u>
Contribution (Excess) Deficiency	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School covered-employee payroll	<u>\$ 2,230,237</u>	<u>\$ 2,921,636</u>	<u>\$ 2,653,318</u>	<u>\$ 2,928,563</u>
Contributions as percentage of covered-employee payroll	<u>10.947%</u>	<u>11.581%</u>	<u>12.582%</u>	<u>10.916%</u>
	<u>2019</u>	<u>2018</u>	<u>2017</u>	
Measurement period ending June 30	2018	2017	2016	
Contractually required contribution	<u>\$ 278,474</u>	<u>\$ 195,843</u>	<u>\$ 127,269</u>	
Contribution (Excess) Deficiency	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	
School covered-employee payroll	<u>\$ 2,388,420</u>	<u>\$ 1,700,028</u>	<u>\$ 893,283</u>	
Contributions as percentage of covered-employee payroll	<u>11.659%</u>	<u>11.520%</u>	<u>14.247%</u>	

Source: Delaware Public Employees' Retirement System, State Employees' Pension Plan as of June 30, 2022, June 30, 2021, June 30, 2020, June 30, 2019, June 30, 2018, June 30, 2017, and June 30, 2016. Prior years' information is not available.

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
SCHEDULES OF NET OTHER POST-EMPLOYMENT BENEFIT PLAN LIABILITY
AND SCHOOL CONTRIBUTIONS
Year Ended June 30, 2023

In accordance with GASB No. 75, the following required supplementary information is provided with respect to the School's Net OPEB Liability.

	<u>June 30, 2023</u>	<u>June 30, 2022</u>
<u>Schedule of Net OPEB Liability</u>		
Measurement Date	June 30, 2023	June 30, 2022
Percentage Proportion	0.1142%	0.1197%
Net OPEB Liability Share	9,679,112	12,068,409
Employer- Covered Payroll	2,230,237	2,921,636
OPEB Liability as a Percentage of Covered Payroll	433.99%	413.07%
Plan's Fiduciary Net Position as a Percentage of Total OPEB Liability	-6.40%	-6.00%
<u>Schedule of Contribution</u>		
Required Contribution	\$ 327,991	\$ 312,012
Actual Contribution	<u>327,991</u>	<u>312,012</u>
Contribution Deficiency/ (Excess)	<u>\$ -</u>	<u>\$ -</u>
Employer- Covered Payroll	\$ 2,230,237	\$ 2,921,636
Actual Contribution as a Percentage of Covered Payroll	14.71%	10.68%
<u>Notes to Required Supplementary Information</u>		
Actuarial Valuation Date	June 30, 2022	June 30, 2021
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Discount Rate	3.54%	2.16%
Healthcare Trend Rate	5.17%	5.50%
Mortality Rate	RP- 2014 Total Dataset Employee Mortality Table	RP- 2014 Total Dataset Employee Mortality Table
<u>Investment Allocation</u>		
Domestic Equity	31.80%	32.30%
International Equity	15.00%	18.10%
Fixed Income	23.60%	20.60%
Cash and Equivalents	8.10%	4.80%
<u>Investment Rate of Return</u>		
Domestic Equity	5.70%	5.70%
International Equity	5.70%	5.70%
Fixed Income	2.00%	2.00%
Cash and Equivalents	0.00%	0.00%

Supplementary Information Section

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
BALANCE SHEETS-GENERAL FUND
Year Ended June 30, 2023

	2023				2022			
	State Fund	Local Fund	Federal Fund	Total General Fund	State Fund	Local Fund	Federal Fund	Total General Fund
ASSETS								
Cash and Equivalents	\$ 150,213	\$ 335,442	\$ -	\$ 485,655	\$ 184,221	\$ 449,430	\$ -	\$ 633,651
Due from other governments	-	46,997	55,049	102,046	-	17,416	81,819	99,235
Prepayments and other assets	-	4,198	-	4,198	-	4,198	-	4,198
Security deposit	1,533	6,259	-	7,792	1,533	6,259	-	7,792
TOTAL ASSETS	<u>\$ 151,746</u>	<u>\$ 392,896</u>	<u>\$ 55,049</u>	<u>\$ 599,691</u>	<u>\$ 185,754</u>	<u>\$ 477,303</u>	<u>\$ 81,819</u>	<u>\$ 744,876</u>
LIABILITIES								
Accounts Payable	\$ 97,217	\$ 42,835	\$ 4,975	\$ 145,027	\$ 97,218	\$ 51,241	\$ -	\$ 148,459
Accrued Salaries And Related Costs	-	212,806	50,074	262,880	-	391,134	81,819	472,953
Deferred Lease Incentive	-	34,928	-	34,928	-	34,928	-	34,928
TOTAL LIABILITIES	<u>\$ 97,217</u>	<u>\$ 290,569</u>	<u>\$ 55,049</u>	<u>\$ 442,835</u>	<u>\$ 97,218</u>	<u>\$ 477,303</u>	<u>\$ 81,819</u>	<u>\$ 656,340</u>
FUND BALANCES								
Unassigned	\$ 54,529	\$ 102,327	\$ -	\$ 156,856	\$ 88,535	\$ -	\$ -	\$ 88,535
TOTAL LIABILITIES AND FUND BALANCES	<u>\$ 151,746</u>	<u>\$ 392,896</u>	<u>\$ 55,049</u>	<u>\$ 599,691</u>	<u>\$ 185,753</u>	<u>\$ 477,303</u>	<u>\$ 81,819</u>	<u>\$ 744,875</u>

GREAT OAKS CHARTER SCHOOL – WILMINGTON
(A COMPONENT UNIT OF THE STATE OF DELAWARE)
STATEMENTS OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES-GENERAL FUND
Year Ended June 30, 2023

	2023				2022			
	State Fund	Local Fund	Federal Fund	Total General Fund	State Fund	Local Fund	Federal Fund	Total General Fund
REVENUES								
Charges to School Districts	\$ -	\$ 1,354,367	\$ -	\$ 1,354,367	\$ -	\$ 1,686,722	\$ -	\$ 1,686,722
State Aid	2,668,836	-	-	2,668,836	3,018,030	-	-	3,018,030
Federal Aid	-	-	1,869,484	1,869,484	-	-	1,887,086	1,887,086
Earnings on cash and investments	-	6,542	-	6,542	-	-	-	-
Food service revenue	-	628	-	628	-	614	-	614
Contributions	-	96,307	-	96,307	-	7,397	-	7,397
School programs	-	-	-	-	-	16,181	-	16,181
Total revenues	2,668,836	1,457,844	1,869,484	5,996,164	3,018,030	1,710,914	1,887,086	6,616,030
EXPENDITURES								
Current:								
Instructional services	\$ 2,004,586	\$ 586,430	\$ 1,652,111	\$ 4,243,127	\$ 2,564,747	\$ 1,266,523	\$ 1,843,428	\$ 5,674,698
Supporting services:								
Operation and maintenance of facilities	474,781	603,263	-	1,078,044	136,914	1,057,394	3,558	1,197,866
Transportation	223,475	165,824	217,373	606,672	301,749	308,072	40,100	649,921
Total expenditures	2,702,842	1,355,517	1,869,484	5,927,843	3,003,410	2,631,989	1,887,086	7,522,485
CHANGE IN NET POSITION	(34,006)	102,327	-	68,321	14,620	(921,075)	-	(906,455)
FUND BALANCES								
Beginning of year	88,535	-	-	88,535	73,915	921,075	-	994,990
End of year	\$ 54,529	\$ 102,327	\$ -	\$ 156,856	\$ 88,535	\$ -	\$ -	\$ 88,535

GREAT OAKS CHARTER SCHOOL – WILMINGTON
 (A COMPONENT UNIT OF THE STATE OF DELAWARE)
 SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION
 Year Ended June 30, 2023

	<u>2023</u>	<u>2022</u>
EXPENDITURES		
Current:		
Salaries	\$ 2,230,238	\$ 2,921,636
Employment Costs	988,177	1,265,578
Travel	4,840	15,995
Contractual services	889,160	1,292,825
Communications	9,419	10,983
Insurance	55,428	41,381
Public Utility services	6,101	14,468
Land, building & facilities	995,983	1,116,642
Food services	-	-
Transporation - buses	606,672	649,921
Repairs and maintenance	29	6,326
Supplies and materials	141,796	186,730
Total expenditures	<u>\$ 5,927,843</u>	<u>\$ 7,522,485</u>

**Reports Required by
the Uniform Guidance**



WHISMAN GIORDANO
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

**Report of Independent Auditor
on Internal Control over Financial Reporting and on Compliance
and Other Matters Based on an Audit of the Financial Statements
Performed in Accordance with *Government Auditing Standards***

To the Board of Directors
Great Oaks Charter School – Wilmington

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of Great Oaks Charter School [a component unit of the State of Delaware], as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Great Oaks Charter School's basic financial statements, and have issued our report thereon dated September 29, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Great Oaks Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Great Oaks Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Great Oaks Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

To the Board of Directors
Great Oaks Charter School – Wilmington

Report on Internal Control Over Financial Reporting [continued]

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Great Oaks Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose

Whisman Giordano & Associates, LLC

Newark, Delaware
September 29, 2023



WHISMAN GIORDANO
CERTIFIED PUBLIC ACCOUNTANTS

Building Extraordinary Relationships

**Report of Independent Auditor
on Compliance for Each Major Program
and on Internal Control Over Compliance
and Schedule of Expenditures of Federal Awards
Required by the Uniform Guidance**

To the Board of Directors
Great Oaks Charter School - Wilmington

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Great Oaks Charter School - Wilmington's compliance with types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on Great Oaks Charter School - Wilmington's major federal program for the year ended June 30, 2023. Great Oaks Charter School - Wilmington's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Great Oaks Charter School - Wilmington complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States (Government Auditing Standards); and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Great Oaks Charter School - Wilmington and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for its major federal program. Our audit does not provide a legal determination of Great Oaks Charter School - Wilmington's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Great Oaks Charter School - Wilmington's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Great Oaks Charter School - Wilmington's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Great Oaks Charter School - Wilmington's compliance with the requirements of its major federal program as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Great Oaks Charter School - Wilmington's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Great Oaks Charter School - Wilmington's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Great Oaks Charter School - Wilmington's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, it is not suitable for any other purpose.

Report of Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the governmental activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Great Oaks Charter School, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Great Oaks Charter School's basic financial statements. We issued our report thereon dated (Date to be determined), which contained unmodified opinions on those financial statements. Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements.

To the Board of Directors
Great Oaks Charter School – Wilmington

**Report of Schedule of Expenditures of Federal Awards Required by the Uniform Guidance
(Continued)**

The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Whisman Giordano & Associates, LLC

Newark, Delaware
September 29, 2023

GREAT OAKS CHARTER SCHOOL - WILMINGTON
 STATEMENTS OF EXPENDITURES OF FEDERAL AWARDS AND RELATED DISCLOSURES
 Year Ended June 30, 2023

Federal Grantor/ Pass-Through Grantor Project Title	Assistance Listing Number (ALN)	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through State of Delaware, Department of Education [DOE]:			
		Title I	
Title I Grants to Local Educational Agencies	84.010	FSF-40554	173,032
		IDEA-B	
Special Education Grants to States	84.027A	FSF-40564	69,520
Individuals with Disabilities Education ARP Act of 202	84.027X	FSF-40564	22,627
		Perkins	
Career and Technical Education	84.048	FSF-41015	16,059
		21st Century	
21st Century Community Learning Centers	84.287	FSF-40240	345,078
		TITLE II	
Supporting Effective Instruction State Grants	84.367	FSF-40114	27,021
		TITLE IV-A	
Student Support and Academic Enrichment Program	84.424	FSF-40532	26,927
		TITLE IV-A	
Governor's Emergency Education Relief Fund	84.425C	FSF-40532	27,000 *
		ESSER	
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	FSF-40730 FSF-40820	<u>1,162,220 *</u>
TOTAL U.S. DEPARTMENT OF EDUCATION			<u>\$ 1,869,484</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 1,869,484</u>
* TOTAL CLUSTER			<u>\$ 1,189,220</u>

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards [the “Schedule”] includes the federal award activity of Great Oaks Charter School under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* [Uniform Guidance]. Because the Schedule represents only a selected portion of the operation of Great Oaks Charter School, it is not intended to and does not present the financial position, change in net assets, or cash flows of Great Oaks Charter School.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on this Schedule are reflected on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Great Oaks Charter School has elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

SECTION I – SUMMARY OF AUDITOR’S RESULTS

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued [*unmodified, modified, adverse, or disclaimer*].

unmodified

Internal control over financial reporting:

-Material weakness(es) identified?

 yes x no

-Significant deficiency(ies) identified?

 yes x none reported

Noncompliance material to financial statements noted?

 yes x no

Federal Awards

Internal control over major programs:

-Material weakness(es) identified?

 yes x no

-Significant deficiency(ies) identified?

 yes x none reported

Type of auditor's report issued on compliance for major programs [*unmodified, modified, adverse, or disclaimer*].

unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

 yes x no

Identification of major programs:

<u>ALN Number</u>	<u>Name of Federal Program or Cluster</u>
84.425C	Governor's Emergency Education Relief Fund
84.425D	Emergency and Secondary School Emergency Relief (ESSER) Fund

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

 yes x no

SECTION II – CURRENT YEAR FINDINGS-FINANCIAL STATEMENTS AUDIT

None reported or outstanding.

SECTION III – CURRENT YEAR FINDINGS AND QUESTIONED COSTS-MAJOR FEDERAL AWARD PROGRAM AUDIT

None reported or outstanding.

SECTION II – PRIOR YEAR FINDINGS-FINANCIAL STATEMENTS AUDIT

None reported or outstanding.

SECTION III – PRIOR YEAR FINDINGS AND QUESTIONED COSTS-MAJOR FEDERAL AWARD PROGRAM AUDIT

None reported or outstanding.