

SCHOOL DISTRICT EMERGENCY MANAGEMENT PLAN CRITERIA

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I. INTRODUCTION

The introduction of the plan describes the purpose, scope, and methodology of the plan and provides general content descriptions. Emphasis should be placed on actions for preparedness, response, recovery and mitigation from all emergency levels (i.e., minor to catastrophic)

A. Purpose

The plan includes a statement of purpose that describes the preparedness, response, mitigation and recovery activities as developed in the plan and its annexes and appendices.

B. Scope

The scope of the plan describes the various types of emergencies that can occur within the jurisdiction. It identifies selected tasks for response, establishes direction and control, coordination between municipal, county, state and federal agencies, and outlines actions necessary for recovery and mitigation efforts following a disaster.

C. Methodology

The methodology used to formulate this plan is of the utmost importance. Since an integral part of the planning process is teamwork, it is imperative to recognize the plan compilation team. Identify all the local agencies, departments, boards, associations and organizations (i.e., public, private, and volunteers) which performed an active part in producing this document.

II. SITUATION

This section describes the potential hazard considerations and demographics of a given district. In order to prepare and plan for emergencies that might affect operation, it is necessary to understand the hazards that could potentially disrupt services. With a comprehensive examination of the hazards and their impact, it becomes possible to adequately plan comprehensive strategies.

A. Hazards Analysis

The hazard analysis identifies and lists potential site-specific hazards that could impact a given campus. Hazards should be ordered in terms of frequency of its occurrence and the severity of each hazard. This list may include, but is not limited to:

- student violence
- weapon-use and hostage situations
- vandalism
- severe weather events (thunderstorms, hurricanes, severe storms)
- geographic conditions (flood prone areas, drainage patterns)
- critical infrastructure disruption (security systems, computer threat, utilities disruption)
- major transportation incidents
- non-student/non-faculty trespassing
- threats of attack, bomb threats
- hazardous materials or toxic chemical spills
- exposure as a result of a manmade emergency

B. Demographics

Identify the population of the district. In addition to a total number count of the population, the following elements should be included in the description:

- number of students
- administrative/faculty employees
- special needs population
- support personnel or volunteers

III. CONCEPT OF FUNCTIONS

It is important to view the multiple phases of emergency management in terms of the "all hazards" approach, otherwise referred to as Comprehensive Emergency Management (CEM). Each phase is time specific, and will consist of specific actions within each area.

A. Action Checklist for Mitigation/Prevention

- Connect with community emergency responders to identify local hazards. This includes at minimum:
 - ❑ law enforcement
 - ❑ fire/rescue
 - ❑ emergency management
 - ❑ public health
- Review the last safety audit [include sample checklist] and Safety and Security Self-Assessment to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your district.
- Establish Threat Assessment teams using [US Secret Service Threat Assessment in Schools guide](#).
- Encourage staff to provide input and feedback into the crisis planning process.
- Review incident data (possible sources: [School Environmental Safety Incident Reporting \(SESIR\)](#), [county emergency management](#), local crime statistics).
- Determine the major problems in your schools with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.
- Parent education activities – informing parents of how they will be informed as well as their responsibilities in the event of a school emergency.

B. Action Checklist for Preparedness Activities

- Review current crisis plans from the district, schools, and community.
- Review [current laws](#) and [best practices](#) on school safety planning.
- Identify all stakeholders involved in crisis planning.
- This should include at a minimum:
 - ❑ law enforcement
 - ❑ fire/rescue
 - ❑ emergency management
 - ❑ public health
 - ❑ district and school representatives (instructional and non-instructional to include student services, facilities/maintenance, food service, transportation, etc.)
 - ❑ parent representatives

- Develop a “concept of operations” including an organizational structure (who is in charge, etc.)
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students and staff during a crisis.
- Establish alternate relocation point procedures:
 - evacuation staging
 - points of command and control during crisis
 - assigned fallout areas
- Prepare a training and exercise/drill plan for district staff to meet current requirements.
- Gather information that exists about the school facility, such as maps and the location of utility shutoffs ([1013.13, F.S.](#)).
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis for both the district and the schools. This may include at a minimum a “go kit” with:
 - first aid supplies
 - emergency contact information
 - attendance information and release forms
 - campus blueprints or site plan
 - communications equipment (bullhorn, radios, cell phones, etc)
- Direct schools to identify key areas for staging, command, media, and parent reunification.

C. Action Checklist for Response Activities

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system and critical incident team.
- Ascertain whether an evacuation; reverse evacuation/lockdown; or shelter-in-place needs to be implemented.
- Account for all students and staff.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

D. Action Checklist for Recovery

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.

School District Emergency Management Plan Criteria

- Conduct debriefings as appropriate with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into plan revisions and training.