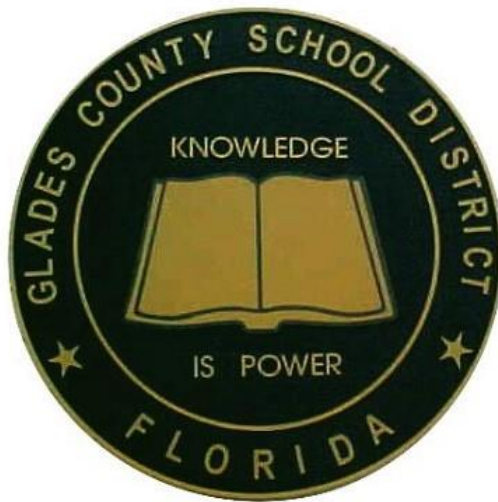


Glades County District Schools Comprehensive Emergency Management Base Plan



2021-2022

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COMPREHENSIVE EMERGENCY MANAGEMENT PLAN

The primary role of the Glades County School District is to provide and 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 Glade County School District is to ensure that mitigation, prevention, preparedness, response and recover actions exist so that the welfare and safety of the students, staff, faculty and facilities is preserved.

I. Introduction

A. Purpose of the Plan

The purpose of the Glades County District Schools (GCDS) 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 GCDS and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. 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 WGS 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. GCSD regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the CEMP increases GCDS'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 GCSD CEMP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communication 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 p that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when the 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 West Glades School Safety Plan operates within the framework of Glades County School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

GCSD's current enrollment is approximately 1,800 students. These students are supported by a committed staff and faculty consisting of approximately 275 teachers, paraprofessionals, specialists, administrators, support staff, cafeteria staff, maintenance, custodial, and bus staff. A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office.

b. Special Needs Population

GCSD 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,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

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

GCSD has 6 facilities including 3 Public school complexes, 1 charter school, 1 transportation/maintenance complex and 1 administrative complex.

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

maintenance building, 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

GCSD 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.

School staff members completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may affect the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

4. Preparedness, Prevention, and Mitigation 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. GCSD fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining 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. GCSD 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. In addition, GCSD requires all visitors to display identification badges.

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.

WGS has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. GCSD Schools were built 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.

D. PLANNING ASSUMPTIONS AND LIMITATIONS

1. Planning Assumptions

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

GCSD 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.

GCSD 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 and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 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.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. 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, WGS may be 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 West Glades School will be delegated the authority to direct all incident activities within the school's 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.

Incident Command: Directs the incident management activities using strategic guidance provided by the Policy Group.

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.

Table 2. Operations Section Teams **Strike Team** **Search & Rescue Team**

Potential Responsibilities

Search & Rescue Teams 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. Search & Rescue Teams 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). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers.

First Aid Team

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.

Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team

Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team

The Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.

2. Operations Section: 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.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- 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.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- 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.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

Strike Team
Crisis Intervention Team

Potential Responsibilities

The Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling.
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

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.

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

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, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

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.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP 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.

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 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 EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, 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.
- 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.
- Give appropriate action command 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.

- 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. Select school staff will be trained and certified in first aid and CPR.

D. Instructional Assistants

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 Assistants

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.
- 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.
- Understand their roles during a school emergency.

IV. DIRECTION, CONTROL, AND COORDINATION

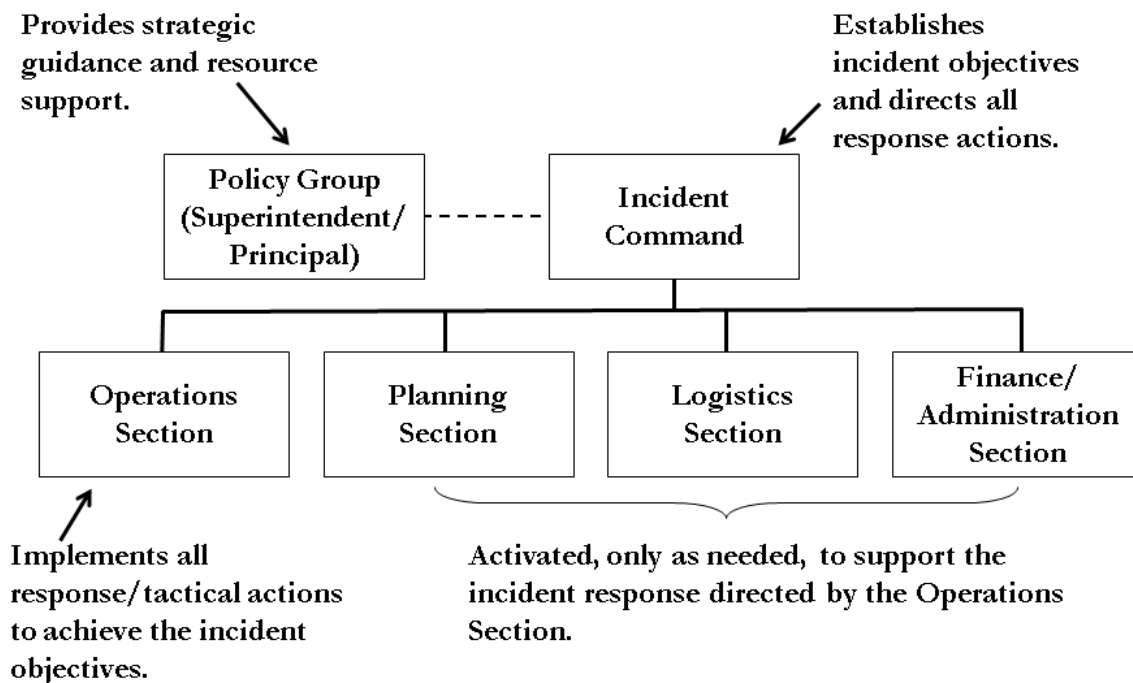
School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the SSP 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

The ICS is organized into the following functional areas:



Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.

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.

Table 2. Operations Section Teams
Strike Team

Search & Rescue Team

Potential Responsibilities

Search & Rescue Teams 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. Search & Rescue Teams 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). Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessment.
- Obtaining injury and missing student reports from teachers.

First Aid Team

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.

Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Evacuation/ Shelter/Care Team

Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:

- Accounting for the whereabouts of all students, staff, and volunteers.
- Setting up a secure assembly area.
- Managing sheltering and sanitation operations.
- Managing student feeding and hydration.
- Coordinating with the Student Release Team.
- Coordinating with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team

The Facility & Security Response Team is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/HazMat.
- Assessing and notifying officials of fire/HazMat.
- Conducting perimeter control.

2. Operations Section:

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.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- 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.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- 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.

- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

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

Strike Team
Crisis Intervention Team

Potential Responsibilities

The Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling.
- Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

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. Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- 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.

4. Logistics Section:

Supports 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.
- 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.
- Document all activities.

5. Finance/Administration Section:

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.

Additional duties may include:

- 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.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

B. Coordination with Policy/Coordination Group

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. Community Emergency Operations Plan (EOP)

The Glades County School District maintains a district Comprehensive Emergency Management Plan (CEMP) to address hazards and incidents. The GCDS CEMP has been developed to fit into the larger County 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 GCDS CEMP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and the schools.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

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

GCDS 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.

V. COMMUNICATIONS

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

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).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at a 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 an 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 will use the countywide two-way radio network to notify the principal of the school's status/needs. The principal will notify the district office. The district office will notify the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

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 GCSD 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, GCSD 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 CEMP, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, GCSD will:

- Disseminate information via automated phone messages, radio announcements, and 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.
- Inform parents and students when and where school will resume.

After an incident, GCSD 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.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.

- Coordinate messages with the principal and Policy Group.

All GCSD employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established).

Media contacts at the major radio stations are maintained by the principal's secretary. In the case of an incident, these media contacts will broadcast GCSD's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, GCSD 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 media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, GCSD 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. GCSD frequently exercises the 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).
- 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.
- Apprise the Glades County School District of recovery status.

The school district will:

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

C. Communication Tools

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

- **Standard telephone:** The Glades County School Board has designated a 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. Appropriate 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.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **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.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, GCSD 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.

B. Recordkeeping

1. Administrative Controls

GCSD 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

The ICS Section Chiefs 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 Cost

1. Annual Incident Management Costs

The ICS Finance and Administration 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 ICS Finance and Administration Section Chief 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, a functional annex of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Director of Safety is responsible for the overall maintenance and revision of the GCDS 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 together with the principal and superintendent will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Distribute the Plan

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.

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. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

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 GCDS 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

GCDS 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.

GCDS 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 at least once per month. Approved community members may also be incorporated into larger training efforts.

All GCSD 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 District authorizations and mandates upon which this GCSD 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 FIRE SAFETY. —

- (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."

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: (COOP)

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

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.

Scope

It is the responsibility of GCSD 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 COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. GCSD relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3:

Table 3. Essential Functions Performed by COOP Procedures Personnel

Superintendent

- Determine when to close schools, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.

Principal and/or Assistant Principal

- Ensure systems are in place for rapid contract execution after an incident.
- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students (out of district or into alternative schools).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
- Reevaluate the curriculum.

Custodians/Maintenance Personnel

- Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping).

School Secretary/Office Staff

- Maintain inventory.
- Maintain essential records (and copies of records) including school's insurance policy.
- Ensure redundancy of records is kept at a different physical location.
- Secure classroom equipment, books, and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.
- Retrieve, collect, and maintain personnel data.
- Provide accounts payable and cash management services.

Counselors, Social Workers, and School Nurses/Health Assistants

- Establish academic and support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.

Food Service/Cafeteria Workers

- Determine how food services will resume.

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, in conjunction with the superintendent of schools, determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. The activation may occur with or without warning. The principal or designee 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 if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

Alternate facilities are listed in the GCSD 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 the Safety Director. Annex B (Threat Assessment Decision Tree)

Annex B: Suicide Prevention

ELEMENTS OF SUICIDE ASSESSMENT

When to call

Elementary Guidance Counselors and/or Principals can do low-level risk assessments. If an elementary child is considered medium-high risk, then the procedure below can be followed. A Crisis Counselor should be called for every “suicide threat” made by a middle-school student. The steps below should then be followed:

Steps to be taken:

1. The Guidance Counselor or administrator should call the emergency team members.
2. If a self-inflicted injury is noted, the school nurse should be consulted immediately.
3. The student should be supervised continuously until the Crisis Counselor arrives.
4. A level of risk will be determined by the team. If a Baker Act is determined to be appropriate, only the School Resource Officer (SRO) has the authority to do so.
5. Crisis Counselor will speak with parent to inform them of the outcome of medium- to high-risk assessments. Guidance Counselor will inform parent of low-risk assessments.
6. The Crisis Counselor will notify the principal, assistant principal, or designee in regards to the outcome of the suicide assessment.
7. In the event a student leaves campus before an assessment can be made, the Guidance Counselor or administrator should notify the SRO immediately. (If SRO is unavailable, the Sheriff’s Office must be notified.)

FOLLOW-UP PROCEDURES

When student is deemed low-medium risk:

- If team considers student a good candidate for counseling services, Guidance Counselor or Crisis Counselor will send referral to Social Worker. Verbal parental permission must first be obtained by the appropriate counselor.
- SRO will be notified by Crisis Counselor if not present at interview.
- **Guidance Counselor should follow up with student the next day.**
- If student is not in school, Guidance Counselor should contact the home to ascertain reason for absence.
- Crisis Counselor will follow up with Guidance Counselor to ascertain status of student.

When a Baker Act is instituted:

- Crisis Counselor will refer student to Social Worker.
- Guidance Counselor should monitor student’s progress and notify Social Worker when student returns to school.

****Confidentiality should be observed at all times. Each team member should keep appropriate documentation records.**

Annex C: Recovery: Psychological Healing Procedures

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

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.

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 guidance counselors are required to participate in the development, implementation, and evaluation of the SSP as it relates to this annex. Additional advice will be sought from outside 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. 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
- 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 D: Crisis Plans

Department Roles and Responsibilities

First and foremost, all staff members have the responsibility to stay safe. Should a preplanned evacuation occur, all staff should secure their office space by following procedures in *Attachment C. Computer Hurricane Checklist*

Per the Superintendent's instructions, staff may relocate or report to work at another designated location.

Make sure all staff has the appropriate keys needed for access of facilities and post event needs.

Notification Process

The Superintendent receives notification by phone or email from Emergency Management about an incident or pending threat from an identified hazard. The Superintendent is responsible for communicating the emergency message to all staff members, and will determine the level of activation based upon the type, severity, and location of the incident, and assign tasks to be performed.

Department Activation Folder

What is needed in an Emergency:

- Cell Phone
- Laptop
- Staff Roster/Employee Contact list
- Activation Folder
- Keys

Administration Activation Folder Contains:

- Staff Roster /Schedule
- Employee Contact List
- Employee Sign-In

Teacher's Activation Folder Contains:

- Class Roster
- Emergency Management Plan and Forms
- Evacuation Route maps

TROPICAL STORM/HURRICANE PLAN

Purpose

The Tropical Storm/Hurricane plan is intended to acquaint personnel with cyclone conditions and to indicate the actions required to prepare and secure the school campus for potential impact.

General

A Tropical Storm or Hurricane are tropical cyclones that form over tropical waters and rotate counterclockwise with high wind speeds. When organized it contains a small center called the “eye” where winds are greatest at the eye wall. With landfall, tropical cyclones can bring high waves, tornadoes, damaging winds, torrential rains, power outages, and flooding that affects roadways, homes, and buildings.

Type	Wind (mph)	Description
Tropical Depression	up to 38 mph	Wind, rain
Tropical Storm	39 – 73 mph	Wind, rain, flooding
Hurricane		
- Category 1	74 – 95 mph	Power outages, flooding
- Category 2	96 – 110 mph	Moderate damage, last several days
- Category 3	111 – 129 mph	Extensive damage, last weeks
- Category 4	130 – 156 mph	Extreme damage, last weeks to months
- Category 5	157+ mph	Catastrophic, area uninhabitable for weeks

Policy

The office of the Glades County Superintendent will serve as the headquarters for the implementation of this plan. Classes will close at the discretion of the Superintendent upon notification that a storm threatens to hit the area. All school-sponsored functions on or off campus will be cancelled unless those functions are outside the affected area and are already in progress.

Within **48 hours** of a possible impact from a tropical storm or hurricane, the following measures will take place:

1. All outside garbage cans and other equipment will be secured or stored.
2. All computers will be wrapped in plastic and put on secure shelves off the floor.
3. All storm shutters will be put in place.
4. The Day Porters will ensure the building is secured.
5. All building coordinators will ensure all phone numbers are up to date.

At any given point in the development of the storm threat, when hurricane winds are imminent, the Superintendent will order the school and facilities closed. **The campus will be closed within 8 hours of that notification.** At that time, all personnel will evacuate the school grounds, whether or not shut down is complete.

*School buses and delivery vehicles with a high-wind signature will stop operating when wind speeds reach 35 MPH. Buses will remain in the school campus parking lot.

SEVERE WEATHER

Inclement weather associated with high winds, lightning, or flash floods could pose a threat with little warning, primarily for those who are in spaces with windows on the exterior of the building or located in a flood zone.

Tornado Watch Procedures

- Staff will be advised on the intercom of tornado watch conditions by an announcement stating, *“There is a tornado watch in our area”*.
- Keep students calm, continue teaching.
- Stay in the classroom unless otherwise instructed.

Tornado Warning Procedures

- Staff will be advised on the intercom or by other means of a tornado warning with an announcement stating *“There is a tornado warning for our area; report to your assigned shelter areas immediately”*.
- Staff and students are to go immediately to designated shelter areas
- If you see or hear the tornado coming, do not wait for an announcement or warning. Go directly to your assigned shelter, students should walk single file, quickly, and quietly, if there is time. If not, curl up on the floor and cover heads with arms.
- If weather and time permit, secure loose items inside and outside of the building.
- If a tornado warning is issued at the end of the school day, keep the students in school until it is safe for them to leave. No student will be dismissed from school during a tornado warning, unless a parent picks up the student.
- Teachers are to take the student grade book with phone numbers and books to read to the students into the shelter area.
- Once everyone is in their safe location, everyone should crouch on elbows and knees and cover the back of head with arms. Since students may need to remain in the protective area for up to 30 minutes or until they receive the “ALL CLEAR”, teachers should take a book to read to students.
- If a tornado should occur during recess, students should safely get to a low area to lie flat on the ground and cover heads and faces with their arms. It is highly probable that if the weather conditions were favorable for a tornado, the students would be inside for recess.
- Tornado shelter areas are to be posted in each room by the fire exit map.
- There will be an “ALL CLEAR” announcement when it is safe.

Flooding

The school is not located in a flood zone but the grounds can become saturated after a heavy rainfall. Outside activities should be cancelled and children will be directed to stay indoors for activities.

SHELTER

DROP, COVER, AND HOLD PROCEDURE

Purpose

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as a tornado or airborne irritants. In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

Scope

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in depth training.
- Emergency management and response personnel will review and provide input into the plan.

SPECIALIZED PROCEDURES

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

Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Outdoor Procedure

When outdoors, students/staff should:

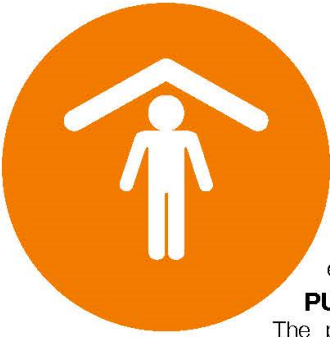
- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.

- Cover their face and head with their arms.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.



SHELTER CONDITION

Shelter is called when the need for personal protection is necessary. Training should also include spontaneous events such as tornado, earthquake or hazmat.

PUBLIC ADDRESS

The public addresses for shelter should include the hazard and the safety strategy.

The public address is repeated twice each time the public address is performed.

HAZARDS MAY INCLUDE:

- Tornado
- Hazmat
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Prior versions of the SRP sourced materials that were current on the FEMA website. As this FEMA guidance evolved, the FEMA information presented in SRP Operational Guidance became outdated.

It is strongly advised to remain current on both FEMA guidance regarding Shelter actions as well as local emergency manager guidance.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Each individual is responsible for sheltering. If there are special needs that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER

Shelter is typically called by the school operator but may be called by students, teachers or first responders.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled once a year.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY VS. "SHELTER-IN-PLACE"

Oddly, one of the most often heard concerns about the SRP is the abandoning of "Shelter-in-place." The reason for this was simple. "Shelter-in-place" is contextual. Students and staff are somehow "supposed" to know which "Shelter-in-place" action to take.

During the initial development of the SRP, local, state and federal resources cited over a dozen different actions associated with "Shelter-in-place." Everything from hazmat to tornado to active violence to holding in a classroom were "Shelter-in-place" events.

PLAIN LANGUAGE ACT

With FEMA recommending plain, natural language,¹ the Foundation introduced the Shelter directive and suggested that rather than saying "In Place" as the action, identification of the hazard and the safety strategy would be more in keeping with the plain language commitment.

Shelter is one of the points where the SRP integrates tightly with school and district safety plans. Local hazards are very real and very important. If "Shelter-in-place" is part of emergency planner tradition and culture, it shouldn't be a stumbling block in implementing the SRP.

The goal of the SRP is that there is a shared, plain, natural language between students, staff and first responders. Evaluate how pervasive "Shelter-in-place" is, throughout the affected populations.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. Original, digital artwork can be provided to organizations that have signed a "Notice of Intent" or a "Memorandum of Understanding" with The "I Love U Guys" Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 4.3 iWork '09. It may be compatible with Pages 6.x for Mac OS X, iOS, or iWork for iCloud beta. Currently, artwork is not available for Microsoft® Word. See FAQs.

NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)

Purpose

Flooding is a natural feature of the climate, topography, and hydrology of Glades County and its surrounding areas. Some floods develop slowly during an extended period of rain. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dikes and levees, hurricanes, and storm surges. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

Core Functions

The County Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school intercom system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

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

B. Activating the EOP

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/superintendent determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

4. 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 Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

TECHNOLOGICAL HAZARDS: CHEMICAL

Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through Glades County on Highway 27. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

Core Functions

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry spills.

The MHES custodial staff inspect cleaning supplies daily.

The school intercom system acts as a warning system to notify staff/faculty and students.

Personal protective equipment are located in a storage unit next to the main office.

A. Operational Functions/Procedures That May Be Activated

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

- Special Needs Population
- Relocation
- Parent-Student Reunification

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

B. Activating the EOP for an External Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is external, the following steps will be taken by the school community:

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

C. Activating the EOP for an Internal Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is internal, the following steps will be taken by the school community:

1. Person Discovering the Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/school resource officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems
- Notify the local fire department and Emergency Management. Provide the following information:
 - A. School name and address, including nearest cross street(s).
 - B. Location of the spill and/or materials released; name of substance, if known.
 - C. Characteristics of spill (color, smell, visible gases).
 - D. Injuries, if any.
- Notify local law enforcement of intent to evacuation.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.

- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Move students away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

HUMAN-CAUSED HAZARDS: INTRUDER

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

Core Functions

MHES will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors must report to the Office.

To prevent intruders on campus, school administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, the school will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation
- Reverse Evacuation
- Lockout
- Lockdown
- Parent-Student Reunification
- Recovery: Psychological Healing

Annex E: Bomb Threat

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., book bags).
 - d. Special needs students remain in place with itinerant teacher.

Administrator or Designee:

1. Contact the Director of Administrative Services: 946-2083, Director of Curriculum and Instruction: 946-2083, or Superintendent of Schools: 946-2083. 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., book bags).
 - 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

Annex F: Active Assailant

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

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 G: 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 Glades County 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, Curriculum, Director of Administrative Services, and the Safety Director. 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 or Superintendent.
- Law enforcement will be notified by the Safety Director.
- Transportation will be notified by the Safety Director.
- Reunification site will be notified by the Safety Director, or Superintendent.
- Emergency management will be notified by the Safety Director or the Superintendent.
- Board members will be notified by the Superintendent.

Annex H: SRO Contracts

Below is a sample of criteria extracted from the contract with the Glades County Sheriff's Office.

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 cooperation 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.

CONTRACT VERBIAGE

A. Training

Each SRO shall be a certified law enforcement officers, as defined in s.943.10(10), with training provided by the GCSO to work with youth at a school site.

Each SRO assigned to the School District shall, at the cost of GCSO, complete mental health crisis intervention training, using a curriculum developed by a national organization with expertise in mental health crisis intervention, before the end of the SRO's first year assignment at the School District, and if this agreement is renewed, on-going similar training each year after.

B. Assignment of School Resource Officers

1. The GCXO shall assign SRO's to work with the School District pursuant to a mutually agreed schedule.
2. The SRO's shall be available to assist at all school locations to respond to emergencies on an as needed basis, but each SRO shall specifically be assigned a particular school.

C. Duties of a School Resource Officer

1. The SRO is a law enforcement officer of the GCSO and is not an employee or agent of the School District. The SRO's duties and functions while assigned to the School District are law enforcement.
2. The SRO will assist school personnel with maintaining order in and about the school, and rendering assistance to prevent or respond to student unrest or any other security risk both within the school and outside the school, that poses a danger to the student or others, and interacting in a positive, professional manner with all students, parents, School District staff, and other persons who the SRO may encounter while on assignment in the School District.
3. Should it become necessary to conduct law enforcement related interviews with students, the SRO shall adhere to the policies of the School District and the GCSO, Florida Statutes, and other legal requirement with regard to such interviews.
4. As soon as practical, the SRO may make the principal of the school aware of law enforcement action taken on the school premises. At the principal's request, the SRO may take appropriate law enforcement action against intruders, and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of the law.
5. The SRO shall not act as a school disciplinarian, disciplining students is a school responsibility.

Annex I I: School Attachments

Attachments

Attachment A. School Emergency Plan and Contact Information

Attachment B. Department Organizational Chart

Attachment C. Computer Hurricane Checklist

Attachment D. School Maps

Attachment E. Evacuation Route Maps

Attachment F. Shelter-in-Place Map

Attachment G. Water and Electrical Map

Attachment H. Camera Locations Map

Attachment I. Forms

Attachment A. School Emergency Plan and Contact Information

School Name:		Telephone	
Street Address:		Fax	
City / Zip Code		Principal Email	

	Name / Contact	Emergency Phone	Emergency Management Team Roles
Principal:			
Assistant Principal:			
Assistant Principal:			
Superintendent:			
Dir. Admin. Services:			
SRO:			
School Nurse:			
Guidance Counselor:			
School Secretary:			
Bookkeeper:			
Data Processor:			
Transportation Dept:			
Food Service:			
Main. Supervisor:			
Custodian:			
FPL:			
Glades Utility Authority:			
Glades Gas:			
Police:			
Fire Rescue:			
Poison Control Center:			
Emergency Mgmt:			
Glades Co. Sheriff's			
Glades Co. Fire			

Emergency Management Team Assignments

On-site teams to provide immediate emergency management

Evacuation Team

Evacuates students and staff to an evacuation area or to a staging area prior to transportation to a shelter.
(list leader first)

Reunification Team

Charged with reunifying students and parents.
Designate reunification area.

Accountability Team

Responsible to secure current roster and emergency cards for all students and ensure that all students and staff are accounted for

Communications Team

Charged with communicating with the parents regarding the status of school evacuation and with contacting District support for Command

Crisis Intervention Team

Provides psychological counseling for students and staff

First Aid / Medical Team

Responsible for first aid care of injured and/or ill

Security Team

Responsible for prevention of intrusion onto campus during the emergency

Reunion Gate Team

Reunites parents or guardians at Reunion Gate

Designate Primary and Secondary meeting locations for each Emergency Management Team

TEAM	LEADER	PRIMARY LOCATION	SECONDARY LOCATION
Evacuation Team			
Reunification Team			
Accountability Team			
Communication Team			
Crisis Intervention			
First / Aid Medical			
Security Team			
Reunion Gate Team			

Area / Building Coordinators

Staff members assigned to an area during a lockdown or other emergency situations. Coordinators are responsible for implementing the applicable crisis plan as directed in their area. Coordinators provide leadership for faculty staff and students during an emergency situation.

Area / Building	Coordinator	Cell Phone Number	Land Line Extension

Backup Area Building Coordinators

Backups will be named for each area / building at the beginning of each school year.

Area / Building	Coordinator	Cell Phone Number	Land Line Extension

Designated On-Campus
Evacuation Assembly
Area

Designated On Campus
Alternate Assembly
Area

On-Campus Parent
Reunification Site

Off-Campus Parent
Reunification Site

Designated Off-Campus
Evacuation areas

Transportation
Evacuation
Procedures

STAGING AREAS

Certified Bus Drivers

MASTER KEYS

Personnel with Master Keys to School: Principal Assistant Principal Assistant Principal SRO Custodian Bookkeeper Data Processor Reading Coach Reading Coach Guidance Counselor	Name	Emergency Phone	Emergency Management Team Roles

Location of Material	
Safety Data Sheets	

Emergency Shutoff Locations for:

Water	
Electricity	
Natural Gas	

Fire Alarm Location	
Automatic Detection?	

Location of PA System	
Computer Server Locations	

Surveillance Camera Locations	
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Surveillance Monitoring Station (s)	
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Satellite / Television Control Center	
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Incident Command Team*Responsible for directing and documenting emergency activities*

Incident Commander (Principal)
Responsible for directing emergency operation

Agency Liaison

Coordinates with outside agencies

Backup Incident Commander		Backup Agency Liaison	
Public Information Officer <i>Official spokesperson during emergencies</i>		Safety Coordinator <i>Ensures emergency activities are conducted safely throughout crisis</i>	
Backup Public Information Officer			

Indicate where the Incident Command Team will meet during an emergency		Primary Location	Secondary Location
		Front Office	Cafeteria
	Site Location	Phone Extension	Cell Phone (if available)
Plant Manager			
Keeper of Parent List Information			
	Location	Custodian of Records	Contact Number
Locations of the Crisis Kits			

Emergency Plans for Loss of Utilities

Water	<i>Use alternative water source for drinking water, fire suppression, food service and toilets</i>
Drinking Water	
Food Service	
Toilets	

Fire Suppression

--

Electricity *plan should provide alternative electrical source for ventilation and emergency lighting*

Electrical/Lighting

--

Communication *plan should provide alternate methods of communication in the event of the loss of the following:*

Telephone Service

--

Cellular Service

--

**Walkie-Talkie
Service**

--

School Intercom

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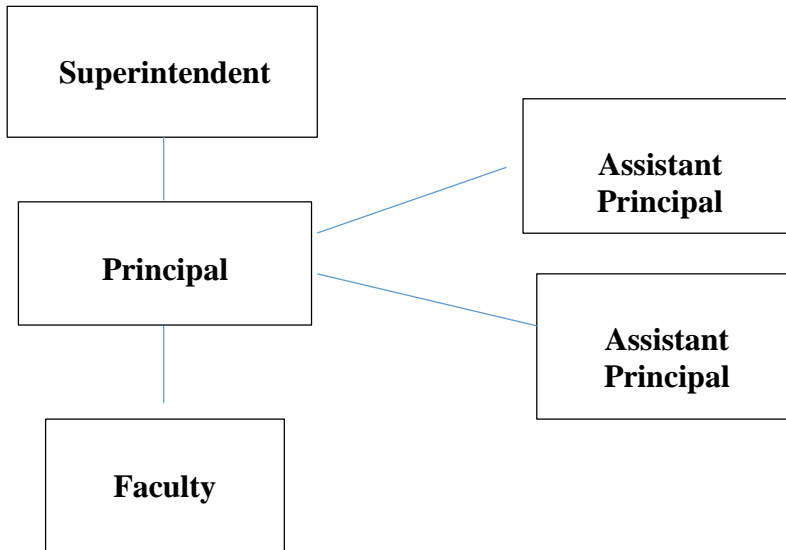
Special Certifications

CPR/AED/First Aid

Name	Expiration

Attachment B. Department Organizational Chart

School



Attachment C. Computer Hurricane Checklist

LAPTOP/DESKTOP COMPUTER HURRICANE CHECKLIST

1. All **LAPTOP** computers are to be taken with you when you leave before the storm.
2. All **DESKTOP** computers and monitors should be covered per instructions below by each employee and kept at the office.
3. INDIVIDUAL EMPLOYEE HURRICANE KIT TO INCLUDE:
 - Three or more heavy-duty trash bags.
 - Self-adhesive labels and a marker.
 - Zip-ties.
 - Computer Hurricane Checklist Instructions

INSTRUCTIONS

To Disassemble Your Workstation Before the Storm

1. Shut down computer, turn off monitor.
2. Turn off printer, and unplug the power.
3. Unplug all cables from the Cisco phone and the wall.
4. Detach all cords from the back of the workstation or docking station.
5. Detach all cords from the back of your monitor, speakers and telephone accessories.
6. Unplug everything from the UPS unit. Turn UPS unit off. Unplug it from the wall.
7. Neatly bundle all cables together.
8. If you have a laptop, set it aside and plan to take it with you.
9. Place the monitor in one bag. Place the desktop computer in a separate bag. Then place the phone, speakers, keyboard, mouse, UPS, and cords in another bag. If you have a desktop printer, place it in a separate bag.
10. Tightly seal the bags with the ties provided in the “Hurricane Kit”. With a permanent marker write the name of the person who uses that equipment on the label and place the label on the outside of the bag.
11. Place bags on top of a desk or in another raised location safe from water damage.
12. If you set aside a laptop, take it with you when you leave the building

To Re – Assemble Your Workstation after the Storm

1. Confirm building and electrical are safe prior to entering the area and re-assembling workstation.
2. Make sure there is no standing water on the bag that will leak onto the equipment when the bag is opened.
3. Carefully open the bags and remove the equipment.
4. **If equipment is wet, do NOT attempt to reconnect anything - Call the Service Desk!**
5. Plug UPS into the wall and then turn the UPS on.
6. Place monitor on desk and plug in the power cord and video cable.
7. Place workstation or docking station in original location and reconnect all cables. This could include: speakers, power, monitor, keyboard, mouse and network cables.
8. Reconnect phone and any additional telephony accessories.
9. Plug all power cords back into the UPS. Turn the monitor and computer back on.
10. If there are any problems with the equipment after reconnection call I.T. immediately.

Attachment D. School Maps

Attachment E. Evacuation Route Maps

Attachment F. Shelter-in-Place Map

Attachment G. Water and Electrical Map

Attachment H. Camera Locations Map

Attachment I. Forms

All forms necessary to execute the School Safety Plan.

- Bomb Threat Response Form

Plan Maintenance

The School's Emergency Management Plan will be reviewed annually by the Principal. The Principal is responsible for the development and maintenance of this plan. All changes made to this document will be officially recorded in the Record of Changes. Once changes are finalized, they will be promulgated to all school faculty and to Emergency Management. The implementation of the procedures outlined in this plan will also be the responsibility of the Principal.