Santa Rosa County District Schools Comprehensive Emergency Management Plan

June 2020

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Timothy Wyrosdick
Superintendent
Santa Rosa County School District

COMPREHENSIVE EMERGENCY MANAGEMENT PLAN

The primary role of the Santa Rosa County School District is to provide an education to, and protect the welfare of its students, staff and faculty. The welfare of students, staff and faculty is never more threatened than during disasters. The goal of the Santa Rosa County School District is to ensure that mitigation, prevention, preparedness, response and recovery actions exist so that the welfare and safety of students, staff, faculty and facilities is preserved.

The Santa Rosa County District Schools (SRCDS) Comprehensive Emergency Management Plan (CEMP) establishes the framework for ensuring viable continuation of high levels of service, quality and availability to the students, staff and faculty of the jurisdiction. By doing so, the CEMP will facilitate Recovery of essential functions so that critical services will not be lost due to the disruption of operations from hazards, threats, or other incapacitating incidents. The CEMP will provide for Mitigation strategies to decrease damage and potential losses to property and life. The CEMP will provide guidance on Prevention to help keep students and faculty safe from deliberate harm. The CEMP will provide guidance on Preparedness steps that must be taken to ensure a timely and proper response to any hazard. The CEMP will assist district personnel in knowledge of Response procedures to facilitate a more rapid recovery. This plan is a living document that can be changed at the direction of the superintendent or designee.

Therefore, in recognition of the Santa Rosa County School District responsibilities of the jurisdiction, I hereby promulgate the Santa Rosa County District Schools Comprehensive Emergency Management Plan.

_____ _____

Timothy Wyrosdick Date
Superintendent, Santa Rosa County School District

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Santa Rosa County District Schools (SRCDS) Comprehensive Emergency Management Plan (CEMP) is to identify and respond to, mitigate against, prepare for, prevent, and recover from, incidents by outlining the responsibilities and duties of SRCDS and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that SRCDS has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. SRCDS regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the SRCDS CEMP increases SRCDS's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The SRCDS CEMP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

1. Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this CEMP.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

2. School Board Policy Statement

The SRCDS CEMP operates within the framework of Santa Rosa County School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

SRCDS's current enrollment is approximately 29,500 students. These students are supported by a committed staff and faculty consisting of approximately 3000 teachers, paraprofessionals, specialists, administrators, support staff, cafeteria staff, maintenance, custodial, and bus staff.

b. Special Needs Population

SRCDS is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

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

Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with special needs along with their schedules is maintained by each school. A list of staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are kept at each school.

2. Building Information

SRCDS has 39 facilities including 32 Public school complexes, 2 charter schools, 3 transportation complexes (one of which is also maintenance and food services) and 2 administrative complexes.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is maintained in each school, blueprints and maps are also maintained in the Dillon Center and with the Safety Director, as well as on the secure webpage. All staff members at each facility are required to know the locations of evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits.

3. Hazard Analysis Summary

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

With facilities spread across the entire county, hazards will vary from facility to facility, however, a selection of the hazards list in the Santa Rosa County CEMP were selected to include in the SRCDS CEMP due to the effect they can have on facilities, students, staff, and the mission of the SRCDS, to educate children.

School Emergency Management Plans have their own list of hazards based upon their proximity to known hazards (i.e., proximity to highways or wastewater treatment plants) their environment (i.e., knowledge of parents/students), and the time of year for seasonal threats. While all school-based threats are not covered in this CEMP, they are in School Based Emergency Management Plans and are considered annexes of this plan.

The table on the following page briefly discusses SRCDS's high-priority hazards including flood, severe storm, fire, chemical, active assailant/lone wolf terrorist, water supply disruption, public health threats.

Table 1. High-Priority Hazards

Flood	Flooding is a natural feature of the climate, topography, and hydrology of Santa Rosa County and its surrounding areas. Santa Rosa County, Florida is located along the Gulf of Mexico in the panhandle of Northwest Florida. It covers a total of 1,174 square miles; approximately 1,017 square miles of land and 157 square miles of water. The terrain of Santa Rosa County is varied. The southern portion is characterized mostly by sand hills and pine flatwoods with swampy areas along the rivers. The northern portion is almost exclusively rolling, forested hills with elevations reaching 300 feet. Eglin Air Force Base, in the southeastern corner of the county, is composed mostly of sand hills with swamp along the Yellow River. There is a "High" probability of flooding in Santa Rosa County with at least one incidence of localized flooding occurring annually. Oftentimes such events occur as a result of thunderstorms, hurricanes, or tropical storms. Upon occurrence, the degree of severity is "Med to High" and is dependent upon how high the water rises above normal, and whether or not structures are involved. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.
Severe Storm	Santa Rosa County experiences thunderstorms year-round with an estimated frequency of 70-90 occurrences per year. The probability of encountering a thunderstorm is "High". Upon occurrence, thunderstorms have a "Medium" severity. Per capita income is not generally affected; however, economic loss from electric disruption or personal property loss could potentially affect per capita income in severe cases. For facilities with electronics, computers and other sensitive machinery, thunderstorms and resultant lightning surges or water leakage could prove costly. Severe thunderstorms have the potential to cause widespread flooding, electric disruption, and can spawn deadly tornadoes. The effect of thunderstorms on property values is dependent on the extent of damage and is limited to individually affected properties. Unless widespread damage occurs, it is not likely to have a community-wide effect on property values.
Fire	Fire hazards are the most prevalent types of hazard. In 2016 Santa Rosa County had 197 wildfires, 63 structure fires, 123 vehicle fires, and 339 "other" fires (this includes boat fires, unknown type fires, and trash fires). Such fires often resulted from lightning, arson, unattended or out of control campfires, trash burning, improper cigarette disposal, faulty electrical wiring, or other causes. Periods of drought or extreme temperatures can also contribute to increased risk of fires. Past occurrences have generally been of "Low" severity, but fires can quickly spread out of control, threatening population, structures, and natural resources within Santa Rosa County.

Chemical	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Santa Rosa County. Due to Santa Rosa's proximity to I-10 and the presence of major chemical users, there is a "High" probability of Hazardous Materials release. The frequency of fixed facility HAZMAT releases is 3-5 per year. The majority of these have been small-scale incidents. The severity of such an event would depend on proximity to population, nature of the chemical, wind direction, response capability, and situational awareness. Worst-case scenarios could potentially involve a nineteen-mile vulnerable zone; therefore, the potential exists for a HAZMAT incident of "Very High" severity. Hazardous materials releases have historically come from fixed facilities, interstate transportation, as well as pipelines within Santa Rosa County. Santa Rosa County is at "Low" risk for radiological/nuclear Hazmat incident, however, the presence of I10 and a rail line, combined with several military and industrial facilities, creates the possibility for such an event.
Tornado/ Waterspout	A tornado is a violently rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of tremendous destruction with wind speeds of 250 mph or more. Damage paths can be in excess of one mile wide and 50 miles long. They can occur at any time of year, but primarily occur from March to May. Between 1959 and 1999, Santa Rosa County experienced 34 tornadoes, resulting in 17 deaths and 101 injuries. According to NWS official records, there have been 23 tornadoes in Santa Rosa County since 1996, causing about $2.8 million in damage. The frequency based on local historical occurrences of tornadoes is one per year and the probability is "High". Upon occurrence, the severity of tornado related damage in Florida is less than the national average because Florida's tornadoes are generally of shorter duration (3 miles) and have narrower paths (125 yards wide). However, for the individual structures affected, the severity is "High". Property values for individually damaged structures may decrease however, overall community property values are not likely to be affected either positively or negatively unless widespread tornado damage occurs. The same relationship is applicable to per capital income.

Active Shooter/ Lone Wolf Terrorist	There has been an increase in the number of active shooter incidents taking place in the United States in the last decade. Additionally, there has been an increase in acts of violence against service members and religious faiths by elements identified as criminals, or potential terrorists. A documented history exists of such attacks including; Oklahoma City bombing, The Unabomber, Nidal Malik Hasan in Fort Hood, the Times Square Bomber, shooting at the Aurora theater, shooting at Sandy Hook, shooting Representative Gifford's, and 18 others, the attacks on two Canadian soldiers by designated terrorists, the San Bernardino shooting, the Emanuel AME Church, the Pulse night club shooting, the Las Vegas Shooting, the Sutherland Springs shooting, and the list continues.
Water Supply Disruption	Water supply is considered a vital, lifeline service. The adequacy and cleanliness of the water source is key to the sustainability of any community. Contamination of water supplies can occur as a result of a sudden catastrophic event, or as a result of processes whose onset occurs more slowly. Adequacy of the supply can be affected by increases in usage, as well as other factors such as recharge rates and saltwater intrusion. Santa Rosa County encountered this hazard on the Gulf Breeze Peninsula, and in Navarre Beach in the late 1990's when the water system was affected by a decline in aquifer levels and was adversely affected by saltwater intrusion. The situation was addressed through the implementation of water management activities, planning, and special projects, such as the augmentation of the coastal water supply with water from the "Sand and Gravel" aquifer in northern Santa Rosa County. In 2013 Santa Rosa County adopted a Well Field Protection plan and it went into ordinance. There is a "Medium" probability of encountering a hazard affecting the water supply. The severity of such an event depends on the ability to mitigate the situation, the nature of the event, and the extent to which public health is affected. In extreme cases, according to global experiences, water supply issues can affect the health and economy of a community, result in community displacement, hamper relief efforts, and reduce property values and per capita income. Efforts by the water utilities, the Northwest Florida Water Management District, the Department of Environmental Protection, and others help to mitigate the risk of this hazard.

Winter storms/ Freezes	Winter weather in Santa Rosa County can include snow, ice, sleet (freezing rain), or a mix of these wintry forms of precipitation, hard freeze temperatures, and frost. Ice storms occur when moisture falls and freezes immediately upon impact on trees, powerlines, communication towers, structures, roads and other hard surfaces. Winter storms and ice storms can down trees, cause widespread power outages, damage property, and cause fatalities and injuries to human life. The most common winter event is frost, followed by hard freeze. Winter Storms (freezes) occur most every winter, with the average winter minimum low occurring near January 20 with a temperature of 20° F. (-6.6° C.). Generally, the second night following the passage of a strong cold front is the coldest night when skies are clear, and humidity is lowest. Most low temperatures involving freezes occur at night and in the hours near dawn. In most instances, temperatures even on the coldest winter days rise above freezing during daylight hours. Such freezes are climatologically expected in this region of Florida. Probability of a winter storm (freeze) is once in most every year. Snow in Santa Rosa County is considered a very rare and exciting event. Neighborhoods come to life with children playing outdoors when it snows. A single snow "event" over five or ten years is probably the average.
Public Health Threats	Since September 2001, additional emphasis has been placed on awareness of current and emerging public health threats. These can occur as a result of bio-terrorism agents, chemical threats, radiation emergencies, mass casualties, natural disasters, or disease outbreak. Recent high-profile examples globally have included anthrax, mad cow disease, avian flu, SARS, the West Nile virus, Eastern equine, and St. Louis encephalitis. Of these, the last three were confirmed in Santa Rosa County within the past few years. Exotic diseases occur infrequently but do not reach epidemic or pandemic status. This is considered a very low frequency incident; however, pandemics can be of long duration. Severity is dependent upon the particular disease. Public Health threats are present at all times in some form or another and have a "High "probability for occurrence. These have historically had "Low" severity and limited impact in Santa Rosa County. There is the potential for increased severity if such a threat resulted in a pandemic or other widespread situation posing immediate and prolonged life safety issues. Such an event could warrant a massive mobilization of resources and quickly overwhelm local, state, and federal capabilities. The severity is dependent on the nature of the threat, rapid detection, method of transmission, mortality rate, public perception, medical stockpiling, and a host of other factors. Such an event could have an effect on health, property values, per capita income, and potentially community functioning. The advent of the H1N1 novel influenza virus in 2009 and COVID 19 in 2020 accentuates the public health threat of diseases.

4. Preparedness, Prevention, Mitigation, Response and Recovery Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. SRCDS fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, annexes to this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. SRCDS is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, SRCDS requires all adults to display identification badges. SRCDS has School Resource Officers (SROs) on all campuses, locked doors, and has cameras in schools. This is an ongoing mission.

Prevention Core Capabilities:

- Planning (Annex A)
- Public Information and Warning (Annex G)
- Operational Coordination (All Annexes)
- Intelligence and Information Sharing (Annex I, G, F)
- Interdiction and Disruption (annex I)
- Screening, Search, and Detection (Annex I)

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. SRCDS has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. SRCDS has storm shutters on many windows and is increasing fencing in some areas.

Mitigation Core Capabilities:

- Planning (Annex A)
- Public Information and Warning (Base Plan, Annex G)
- Operational Coordination (All Annexes)
- Community Resilience (All Annexes)
- Long-Term Vulnerability Reduction (Annex A)
- Risk and Disaster Resilience Assessment (Annex F)
- Threats and Hazards Identification (Base Plan and Annex F)

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. SRCDS builds schools in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

Response comprises the capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Response Core Capabilities:

- Planning (Annex A)
- Public Information and Warning (Base Plan, Annex G)
- Operational Coordination (Annex A)
- Infrastructure Systems (Annex B)
- Critical Transportation (Base Plan)
- Environmental Response/Health & Safety (Annex H)
- Fatality Management Services (Annex E)
- Fire Management & Suppression (Annex F, H)
- Logistics and Supply Chain Management (Base Plan)
- Mass Care Services (Base Plan, Annex H, K)
- Mass Search and Rescue Operations (Annex F)
- On-Scene Security, Protection, and Law Enforcement (Annex I, F, L)
- Operational Communications (Annex J Appendix 1)
- Public Health, Healthcare, and Emergency Medical Services (Annex K)

Recovery comprises the core capabilities necessary to assist communities affected by an incident to recover effectively. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Recovery Core Capabilities:

- Planning (Annex A)
- Public Information and Warning (Base Plan, Annex G)
- Operational Coordination (Annex A)
- Health and Social Services (Annex C, D, E)
- Infrastructure Systems (Annex B)

While not all inclusive, this CEMP attempts to prepare SRCDS for any potential disaster/emergency.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows SRCDS to deviate from the plan if certain assumptions prove not to be true during operations. The SRCDS CEMP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the SRCDS CEMP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

II. CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, 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 or

property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, SRCDS participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Annex A and its appendices shows documents related to SRCDS's being NIMS compliant.

SRCDS recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

SRCDS works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff who assume roles described in this plan will receive IS-100.c training. IS-100.c is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700.b NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute.
- All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Complete Basic Incident Command System for Initial Response course IS-200.c. IS-200.c is a Web-based course available free from the Emergency Management Institute.
- Complete National Response Framework: An Introduction Course IS-800.c. IS-800.c is a Web-based course available free from the Emergency Management Institute.
- Train and exercise all plans. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, SRCDS may have facilities that are damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used

in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at SRCDS will be delegated the authority to direct all incident activities within the Districts jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved, or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.
The principal or his/her designee is responsible for activating the School Emergency Management Plan, which activates the SRCDS CEMP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident. The District Incident Management Team (IMT) may be activated and deployed in mass or partially, depending on the situation, in order to support the school.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. These roles are described in the School Emergency Management Plan.

School staff may be required to remain at school to assist in an incident. In the event that this SRCDS CEMP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Initial response will be dictated by the incident but may include:

- Evacuation – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
- Lock down – All exterior doors and classroom doors are locked, and students and staff stay in their classrooms.
- Shelter-in-place – Students and staff are held in the building, windows and doors are sealed, and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials, which produce toxic vapors outside of the facility. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.
- Secure Facility – All students/staff are held in the school facility. All outdoor activities are brought inside. Entry and exit of the school is only done via administrator authorization.

More information can be found in the Site Threat Continuum document.

A. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this CEMP as well as the appropriate annexes.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Secure Facility, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the

implementation of incident management protocols, Standard Operating Procedures, and plans.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures, Standard Operating Procedures, and plans.
- Give appropriate action commands during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee, following school protocol.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse, or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Paraprofessionals

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurses/Health Technicians

Responsibilities include:
- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

G. Custodians/Maintenance Personnel

Responsibilities include:
- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.

- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed (locations are predetermined in Reunification Plan Annex K).
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident

preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Do not call the school. Wait for the school to contact parent.

IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the SRCDS CEMP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team

Director of Safety
Asst Superintendent
Asst Superintendent
Director of HS
Director of Middle Schools
Director of Elementary Schools
Director Labor Relations
Director of Federal Programs
Director of Inservice and PD
Director of Student Services
Coordinator Risk Management
Director of Continuous Improvement
Director Workforce Education
Coordinator for Mental Health
Safety Specialist
Operation Integration Specialist I
Network Support Technician
Network Support Technician
Sr. Enterprise Network Admin

The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Site Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.
- Notify Director of Safety and Grade Level Director of incident

2. Operations Section: Usually a member of the administration. Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. This duty may be assumed by members of the Incident Management Team if required.

Specific responsibilities include:

- Analyze school staffing to support District Reunification Plan. Reunification Plan is in Annex K of this document.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander and assist in securing facility. Maintenance can support this.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional support from first responders. Work with nurse or health tech.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents. Provided through Student Services.
- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Student Accountability	Student Accountability personnel search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter in the event of an incident causing structural damage. Student Accountability Personnel are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Student Accountability Personnel are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Providing injury and missing student reports to administration.
First Aid Team **(qualified personnel)**	First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area for students. ▪ Assessing and treating injuries. ▪ Completing master injury report.
Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assisting with school evacuation. ▪ Communicating with District and parents. ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Reviewing camera footage to locate personnel ▪ Guiding Emergency First Aid Response
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

3. **Administrative duties:**
   - Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
   - Document all activities.
   - Support incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Designate counseling areas.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses and secure all records.

B. Coordination Crisis Leadership Group and Incident Management Team (IMT)

In complex incidents, a Crisis Leadership Group will be convened at the school district operations center. The role of the Crisis Leadership Group is to:

- Support the on-scene Incident Commander and the IMT if activated.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Public Information Office.

C. Comprehensive Emergency Management Plan (CEMP)

Santa Rosa County District Schools (SRCDS) maintains a district Comprehensive Emergency Management Plan (CEMP) to address hazards and incidents. The SRCDS

CEMP has been developed to fit into the larger district CEMP in the case of a large-scale incident. This plan may be modified as needed by the Safety Director or Superintendent.

D. Coordination with First Responders

An important component of the SRCDS CEMP is a coordinated meeting conducted annually with all appropriate response organizations that allow various county agencies to aid schools in a timely manner.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

SRCDS will use its own resources and equipment to respond to incidents until incident response personnel arrive. Other school-based administrators have been trained to assist if called upon and available after an incident occurs.

Some schools are listed in the County CEMP ESF 6 (Mass Care) to be used as shelters during a storm/hurricane. Other schools may be used on a case by case basis for other sheltering issues, such as field hospitals as discussed in the pandemic plan.

Flow Chart for Opening Schools As Primary Shelters And Evacuation Centers

The following are Primary American Red Cross Shelters and will be individually opened as directed.

- Bennett C. Russell Elementary School - Includes Special Needs Evacuation Center
  3740 Excalibur Way
- Avalon Middle School - Includes Pet Friendly Shelter
  5445 King Arthurs Way
- Jay High School - General Shelter
  3741 School St.

Transportation resources are written into the County CEMP as ESF 1 (Transportation) District personnel fill the ESF 1 role during EOC activations and may fill other roles as appropriate.

Other ways SRCDS resources could be used is ESF 11 (Food and Water) with substantial kitchens, this resource has potential to be used during a disaster.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines SRCDS's communications plan and supports its mission to provide clear, effective

internal and external communication between the school, staff, students, parents, responders, and media. See **Annex G** for more details on Communication.

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff). This may include texts.
- **District provided notification system messaging.**
- **Email**: Every staff member has an email account.
- **Radios**: Some schools have internal radios on each hall.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication with the School District Office

The Incident Commander (Principal) will use the Emergency Radio to notify the district of the school's status/needs if phones or other communications means are not functioning. The principal will notify the district office, through Director of Safety or Grade Level Director. The district personnel notified will inform the Crisis Leadership Group.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from SRCDS about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, SRCDS will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and

its objectives. Information will be included in the school newsletter and a presentation delivered at Back–to-School Night.

In the event of an incident, SRCDS will:

- Disseminate information via text messages, radio announcements, call out, and/or emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information if developed for a particular incident.
- Inform parents and students when and where school will resume.

After an incident, SRCDS administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

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

- Designate a Public Information Officer.
- Follow guidelines as per Crisis Communications Plan (Annex G)
- Inform the Director of Safety and/or Grade level Director.

All SRCDS employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Annex G.

Media contacts maintained by Public Information Officer in the Crisis Communications Plan. In the case of an incident, these media contacts will broadcast SRCDS's external communications plans, including the information hotline for parents and guardians if established.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, SRCDS will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the County PIO/Joint Information Center, and media, to

provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, SRCDS will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

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

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical). Maintenance will support this and assume responsibility when they arrive.
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.

- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: Following Pandemic Protocol.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that SRCDS may use include the following:

- **Standard telephone:** SRCDS has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff in route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **District provided notification app:** Has a text messaging component.

Inform parents of methods to protect children online if appropriate.

- Common Sense Media (https://www.commonsensemedia.org/) and their "What Is…?" video series for parents.

- Netsmartz (https://www.missingkids.org/NetSmartz) has resources for students of all ages and their parents.

More information can be found in the Crisis Communications Plan (Annex G)

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

SRCDS has an SRO contract with the Sheriff's Office (SO) and Gulf Breeze Police Department (GBPD). SRCDC participates in an Interagency Critical Incident Agreement with the SO, Milton Police Department (MPD), GBPD, and Public Safety Emergency Communications. SRCDS has a Memorandum of Agreement with the SO for use of facilities for training purposes.

SRCDS has contracts with ABM for custodial and landscaping, Sodexo for feeding, and STA for transportation.

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

Assigned personnel will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.

- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The Finance Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The Finance Section (or appropriate personnel) will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE,AND DISTRIBUTION

The Director of Safety is responsible for the overall maintenance and revision of the SRCDS CEMP.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board and superintendent will approve and disseminate the plan as needed.

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Core School Emergency Operations Planning Team.

June 2020	Plan Created	Daniel Hahn, Safety Director

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Director of Safety, emergency management agencies, and others deemed appropriate by District administration. The principals will establish a schedule for annual review of School Emergency Management Plans.

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

C. Training and Exercising the Plan

SRCDS understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. After Action Reports will be developed in accordance with the Homeland Security Exercise and Evaluation Program.

SRCDS CEMP training will include:

- Run, Hide Fight training for faculty and staff on a volunteer basis.
- First aid and CPR for staff on a volunteer basis.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, for district IMT and school based IMT volunteers.
- Online FEMA courses: ICS 100, IS 200, IS-700 and IS 800 required for all IMT members, recommended for all school administrators. Courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted on a monthly basis as per state statutes and district policies. Exercises will occur as needed.

- School Fire Drill Training conducted per Florida Fire Code
- Safety Compliance Sheet should be filled out at the start of every school year. Allows schools to replace 4 fire drills with any combination of the following: a shelter in place for weather, a shelter in place for chemicals, or an active assailant.
- Other safety related trainings can be found in MYPD.

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

VIII. AUTHORITIES AND REFERENCES

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

252.38 Emergency management powers of political subdivisions, (1) (d) During a declared state or local emergency and upon the request of the director of a local emergency management agency, the district school board or school boards in the affected area shall participate in emergency management by providing facilities and necessary personnel to staff such facilities. Each school board providing transportation assistance in an emergency evacuation shall coordinate the use of its vehicles and personnel with the local emergency management agency.

1006.07 (4) EMERGENCY DRILLS; EMERGENCY PROCEDURES (a) Formulate and prescribe policies and procedures, in consultation with the appropriate public safety agencies, for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, active shooter and hostage situations, and bomb threats, for all students and faculty at all the public schools of the district comprised of grades K-12. Drills for active shooter and hostage situations shall be conducted at least as often as other emergency drills. (b) Establish model emergency management and emergency preparedness procedures, including emergency notification procedures pursuant to paragraph (a), for the following life-threatening emergencies:
1. Weapon-use, and hostage, and active shooter situations. The active shooter situation training for each school must engage the participation of the district school safety specialist, threat assessment team members, faculty, staff, and students and must be conducted by the law enforcement agency or agencies that are designated as first responders to the school's campus. 2. Hazardous materials or toxic chemical spills. 3. Weather emergencies, including hurricanes, tornadoes, and severe storms. 4. Exposure as a result of a manmade emergency. (c) Establish a schedule to test the functionality and coverage capacity of all emergency communication systems and determine if adequate signal strength is available in all areas of the school's campus.

119.071(3) PUBLIC OFFICERS, EMPLOYEES, AND RECORDS PUBLIC RECORDS SECURITY AND FIRESAFETY.—

(a)1. As used in this paragraph, the term "security or fire safety system plan" includes all:

a. Records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to the physical security or fire safety of the facility or revealing security or fire safety systems;

b. Threat assessments conducted by any agency or any private entity;

c. Threat response plans;

d. Emergency evacuation plans;

e. Sheltering arrangements; or

f. Manuals for security or fire safety personnel, emergency equipment, or security or fire safety training.

2. A security or fire safety system plan or portion thereof for:

a. Any property owned by or leased to the state or any of its political subdivisions; or

b. Any privately owned or leased property

1001.42 (7) **Supplemental powers and duties of district school board** FIRST AID AND EMERGENCIES.—The district school board may adopt programs and policies to ensure appropriate response in emergency situations; the provision of first aid to individuals, the student body, and school personnel; and the effective management of student illness, which programs and policies may include, but are not limited to:

(a) The provision of first aid and emergency medical care and the provision of school health care facilities and services.

(b) The provision of school safety patrol.

(c) Procedures for reporting hazards, including threats of nature, bomb threats, threatening messages, and similar occurrences, and the provision of warning systems including alarm systems and other technical devices.

(d) Procedures for evacuating the classrooms, playground, or any other district facility.

(e) Procedures for reporting accidents, including traffic accidents and traffic violations involving district-owned vehicles.

HSPD 20: National Continuity Policy - This policy establishes 'National Essential Functions,' prescribes continuity requirements for all executive departments and agencies, and provides guidance for State, local, territorial, and tribal governments, and private sector organizations in order to ensure a comprehensive and integrated national continuity program that will enhance the credibility of our national security posture and enable a more rapid and effective response to and recovery from a national emergency."

HSPD 5 -National Incident Management System found in Annex A

SRCDS Policy 3.40 SAFE AND SECURE SCHOOLS

Functional Annexes

Functional annexes address all-hazard critical operational functions, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

All functional annexes should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan.

ANNEX A (NIMS Compliance)

SRCDS has an Incident Management Team (IMT) that is NIMS compliant. There are also school based personnel that have become NIMS compliant in order to provide assistance during any disaster to the IMT.

The supporting documentation for NIMS compliance in Florida is found in Appendices 1-3 of this annex.

All district Incident Management Team personnel listed in the Reunification Plan are NIMS compliant. All volunteers for school based IMT support are also NIMS compliant. This makes the District NIMS compliant.

Appendix 1 (Florida NIMS Adoption) to Annex A Florida NIMS compliance

http://www.flsenate.gov/UserContent/Committees/Publications/InterimWorkProgram/2006/pdf/2006-114ds.pdf

Page 1 - The State of Florida has adopted the NIMS compliance standard and local agencies are in the process of meeting that compliance standard. The coordinated efforts to establish national goals, methods and performance measures, in conjunction with Florida's ongoing training and exercise activities should assure steady improvement in the state's ability to respond to all types of emergencies.

Page 4 - HPSD-5 requires all federal departments and agencies to adopt and use NIMS in their individual preparedness efforts, as well as in support of all actions taken to assist state and local governments. Beginning in fiscal year 2005, states must adopt NIMS as a condition of receiving federal assistance. NIMS must be institutionalized into existing training and exercise programs, emergency operations plans, and intrastate mutual aid agreements. Future federal grant applications will require compliance certification. Florida has implemented NIMS throughout its emergency management system.

Page 5 - It stated that those who fail to adopt NIMS concepts and principles in day-to-day emergency operations would not be considered NIMS compliant for funding purposes. Beginning October 1, 2005, all recipients of federal preparedness funds must adopt and use NIMS as a condition for the receipt of FY06 preparedness assistance funding.

Page 8- Florida has implemented the National Incident Management System, is conducting NIMS training, and is employing NIMS in its exercise program.

Appendix 2 (FDOE NIMS Adoption) to Annex A Florida NIMS compliance

MEMORANDUM

TO: District School Superintendents

FROM: John L. Winn

DATE: May 3, 2006

SUBJECT: Revised "Statewide Policy for Strengthening Domestic Security in Florida's Public Schools"

By September 2006, Florida school districts will be required to comply with the Department of Homeland Security's National Incident Management System or NIMS. NIMS was developed to enable emergency responders from different jurisdictions and disciplines to work together better to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid, and resource management.

Although there are no known, direct, or credible threats against any potential target in Florida, educational institutions have been included in the Florida Domestic Security Strategy. This strategy is a comprehensive approach to ensuring that Florida will address all known domestic security vulnerabilities.

In order to define NIMS compliance for school districts, a statewide group of safety representatives from the education community, the Florida Department of Education, and the Florida Regional Domestic Security Task Force Education Sub-Committees produced the attached Revised "Statewide Policy for Strengthening Domestic Security in Florida's Public Schools" for districts and schools to use to enhance the safety of their campuses. This policy focuses on eight elements: 1) Access Control, 2) Emergency Equipment, 3) Training, 4) Communication and Notification Procedures, 5) Coordination with Partners, 6) Vulnerability Assessment, 7) National Incident Management System (NIMS) Compliance, and 8) National Incident Management System (NIMS) Certification. This policy draws from similar guidelines from other states and abroad, as well as the experience of school districts throughout Florida.

Please share this policy with key personnel in your district and incorporate it into your existing emergency plans and procedures. It is important to note that NIMS compliance is required if a school district is to receive federal emergency preparedness funds such as the U.S. Department of Education's Emergency Response and Crisis Management Grant. Though we certainly hope never to face a terrorist threat in Florida, ongoing concerns about such activity makes this policy particularly important.

We remain committed to providing technical assistance and to partnering with you as you continue to strengthen the safety of your schools. If you have questions or require additional assistance, please contact Lorraine Allen, Director, or Julie Collins, Emergency Management Consultant, Office of Safe and Healthy Schools, at (850) 245-0416.

Appendix 3 (Statewide Policy for Strengthening Domestic Security in Florida's Public Schools) to Annex A Florida NIMS compliance

This document is not included in its entirety due to size.

FLORIDA DEPARTMENT OF EDUCATION

Statewide Policy for Strengthening Domestic Security in Florida's Public Schools

Approval Date: October 10, 2003

(Modified by NIMS Policy Project Final Report February 28, 2006)

Scope
Florida public schools have not been targeted to date, nor are there any known, direct and credible threats against any potential target in Florida. However, schools are included in the Florida Domestic Security Strategy, which is a comprehensive approach to ensuring that Florida will address all known vulnerabilities, providing a level of certainty that, given the nature of the possible target and its potential vulnerability, it has taken every prudent step to limit that vulnerability consistent with the value of the potential target.

Intent
The intent of this policy is to:
- Capitalize on current school protection measures;
- Provide policy guidance to school districts in terms of terrorism protection procedures and training focused on deterrence; and
- Explore infrastructure enhancements and policy guidance for infrastructure.

This policy is not intended to be exhaustive or to supercede federal, state, or local statutes or regulations.

Purpose of Policy
The purpose of this policy is to help Florida's public schools prevent, prepare for, and respond to possible terrorist attacks.

Development
During fiscal year 2002-2003, Florida school district superintendents or designated staff members met with representatives from 1) the Florida Department of Education, 2) the Florida Regional Domestic Security Task Forces Education Sub-Committees, and 3) the Florida Department of Law Enforcement, Office of Domestic Security, to develop this statewide policy. In addition, the policy was reviewed and approved by the Florida Domestic Security Oversight Board.

Annex B (COOP)

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

II. SCOPE

It is the responsibility of SRCDS officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. The SRCDS COOP Plan is a stand-alone document not open for public review. It covers all non-school facilities (Admin buildings/transportation, etc.). School COOP activities will be managed on a case by case basis.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. SRCDS relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in the SRCDS COOP Plan.

Essential functions will be carried out In Accordance With (IAW) the SRCDS COOP Plan.

To implement the COOP procedures:

- All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

- Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

IV. PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions for all non-school sites if warranted by an incident. Each school site will have a relocation site designated after the incident. In some cases it may be another school during different hours.

D. Alternate Facilities and Strategy

Alternate facilities are listed in the SRCDS COOP Plan.

E. Interoperable Communications/Backup Sites

Continuity Communications is discussed in the SRCDS COOP Plan.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

- Reconstitution is covered in the SRCDS COOP.

The remainder of the COOP Plan is exempt from release as a public record pursuant to section 119.071(3) of Florida Statutes. For more information contact Safety Director.

Annex C (Threat Assessment Decision Tree) Hyperlinks In title to CSTAG and chart

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines (CSTAG)

Santa Rosa County District Schools

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. *When in doubt, treat the communication or behavior as a threat and conduct a threat assessment*. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A ***transient*** threat means there is no sustained intent to harm and a ***substantive*** threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. IN THE EVENT OF AN IMMEDIATE THREAT, CALL LAW ENFORCEMENT, SUPERINTENDENT, DIRECTOR OF SAFETY AND GRADE LEVEL DIRECTOR.

School Threat Assessment Decision Tree

Step 1. Evaluate the threat

Obtain a detailed account of the threat, usually by interviewing the person who made the threat (Page 3-4), and the intended victim/other witnesses (Page 5). Write the exact content of the threat and key observations by each party (Page 6). Get teacher/staff input as needed but not required for every situation (Page 7-8). Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention; proceed to Page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian. Share via SharePoint.

YES ↓

Step 2. Attempt to resolve the threat as transient.

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

Yes → Case resolved as transient; proceed to Page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian. Share via SharePoint.

NO ↓ [STOP HERE IF THREAT IS TRANSIENT]

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate (refer to Code of Student Conduct.)

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

Serious → Case resolved as serious substantive threat; proceed to page 15 for conclusion; discipline according to Code of Student Conduct; notify parent/guardian; add services as needed; write and monitor Student Success and Safety Plan. Share via SharePoint.

VERY SERIOUS ↓ [STOP HERE IF THREAT IS SERIOUS SUBSTANTIVE]

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

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Contact Director of Student Services who will notify School Psychologist for Mental Health Assessment.
f. Parent Disclosure and Parent Interview completed by TAT member (Pages 10-14).
g. Refer to school and/or community-based counseling.
h. SRO/Law enforcement investigation for evidence of planning and preparation, criminal activity.

→ Complete page 15 upon conclusion of Step 4; notify parent/guardian; add services as needed; write and monitor Student Success and Safety Plan. Share via SharePoint.

↓

Step 5. Develop, Implement, and Monitor the safety plan.

i. TAT will Develop Student Success and Safety Plan that reduces risk and addresses student needs. Plan should include review of IEP/504 if already receiving services and further assessment/MTSS.
j. Place copy of Student Success and Safety Plan and Threat Assessment in black folder of cumulative record. (SERIOUS AND VERY SERIOUS SUBSTANTIVE ONLY)
k. Monitor whether plan is working and revise as needed
l. Review student progress at monthly TAT Meeting.

SHARE ALL THREAT ASSESSMENTS and SSSP's VIA SHAREPOINT WITH:

*DIRECTOR OF SAFETY
*GRADE LEVEL DIRECTOR
*DIRECTOR OF STUDENT SERVICES
*COORDINATOR OF MENTAL HEALTH
*ASSISTANT TO COORDINATOR OF MENTAL HEALTH
*COORDINATOR OF BEHAVIOR INTERVENTIONS (IF ESE/504 STUDENT)

Annex D (Suicide Prevention Protocol for School-Based Threat Assessment Teams)

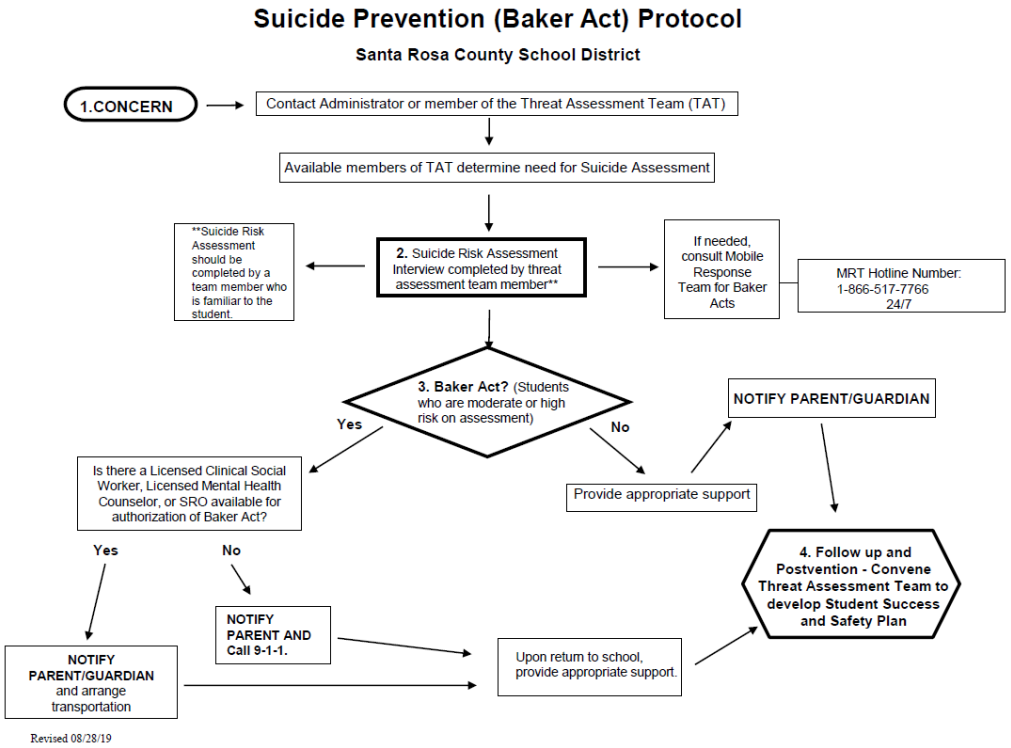
(All page numbers referred to in this plan are for the original document, not this plan)

The primary focus of this protocol is to establish a recommended process for schools that is readily available and easy to follow in the event a student is at-risk for harming him/herself. This process is broken down into three critical components:

- **Prevention**: How schools can promote resiliency and reduce the potential for youth suicide.
- **Intervention**: How school staff should intervene with students at risk for suicidal behavior.
- **Follow-Up Intervention or Postvention**: How schools should respond to students returning from a crisis center or after a threat has been made or attempted.

The school-based threat assessment team plays a vital role in suicide prevention, intervention, and follow-up intervention, and will be tasked with specifically addressing the suicide prevention protocol flowchart when handling at-risk students. Everyone has a role in suicide prevention. A comprehensive approach to suicide prevention involves students, school personnel, parents, and community agencies. Collaboration and communication are key to promoting positive mental health in the school setting. School administrators have a critical role in suicide prevention. Administrators will ensure that key personnel are made aware of these processes, including office staff, the school nurse, and the SRO. The threat assessment team will assist in this regard and be trained in Youth Mental Health First Aid.

School personnel should be trained annually by the threat assessment team to recognize warning signs associated with students who are at risk for suicide. In addition, school personnel should be aware of the positive conditions (i.e., protective factors) that promote resiliency and reduce the potential for suicide. All school personnel should be aware of this protocol and follow the steps outlined in the Suicide Prevention (Baker Act) Protocol Flowchart on the following page.



Appendix 1 (Suicide Intervention) to Annex D (Suicide Prevention Protocol for School-Based Threat Assessment Teams)

INTERVENTION

All stakeholders have a role in reporting suicidal concerns for students: students, teachers, paraprofessionals, bus drivers, administrators, parents, etc.

1. CONCERN IS REPORTED

- TAT implements the Suicide Prevention Protocol (pg. 15).
- Once the concern has been reported (actions may not be conducted in a linear order):
  - Determine need for suicide risk assessment.
  - Verify location of student and ensure supervision and safety.
  - Reporter/concerned adult will make sure an administrator is notified of the concern.
  - **Student should be supervised by an adult. Do not leave the student alone.**
  - **School personnel** must escort the student to the office. Parent volunteers and students must not be used.
  - Obtain the student's emergency contact information.

2. CONDUCT SUICIDE ASSESSMENT

- A member of the threat assessment team most familiar with student should conduct a suicide assessment interview of the student (see **Suicide Assessment Interview Guide on the next page**)
- Review appropriate school records
- Gather additional information from parent(s)/guardian(s) and relevant school personnel as part of the assessment.
  The team will assess the level of risk as low, moderate or high (see Suicide Risk Assessment Factors Guide – pg. 11).

3. Determine and Implement Next Step—Baker Act?

- **For all circumstances in which a student expresses suicidal ideation, the parent(s)/guardian(s) must be notified.**

The probable level of risk should be considered by the team when determining next steps:

Low Probable Risk

- Reassure and supervise the student.
- Notify and assist parent in connecting with school and community resources.
- Obtain signature for Mutual consent to Exchange Information Form, if needed.

- Encourage parent to monitor for safety and suicide-proof the environment.
- Help parent and student identify caring adults, coping skills, and resources. Provide parent with Suicide brochures/handouts as needed.
- Complete the following:
  - *Parent Notification of Suicide Risk Assessment* form
  - *Student Success and Safety Plan*
- Within one week, prepare safety plan that establishes a circle of care among the family, school personnel, and community mental health providers and meet with student and parent to go over safety plan.

Moderate Probable Risk

- Reassure and supervise student at all times.
- Meet with SRO to discuss current situation. If SRO is not available, the administrator(s) will contact a licensed mental health counselor if one is available at the school. If not, call a LMHC listed on the flow chart- page 17.
- Consult SRO about checking backpack and/or locker.
- Ensure that parents are informed of the actions being taken.
- Encourage parent to monitor for safety and suicide-proof the environment and provide resources.
- ONLY release student to:
- Parent(s)/guardian(s) or law enforcement or EMT if 911 was called
- If the parent(s) is unable or unwilling to assist with the potentially suicidal crisis, SRO will proceed accordingly.
- Obtain signature for Mutual consent to Exchange Information Form, if needed
- Complete the following:
  - *Parent Notification of Suicide Risk Assessment* form
  - *Student Success and Safety Plan*
- Prior to student returning to school, prepare safety plan that establishes a circle of care among the family, school personnel, and community mental health providers and meet with student and parent to go over safety plan.

*****HIGH PROBABLE RISK*****

- **SRO begins his/her protocol for initiating Baker Act.**
- Supervise student at all times. Calm the student by talking and reassuring him/her until SRO/first responders arrive.
- Ensure that parent(s) is informed of the actions being taken.
- Protect the privacy of the student and family.
- Complete the following:
  - *Parent Notification of Suicide Risk Assessment* form
  - *Student Success and Safety Plan*
- Obtain signature for Mutual consent to Exchange Information Form, if needed.
- Prior to student returning to school, prepare safety plan that establishes a circle of care among the family, school personnel, and community mental health providers and meet with student and parent to go over safety plan.

****Continued attempts to reach parent must be made.***

Appendix 2 (Parent Notification) to Annex D (Suicide Prevention Protocol for School-Based Threat Assessment Teams)

Santa Rosa County School District
Parent Notification of Suicide Risk Assessment

Santa Rosa County District Schools' personnel take student safety very seriously; consequently, it is important that concerns are shared with parents so that they monitor their child for safety and take appropriate safeguards.

Mr./Ms. _____parent/guardian of _____

☐ participated in a conference via phone __ or in person __ on (date) _____.

☐ could not be reached. Please see bottom of this page for attempt information.

☐ Social Work referral submitted for delivery of this form.

☐ SRO contacted

During this conference, the parents(s)/guardian(s) was informed that their child expressed suicidal ideation. Parent(s)/guardian(s) were encouraged to do the following:

If the student is not in imminent danger, parents/guardians were encouraged to:

- Consult primary care physician and/or mental health provider
- Other _____

If the student is in imminent danger, parents/guardians should take one of the following actions:

- Call 9-1-1
- Take the child to the local Emergency Room

Required Signatures:

_____ _____
Parent or Legal Guardian Date

_____ _____
School Administrator or Designee Date

Unsuccessful attempts to contact parent were made via phone on (date) _____ and (date)_____ to:

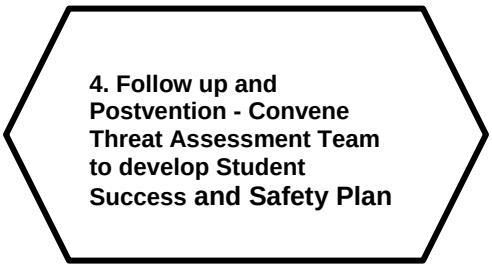
_____ _____
Name of Individual Phone Number

_____ _____
Name of Individual Phone Number

A copy of this letter was provided to the parent (indicate method)_____ on (date)_____.

DISTRIBUTION: COPIES to Principal, Parent and School Counselor

CONTINUES -SEE PAGE 15 OF ORIGINAL HERE



Follow-up may vary depending upon the needs of the student. In some cases, the student may have expressed suicidal ideation, but the protocol suggested that involuntary evaluation (i.e., Baker Act implementation) was not necessary. At other times, involuntary evaluation was necessary and initiated by the local law enforcement or the parent.

Protocol Implemented but No Involuntary Evaluation (i.e., Baker Act not implemented)

- The administrator should follow up with the student and parent following the initial assessment.
- The threat assessment team should convene to determine appropriate next steps, which may include but are not limited to:
    - Check in with a trusted, designated adult
    - Development of a *Student Success and Safety Plan* (pg 19-20), including parents and student as participants
    - Peer/Adult Mentoring
    - Establishment of Safe Area
    - CDAC services/ in school counseling
    - Referral to MTSS Team for behavioral/emotional/academic supports
    - Other interventions as needed

Involuntary Evaluation (i.e., Baker Act implemented/Hospitalization)

- The threat assessment team should notify appropriate school personnel (e.g., classroom teacher) that the student may be experiencing challenging circumstances that might involve hopelessness or depression. Students should be monitored closely for distress.
- The TAT should convene and follow up with the student and parent upon the student's return to school to determine appropriate next steps, which may include but are not limited to:
    - Check in with a trusted, designated adult (daily or as needed)
    - Development of a safety plan, including parents and teachers as participants
    - CDAC services/ in-school counseling
    - Schedule Change
    - Peer/Adult Mentoring
    - Establishment of Safe Area
    - Referral to MTSS Team for behavioral/emotional/academic supports
    - Develop or modify the IEP/504 Plan, as applicable
    - Other interventions as needed

- If an administrator is notified of the student's discharge from a Crisis Stabilization Unit (ex. Lakeview Behavioral Center) by the District Student Services Department, the **implementation procedure for students returning to school after discharge** should be followed (pg. 18).
- If a administration is notified of the student's discharge from any crisis center by the parent/guardian or agency, the information should be used by the Threat Assessment Team and parent(s)/guardian(s) for educational planning purposes.
    - **Attempts should be made to obtain the parent's written consent (and student's consent, when required) for reciprocal exchange of information between the agency and the school.**
    - **Care should be given so that any highly sensitive information is not placed in the cumulative folder but is retained by the school administrator.**

General Considerations upon a Student's Return to School

Be Supportive

- Ask in private how the student is doing, but do not ask any specific details about their experience; let them decide if they wish to share with you.
- Let the student know you care about them.
- Do not make jokes about their situation.
- Consider being flexible and compassionate with completion of school assignments, tests, etc.

Be Observant

- Be aware of changes in behavior that may indicate the student is in need of further help.
- In the event the student needs more support, contact a Student Services Professional.
- Maintain the student's confidentiality.

Be Consistent

- Routine is important for students.
- Assist the student in resuming typical schedules and school activities.
- Be alert to any needs or supports that the student may require (e.g., extra time on an assignment, delayed testing).

Appendix 3 (Student Success and Safety Plan) to Annex C and D (CSTAG and Suicide Prevention Protocol for School-Based Threat Assessment Teams)

**The Threat Assessment Report and Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised August 29, 2019.

Santa Rosa County District Schools
Student Success and Safety Plan

Date: _____ School: _____

Name: _____ Grade: _____

Reason for Follow-up (briefly summarize situation, date, level of threat, etc.):

☐ Baker Act: _____
☐ Threat Assessment: _____
☐ Suicide Assessment: _____
☐ Other: _____

Date of Student Interview: _____ Date of Parent Interview: _____

Actions to take:
Support Team members informed of Safety Plan:

☐Parent ☐Teacher ☐Administrator
☐Counselor ☐School Psychologist ☐Social Worker
☐SRO ☐Outside Agency
☐Other: _____

Specific Interventions Developed by Threat Assessment Team (referrals to community-based mental health agencies needed for Moderate/High Suicide Risk Assessment or Serious/Very Serious Substantive threat):

☐Change of class/schedule ☐Supervision ☐Change of seating
☐Modified transitions ☐Search student belongings ☐After-school activities
☐Other: _____

Student Success and Safety Plan | Page 1 of 3

**The Threat Assessment Report and Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised August 29, 2019.

OTHER CONSIDERATIONS TO BE DISCUSSED:

☐Technology support (cyberbullying)
☐FBA/BIP
☐Mental Health Screening
☐Additional academic supports?
☐Outside Agencies: _____

☐Counseling (School or Community Based)
☐504 evaluation/eligibility meeting
☐MTSS for possible behavioral interventions
☐Consideration of ESE evaluation

Specific Information:

Student will seek support from the following individuals (3 trusting adults student can to go to for help):

1.) _____
2.) _____
3.) _____

ADDITIONAL INPUT FROM STUDENT OR PARENT/GUARDIAN:

MONITORING:

☐Daily ☐Weekly ☐Bi-weekly ☐Monthly

**The Threat Assessment Report and Success and Safety Plan will be maintained in Student Records and shared with receiving schools should student transfer. (s.1003.25, F.S.) Revised August 29, 2019.

SUPPORT TEAM MEMBER SIGNATURES -Including student and parent/guardian

_____

_____

_____

_____

_____

_____

_____

COPIES TO:
Cumulative record (black folder)
Parent
Student
Support Team members
Certified School Counselor
CDAC or Community-Based agency (if applicable)
Mental Health Coordinator, District Office

TAT team has determined that student is progressing and no longer needs to be monitored with this SSSP. If at anytime there is an indication that this plan needs to become active again, the team will meet and make that determination.

Date SSSP discontinued:_____

Administrative
Signature:_____

Appendix 4 (Suicide Prevention Resources) to Annex D (Suicide Prevention Protocol for School-Based Threat Assessment Teams)

Suicide Prevention Resources

Mobile Response Team Hotline
1-866-517-7766 24/7

Crisis Text Line
http://www.crisistextline.org/how-it-works/
Text CONNECT or HOME to 741741

Florida Department of Children and Families –Office of Suicide Prevention
http://www.myflfamilies.com/service-programs/mental-health/suicide-prevention

Florida Suicide Prevention Coalition
http://www.floridasuicideprevention.org/

National Suicide Prevention Lifeline
1-800-273-TALK (8255)
1-800-799-4889(TTY)

Student Support Services Project Suicide Awareness and Prevention Resources
http://sss.usf.edu/resources/topic/suicide/index.html

Suicide Safe: The SuicidePrevention App for Health Care Providers
Free from SAMHSA
http://store.samhsa.gov/apps/suicidesafe/

Annex E (Recovery: Psychological Healing Procedures)

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the SRCDS CEMP as it relates to this annex. Additional advice will be sought from psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing by contracted services. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.

- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff may be excused from school if approved.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

Annex F (School Emergency Management Plan template)

INDIVIDUAL SCHOOL PLAN FOR EMERGENCY MANAGEMENT 20XX-20XX

(See School Emergency Management Plan Template Document for details on filling out this form)

DUE ON OR BEFORE: July 20. 20XX (this plan is a living document and can be modified/adjusted during the school year. Send major modifications to Daniel Hahn) E-mail to: Daniel Hahn, Director of School Safety hahnd@santarosa.k12.fl.us

NOTE: District staff post updated materials related to school safety and security on the Santa Rosa School District Secure Web Site. Make sure to check the site for additional reference materials related to this plan.

School Name:	**Date Developed:**	**Date for Review:**

Information in the plan is used to document compliance with Section 1006.07(6), Florida Statutes. Security-system plans and related meetings are deemed confidential and exempt from the Sunshine Law. 286.011F.S..
In a crisis, the administrator first notifies emergency services, verifies the situation, and then indicates immediate action (Lockdown, lockdown with special precautions i.e., shelter-in-place, or evacuation). While faculty and staff members move students, the following key contact personnel will immediately report for duty as assigned. **Attach additional pages as needed.**

Site Safety Team Members Involved in Planning Process (Recommended: Admin, guidance, LEA, Food service, front office, teacher, special ed teacher, maintenance/custodian, parent, health tech)

Administrator	

This team is different than the Behavioral Threat Assessment Team which is not addressed in this plan. Keep meeting minutes and attendance for auditing purposes.

ITV Channel for Emergency Broadcast: Is the ITV Channel on all day: (yes or no) **NOAA Radio**: Person and alternate assigned to monitoring NOAA Weather Radio during severe weather and/or tornado watches and warnings: Primary: Alternate:	**Date of last inventory of contents in the Crisis Intervention Box** All materials in box accounted for (yes or no)? Note: There is an inventory of supplies on the inside of the cover of each Crisis Intervention Box

Command Post Location (*Within school building – to be used only prior to the set up of an Incident Command Post by emergency responders)* Description: Room Number:	**Alternate Command Post Location (away from primary)** Description: Room Number:
Describe any modifications in planning to accommodate special needs students on your campus. (i.e., visual alarm signals, adequate staffing, alternative routes for evacuation of wheel chair students, etc.)	Describe your plan for **student accountability during emergencies/drills** (i.e., use of roll books, e-mail notification systems during lockdown, evacuation sign-out sheets, etc. **Include a description of the procedure used to account for all students.**)
Media/Communications **Person(s) assigned to manage the media until District support arrives**	**Secure Entrance Contact Person** Describe your **visitor access control procedures** (i.e., posting of visitor sign-in requirements on doorways, issuing visitor badges, use of software tracking systems to register visitors on campus, all external doors remain closed):
Describe your communication plan **within the school and with first responders during a lockdown**. Does law enforcement have your emergency phone number(s)? Do you have an SRO on campus that has a radio on the same frequency as law enforcement? Is your front office staff trained to call 911 and give the emergency dispatch the correct contact number at the start of a lockdown (or other) emergency drill? Do you have a telephone in your command center? Have you shared direct-connect (walkie-talkie) numbers within the school building and with all first responders?	
Tornado or Severe Weather Warning: Schools should provide instructions to take cover within 60 seconds. What area(s) have you designated within the building as a priority area for students during a tornado or severe weather watch?	

SHELTER-IN-PLACE PLAN

NOTE: Shelter-in-Place Guidelines may be found on the Secure Web Site.

Review SRCDS CEMP or hazard specific responses found in the Emergency Response Plan

Shelter in Place Procedures

1. School Notification to 911 - Describe **who at your school along with an alternate** would be responsible for reporting and to whom.
    i. Who is designated to turn off the air condition/heating units for chemical shelter in place? (At least two individuals with knowledge to the location and procedures.)
2. Special Considerations
    i. Building Concerns
    ii. How will you accommodate for special needs students in an evacuation or shelter-in-place incident?
3. Options for Notification of "All Clear"

Follow-up Plan

1. Use crisis communications plan for parent notification
2. Conduct an After Action Report for future improvements to process.

SCHOOL-BASED CRISIS INTERVENTION TEAM MEMBERS

Note: Job Descriptions for training team members and their alternates can be found in the Crisis Intervention Team Resource Manual

Crisis Intervention Team Member	Key Contact Person	Key Contact Alternate	Location
Communications	Name Title Phone (land line) Phone (cell) E-mail	Name Title Phone (land line) Phone (cell) E-mail	Location of primary emergency phone for this school is description and room #): The primary emergency phone numbers for this school are: **1** 2.
List who has security camera access for school	Name Title Phone (land line) Phone (cell) E-mail	Name Title Phone (land line) Phone (cell) E-mail	Primary location of equipment Alternate location for monitoring
Evacuation Route #1 – **WALKING**	Name Title Phone (land line) Phone (cell) E-mail	Name Title Phone (land line) Phone (cell) E-mail	Describe the route students will be walking – using north/south/east/west and street names *.
Evacuation Route #2 – **WALKING**	Name Title Phone (land line) Phone (cell) E-mail	Name Title Phone (land line) Phone (cell) E-mail	Describe an alternative route for a walking evacuation – using north/south/east/west and street names ***.**

Crisis Intervention Team Member	Key Contact Person	Key Contact Alternate	Location
Evacuation Route #3 – **BUS TRANSPORTATION**	Name Title Phone (land line) Phone (cell) E-mail	Name Title Phone (land line) Phone (cell) E-mail	Describe the route that buses would take to evacuate students from campus and at least 2 locations where students would wait for parent pick-up Alternate
Emergency First Aid Response	Number of Individuals Certified in CPR and Automatic External Defibrillators (AEDs) CPR - AED - **Date** information posted on the Emergency Management Flip Charts: **Date fire drill maps updated with AED locations:**	Number of Individuals Certified in First Aid **Date** information posted on the Emergency Management Flip Charts:	List other individuals with medical expertise on the school campus (i.e., RNs, EMTs, volunteer firemen, etc.)

All school **substitute teacher folders** are placed in every classroom and contain current information about procedures addressing school safety and security procedures at our school (including fire drill maps with AED locations marked):
__X___ yes _____no

(Note: This is compliance with Florida State Statute 1012.35 F.S.)

Person on your campus designated to manage the visitor accountability software for volunteers and mentors: _
So that you are in compliance with state statute 943.04351, when you screen/background check your volunteer applicants, you must use the following *Dru Sjodin National Sexual Offender Public Website*:

https://www.nsopw.gov/

LOCKDOWN/SECURE DOOR PROCEDURES
(Follow Safety SOP and Active Assailant plan)

This page contains the directions for the Vulnerability Assessment Guide. It will assist you in completing pages 4, 12, and 13.

Directions for Vulnerability Assessment Guide

Assemble a multi-agency team to discuss and rank each topic individually moving from left to right across the chart. As you discuss each item, keep the following big ideas in mind.

1. **Probability:** What is the likelihood that this incident would happen on your campus? If there is a low probability, rank this item 1. If this incident has occurred at your school in the past, you would rank the probability as a 5.
2. **Human Impact**: If this incident happened on your campus, how significantly would it impact your students, staff, parents, and community partners? Would there be a significant reaction to the event that would last a long period of time, or would it only impact just a few people and the routine would return to normal quite quickly?
3. **Property Impact**: If this incident happened on your campus, what potential would it have to cause significant damage to the physical building(s)? Would it impact a small area or possibly a very large area?
4. **School Day Impact**: If this incident happened on your campus, how significantly would it impact your school day? Would you be able to continue school? Would you have to dismiss students early? Would you have to close school for several days? Would you have to close school for more than a week?
5. **Internal Resources**: NOTE: **The scale changes here….5 is for weak resources, and 1 is for STRONG resources**. What type of resources do you have in your immediate school environment to handle this incident? Do you have individuals that are training to respond to the incident? Equipment? Early warning systems?
6. **External Resources**: NOTE: **The scale changes here….5 is for weak resources, and 1 is for STRONG** resources. What type of resources do you have in the community that would be immediately available to your school should this incident occur? How close are the first responders in your community? How long would it take them to respond? Are the community responders trained to handle the event? Could you call on county, state, or national resources?

TOTAL and RANK: Add all scores and rank your vulnerabilities from highest to lowest.

IMPORTANT!!! Your individual school Emergency Management Plan should reflect the ranking of vulnerabilities. For example, if you have a high vulnerability ranking for hazardous materials, your school emergency plan should have evidence of detailed planning for shelter-in-place. If parental issues are a high concern, your emergency plan should emphasize training of the front office staff and coordination with law enforcement officials. If your school is at high risk for school violence, your plan should include prevention and mitigation efforts related to that vulnerability.

Santa Rosa County District Schools Vulnerability Assessment Guide

TYPE OF EMERGENCY	Probability	Human Impact	Property Impact	School Day Impact	Internal Resources Available to Assist	External Resources Available to Assist	TOTAL	RANK
	HIGH LOW 5 1	HIGH LOW 5 1	HIGH LOW 5 1	HIGH LOW 5 1	WEAK STRONG 5 1	WEAK STRONG 5 1		
Fire								
Weather								
Hazardous Materials								
School Violence								
Terrorism								
Bus Accidents								
Parental Issues								
Health Issues								
Other:								

Results of Vulnerability Analysis

According to the Vulnerability Analysis, our campus may be vulnerable to the following types of emergencies (rank in the order of probability from 1 (most likely) to 8 (least likely):

Emergency	Vulnerability Analysis Ranking (1-8)
Fire	
Weather	
Hazardous Materials	
School Violence	
Terrorism	
Bus Accidents	
Parental Issues	
Medical/Health Issues	
Other:	

What modifications to your previous year's plan are you making based on this analysis?

Communication Plan

Utilize whatever internal communications means are available to you.

For all emergencies you must contact the Director of Safety or your grade level Director.

For external communications use the Crisis Communications Plan Annex G

Annex G (Crisis Communication)
(All page numbers in this Annex refer to pages in the stand alone plan)

In a Level Three Crisis – all of the resources of the PIO are diverted and devoted to the crisis for its duration. Typically, the crisis wraps up within a 24 hour cycle. It will not likely endanger or has endangered student or staff lives. Crises such as employee or elected official arrests, fire, flooding, or tornadoes without deaths would qualify as a Level Three Crisis. In these types of crises, the PIO needs to be prepared to open a media area at the scene. This area would include ready access to water, Wi-Fi, cell signal and a view of the scene – if it is safe. More information about setting up a media area is on page 23 of original plan. This would be in conjunction with the deployment of a part of the Incident Management Team. The PIO should expect calls from both the media and the general public and have enough general information to answer basic questions or conduct interviews. Duties are assigned to the crises team by typical job description. The PIO will lead, communicate internally and handle the media. Someone will be assigned to focus on incoming calls and social media. The Social Media Specialist will handle Facebook Live and visuals.

A Level Two Crisis requires expanded resources beyond the capacity of the Public Information Office and Safety Department to support full time. Because of this limitation, trained full time employees (FTEs) from other departments will be required in order to help the PIO operate effectively. In order to clearly delineate what will happen in an emergency, a level two crisis must be added to the language of an emergency declaration, so the re-allocation of human resources from the other departments will be expected. More than likely, a level two crisis will last longer than 24 hours. Members of the team should supply themselves accordingly. Members of the Crisis Communications Team must be trained in advance of a crisis to know their duties and how to perform them. A list containing each PIO support member's name, phone number, email and role shall be kept updated annually.

A Level One Crisis occurs when a crisis has lasted long enough to exhaust the District's ability to respond effectively to the crisis. In terms of the Crisis Communications Team, the crisis has lasted past the point of effectiveness for the Crisis Communications Team. This would typically take place after about a week of working 12-hour emergency shifts in a widespread crisis like a hurricane, where the team's homes may have been destroyed and families may be displaced. In this situation - the PIO would recommend to the Crisis Leadership Group that there is a need to ask for the aid of state agencies or communications departments of other agencies with which Santa Rosa County has mutual aid. The PIO would make a request through the County Emergency Management Agency.

Stage 1: Before the Crisis Reaches the PIO

If possible, it is imperative to notify the Public Information Office as quickly as possible when a crisis occurs, in order to initiate a crisis response. The more time the team has, the more efficiently they can work, and the fewer mistakes they will make. The first step in dealing with a crisis is knowing it exists. Employees must report crises immediately to their supervisor, who will gather all relevant information about the crisis and deliver it to the Safety Director or a member of the District Crisis Leadership Group. The Leadership Team will then alert the PIO. This framework ensures all staff members know who to contact, so no time is wasted in responding to a crisis. Where possible, the notifications throughout this chain will be made in person. Where this is not possible, the information will be exchanged by phone call.

Stage 2: Develop a Course of Action

Once the PIO is notified, the Crisis Leadership Group and PIO will discuss the facts of the crisis. After looking at the case methodically, they will decide what communications strategy to use (call-out from school, call-out from district, email, press release, social media, combinations, etc.…) or allow the Crisis Communications Group to develop the strategy. In the case of the District, there is enough overlap of personnel to allow one group or the other to carry out the required steps. Once the type is determined, the PIO can decide how the messaging will be framed using message mapping (appendix A, pg. 27 and appendix B, pg. 28). All victims or potential victims should receive instruction about how to deal with the crisis. All victims should be provided an expression of sympathy and humanized response. Information about remedies to the situation should be given out.

Stage 3: Determine the level of crisis

By using the rubric above, the PIO, the Crisis Leadership Group, the Safety Director, and elected officials determine the level of response to a crisis. This discussion should include the agreed upon severity of the crisis, the proposed stance the District will take as a response to the crisis and other measures officials may need to take in order to resolve the situation which faces the organization. Should the crisis be considered a Level Two Crisis or above, Public Information Officer will call up the reserves within the District. The Public Information Officer will alert the individuals on the team and their immediate supervisors of the situation and have them report to a designated work area. Official tasks and shifts will be assigned, and official crisis operations will begin.

Stage 4: Setting up the Media Area

Although the District Crisis Leadership Group may be in the middle of preparing an official statement or a press conference on a crisis, the media is not pursuant to the District's timetable. The PIO's first objective upon receiving word of a large-scale crisis is to set up a media area. The benefits of setting up such an area are many. The media area allows the public to learn as much as possible as quickly as possible, which could save lives in a crisis. It ensures the media are easily accessible and get information at the same time– quelling any threat of favoritism. It also allows the PIO to control the situation and avoid potential faux pas which can arise from stressful situations. Finally, it keeps the media in a place where they cannot accidentally disrupt emergency operations if they are occurring. The media area should have the following: • Water • Restrooms • View of the scene or activity if possible • Cell reception • Background materials. • The goal of the media area is to establish communication to the public through the media until the crisis ends. This makes it easier on the District, media, and public, by keeping the media all in one place for information. Don't allow the media to interfere with operations – be very clear as to what is off limits but be as accommodating as possible. (Use Appendices C on pg 29 and D on page 31).

Stage 5: Designating a Spokesperson

The spokesperson is the face of the District during a crisis. They must be calm, cool, collected and a subject matter expert in the field which they are responding. In almost all situations, the Superintendent, an Assistant Superintendent, the Safety Director, or a selected Subject Matter Expert, should be the spokesperson for the District. The PIO Team supports the spokesperson in

their role with information, setting up interviews, dealing with the media and other communications related tasks. In action, the spokesperson should be able to walk away from their primary job for ten minutes, get briefed, give the press conference and head back to their jobs. While they are on the podium, the spokesperson should always tell the truth in a clear and consistent manner. They should apologize if the District is at fault and show empathy for those affected by the crisis. While the spokesperson should always show empathy, they should never utter the words 'our thoughts and prayers are with'… This is an overused term which has lost its meaning. Instead, they should utilize the following statements: • "I've talked to the Superintendent or Board and they tell me that " • "Tonight, we are doing everything in our power to help the people in who are affected by this crisis. We are going to help" • "I spoke with the husband of who was killed this afternoon on the job, he is " They should say these things only if they have done these things. As the spokesperson speaks, they should stick closely to the talking points which have been laid out by the crisis communications team. For this reason, there should be ideally three talking points. This will keep the press conference on topic, so the spokesperson can get back to their crisis job. The crisis team should be prepared for difficult or hostile questions before the interview starts. The team should brainstorm to be prepared for difficult or hostile questions from the media. Never respond 'no comment.' There are plenty of alternatives. "Let me find out what I can for you." "We are looking into that, but do not yet have answers."

Stage 6: Implement the Plan

The message, when it is assembled and ready to go, should be sent to and approved by the Superintendent or designee. Once the message is approved, elected officials and the Crisis Leadership Group receive the document first, followed by the employees, then traditional media and social media. The initial press release should cover all pertinent releasable information which covers who, what, when, where, why and how. The release should include visual media if possible. The initial press conference should take place near the crisis site, ensuring the public knows what is going on during a level two crisis. The spokesperson should cover the basics, allow 2-5 minutes for questions and then get back to their other duties. The PIO should watch the clock to make sure the conference does not take up too much of the spokespersons time, but also allow for reporters' questions to be answered. Make sure the podium, microphones and other equipment are set up before the spokesperson walks into the room. General messaging needs to address talking points, which are decided initially and updated as the situation changes. Talking points should stay apolitical. Information should be shared across all media platforms as needed. Use personal pronouns for the organization. "We are committed to ..." or "We understand the need for..." Acknowledge uncertainty. Sounding more confident than you are rings false, sets you up to turn out wrong, and provokes debate with those who disagree. It is better to say what you know, what you do not know, and what you are doing to learn more. Give positive action steps, instead of negatives (i.e., "Do not use elevator" and "Don't panic.") use positive messages ("In case of fire, use stairs," "Stay calm,"). Repeat the message. Repetition reflects credibility and durability. Correct information is correct each time you repeat it. Reach and frequency, common advertising concepts, tell us that your message is more apt to be received and acted upon as the number of people exposed to the message (reach) and the number of times each person hears the message (frequency) increase.

Stage7: Post Crisis Communication

After the crisis, there is still a lot of communication which needs to be completed before the whole

incident ends. Communicators need to deliver on their promises and supply additional information about the incident they promised during the crisis. This follow through helps the people who are affected by the crisis begin to build trust with the organization again. The District needs to continually update the public on the status of the problem. How far away is the District from fixing it? What else needs to be done? Is it safe to return? What is the District doing to ensure it won't happen again? The amount of follow up is proportional to the size of the crisis. Don't forget the employees: make sure they know what is happening to make it right. They are the Districts greatest advocates. In the post crisis strategy, County Communicators should look at the crisis as an opportunity to learn what went well– and what didn't. Find out what could have been avoided, what could have been prepared better and how the District response to the crisis could have been better. Analyze what the Crisis Leadership Group and Public Information Office did well and poorly in a formal debrief. Incorporate what was learned into the crisis plan.
Best Practices
• Deliver all information promised to stakeholders ASAP.
• Keep stakeholders updated on the progression of the recovery efforts, including corrective measures being taken and the progress of investigations.

Most appendices are not listed here but are found in the actual plan. Example Messages are listed here.

Example messages

These are NOT comprehensive but are short and to the point, adequate for many forms of modern communication. There are both internal and external message examples below, and more will be developed so the District has a bank of them to use when needed.

SEVERE WEATHER SCENARIOS
Severe Weather - General
Communication to Campus
Step 1: ALERT: Severe weather is in the area. Stay indoors.
❑ Intercom
❑ Radios
❑ Notification App

Step 2: Severe weather has expired. Resume normal activities.
❑ Intercom
❑ Radios
❑ Notification App

TORNADO SCENARIOS
Tornado Watch
Communication to Campus
Step 1: ALERT: Tornado watch in effect. Stay indoors.
❑ Intercom
❑ Radios
❑ Notification App

Step 2: Tornado watch expired. Resume normal activities.

❑ Intercom

❑ Radios

❑ Notification App

Tornado Warning SHELTER IN PLACE

Communication to Campus

Step 1: ATTENTION! ATTENTION! A tornado warning is in effect. Go to designated shelter area until further notice.

❑ Intercom

❑ Radios

❑ Notification App

Step 2: ALERT: Tornado warning in effect. Go to designated shelter area.

❑ Intercom

❑ Radios

❑ Notification App

Step 3: Tornado warning expired.

❑ Intercom

❑ Radios

❑ Notification App

Step 4: Tornado warning expired. Report staff/student accountability. Resume normal activities.

❑ Intercom

❑ Radios

❑ Notification App

SHELTER IN PLACE SCENARIOS (HAZARDOUS MATERIALS)

Communication to Campus

Step 1: SAFETY ALERT: SCHOOL NAME: Shelter in place due to [NAME] incident.

❑ Intercom

❑ Radios

❑ Notification App

Step 2: Shelter in place expired. Report staff/student accountability. Resume normal activities.

❑ Intercom

❑ Radios

❑ Notification App

LOCKDOWN/SECURE FACILITY SCENARIOS

Lockdown or Secure Facility - DRILL

Communication to Campus

Step 1: ATTENTION! A lockdown/secure facility drill is in progress. Lockdown!

❑ Intercom

❑ Radios

❑ Notification App

Step 2: Lockdown/ secure facility expired. Report staff/student accountability.

❑ Intercom

❑ Radios

❑ Notification App

Step 3: Student and staff accountability is complete. Resume normal operations.

❑ Intercom

❑ Radios

❑ Notification App

Communication to Parents (PIO) – (if warning is given)

Step 1a: SCHOOL NAME will conduct a drill to practice lockdown/secure facility procedures at 8:30 am, Tuesday August 20, in line with Florida Safe Schools preparedness requirements.

❑ Call out

❑ Facebook

❑ email

Lockdown or Secure Facility NON-DRILL

Communication to Campus

Step 1: ATTENTION! ATTENTION! A lockdown/secure facility is in progress. Law enforcement have been notified. Lockdown!!

❑ Notification App

❑ Intercom

❑ Radio

❑ ITV

Step 2: Lockdown/Secure Facility remains in effect. Law enforcement are investigating the [THREAT]. [Wording to be customized based on threat and time elapsed]

❑ Notification App

❑ Intercom

❑ Radio

❑ ITV

Step 3 (Non-credible threat): Lockdown/Secure Facility expired. Law enforcement have determined there is no threat. Report staff/student accountability. [In an actual threat event,

police will end the incident through clearance of each room]

❑ Notification App
❑ Intercom
❑ Radio
❑ ITV

Step 4: Student and staff accountability is complete. Resume normal operations.

❑ Notification App
❑ Intercom
❑ Radio
❑ ITV

Communication to Parents (PIO)
Step 1: SCHOOL NAME is in lockdown/secure facility, law enforcement notified. Please do not come to the campus.

Alternative email:
This call is to inform you of a situation this morning at (NAME of) School. Our campus was instructed to enact a Secure Facility, NOT a Lockdown, as a precautionary measure for an incident occurring in the local Navarre community. At no time were the students, faculty and staff in any danger. Once cleared by the Santa Rosa County Sheriff's Department, (NAME of) School resumed all normal school day activities.
Please know that the safety and security of our students and staff is our highest priority.

❑ Website
❑ Social Media
❑ Call out

Step 2: SCHOOL NAME l lockdown/secure facility still in progress. Law enforcement are investigating the [THREAT]. Please do not come to the campus. We will continue to keep you informed.

❑ Website
❑ Social Media
❑ Call out

Step 3 (Non-credible threat): lockdown/secure facility expired. Law enforcement have determined there is no threat. The campus is now back to normal operations.

❑ Website
❑ Social Media

EVACUATION SCENARIOS – FULL (fire or some other reason)
Communication to Campus
Step 1: SCHOOL NAME is under full evacuation - for [fire, chemicals, assailant, etc…]

❑ Intercom
❑ Radios

Communication to Parents
Step 1: Due to [NAME], evacuation of SCHOOL NAME students/staff is underway. Check
web/social media for updates.

❑ Call out
❑ Website
❑ Social Media

Step 2: Due to [CAUSE], SCHOOL NAME evacuation is in progress. Students and staff members are safe. Please wait until the evacuation process is complete. We will provide location specifics and reunification instructions shortly. Check web/social media for updates.

❑ Call out
❑ Website
❑ Social Media

Step 3: Due to SCHOOL NAME evacuation is now complete. Reunification instructions are being provided…..Check web/social media for updates.

❑ Call out
❑ Website
❑ Social Media

Help parents and children be protected by sharing this information:

- Common Sense Media (https://www.commonsensemedia.org/) and their "What Is…?" video series for parents.
- Netsmartz (https://www.missingkids.org/NetSmartz) has resources for students of all ages and their parents.

Annex H (All Standard Operating Procedures)

Safety SOP is updated and distributed as required and is not for distribution outside of district personnel and is exempt from release as a public record pursuant to sections 119.071(3), and 281.301 See School Based Administrator Safety Director for a copy.

- Extra-curricular Activity SOP is to be followed as closely as possible as deemed required by School Administrator or Grade Level Director.
- Common Terminology is to be used during all incidents.
- A District provided notification application is available for faculty and staff to assist with calling or receiving a lockdown notification.
- Schools should actively promote the suspicious activity tools made available by the Sheriff's Office and State Office of Safe Schools
- Badges should always be worn by employees at school facilities.
- School Fire Drill Training conducted per Florida Fire Code
- Safety Compliance Sheet should be filled out at the start of every school year.
- SESIR Procedures should be followed at all times
- Utilizing Apps for communications should come with an awareness of dangers, and how to combat them using these sources for parents:
    - Common Sense Media (https://www.commonsensemedia.org/) and their "What Is…?" video series for parents.
    - Netsmartz (https://www.missingkids.org/NetSmartz) has resources for students of all ages and their parents.
- All requirements found in SB7026, SB7030, SB 7040, and subsequent School Safety Laws not already covered in this plan, will be adhered to.
- The Florida Safe Schools Assessment Tool (FSSAT) will be utilized annually between May1 and Oct 1 as the District Threat Assessment Tool. Schools will receive guidance and assistance from the district in filling out the FSSAT. Access granted through Single Sign On as designated by the Safety Director.

Annex I (SRO Contracts)

Below is a sample of criteria extracted from the contract with the Sheriff's Office. The Gulf Breeze Police Department Contract has similar language

CONTRACT VERBIAGE
Goals and Objectives

To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and/or use of weapons on campus, the illegal sale, distribution, and/or use of controlled substances, and riots;

To maintain a consistent manner of reporting and handling serious crimes that occur on school grounds and to foster cooperation among school officials and law enforcement officials in their investigation of crimes that occur at school;

To foster better cooperate with other law enforcement officials and/or agencies in their investigations of criminal offenses which occur off campus;

This contract meets the requirements for complying with 1006.13(4) stating each district school board shall enter into an agreement with the county sheriff's office and local police department specifying guidelines for ensuring that acts that pose a threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency.

SROs will handle reported incidents in accordance with SO policies. School personnel will consult with school resource officers concerning appropriate delinquent acts and crimes.

Employment and Assignment of School Resource Officers

The Santa Rosa County School board expects that the SROs assigned to each school site shall be on site each day school is in session according to the Santa Rosa County School District Calendar unless unavailable due to illness, required training, off-site activities related to the SRO's duties, or other extenuating circumstances necessitating the officer be elsewhere. When possible, the Santa Rosa County Sheriff's Office agrees to assign another SRO to substitute for the SRO who is absent.

Duties of School Resource Officers

To protect lives and property of the students, faculty, and staff who work and attend school in the public schools of Santa Rosa County,
To enforce Federal, State and Local criminal laws and ordinances and to assist school officials with the enforcement of Florida Board of Education policies regulations regarding student conduct,
To investigate suspected criminal activity committed on or adjacent to school grounds,
To counsel students in special situations such as a student suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of a student,
To answer questions students may have about Florida criminal or juvenile laws,

To assist other law enforcement officers with outside investigations concerning students attending the school(s) to which the SRO is assigned

Investigation, Interview, Search and Arrest Procedures
Question any witnesses to determine that a crime was committed and who committed the crime. The SRO shall have the general authority to question or interview any student at school who may have information about criminal misconduct or the violation of polices established by the Santa Rosa School Board and its designees. The interview should be conducted in cooperation with and in the presence of a school official. If immediate action is necessary due to an emergency situation, the SRO may interview a student without the presence of a school official.

Question the person suspected of committing the crime. Unless the seriousness and nature of the criminal activity dictates otherwise, the suspect should not be arrested or placed "in custody" during the initial interview. The suspect shall be informed generally of the purpose of the investigation, his/her right to contact parents and right to end the interview at any time. The suspect shall then be given an opportunity to present informally his/her knowledge of the facts surrounding the suspected criminal activity. If the suspect wishes to remain silent, to contact his/her parents or an attorney, or to end the interview, the questioning shall cease and the suspect's request shall be granted unless there is a reasonable cause to detain the student and questioned as set forth in Section Below (not included).

Search procedures- If the school official has reasonable grounds for suspecting that a search of a student or a student's possessions will uncover evidence that the student has violated or is violating either the law or the rules of the school, the school official may search the student and the student's pockets, pocketbook, book bag, desk, locker, vehicle or any other similar location within the student's control. When weapons are involved the SRO may assist with the search in order to protect the safety of all persons involved in the search. If the search uncovers evidence of criminal misconduct, the evidence shall be turned over to the SRO.

Reporting of Serious Crimes - If a school official's investigation of a student uncovers evidence of a serious crime, the school administrator shall notify the SRO, the student's parent/guardian, and the appropriate assistant superintendent.

Investigation and Arrest Procedures -Other Crimes Committed off campus.

Investigations Involving Students under age 14
Investigations Involving Students 14 Years of Age or Older

Hazard- and Threat-Specific Annexes

The **hazard- and threat-specific annexes:**

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.

Annex J (Emergency Response Plan for Schools)

This is a response-based annex meant to address a series of hazards in broad terms. Some hazards will have more in-depth plans covered in future annexes. The Emergency Response Plan for Schools is a stand-alone document share with schools as a quick reference guide for staff. Highlights of that document are covered in the following appendices.

Appendix 1 (Communications) to Annex J (Emergency Response Plan for Schools)

COMMUNICATIONS

Under emergency conditions it is possible that school telephones will be flooded with calls from concerned parents. It is necessary that each school have and maintain an Emergency Communications Radio in the office. This radio should always be turned on and in a place where school administrators can hear it. This will allow communications to the school from the Emergency Management Office and Emergency Communications Center. Each school office should also have a weather alert radio to monitor weather bulletins and changing conditions. This system will be tested every Wednesday as close to 9:00 a.m. and 10:00 a.m. as possible.

Schools with base stations for the school bus frequency may receive information from Emergency Management officials via the school Transportation Department should telephone systems be unusable or in areas where plectron use is not possible due to poor reception.

Crisis Communications Plan

Provides guidance on all communications methodologies to all audiences.

Appendix 2 (Tornado/Waterspout) to Annex J (Emergency Response Plan for Schools)

TORNADO/WATERSPOUT

In an emergency CALL 9-1-1

Emergency Procedures:

1. SHELTER IN PLACE: Get people indoors and stay indoors. Keep away from windows. Shelter in small rooms or under door frames when possible. Go to the lowest floor of the building. Stay low to the floor. Protect head with pillows or arms, and/or crawl under large sturdy pieces of furniture.

- For use with various emergency events
- Identify a safe place on campus to mitigate threat (inclement weather, hazardous material, etc.)

Shelter In Place: This posture address a variety of emergency events such as severe weather events, smoke and other environmental situations.

The objective is to locate a safe place in a site or building to mitigate the emergency conditions. An example may be to use a hallway for severe/tornadic weather.

2. If caught outdoors, immediately find shelter in a building or under a sturdy structure, (such as I-beams) or get in a ditch and stay as low as possible. Do not stay in any vehicle or bus if at all possible. Do not try to outrun a tornado in a vehicle.

3. After a tornado has occurred, severe thunderstorm conditions may persist including heavy rain, lightning, high winds, and hail. Be alert of ongoing severe weather conditions. Structural and vegetative damage may be a threat to safety, including downed electrical lines, gas leaks, broken glass, damaged walls, and large tree limbs. Stay away from such damage.

Emergency Definitions…

Tornado advisories are defined as follows:

Tornado Watch – Conditions are favorable for the formation of severe thunderstorms and tornadoes in and close to the watch area. Be prepared to take immediate shelter in the event of a tornado. All outside activities should be terminated and people in temporary or metal buildings should be moved inside the main building.

Tornado Warning – A tornado has been observed in the area specified in the advisory. ***Implement emergency procedures*** if a tornado is stated to be in your vicinity or moving in your direction. All students and personnel should move to their assigned areas and assume the tornado position.

A tornado is a compact vortex of rapidly rising air. Within the vortex, wind speeds have been known to exceed 300 MPH. They are visible in daylight because of condensed moisture (like a cloud or fog) and because of dust, water and debris they may lift from the ground. Tornadoes can appear as long, twisting, rope-shaped columns extending from the base of clouds or large, straight funnel shaped columns

extending from the base of clouds. However, many tornadoes are embedded within the rain of thunderstorms and are therefore not easily seen. At night, there is no visible warning of an approaching tornado other than the signs of high winds. The rapidly whirling air has often been described to sound like a moving freight train.

Tornadoes are difficult weather phenomena to predict. Although technological advances (such as Doppler Radar) are assisting weather forecasters in "looking" into thunderstorms for rotating wind patterns, tornadoes can occur quickly and without warning. In Santa Rosa County, tornadoes can occur during day or night. They are always connected with severe thunderstorms (mainly during advancing frontal thunderstorm lines or hurricanes/squalls.)

In addition to tornadoes, Santa Rosa County's coastal waters can have waterspouts. Although waterspouts are usually weaker in wind strength than tornadoes, wind speeds can easily exceed 100 MPH. Waterspouts can move inshore in coastal areas, at which time they become known as tornadoes. Although fascinating to watch from a distance, waterspouts should be taken as seriously as a potential threat to life and property.

Funnel clouds are simply rotating vortices which have not come in contact with the ground. They have the potential to become tornadoes or waterspouts.

Any tornado, waterspout or funnel cloud should be taken seriously, with or without official warnings from the county emergency management officials or the National Weather Service.

When a tornado watch is issued, general precautions should be taken. Be on the lookout for severe weather. Be prepared to take immediate action should weather conditions begin to deteriorate. Keep posted for further weather advisories.

A tornado has been detected or observed when a tornado warning is issued. If that tornado is near your vicinity or is heading in your direction, implement emergency procedures.

Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

Appendix 3 (Thunderstorm Lightning/Hail/High Wind) to Annex J (Emergency Response Plan for Schools)

THUNDERSTORM/LIGHTNING/HAIL/HIGH WINDS

In an emergency CALL 9-1-1

Emergency Procedures…

1. When thunderstorms are in the vicinity, go indoors and stay indoors. Covered exterior hallways and porches should not be considered as indoor locations.

2. Do not use electrical appliances. Stay away from plumbing fixtures. Stay off of telephones. Stay away from windows. Although lightning, rain, and hail are fascinating to watch, they generally occur during severe weather conditions. Protect yourself.

3. If caught outdoors in a thunderstorm –

   Find a vehicle (car or bus). Stay in the vehicle until conditions improve. Do not park under trees where lightning could strike or under objects which could loosen or fall.

   [NOTE: A vehicle (a bus, car, etc.) is one of the safest places one can be during lightning. In a tornado, it is the most dangerous place to be. Unfortunately, tornadoes can occur in thunderstorms. Use common sense in the decision to stay in or evacuate from the vehicle.]

   If caught outdoors away from a structure or vehicle, crouch as low to the ground as possible in a low place, such as a ditch or swale. Try to have only the ends of your feet, knees, and elbows touching the ground. This is to make yourself as small of a target for lightning as possible. Do not take shelter in a metal building, under a tree, or in a temporary building. Stay away from poles and especially chain link fences, due to the danger from downed power lines.

   [NOTE: If you feel hair standing up on your head or body, or hear small crackling noises around you, a lightning strike may be imminent. Take the above precautions immediately.]

4. After the storm has cleared, check for structural of vegetative damage which could fall on people. Beware of downed power lines, which may still be energized from the pole.

5. If a person is struck by lightning, no electrical charge from lightning will remain. They will be safe to touch. Begin first aid immediately.

Emergency Definitions….

Severe Thunderstorm Watch – This indicates that conditions are favorable for severe thunderstorms to occur in and close to the watch area.

Severe Thunderstorm Warning – Indicates a severe thunderstorm has been detected by radar or

observers. Areas under the severe thunderstorm warning should implement emergency procedures.

Reference Text...

Thunderstorms can occur during any month of the year. They are normally related to frontal passage or afternoon heating in the atmosphere. Heavy rain can accompany thunderstorms.

Lightning is a dangerous component of thunderstorms. It can strike suddenly and without warning. Any object, including people, can be a target. The electrical charge can be distributed through fences, trees, water pipes, poles and numerous other objects. Rain does not have to be falling to have lightning. Lightning has been known to strike up to fifteen miles from an actual thunderstorm. These are called "Bolts from the Blue." Bear in mind that the State of Florida leads the nation in lightning deaths each year.

(Note: Thunder is simply the noise of expanding and contracting air near a bolt of lightning. By counting in seconds "One-One Thousand, Two-One Thousand, etc., after a flash of lightning, one can determine the distance from the strike. Each five seconds roughly equals one mile of distance.)

Hail from thunderstorms can be large enough to cause injury to people and damage to property. Most occurrences of hail in Florida are of short duration and are marble size or smaller. But larger hailstone events have occurred. Hail is an indicator of violent winds within a thunderstorm. Hail may sometimes indicate the presence of a nearby tornado.

With thunderstorms often come high winds. High winds can cause damage to structures and vegetation. Once structures and objects are broken and in motion, additional damage can occur.

A severe thunderstorm is defined as having any two of the following: frequent lightning; three quarter inch hail; damaging wind gusts of 58 MPH or higher.

Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

Appendix 4 (Winter Storm/Freezes) to Annex J (Emergency Response Plan for Schools)

Winter Storm/Freezes

In an emergency CALL 9-1-1
Emergency Procedures…

1. Transportation – Without local resources to clear or salt/sand roadways, local transportation routes can become treacherous for drivers. It is best to stay off of roadways, especially if accumulation of frozen precipitation begins or if bridges freeze. If driving must occur, drive and brake slowly.

2. Pedestrian Walkways – Frozen precipitation is slippery. Keep people away from frozen walkways where someone could slip and fall. Be perceptive of commonly wet areas where ice could form (downspouts, sprinkler systems, humidity control outlets, puddles, etc.).

3. Building and Infrastructure – Frozen pipes can burst, causing extensive interior flooding and damage. Your utilities/maintenance personnel should keep water moving in the school plumbing system and keep pipes warm during the extreme cold.

Emergency Definitions…

Winter weather advisories are defined as follows:
Winter Storm Watch – Weather conditions favor the formation of dangerous frozen conditions in the watch area.

Winter Storm Warning – Winter storm conditions, including sleet, ice and snow, are imminent in the warning area.

Hard Freeze Warning – Persistent below freezing conditions will occur for a specified time in the warning area.

Reference Text…
Severe cold, including frozen precipitation, is an uncommon occurrence in Santa Rosa County. But severe sub-freezing conditions have occurred as early as November and as late as April in this area. In most cases, forecasters will have predicted such conditions well in advance of a school day.

For schools and personnel, the greatest threat in our area during extreme cold and freezing precipitation is driving. Most drivers in the area have little or no experience in driving on frozen roadways and bridges. In addition, Florida has no equipment to deal with ice or snow removal. It is best to stay off of roadways altogether.

Also of concern is vegetation which is sensitive to cold weather, including frost. Frost can kill tender vegetation, including plants in any school horticultural or agricultural courses. Instructors of these programs should be aware of impending frost in the winter.

Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

Appendix 5 (Flooding) to Annex J (Emergency Response Plan for Schools)

FLOODING

In an emergency CALL 9-1-1
Emergency Procedures…

1. ***Students should be sent home and the school be closed for the duration of the flood. Bus and vehicle drivers should be advised not to cross creeks where water is over the roadways – vehicles and their passengers could be swept away in flood waters. Avoid low lying areas.***

2. ***School equipment and supplies should be elevated as much as possible or removed from the buildings to minimize losses.***

3. ***Utilities/maintenance personnel should have a plan for shutting off electrical and natural gas supplies if water entry into the building becomes inevitable.***

4. ***Personnel involved in cleanup should be aware of snakes and potential sewage contamination in the mud left by floodwaters. Be in contact with health department officials for advice on necessary protective actions to protect yourself and workers from these hazards.***

Emergency Definitions…

Flood emergency advisories are defined as follows:
Flash Flood Watch – Water may rapidly rise in low lying areas, cutting access to property and flooding property. Closely monitor advisories and be prepared to move to higher ground.

Flash Flood Warning – Water is rapidly rising in the area or river basin specified in the warning advisory. Flooding will occur. Make sure roadways leading away from your location do not flood and prevent your leaving.

Reference Text…
Only one school in Santa Rosa County (T. R. Jackson Elementary School) is located in a flood zone on flood insurance rate maps. This does not eliminate the possibility of flooding in other schools. Localized drainage conditions have been known to cause flooding elsewhere.

Even if this school has never flooded, high water affects everyone in the community. Road wash outs, flooded bridge crossings, rapidly moving water, downed power lines, and contaminated water can each create dangerous hazards to life and property.

Drivers should not cross flooded roadways or bridges unless they are told it is safe to do so by emergency workers – even if they are familiar with the road. A hidden wash out could strand a vehicle. Vehicles can wash away under the enormous power of moving water, leading to dangerous rescue situations and potential drownings. Vehicles should stay out of floodwaters.

Rising water can also encounter electrical connections in buildings and outlets. Electrocution is a hazard. Sewer and septic tank lines can flood, causing sewage to seep into the waters, creating a serious health

hazard. People should be kept away from any flooded school buildings unless proper safety precautions are taken.

During flooding conditions, schools will likely be closed by the school board office. If you know of any potential problem areas in your buildings where flooding may occur, remove or raise equipment or materials. Building/maintenance personnel should be aware of any potential problems rising water may cause.

Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

1. **Bus Driver Actions**
   - If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
   - If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
   - Use two-way radios to communicate with the Dispatch and the school if possible.
   - Document all actions taken.

Appendix 6 (Hazardous Materials) to Annex J (Emergency Response Plan for Schools)

HAZARDOUS MATERIALS

In an emergency CALL 9-1-1

Emergency Procedures…

- For use with various emergency events
- Identify a safe place on campus to mitigate threat (inclement weather, hazardous material, etc.)

Shelter In Place: This posture address a variety of emergency events such as severe weather events, smoke and other environmental situations.

The objective is to locate a safe place in a site or building to mitigate the emergency conditions. An example may be to use a hallway for severe/tornadic weather.

Shelter-In-Place procedures include:

1. Get all people indoors and stay indoors. Stay away from the incident scene.
2. Close all doors and windows. Turn OFF air conditioning, heating and ventilation systems. Turn off pilot lights or open flames. Do not smoke.
3. Seal door frames or other openings with masking or duct tape, wet towels/rags, etc. Prevent uncontaminated air in the building from being contaminated with outside air.
4. Maintain communications throughout the building. No one should leave until told to do so.
5. Parents should NOT be contacted and NOT be told to pick up children since this may expose the parents to hazardous materials near the incident scene. Parents coming to pick up children can increase traffic congestion and cause problems for emergency responders.
6. Wait for further instructions from emergency management officials. Notification may come directly to the school or via local radio and television advisories. WCOA 1370AM and WJLQ 100.7FM, and WUWF 88.1FM are the official Emergency Broadcast Stations which is required to broadcast this message.

Evacuation procedures include:

1. When told to leave the school, leave as quickly and orderly as possible. Remain calm. Direction and distance of evacuations will be ordered by Emergency Management officials based on prevailing conditions.
2. If buses or vehicles are used in the evacuation, keep windows and vents closed. Drivers should not use air conditioning, heating or ventilation systems.
3. Emergency management officials will advise parents through the media where children can be picked up.

   [NOTE: If a hazardous materials incident were to occur inside of a school building, people should be evacuated to separate building or outdoor upwind far away from that building.]

Emergency Definitions…

Shelter-In-Place – Placing people indoors away from any hazardous materials which may be escaping into outdoor air near a hazardous materials incident scene. Shelter-In-Place involves sealing vents, cracks, and openings from outside to maintain the quality of indoor air once all people are indoors. ***Implement emergency procedures for Sheltering-In-Place.***

- For use with various emergency events
- Identify a safe place on campus to mitigate threat (inclement weather, hazardous material, etc.)

Shelter In Place: This posture address a variety of emergency events such as severe weather events, smoke and other environmental situations.

The objective is to locate a safe place in a site or building to mitigate the emergency conditions. An example may be to use a hallway for severe/tornadic weather.

Evacuation – Having people to immediately leave school buildings to go to a safer place. This should be done only on the advice and at the direction of emergency management officials. ***Implement emergency procedures for Evacuation.***

- High level response to crisis or threat
- Movement of staff, students, and visitors away from threat to safe area

Evacuation: The use of an evacuation as a response to a crisis or threat should not be understated. This response can be the first actionable response in a crisis situation, or it can come after other responses have been deployed.

Evacuation is the movement of staff, students and visitors away from the threat to a safe area. May also mean reverse evacuation (move inside).

Reference Text…

Use of materials which are hazardous to health and safety are a necessary part of our modern lifestyles. Industry, utilities, commercial services, and governments use hazardous materials daily. The types and quantities of hazardous materials used vary from location to location, depending on products or services being produced.

Hazardous materials emergencies may involve the potential for fire, explosion, and/or escape into air or water. All of these scenarios have the potential to directly affect students and personnel at a school. Trying to confront or being exposed to a hazardous materials emergency puts people at risk of being killed or seriously injured. Emergency responders trained in hazardous materials emergencies are the only people who should approach a hazardous materials incident. School officials, maintenance personnel, teachers and students should stay away!

Two protective procedures could be enacted by emergency management officials in a hazardous materials emergency. They are "Shelter-In-Place" and Evacuation". Once emergency management determines the severity of a hazardous materials incident, they will advise the school on appropriate procedures to take. In any hazardous materials emergency outside of the school, all people should be directed to shelter-in-place until further information is received from emergency management officials.

Shelter-In-Place involves getting and keeping people indoors away from exposure to hazardous materials. By sheltering indoors, people are less likely to be exposed to concentrated plumes of hazardous vapors being released or from potential fires or explosions.

Evacuation includes leaving the premises of the school for safer areas. Orders and directions for evacuation will be issued through county emergency management officials, based on the situation at that time.

Most hazardous materials incidents are a result of transportation. Naturally, moving such substances increases risk of an accident. The presence of major highways, railways, pipeline barge, and air transport near your school increases risk to your facilities and people.

Regardless of whether or not your location is in the immediate vicinity of a fixed facility with hazardous materials or a major hazardous materials transportation route, all schools and all communities have the potential to become quickly involved in a hazardous materials incident.

Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an **internal** chemical spill, the following procedures may be activated:

- Evacuation
- Relocation
- Parent-Student Reunification

The Incident management Team will support all bulleted actions listed above.

- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander/Incident Management Team will determine if and when these procedures should be activated.

Bus Driver Actions

- If evacuation is by bus, do not drive on streets down wind of hazard.
- If the driver is caught in an unavoidable situation, notify dispatch and call 9-1-1. Go to the nearest safe place, preferably a reunification site.
- Use two-way radios to communicate with the Dispatch and the school if possible.
- Document all actions taken.

Appendix 7 (Bomb Threat) to Annex J (Emergency Response Plan for Schools)

BOMB THREAT

*NEVER USE RADIOS OR CELL PHONES

Staff:

1. Notify the principal or designee. They will provide any direction that you need.

2. If you are asked to evacuate:
   a. Leave lights on.
   b. Do not lock doors.
   c. Take your grade book and ask students to take with them anything that is easily accessible (i.e., bookbags).
   d. Special needs students remain in place with itinerant teacher.

Administrator or Designee:

1. Contact the Assistant Superintendent for Administrative Services: 983-5123, Assistant Superintendent of Curriculum and Instruction: 983-5041, or Superintendent of Schools: 983-5010. They will provide any direction that you need and furthermore will call the law enforcement authority.

2. The Administrative Team/Resource Officer will conduct a visual inspection of all common areas.

3. Ask staff to make a visual check of their area and send information to the front office.

4. The law enforcement official will decide if the fire department or medical personnel need to be called.

5. If evacuation is necessary, ask staff to:
   a. Leave lights on.
   b. Do not lock doors.
   c. Take your grade book and ask students to take with them anything that is easily accessible (i.e., bookbags).
   d. Special needs students remain in place with itinerant teacher.
   e. Ensure that all personnel answering phones are aware of the school district and Sheriff's policy, *57 call tracing and the suggested procedures in the Sheriff's policy V.A.1 on obtaining information on the call.

Bus Driver Actions

- If bus has not arrived at school the bus will be diverted to a reunification site.
- Use two-way radios to communicate with the Dispatch and the school if possible.
- Document all actions taken.

NOTE: Bomb Threat Checklist is in the Emergency Response Plan

Appendix 8 (Fire) to Annex J (Emergency Response Plan for Schools)

FIRES (WOODLAND AND STRUCTURAL)

In an emergency CALL 9-1-1

Emergency Procedures…

1. Call 9-1-1.

2. Activate FIRE ALARM and begin orderly evacuation. Do not block access roads for emergency vehicles and fire hydrants.

3. Notify as soon as possible:

4. School Superintendent

5. Risk Management Office

6. Building Maintenance Office

7. Follow directions of Fire Department on scene commander. He will determine the best procedures for your personnel to follow based on the situation and conditions.

Reference Text…

All fires present a clear and present danger to your personnel and facility. Small, confined fires that can be quickly extinguished may not require evacuation. If the initial attempt to extinguish a fire is not successful, begin implementation of emergency procedures. Remember that in fires, most people die of smoke inhalation, not burns.

Wildfire in any nearby grasslands or woodlands can threaten school property in dry weather conditions. Local fire and forestry officials should be consulted regarding any threats of fire near your school. Firebreaks, prescribed burning, and other preventative measures can be implemented to reduce risk of wildfire. Consider discussion with adjacent property owners concerning wildfire risk to your school.

Emergency management officials will warn schools of impending dangers of fire. Protective measures should be implemented based on information received from emergency management. Call 9-1-1 if you feel emergency conditions exist or if you need immediate emergency assistance.

Appendix 9 (Active Assailant) to Annex J (Emergency Response Plan for Schools)

Active Assailant

In an emergency CALL 9-1-1
Emergency Procedures…

1. Call 9-1-1.
2. Activate district provided notification app for active assailant and begin lockdown procedures.
3. Keep students/staff quiet and wait for further instructions through district provided notification app.
4. Refer to training on Run, Hide, Fight and the District Active Assailant Plan

- Most restrictive response to crisis, active threat or emergency on campus
- Ensures immediate security of students, staff and visitors

Lock-Down: This protocol is the highest and most restrictive response to a crisis, threat or emergency on a campus. Lockdown occurs when present or imminent danger threatens a site. This protocol should be utilized if a threat on campus is active which can cause death or great bodily harm.

After triaging the threat, a de-escalation to **SECURE FACILITY** may be appropriate.

RUN

This means to evade the assailant through movement
If there is an accessible escape path, attempt to evacuate the premises.
This option is best for those already outside, for example on bus ramps or at PE. Students should be trained on when to run at least once per semester. Run is also the best option if an incident occurs during class breaks, at the beginning of the school day, or at the end of the school day.

HIDE

This is commonly known as a LOCKDOWN

If evacuation by running/evading is not possible, find a secure place to hide where the active assailant is less likely to find you or be able to directly engage you.

FIGHT

This means to resist physically, either by throwing items or engaging to decrease assailant's ability to harm anyone

If it is not possible to Run or Hide and you are confronted face-to-face with an active assailant, then you may choose to distract or incapacitate the assailant long enough to increase survivability for yourself and others.

Buses should evacuate to a reunification site if notified before arrival to a school in crisis.

For the full plan speak to your administrator or contact the Safety Director. Active Assailant Plan is exempt from release as a public record pursuant to sections 119.071(3), and 281.301

Annex K (Public Health Emergencies)

SANTA ROSA COUNTY DISTRICT SCHOOLS PANDEMIC PLAN

I. INTRODUCTION

A. PURPOSE

1. Santa Rosa County District School (SRCDS) Mission Statement
   SRCDS will implement a comprehensive Pandemic Plan in order to facilitate the continuity of operations to provide necessary educational services to the students of Santa Rosa County if a Pandemic affects the Gulf Coast of Florida. This plan can be modified at any time by the SRCDS Safety Director. This plan will be reviewed and updated at a minimum of once per year.

2. SRCDS Goals
   SRCDS is dedicated to ensuring that each student, faculty, and staff member has a safe and secure environment in which to educate and be educated. Achieving this goal will take the combined efforts of multiple agencies to include SRCDS, BOCC, FDOH of Santa Rosa County, students, and parents/guardians. The Department of Health (DOH) is the proponent agency for Pandemic response. The SRCDS plan is written to be an adjunct to, not a replacement for, Santa Rosa County Health Department Pandemic Influenza Plan.

3. Objective
   The primary objectives of the SRCDS Pandemic Plan are to reduce morbidity, and mortality, in students, staff and faculty resulting from a pandemic incident.

B. SCOPE

This plan is applicable to Santa Rosa County School District

II. POLICIES

A. National Strategy for Pandemic Influenza (May 2006)
The President announced the *National Strategy for Pandemic Influenza (Strategy)* on November 1, 2005. The *Strategy* provides a high-level overview of the approach that the Federal Government will take to prepare for and respond to a pandemic and articulates expectations of non-Federal entities to prepare themselves and their communities. The *Strategy* contains three pillars: (1) preparedness and communication; (2) surveillance and detection; and (3) response and containment. *(Ref 1: ch 1, pg 1)*

The National Response Framework
It is important that the Federal Government have a defined mechanism for coordination of its response. *The National Response Framework* (NRF) is the primary mechanism for coordination of the Federal Government response to terrorist attacks, major disasters, and other emergencies, and will form the basis of the Federal pandemic response.

Public Health Service (PHS) Act
Section 319(a) of the Public Health Service (PHS) Act (42 U.S.C. 247d), authorizes the HHS

Secretary to declare a public health emergency and "take such action as may be appropriate to respond" to that emergency consistent with existing authorities.
Appropriate action may include, as otherwise authorized, making grants, providing awards for expenses, entering into contracts, and conducting and supporting investigation into the cause, treatment, or prevention of the disease or disorder that presents the emergency. The Secretary's declaration also can be the first step in authorizing emergency use of unapproved products or approved products for unapproved uses under section 564 of the Food, Drug, and Cosmetic Act (21 U.S.C. 360bbb-3), or waiving certain regulatory requirements of the Department, such as select agents requirements, or—when the President also declares an emergency—waiving certain Medicare, Medicaid, and State Children's Health Insurance Program (SCHIP) provisions. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.), the Federal Emergency Management Agency (FEMA), Department of Homeland Security, is authorized to coordinate the activities of Federal agencies in response to a Presidential declaration of a major disaster or emergency, with HHS having the lead for health and medical services. The President may also declare an emergency under the National Emergencies Act (50 U.S.C. 1601 et seq.) *(Ref 2; App E, pg E30)*

Homeland Security Presidential Directive 5 (HSPD-5)

Management of Domestic Incidents, February 23rd, 2003. This directive establishes policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal, establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities.

Pursuant to the NRP, as the primary agency and coordinator for Emergency Support Function #8 (Public Health and Medical Services), the Secretary of Health and Human Services will lead Federal health and medical response efforts and will be the principal Federal spokesperson for public health issues, coordinating closely with DHS on public messaging pertaining to the pandemic. Pursuant to HSPD-5, as the principal Federal official for domestic incident management, the Secretary of Homeland Security will provide coordination for Federal operations and resources, establish reporting requirements, and conduct ongoing communications with Federal, State, local, and tribal governments, the private sector, and Non-Governmental Organizations (NGOs). In the context of response to a pandemic, the Secretary of Homeland Security will coordinate overall non-medical support and response actions, and ensure necessary support to the Secretary of Health and Human Services' coordination of public health and medical emergency response efforts. *(Ref 1: ch 1, pg 3)*

Homeland Security Presidential Directive 7 (HSPD-7)

Homeland Security Presidential Directive 7 (HSPD-7), DHS coordinates overall domestic incident management and Federal response procedures under the NRP and National Incident Management System (NIMS). Under the NRP, DHS is responsible for coordinating the protection of the Nation's critical infrastructure, and within the framework of Emergency Support Function #8 - Public Health and Medical Services (ESF #8) for the deployment of available NDMS medical, mortuary, and veterinary response assets. *(Ref 1; ch 6, pg 115)*

Homeland Security Presidential Directive 8 (HSPD-8)

National Preparedness, December 17th, 2003. The purpose of HSPD-8 is to "establish policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal**,** establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities."

This Plan supports Homeland Security Presidential Directive 8 (HSPD-8) by identifying coordinated preparedness and response actions to combat pandemics. All actions in this Plan emphasize coordination of effort among Federal, State, and local entities. The purpose of HSPD-8 is to establish "policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal, establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities."

B. State Resolutions

The State of Florida "Influenza Pandemic Annex to the Emergency Operations Plan", provides State guidance for dealing with a Pandemic.

Chapter 252, Florida Statutes:

- Allows Governor's powers during state of emergency.
- Governor's authority delegated to Department of Community Affairs, Division of Emergency Management, for direction and control of emergency management.
- Allows Governor and Division to delegate authority to carry out critical functions to protect the peace, health, safety, and property.

Chapter 381, F.S. Section 381.0011, F.S. Department of Health- Communicable Disease and Quarantine

- Authorizes the department to administer and enforce laws and rules relating to control of communicable disease or unsafe conditions that threaten public health
- Authorizes the department to declare, enforce, modify, and abolish quarantine of persons, animals, and premises.
- Authorizes testing, treatment, closure, destruction and disinfection of persons, animals and premises.

Section 381.00315, F.S. Department of Health-Public Health Emergencies and Advisories

- Supplements the State Health Officer power, by adding authority to declare public health emergencies and issue public health advisories.

Section 110.504, F.S. State Agencies -Sovereign Immunity for State Officers and Employees

- Protects state employees who administer immunizations as part of their official duties.

Section 120.54, F.S. State Agencies

- Allows state agencies to adopt temporary emergency rules when there is immediate danger to public health, safety, or welfare without going through the normal rule making process.

Section 381.0012, F.S. Department of Health - Enforcement Authority

- Authorizes the department to maintain necessary legal action through judicial procedures and directs state and county attorney, law enforcement, and city and county officials upon request to assist the department to enforce the state health laws and rules.

C. County Plans

- Santa Rosa County Health Department Pandemic Influenza Plan (2020); Florida Department of Health in Santa Rosa County Quarantine, Isolation and Social Distancing Plan (2019); Communicable Disease School Health Manual.

- SRCDS will follow the guidelines established in this document, which supports the Santa Rosa County Health Department Pandemic Influenza Plan, the Florida Department of Health in Santa Rosa County Quarantine, Isolation and Social Distancing Plan, and the Florida Department of Health in Santa Rosa County's 'Communicable Disease School Health Manual'.

III. SITUATION

A. INCIDENT CONDITION

A pandemic is a worldwide disease outbreak that is characterized by sustained human to human transmission. The sustainment of a pandemic occurs because there is little to no immunity to a novel disease. A future pandemic in humans is considered a certainty by the scientific community. Influenza viruses caused three pandemics in the 20th century and a novel avian influenza virus is cited in scientific publications and federal and state planning documents as the most likely source for a future pandemic. There are other diseases, however, that could be the source of a pandemic, as indicated by the surprising rise of the H1N1 swine flu as a worldwide threat that fortunately proved to have a much lower mortality rate than the H5N1. Additionally, the Ebola (spread through contact with the body fluids of a contagious individual) epidemic in Africa in 2014 has been the deadliest epidemic of this disease in history. The procedures outlined in this annex are applicable to a pandemic occurrence regardless of the source.

The influenza virus can survive on surfaces for hours to days, depending on the surface, but it survives on hands for less than 5 minutes. Hand washing has been shown to reduce transmission of respiratory illness, in general, in the specific setting of military trainees, but there is no specific scientific evidence related to flu.

On January 11, 2020, Chinese health authorities preliminarily identified more than 40 human infections with novel coronavirus in an outbreak of pneumonia under investigation in Wuhan City, Hubei Province, China. Chinese health authorities subsequently posted the full genome of the so-called "novel coronavirus 2019", or "2019-nCoV", in GenBank ®, the National Institutes of Health genetic sequence database.

The Centers for Disease Control and Prevention (CDC) continues to monitor this outbreak, which includes over 300 confirmed human cases in China and several deaths. Exported cases from Wuhan have been identified in Thailand, Japan, the Republic of Korea, and the United States. Early on, many cases reportedly had some link to a large seafood and animal market,

suggesting animal-to-human spread. However, a growing number of cases reportedly have not had exposure to animal markets, suggesting limited person-to-person spread is occurring, though it is unclear how easily or sustainably the virus is spreading between people.
Coronaviruses are a large family of viruses, some causing illness in people and others that circulate among animals, including camels, cats, and bats. Rarely, animal coronaviruses can evolve and infect people and then spread between people, as seen with Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome.
There is an ongoing investigation to determine more about this outbreak. This is a rapidly evolving situation. This document may become outdated as situations change.
On February 11, 2020 the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, COVID-19. (ref: 5)

B. PLANNING FACTORS

1. Susceptibility to the pandemic virus will be universal.

2. Efficient and sustained person-to-person transmission signals an imminent pandemic.

3. The clinical disease attack rate will be 30 - 50 percent in the overall population during a pandemic. Illness rates for influenza like illnesses will be highest among school-aged children (about 40 percent) and decline with age. Among working adults, an average of 20 percent will become ill during a community outbreak.

4. Some persons will become infected with influenza but not develop clinically significant symptoms. Asymptomatic or minimally symptomatic individuals can transmit infection and develop immunity to subsequent infection.

5. While the number of patients seeking medical care from influenza like illnesses cannot be predicted with certainty, in previous pandemics about half of those who became ill sought care. With the availability of effective antiviral medications for treatment, this proportion may be higher in the next pandemic.

6. Rates of serious illness, hospitalization, and deaths will depend on the virulence of the pandemic virus and differ by an order of magnitude between more and less severe scenarios. Risk groups for severe and fatal infection cannot be predicted with certainty but are likely to include infants, the elderly, pregnant women, and persons with chronic or immunosuppressive medical conditions.

7. Rates of absenteeism will depend on the severity of the pandemic. In a severe pandemic, absenteeism attributable to illness, the need to care for ill family members and fear of infection may reach 40 percent during the peak weeks of a community outbreak, with lower rates of absenteeism during the weeks before and after the peak. Certain public health measures (closing schools, quarantining household contacts of infected individuals, "snow days") are likely to increase rates of absenteeism.

8. The typical incubation period (interval between infection and onset of symptoms) for influenza is approximately 2 days. COVID 19 has an incubation period of 2-14 days.

9. Persons who become ill with influenza like illnesses may shed virus and can transmit infection for one-half to one day before the onset of illness. Viral shedding and the risk of transmission will be greatest during the first 2 days of illness. Children will play a major role in transmission of infection as their illness rates are likely to be higher, they shed more virus over a longer period of time, and they control their secretions less well. Ebola patients are not contagious until they start exhibiting signs of the illness.

10. On average, infected persons will transmit infection to approximately two other people.

11. Epidemics will last 6 to 8 weeks in affected communities.

12. Multiple waves (periods during which community outbreaks occur across the country) of illness are likely to occur with each wave lasting 2 to 3 months. Historically, the largest waves have occurred in the fall and winter, but the seasonality of a pandemic cannot be predicted with certainty. *(Ref 1; ch 2, pg 25)*

IV. CONCEPT OF OPERATIONS

Notification

The Department of Health will notify counties and other stakeholders through established notification venues. For more information on health notification procedures for a suspected or confirmed novel virus, see FDOH of Santa Rosa County Pandemic Influenza Plan. Some pandemics may have precursor diseases that can be mitigated by knowledge of the disease. Schools should adhere to the reporting criteria in the School Board approved (Sep 2019) FDOH of Santa Rosa County's 'Communicable Disease School Health Manual'.

Continuity of Operations

- Institute a mandatory "Cover the Cough" curriculum for all classrooms.
- Report appropriately in accordance with the FDOH of Santa Rosa County's 'Communicable Disease School Health Manual".
- Develop and implement universal hand washing procedures.
- Order supplies such as appropriate masks (tissues), gloves, anti-bacterial and waterless hand soap & dispensers, etc.
- Distribute information to parents and staff regarding the disease, personal preparedness checklist, and the District plan.
- Teachers develop a standardized grade specific template for web based instructional units.

Delegation of Authority

Clearly pre-established delegations of authority are vital to ensuring that all organizational personnel know who has the authority to make key decisions in a COOP (Continuity of Operations Plan) situation.

Because absenteeism may reach a peak of 40 percent at the height of a pandemic wave, delegations of authority are critical. *(Ref 1; ch98, pg 166).* The SRCDS Continuity of Operations Lines of Succession apply for pandemics.

Unlike other potential COOP situations that occur without warning, organizations can plan for a pandemic. Under normal conditions, if employees are on annual or sick leave, alternates are

normally designated to provide back-up in the staff member's absence.
To supplement the current workforce for conditions of significant absenteeism associated with a pandemic, organizations may consider cross-training and preparing ancillary workforce members (e.g., contractors, employees in other job titles/descriptions, retirees) to maintain daily functionality in the presence of anticipated staffing shortages. *(Ref 1; ch 9, pg 169)*

A. LOCAL RESPONSE

SRCDS

The SRCDS plan will be implemented in support of FDOH of Santa Rosa County directives.

Mitigation and Prevention

The District will encourage parents and community members to learn more about Pandemic Influenza by accessing outside resources including the internet sources such as:

Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/flu

World Health Organization (WHO)
http://www.who.int/topics/influenza/en/

Florida Department of Health in Santa Rosa
http://santarosa.floridahealth.gov/

Hand Washing and Respiratory Etiquette Sites

National Science Foundation (NSF) Scrub Club
http://www.scrubclub.org/home.aspx

It's a SNAP (School Network for Absenteeism Prevention
http://www.itsasnap.org/index.asp

Stopping the Germ at Home, Work and School
http://www.cdc.gov/germstopper/

Cover That Cough Game
http://www.aahealth.org/coughgame.asp

CDC Ounce of Prevention Program
http://www.cdc.gov/ounceofprevention/

Implement FDOH recommendations:

During flu season, and FDOH recommends getting a flu vaccine, taking everyday preventive actions to help stop the spread of germs, and taking flu antivirals if prescribed. We encourage you to continue to stress these common guidelines with all members of the school community, students, staff and parents:

- If you are sick, stay home.

- Wash your hands often with soap and warm water for at least 20 seconds.
- Carry and use alcohol-based hand sanitizer.
- Avoid touching your eyes, nose and mouth with unwashed hands.
- Call ahead before visiting your doctor.
- Cover your mouth and nose with a tissue when you cough or sneeze.
- Monitor your symptoms.

Stage One –(WHO pandemic phases 1-3 potentially 4) This stage would be initiated if/when a virus mutates to person-to-person transmission and arrives in the United States.

- Schools report appropriate diseases in accordance with the FDOH of Santa Rosa County's 'Communicable Disease School Health Manual 2019'.
- Custodians change cleaning duties to emphasize classroom disinfecting
- Teachers begin working in grade level teams to develop web based instructional assignments
- Computer technology staff begin modifying computers for check-out to students

Stay Home

People who are sick should stay home. Children should not go to school if they are sick. To limit the spread of disease during a pandemic, staying home will be necessary. It is extremely important to listen to what your community health leaders are advising and to follow their instructions. (Ref 8)

Protecting Personnel during a Pandemic

All organizations, whether government or private sector, large or small, are supported by three primary assets: people, communications, and physical infrastructure. Unlike other catastrophic events, an influenza pandemic will not directly affect the communications or physical infrastructure of an organization, but an influenza pandemic *will* directly affect an organization's people. Therefore, it is critical that organizations anticipate the potential impact of an influenza pandemic on personnel, and consequently, the organization's ability to continue essential functions. As part of that planning, organizations will need to ensure that reasonable measures are in place to protect the health of personnel during a pandemic. *(Ref 1; ch 9, pg 169)*

Stage Two –(WHO pandemic phases 5-6, potentially phase 4) This stage would be initiated when a case appears in the County

- Begin "Social Distancing"
- Cancel all assemblies
- Institute minimum days (no lunch at schools)
- Close childcare
- Teachers remain after students leave and develop/correct web based lesson plans

a. Promote and encourage social distancing

Two ways of increasing social distance activity restrictions are to cancel events and close buildings or to restrict access to certain sites or buildings. These measures are sometimes called

"focused measures to increase social distance."

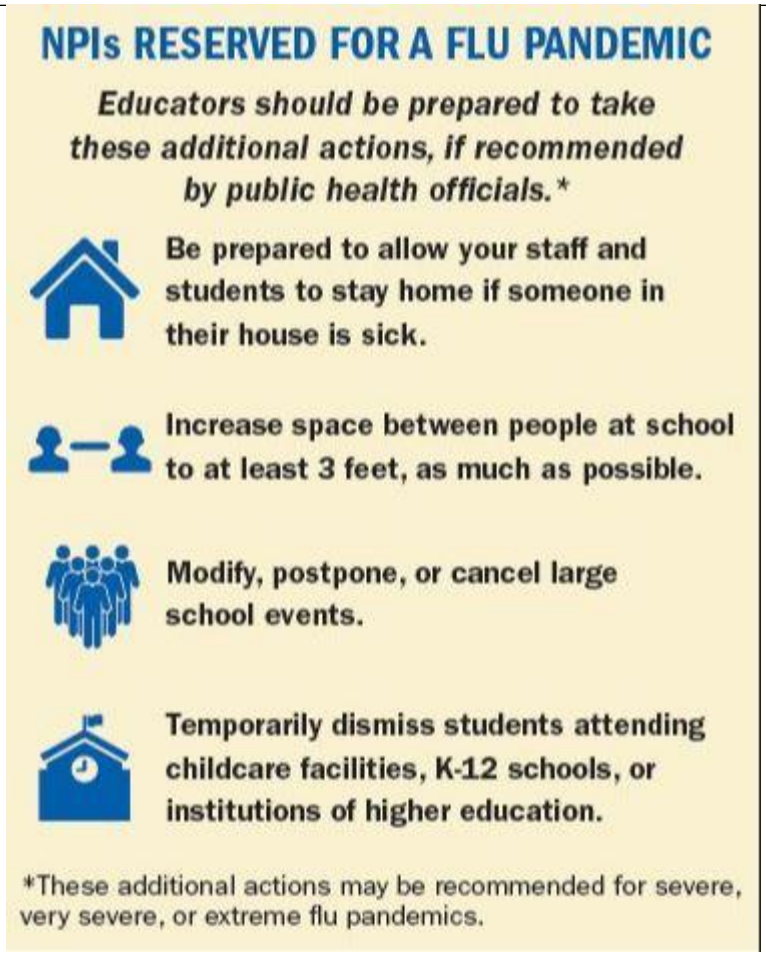
Social Distancing refers to measures to increase social distance, or activity restrictions. An example of increasing social distance is to cancel events and close or restrict access to certain buildings. Depending on the situation, this may include cancellation of public events (concerts, sports events, movies, plays, etc.,) and closure of recreational facilities (community swimming pools, youth clubs, gymnasiums, etc.,) and even schools. Closure of office buildings, stores, schools, and public transportation systems may be practical community containment measures during an outbreak or pandemic. (Ref: 7)

Social Distancing Definition

Most outbreak situations will not warrant isolation or quarantine measures, but social distancing is much more likely to be employed. Children and adolescents can play a major role in the transmission of disease either in school or in other social settings. For highly infectious pathogens that infect at least 50% of the population, closing schools and canceling public events may be necessary to decrease transmission.

For even more infectious pathogens, closure of workplaces may be considered. In these situations, the DOH-Santa Rosa Health Officer / Administrator or designee will provide information and education to county officials and large employers to encourage various telework options that allow employees to work virtually from home. This is particularly important if schools are also closed as many parents would need to take off work to care for their children since group care would be advised against as well.

For less infectious pathogens, schools and workplaces may not be impacted. However, DOH-Santa Rosa staff may advise working with local officials and community partners to reschedule non-critical social gatherings. (Ref: 7)



b. Implement a stay at home policy for employees who are sick with any disease process that exhibits a fever, coughing or sneezing.

c. Department directors should have the authority to implement a work from home plan which will allow District work to be accomplished without exposing additional personnel to potential expose by having to work in the office.

d. Practice the responses in table 2 below and disseminate this information as widely as possible.

Response	Individuals and Families	At School	At Work	Faith-Based, Community, and Social Gatherings
Be Prepared	Review Individuals and Families Planning Checklist www.pandemicflu.gov	Review School Planning Checklists www.pandemicflu.gov	Review Business Planning Checklist www.pandemicflu.gov	Review Faith-Based and Community Organizations Preparedness Checklist www.pandemicflu.gov
Be Aware	Identify trusted sources for information; stay informed about availability/use of anti-viral medications/vaccine	Review school pandemic plan; follow pandemic communication to students, faculty, and families	Review business pandemic plan; follow pandemic communication to employees and families	Stay abreast of community public health guidance on the advisability of large public gatherings and travel
Don't Pass it On	If you are ill--stay home; practice hand hygiene/cough etiquette; model behavior for your children; consider voluntary home quarantine if anyone ill in household	If you are ill--stay home; practice hand hygiene/cough etiquette; ensure sufficient infection control supplies	If you are ill--stay home; practice hand hygiene/cough etiquette; ensure sufficient infection control supplies	If you are ill--stay home; practice hand hygiene/cough etiquette; modify rites and religious practices that might facilitate influenza spread
Keep Your Distance	Avoid crowded social environments; limit non-essential travel	Prepare for possible school closures; plan home learning activities and exercises; consider childcare needs	Modify face-to-face contact; flexible worksite (telework); flexible work hours (stagger shifts); snow days	Cancel or modify activities, services, or rituals; follow community health social distancing recommendations
Help Your Community	Volunteer with local groups to prepare and assist with emergency response; get involved with your community as it prepares	Contribute to the local health department's operational plan for surge capacity of health care (if schools designated as contingency hospitals)	Identify assets and services your business could contribute to the community response to a pandemic	Provide social support services and help spread useful information, provide comfort, and encourage calm

Table 2 – Individual, Family and Community Response to Pandemic Flu

Risk Management in Occupational Settings

Organizations developing specific strategies to protect personnel should consider the factors that contribute to overall risk -- including the patterns of social contact entailed by specific positions, the health risk of employees for complications related to influenza, and other forms of social risk — and the feasibility of interventions designed to reduce social contacts or interrupt disease transmission. After completing such an assessment, organizations can tailor interventions to the particular needs of individuals, based on their personal health risk and the roles they play within the organization. To the extent possible, organizations should individualize the implementation of risk reduction strategies.

There are two basic categories of intervention: (1) *transmission interventions*, such as the use of facemasks and careful attention to cough etiquette and hand hygiene, which may reduce the likelihood that contacts with other people lead to disease transmission; and (2) *contact interventions*, such as substituting teleconferences for face-to-face meetings, telecommuting, the use of other social distancing techniques, and the implementation of liberal leave policies for persons with sick family members, which may eliminate or reduce the likelihood of contact with infected individuals. Interventions will have different costs and benefits, and be more or less appropriate or feasible, in different settings and for different individuals. *(Ref 1; ch 9, pg 173)*

Infection control measures are critically important for the protection of personnel. The primary strategies for preventing pandemic influenza are the same as those for seasonal influenza: (1) vaccination; (2) early detection and treatment; and (3) the use of infection control measures to prevent transmission. However, when a pandemic begins, a vaccine may not be widely available, and the supply of antiviral drugs may be limited. The ability to limit transmission and delay the spread of the pandemic will therefore rely primarily on the appropriate and thorough application of infection control measures in health care facilities, the workplace, the community, and for individuals at home.

Simple infection control measures may be effective in reducing the transmission of infection. There are two basic categories of intervention: (1) *transmission interventions,* such as the use of facemasks in health care settings and careful attention to cough etiquette and hand hygiene, which might reduce the likelihood that contacts with other people lead to disease transmission; and (2) *contact interventions,* such as substituting teleconferences for face-to-face meetings, the use of other social distancing techniques, and the implementation of liberal leave policies for persons with sick family members, all of which eliminate or reduce the likelihood of contact with infected individuals.
Interventions will have different costs and benefits, and be more or less appropriate or feasible, in different settings and for different individuals. *(Ref 1: ch 1, pg 13)*

Stage Three – This stage would be initiated when either the County Health Department instructs the schools to close or a seminal event occurs involving a student, staff member or a relative of close proximal distance. Pandemic Flu is in World Health Organization Stage VI.

- Schools are closed
- Teachers continue developing/correcting web based lessons
- Parents complete independent study applications (on line)
- Computers "checked out" to families who don't have computers

Recovery Stage – This stage begins when schools are re-opened

- Continue web based lessons
- Schools reopen on a minimum day schedule
- Administration looks at restructuring the instructional year to recover lost instructional time

SRCDS will communicate with the County Health Department regarding when it is safe for the district to resume normal operation. When it is determined to be safe to resume, the district will notify the community in advice via normal media routes as described in the Crisis Communication Plan. The district will relay to the community information regarding expectations and schedule changes.

As SRCDS resumes normal operation it will remain in contact with the Health Department regarding disease surveillance and any need to return to a response mode. It is estimated that pandemic flu will come in waves and understood that the recovery process may repeat several times.

SRCDS will prepare in advance of re-opening for needs of staff and students. If available, local mental health professional will be requested in school buildings to assist staff and student emotion needs when school resumes. The district will follow the procedures outlined in the recovery portion of this plan. (Ref: 8)

This initial plan will be reviewed and modified as new information and guidelines become available. There are more unanswered questions than there are answered questions. Agencies and circumstances beyond the District's control will determine many of the District's responses. (Ref: 6)

B. STATE RESPONSE

State Quarantine

If necessary, State and local law enforcement agencies, with assistance from their State's National Guard as needed, will normally enforce quarantines or other containment measures ordered by State or local authorities. Customs and Coast Guard officers may assist in enforcing State quarantines at the direction of the Secretary of Health and Human Services. At the request of State and local authorities, if authorized under the Emergency Law Enforcement Assistance Act, and with appropriate deputations under Federal, State, and local law, Federal law enforcement officers can assist in State and local quarantine enforcement. If directed by the President pursuant to the Insurrection Act, the military may suppress domestic unrest associated with resistance to a State quarantine. *(Ref 1; ch 8, pg 158)*

The States, which enact quarantine statutes pursuant to their police powers, are primarily responsible for quarantine within their borders. *(Ref 1: ch 1, pg 12)*

Florida Department of Health

- Evaluate the process and outcome of individual and collective responses of all parties to an influenza pandemic.
- Take measures to improve or enhance its respective role in response capacity and research activities.
- All Offices, Divisions and Bureaus will prepare After Action Reports (AAR) and documentation as requested by Division of Emergency Medical Operations.

C. FEDERAL RESPONSE

The goals of the Federal Government response to a pandemic are to: (1) stop, slow, or otherwise limit the spread of a pandemic to the United States; (2) limit the domestic spread of a pandemic, and mitigate disease, suffering and death; and (3) sustain infrastructure and mitigate impact to the economy and the functioning of society. The center of gravity of the pandemic response, however, will be in communities. The distributed nature of a pandemic, as well as the sheer burden of disease across the Nation over a period of months or longer, means that the Federal Government's support to any particular State, Tribal Nation, or community will be limited in comparison to the aid it mobilizes for disasters such as earthquakes or hurricanes, which strike a more confined geographic area over a shorter period of time. Local communities will have to address the medical and non-medical effects of the pandemic with available resources. This means that it is essential for communities, tribes, States, and regions to have plans in place to support the full spectrum of their needs over the course of weeks or months, and for the Federal Government to provide clear guidance on the manner in which these needs can be met. *(REF 1: ch 1, pg 2)*

The response to an influenza pandemic could require, if necessary and appropriate, measures such as isolation or quarantine. Isolation is a standard public health practice applied to persons who have a communicable disease. Isolation of pandemic influenza patients prevents transmission of pandemic influenza by separating ill persons from those who have not yet been exposed. Quarantine is a contact management strategy that separates individuals who have been exposed to infection but are not yet ill from others who have not been exposed to the

transmissible infection; quarantine may be voluntary or mandatory. The States, which enact quarantine statutes pursuant to their police powers, are primarily responsible for quarantine within their borders. The Federal Government also has statutory authority to order a quarantine to prevent the introduction, transmission, or spread of communicable diseases from foreign countries into the United States or from one State or possession into any other State or possession. Influenza caused by novel or re-emergent influenza viruses that are causing, or have the potential to cause, a pandemic is on the list of specified communicable diseases for which Federal quarantine is available. *(Ref 1: ch 8, pg 12)*

D. REFERENCES

1. National Strategy for Pandemic Influenza Implementation Plan
2. HHS Pandemic Flu Plan (November 2005)
3. Influenza Pandemic Plan for State of Florida Department of Health, Version 9.1, 2005 – 2006
4. http://www.globalsecurity.org/security/ops/hsc-scen-3_flu-pandemic-distancing.htm
5. Novel Coronavirus (2019-nCoV) Enhanced Surveillance Guidance for County Health Departments (CHDs) Version 1 | January 22, 2020
6. Moraga School District Pandemic Flu Plan November 2006
7. Get Your School Ready for Pandemic Flu (April 2017)
8. Pandemic Influenza Plan Lancaster City Schools (2008)
9. Department of Health in Santa Rosa County's 'Communicable Disease School Health Manual".

This Plan utilized the above references during development, and where possible the above resources were referenced accordingly.

Additional disease specific information
https://www.cdc.gov/coronavirus/2019-ncov/index.html
http://www.floridahealth.gov/diseases-and-conditions/COVID-19/

Log of changes

Feb 2020	**Plan Created**	**Daniel Hahn, Safety Director**

https://sites.santarosa.k12.fl.us/admin/files/safety/SRCDSPandamicPlan.pdf

Annex L (Reunification)

The Reunification plan is not subject to public records requests so only the portions allowable are being shared here.

PURPOSE:
This plan is intended to provide guidance for reunification of students to parents/guardians in the event a school is forced to evacuate.

GOAL:
It is the goal of Santa Rosa School District to provide a reunification/Response plan to achieve 100% reunification of students under the supervision of district staff to the appropriate parent/guardian.

OBJECTIVE:
Ensure timely return of students to guardians, and provide care for affected students, staff and faculty.

PROCEDURES
Receive notification of an incident at a school, (This can be done via an email address group called; Crisis Leadership Group. It will notify Superintendent, Asst. Superintendent for Academics, Asst. Superintendent for Administrative Services, Safety Director, and all 3 Grade level Directors). If District notification App is used, no email or calls are required for notification purposes. Determine level of support required by the school. This is based upon the severity of the incident. For any evacuations of the school or if schools need support the following are options:

- The whole Incident Management Team (IMT) will be activated (situation based) by the Safety Director, Superintendent, or Assistant Superintendent. There are 3 IMT groups created in the email address book:
    - IMT District Group
    - IMT Schools Group
    - IMT combo Group
- Law enforcement will be notified by the Safety Director.
- Transportation will be notified by Assistant Superintendent or Safety Director.
- Reunification site will be notified by Safety Director, or Assistant Superintendent. Annexes 1-8 describe reunification sites based on school location in Appendix A.
- Emergency management will be notified by Safety Director, or Assistant Superintendent.
- Lifeguard ambulance will be notified by the Safety Director, or Assistant Superintendent.
- Joint Information Center (JIC) will be activated (to appropriate level) by the Safety Director, or Assistant Superintendent.
- Board members will be notified by Superintendent of Assistant Superintendent.

- Notify Sodexo for potential feeding requirements by Assistant Superintendent or Safety Director.
- Schools in crisis will not contribute IMT members, however, staff will accompany students to reunification site.
    a. School based IMT members (listed on pages 5/6) close to the affected school may or may not be deployed based on effect of the incident on their school. If the effect is limited to one school only then close IMT members may deploy to support the school while the district team deploys from the Dillon Center. School based IMT members will be contacted by Grade Level Director or Assistant Superintendent.
    b. Dillon Center IMT will take go kits and travel together (in convoy) if possible. Every effort will be made to coordinate a passage of law enforcement perimeter upon arrival. Each situation will be evaluated individually with decisions on deployment of IMT assets determined by the amount of support needed by the school, as well as by the need to remove students from the incident.

1. If no evacuation is required, notify IMT and send available needed personnel. This may be IMT members assigned to a nearby school.
    a. On-site reunification is designed to reunify students with families while tracking student releases. This type of reunification may be used when students are staying on campus, but parents are picking them up early or when a school needs to account for students while releasing students from a campus. Examples may include an early release due to a utility outage or non-violent situation.
    b. Onsite reunification is run by school-based personnel with IMT personnel in support roles unless requested otherwise.

Command responsibilities

1. ***Incident Commander (white vest):*** The Incident Commander is responsible for making decisions and ensuring the overall success of the incident.

2. ***Information Officer (white vest)*****:** The information officer will assist with the coordination of messages going outside the reunification site. This will require working in the Joint Information Center (JIC) with PIOs from partner organizations.
   Media: Media will be given access to a predetermined area that does not interfere with any aspect of the reunification process. JIC personnel consisting of partner agency PIOs and Angela Walker, will escort media at all times. Security will be present.

3. ***Operations Section Chief (red vest):*** Often considered the "doers", the Operation Section Chief is responsible for carrying out the orders of the Incident Commander. Generally speaking, all of the tactical operations are supervised by Operations Section Chief. For schools, the term tactics would include things like evacuation and reunification.

4. ***Student Care Unit (red vest):*** This position is responsible for managing the student assembly area. The Student Care Unit Leader ensures students are accounted for and kept safe while waiting for their parent/guardian.

They are not responsible for directly supervising the students; that responsibility remains with teachers and support staff. Manages the use of psychological support. This position will need LEA support, as well as multiple personnel managing the children, preferably teachers/administrators from the school. Sort younger students by their regular classroom teacher and closer to the exit door, sort high school students by grade level.

5. ***Request Gate Unit (red vest):*** This position oversees the overall operation of the Request Gate. Depending on the size of your school, you may need numerous personnel greeting parents as they arrive and assist with the completion of required paperwork for the orderly release of their student. The Request Gate Unit Leader ensures the process is orderly and supports the personnel that are accomplishing the job. Many people will be needed to make this position work. This is where a majority of the IMT will be located.

   Request gate (information management/See page 8) parent processing will be the most manpower reliant position. **(green vests)**
   Hot spots, wifi, surface pros or laptops, will be used by this group (Tan vests).

   Runners: (orange vests) will manage any staff needed to move paperwork from request gate to release gate.

6. ***Release Gate Unit (red vest):*** This position oversees the overall operation of the Release Gate. Upon completion of the required paperwork, students are located and reunified with their guardian at the Release Gate. Depending on the size of your school, you may need numerous personnel to facilitate this process. The Release Gate Unit Leader ensures the process runs smoothly and supports the personnel that are accomplishing the job. This position will require security and a few individuals to connect students with guardians.

7. ***Mental Health Professionals (yellow vest):*** Recovery from an incident should begin as soon as possible and reunifying students with their parents/guardians is one of the first steps. Mental health professionals may help both students and staff through a difficult situation and assist in the recovery process. If schools do not have their own mental health professionals, consider contacting your regional or state behavioral health authority. School psychologists, social workers and counselors will fall under this position.

   Grieving: If needed, each Reunification site will have rooms available to comfort grieving family members.

Communication:
Communication on site will be with district provided radios and cell phones between IMT members, school personnel and other district personnel.

Communication to parents will be through appropriate communications methods (call outs/emails/others as needed).

Although initial communication to parents may be necessary when an incident occurs, the message to come to the reunification center should not be sent until the students have arrived and are housed inside. This message should include directions to the Request Gate with a reminder to bring photo identification. Upon arrival, they can be given the letter/checklist that briefs them about what they can expect. Naturally, education of parents prior to the event is extremely important and may help reduce anxiety at an actual reunification.

Communication to the public will be through posting on district webpage and media releases. If needed the district may work in conjunction with public safety to open up a "call center" that facilitates large amount of communication.

Traffic Flow/ingress:

Law enforcement will manage traffic flow into and out of reunification sites.

When parents arrive, they will be directed to parking with adequate signage so they can find the Request Gate. Since parents may not understand those terms, we will have signs with more generic wording, such as "Start Here", or "1st Stage". Vests will be provided to IMT for easy identification.

Process:

Multiple staff members will serve parents and process their completed Student Release Form. Once verified that the parent/guardian is authorized, the parents/guardian move to the Release Gate while the paperwork flows through the system. The Request Gate takes the paperwork and uses runners to deliver it to Student Care. Student Care would use assistants to locate the student and match them with the paperwork. Then, the student would be escorted to the Release Gate to be reunified with the waiting parent.

The remainder of the Reunification Plan is exempt from release as a public record pursuant to section 119.071(3) of Florida Statutes. For more information contact Safety Director.