

POLICY ON SCHOOL SAFETY

Adopted and Effective: September 28, 2023

This is the School Safety Policy/Plan of Bold City Education, Inc. (the "School"). This policy is intended to comply with the requirements of the Marjory Stoneman Douglas High School Public Safety Act (as amended), Rule 6A-1.0018, Florida Administrative Code, Rule 6A-1.0017 Florida Administrative Code, and other relevant laws. This policy shall be considered confidential and exempt from disclosure under the Public Records Act, pursuant to Section 119.071(3), Florida Statutes.

1.) School Safety Specialist

The President(s) shall either serve as or designate a staff member to serve as the School Safety Specialist for the school. The identity of this person should be reported annually to the Governing Board. The School Safety Specialist is required to attend trainings regarding school safety procedures from the district and state. The individual shall also serve as a member of the Threat Assessment Team and shall be the point of contact for the Duval County School District School Safety Specialist.

2.) Emergency Procedures (Active Assailant Response Plan)

The School has adopted Emergency Procedures which are incorporated by reference in Exhibit "A." All school personnel must be trained annually on the protocols set forth in the Emergency Procedures no later than October 1 of each year.

3.) Safe School Plan

The School currently submits a Safe School Plan annually to Duval County School District. The Safe School Plan is incorporated into the School Emergency Procedures. *See* Exhibit "A."

4.) Threat Assessments

The School will utilize the "Behavioral Threat Assessment Policies and Best Practices" for purposes of establishing procedures for the School Threat Assessment Team (STAT). A copy of the Behavioral Threat Assessment Policies and Best Practices is attached hereto as Exhibit "B" and made a part of this policy. This policy should be referenced for all questions related to composition of the STAT, training for STAT members, recordkeeping, and procedures for conducting threat assessments and providing ongoing monitoring for identified threats.

5.) Parent Notification and Access to Information

Parents of charter school students have a right to the timely notification of threats, unlawful acts, and significant emergencies. If there is a threat to the health and safety of students and faculty on school grounds, during school transportation, or during school-sponsored activities, the Principal, or a designee, will provide parents with timely notification of the incident. In the case of an imminent threat of harm to students, including an active assailant incident or hostage situation, notification to parents must be made as soon as practicable. Such notification should be made in consultation with local law enforcement and first responders in order to avoid compromising the safety of students and the efficacy of the emergency response and investigation.

The extent of the information provided in the notice will depend on the individual circumstances of the event. In determining the content of notifications to parents, school personnel must consider including specific information about the threat or incident necessary to inform parents and safeguard the

community as determined by the threat assessment team or the Principal. Such information may include the date and time of the incident, the location and nature of the threat or incident, how and whether the threat or incident was resolved, a description of the suspect (where applicable), crime prevention and safety tips, and crime and threat reporting information. Notifications must be made in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, 34 C.F.R. Part 99, and Section 1002.22, F.S.

Examples of unlawful acts and significant emergencies requiring notification to parents, include, but are not limited to:

- Fires
- Natural emergencies, including hurricanes, tornadoes, and severe storms
- Active assailant and hostage situations
- Bomb threats
- Weapons possession or use when there is intended harm toward another person
- Murder, homicide, or manslaughter
- Sex offenses, including rape, sexual assault, or sexual misconduct with a student by school personnel
- Exposure as a result of a manmade emergency
- Specific and articulable threats of harm against an individual or individuals
- Other significant events

Reunification. Employees should follow the reunification procedures set forth in the Emergency Procedures.

6.) SESIR

School Environmental Safety Incident Reporting (SESIR) will be implemented with fidelity throughout the school year in accordance with Rule 6A-1.0017, Florida Administrative Code. SESIR incidents that require a SESIR report pursuant to the rule will immediately be reported to the School Resource Officer or to another Law Enforcement Officer. The Principal or designee will be responsible for reporting each SESIR incident and will undergo the required SESIR reporting training. Pursuant to Section 1002.33(9)(r)2., Florida Statutes, parents of charter school students have a right to access school safety and discipline incidents as reported through SESIR.

7.) Involvement of Law Enforcement

In the event of an imminent threat or actual occurrence of harm to any persons in the school community, the Principal or their designee will immediately contact law enforcement and notify them of the incident. The administration will also consult with law enforcement for all Level I and Level II SESIR offenses, as identified in Rule 6A-1.0017, Florida Administrative Code. This is not intended to limit the authority of school personnel to involve law enforcement in any matter relating to a suspected or actual violation of the law or in any other circumstance warranting the involvement of law enforcement.

8.) Safe-School Officer

The School shall comply with Section 1006.12, Florida Statutes, and ensure that a safe-school officer is present on campus during the school day when the campus is open for instruction. The School has adopted a separate Guardian Policy which addresses the requirements for Guardians, which is incorporated herein as Exhibit "C."

9.) FortifyFL

The School will adequately promote the use of FortifyFL, the mobile suspicious activity reporting tool operated by the State of Florida. The Principal or their designee will ensure that there is a FortifyFL link on the school's website, at least two newsletters per year will make reference to the service, and posters will be made available on the community bulletin board. In addition, the application will be installed on all mobile devices issued to students, and the site will be bookmarked on all computer devices issued to students. The Board will designate one or more persons who are authorized to receive tips through FortifyFL and ensure that accurate and up-to-date contact information is timely maintained in the FortifyFL database.

10.) Mobile Panic Alert System

The Principal or their designee shall annually review options for a mobile panic alert system and ensure that the system is installed, and that appropriate staff members are trained in the use of the system. The Principal or their designee will work with emergency services to ensure the system is set up and operating appropriately. The mobile panic alert system will meet the requirements set forth in Section 1006.07(4)(c), Florida Statutes. The mobile panic alert systems must include mobile devices placed throughout the school campus. In determining the number and placement of devices needed to afford all staff members the ability to silently and easily activate the panic alert in the event of an on-campus emergency, the school must consider using a combination of fixed panic alert buttons, mobile and desktop applications, landline phone capabilities, and wearable panic alerts (such as on a lanyard).

11.) Florida Safe Schools Assessment Tool (FSSAT)

In order for the Duval County School District School Safety Specialist to complete the school security risk assessment at the school, school personnel will cooperate with the School Safety Specialist's requests for information and access. The Board and administration must ensure that any information needed for required reporting of safety information within FSSAT is timely provided to Duval County School District according to their policies, as necessary. The school will also cooperate with the Duval County School District School Safety Specialist in allowing first responders and public safety agencies to tour the campus every three years to provide recommendations related to school safety.

12.) Emergency Drills

The School Safety Plan will clearly document the procedures and details for drills and emergency evacuations. All students and staff members shall be made aware of the plan. Maps highlighting the escape routes for fire drills will be posted in all school rooms and provided to students and staff if requested.

- **Requirements for Drills.** All persons on the campus during an emergency or fire drill must participate in the drill. During emergency drills, fire drills, and during actual emergencies, the School's staff will use plain language to communicate the nature of the emergency and instructions to students and staff. Plain language means communication that can be understood by the intended audience, which is free of coded language, jargon, and acronyms, and meets the purpose of the communicator. The School will vary the conditions of emergency drills and fire drills. Drills must

be held at both expected and unexpected times and under varying conditions that require school staff, students, and building occupants to take protective actions based on the specific circumstances of the simulated incident. The time of day in which emergency drills and fire drills are held must be varied. In setting the drill schedule, the School's administration must consider drills beginning at nonstandard times, such as within an hour of the start of the school day, during lunch, when students are between classes, or within an hour of the end of the school day. Emergency drills and fire drills must test all applicable functions included in the threat scenario, such as panic buttons, participant movement (lockdown, shelter-in-place, or evacuation), simulated communications with first responders, notification to parents, and appropriate protective actions, such as turning off lights, and covering windows. Emergency drills and fire drills must be conducted in accordance with developmentally appropriate and age-appropriate procedures.

- **Frequency:** Fire drills must be completed monthly or as often as otherwise required under Florida's Fire Prevention Code. The School will conduct six (6) emergency drills every school year that are nonconcurrent with fire drills. One (1) emergency drill must take place within the first ten (10) days of the beginning of the school year, and the remaining drills must take place at least every forty-five (45) days that school is in session. Four (4) of the six (6) emergency drills must address active threats. The remaining two (2) drills must address other emergency events, such as severe weather, natural disasters, hazardous materials, or reunification. Law enforcement officers must be physically present on each school campus and directly involved in the execution of active assailant emergency drills, unless their presence is determined to be unnecessary by the sheriff.
- **After Action Reports:** An after-action report must be completed following each emergency drill and fire drill. After-action reports must identify the type of drill, location and date of the drill, participants, and involvement of law enforcement or other public safety agencies. In addition, the after-action report must describe actions taken by participants, must analyze areas of success and areas where improvement is needed, and include input from public safety agencies and a plan for corrective action. After-action reports must be submitted to the Duval County School District School Safety Specialist for review fifteen (15) calendar days following drill completion, or as otherwise required by Duval County School District.

13.) Hurricane Closures

The School will follow the same emergency closures as Duval County School District. Parents should monitor local news outlets during inclement weather. If the public schools are closed, the School will also be closed. In the event that multiple closures occur and time must be made up, school days will be added according to the adopted amended school calendar by the school's governing board.

14.) Submission of Documents to District

All relevant forms and documents may be found in the Emergency Binder at the front desk. The School will timely submit all required documentation related to school safety, including, but not limited to, the following:

1. FSSAT plan submitted annually to the state.
2. Annual Safe School Plan for Evacuations provided to Duval County School District, by submitting in Charter Links, by prescribed due date.
3. Annual Student Crime Watch Program- *FortifyFL* 1006.07(3) F.S., and compliance with posting requirements, 943.03, provided to Duval County School District.
4. First Responder/ Law Enforcement Agency Tour of school site (every 3 years; 1006.07(6)(a)(4))

- F.S) provided to Duval County School District.
5. Annually schedule and conduct periodic testing of Communications Systems, 006.07 (4)(c) F.S. Submit Communication Test to Duval County School District.
 6. Annual Duval County School District Weapon Use, Hostage, and Active Assailant Situation Training each year with local Law Enforcement. 1006.07(4)(b)(1) F.S. Submit Attendance Verification Form to Duval County School District.

Board Secretary Certificate

I hereby certify that the foregoing Policy on School Safety was adopted by a majority vote of a quorum of the Governing Board of Directors at a duly noticed meeting held on September 28, 2023.

Board Secretary

Printed Name

EXHIBIT A

Emergency Procedures

[attachment follows]



San Jose Prep
San Jose Primary

Emergency Manual 2023-2024

Saran Thurlow - Principal

Revised on June 7/24/2023

CONTENTS

Chapter 1	Reference Numbers and Information
Chapter 2	Notification Chain and Numbers
Chapter 3	Action / Prevention Plan
3-1	School Safety Plan/Mental Health
3-2	Family Reunification
3-3	Fire Prevention / Procedures
3-4	Bomb Threat
3-5	Weather/Natural Disaster
3-6	Weather / Natural Disaster
3-7	Hazardous Materials
3-8	Suspicious Packages/Mail
3-9	Utilities Emergencies
3-10	Civil Disturbances
3-11	Abducted / Missing Child
3-12	Death Serious Injury / Illness
3-13	Off Campus Emergencies
3-14	Pandemic

Chapter 4

School Safety / Standard Response Protocol

4-1	Standard Response Protocol
4-2	Active Assailant Procedure
4-3	Intruder
4-4	Hostage

Addendum #1

Duval County Public School Mental Health Plan

Addendum #2

Family Reunification Plan

This manual is provided for use in emergencies. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations.

Chapter 1

REFERENCE NUMBERS

Public Safety / Utility Numbers

Jacksonville Sheriff's Office	(904) 630-0500
Jacksonville Fire Rescue	(904) 630-0434
Jacksonville Transportation Authority	(904) 632-5530
Department of Family and Children's Services	(866) 762-2237
Jacksonville Utilities	(904) 665-6000
FDLE	(904) 209-3180

Emergency Websites

District Crisis Response Hotline (Child Guidance Rapid Response Team) - 904-390-2535

FortifyFL www.getfortifyfl.com

Homeland Security www.whitehouse.gov/homeland

National Weather Service www.wrh.noaa.gov

FEMA www.fema.gov

FDLE www.fdle.state.fl.us

Chapter 2

Notification Chain and Numbers

Emergency Call Numbers		
Title/Company	Responsible Parties	Contact #
Principal	Sarah Thurlow	904-445-8789
Assistant Principal	Lyndsey Renaud	904-534-3025
Dean of Students	Amaziah Drummond	904-288-1188
Guardian	Chris Santos	813-244-2440
Facilities	Ethan Benton	904-729-2360
Ex. Director of Student Services	Catherine Cimerman	904-337-4090
President of Academics	Saul Bloom	904-601-6540
President of Operations	Amanda Glancy	904-729-5988
Chief Operations Officer	Ryan Rewey	904-729-6375
Chief Legal Officer	Amy Kisz	904-430-3231

Critical Response Team

Name	Title	Contact Number	Email address
Sarah Thurlow	Principal	904-445-87889	sarah.thurlow@sanjoseschools.org
Amaziah Drummond	Dean	904-288-1188	amaziah.drummond@sanjoseschools.org
Chris Santos	Guardian	813-244-2440	christopher.santos@sanjosesupport.org
Ethan Benton	Facilities	904-729-2360	ethan.benton@sanjoseschools.org

Behavioral Threat Assessment Team

Name	Title	Contact Number	Email address
Lyndsey Renaud	Assistant Principal	904-534-3025	lyndsey.renaud@sanjoseschools.org
Amaziah Drummond	Dean	904-288-1188	amaziah.drummond@sanjoseschools.org
	Mental Health		
Sharmonique McDaniel	JSO SRO		Sharmonique.Mcdaniel@jaxsheriff.org
Chris Santos	Guardian	813-244-2440	christopher.santos@sanjosesupport.org

Notification Chain / Protocol

Class 1 Incidents Contact: Dean of Students / Guardian / Principal

- Disorderly Conduct / Fight
- Minor Theft
- Child Left on Property
- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue

- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents Contact: Dean of Students / Principal / Guardian / Principal

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Principal / Guardian /Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder

Chapter 3

Action/Prevention / PREVENTION PLAN

To be as prepared as possible, it shall be the responsibility of the Principal to ensure that his or her school remains in the most prepared state possible. This shall include, but not be limited to:

- Verifying that the Principal or his or her designee have been notified when any of the incidents listed within this plan occur.
- Having in place an approved protocol for early dismissal should an incident listed within this plan arise.

- Verifying teachers carry a copy of their roles always and are familiar with their assignments.
- Verifying the campus is safe and secure with classroom doors and or exit doors locked per school policy, at all times.
- Verifying all special needs persons are considered in their school emergency management plans.
- Ensuring that all student medications are accounted for and included in any long-term evacuation.
- Visitors check into the school main office for passes.

Family Reunification Centers are well defined in the school plans.

- Having in place an approved Crisis Response Team with clearly defined assignments for members.
- Alternate evacuation sites are suitable for Special needs persons and remain confidential except to staff and law enforcement only.

3-1

SCHOOL SAFETY PLAN – SB 7026

The School Safety Specialist for San Jose Schools will be Barrington Prawl. Director Prawl can be reached at or at (904)729-7374..

San Jose Schools does intend to participate in the Aaron Feis Guardian Program as provided in SB 7026, so long as the DCPS board allows charter schools to do so.

This plan, and all its components, was approved by the Board of Directors.

Mental Health Plan

San Jose Schools has opted into the 2023-2024 Duval County Public Schools' Mental Health Allocation Plan. Resources available to San Jose School students include:

- Mental Health Therapy
- Youth Mental Health First Aid Training

- Universal Screening

****Please refer to the Duval County Public Schools' Mental Health Plan (Addendum #1) for detailed information.**

3-2

FAMILY REUNIFICATION

The reunification process can be used for a variety of emergencies (hazardous materials, severe weather, fire, flooding, school violence, or other manmade or natural events) that may require us to leave campus and relocate to another location. The reunification plan guides the orderly and coordinated reunification of students and families.

The objective of the reunification plan is to ensure that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

****Please refer to Family Reunification Plan (Addendum #2) for more details**

3-3

FIRE PREVENTION / PROCEDURES

In the event of a fire within the school building: Sound the alarm immediately! Notify the school office.

- Office personnel should notify the appropriate Fire Department.
- The principal or their designee, will meet the first responders / Fire Rescue. The designated person(s) will provide a master key or keys, floor plan, and information about the fire to the first responders / fire rescue and shut off all gas and power where needed. Staff persons will carry their issued portable radio.
- It shall be the Principal's responsibility to ensure that the building has been searched and all students /staff are accounted for.

Evacuate the building according to the following procedures:

- Designate persons to fight small fires, nothing potentially explosive, with fire extinguishers only.
- Staff should not use water on electrical fires or attempt to fight fires involving possible explosives, toxic chemicals, or hazardous materials.
- The school Crisis Response Team will determine the best route of evacuation and a point of check-in to assure accountability. Take your Emergency Response Folder with you.
- Students should walk out of the designated exit in a quiet orderly manner. Each teacher should check the classroom and be the last individual to leave.
- Staff members will ensure that windows and doors in their areas are closed and unlocked if possible.
- Teachers and staff will take their class or personnel list and Crisis Verification sheets with them when they exit the classroom or assigned work area.
- Students and staff must go to a designated area that is a minimum 300' from the building. Evacuation may need to exceed school property to achieve the required 300'
- Teachers will be responsible for students under their supervision and will take attendance accounting for each one. Children and staff who are unaccounted for are to be reported to the Principal /Assistant Principal or designee immediately.

The fire drill plan for evacuating the building will be posted in each classroom and common areas. If the usual evacuation route is blocked, use an alternate route as directed by the teacher or staff member in charge.

Access roads will need to be kept open for emergency vehicles. The Principal will designate an individual or group of individuals to ensure that all access roads are open. This may mean evacuating the opposite direction of oncoming emergency vehicles.

Students and staff members will be allowed to return to the building at the direction of the Principal, only upon the recommendation of the fire department and public safety.

Every school must determine evacuation sites, alternate evacuation sites and family unification centers.

During fire drill, you must evacuate 300' from the building and comply with the NFPA 101, Life Safety Code regulations 11-7.1 and 9-7.7

School Safety Drills will be held on an ongoing basis and will be documented by the Dean.

BOMB THREAT

Call Procedures:

If a bomb threat is received by phone:

Remain calm. Keep the caller on line for as long as possible. DO NOT HANG UP, even if the caller does.

- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to inform the Principal immediately, who will contact JSO. In the absence of the Principal, notify the Assistant Principal.
- If your phone has a display, copy the number and /or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.

If a bomb threat is received by a handwritten note:

Call a member of the administration team. Handle notes as minimally as possible.

If a bomb threat is received by email:

Call a member of the administration team. Do not delete the message

Time call was received:
Phone number:
Time call ended:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

DO NOT:

- Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb.
- Evacuate the building until directed and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package. Bombs can be hidden in objects like briefcases, tool boxes, pipes, backpacks.

A RESPONSE TEAM FROM LAW ENFORCEMENT WILL BE DISPATCHED TO CLEAR THE FACILITY AND ENSURE THAT THERE IS NOT A SECONDARY DEVICE.

Signs of a suspicious package

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

WEATHER / NATURAL DISASTERS

3-5

Tornado:

Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures shall be used.

Weather radios will be kept on alert and monitored at all times to include system portable radio.

If a warning or watch is announced on the radio or television, the Principal and/or Assistant Principal will inform staff and families what the schedule will be.

The order to evacuate will not be made at the school level.

Codes:

Tornado Watch: *Conditions are favorable for tornadoes or severe weather.*

Tornado Warning: *A tornado being sighted.*

To signal a tornado warning:

- Upon being notified of a tornado warning, Emergency Dispatch will verify notification of schools and observe the evacuation of portable classrooms and other affected areas.
- The schools will designate runners to verify that all staff know how to evacuate.
- It will be the teacher's or designee's responsibility to maintain the **Classroom Evacuation Log**". Time of notification and time completion of evacuation will be noted on log.
- When notified by administration of a tornado warning, all portable buildings and other affected areas will be evacuated. All students and staff must report to the areas
- assigned to them per the school's tornado and severe weather plan, giving specific attention to anyone with special needs in need of additional assistance.
- The school will post two spotters, to observe weather conditions. If weather conditions worsen, the spotters will move indoors to safety while keeping the school administration informed. Two-way radios must be left on at all times to stay abreast of any situation.
Administration will notify staff of "all-clear".

SCHOOL LEVEL

School level tornado and severe weather plans should include protocols for any after school activities that take place on campus. These should include, but are not limited to sports events, plays, concerts, and banquets.

Steps of Action during a drill:

Do not use any area door as a staging place within 25' of an exterior during a tornado drill.

- Students should proceed to their designated positions against the wall and assume a sitting or bottom kneeling position, head down, and use hardcover books to protect their heads.

- Students and staff in unsafe locations at the time of the drill will go to assigned locations
- Staff members are to close all doors and windows before exiting into a tornado safe area.
- **Being quiet is extremely important so that directions can be heard.**
- Teachers should keep their class rosters with them during the drill to verify classroom count.
- Teachers and staff should ensure that persons in their care are following all drill or emergency procedures.

The all clear signal will be verbal command over the phone intercom system and via walkies for individuals in possession of one. An announcement will be made by the Principal or designee.

3-6

Earthquake:

Steps of Action:

- Office personnel make an announcement to assume duck, cover, and hold position.
- Principal/designee will shut off all water supplies and gas valves and electricity if necessary.
- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedure should be used.
- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, send a Response Team to locate a safe path of travel. You should move to an area on the school campus that is not located near the electrical lines that could pose a hazard if broken or fall.
- Office personnel contact the Principal or designee and request assistance from the Crisis Response Team.
- Plan for alternate routes to evacuate buildings during earthquake drills.
- Do not light any matches or candles if an earthquake occurs.

Hurricane:

Although our schools will be closed during a hurricane, there are precautions that must be taken to ensure readiness for a potential disaster and/or the use of the schools as an emergency re-entry shelter. The schools will not be used as an emergency shelter during a hurricane.

The Co-Prsidents/designee will stay in constant contact with the local Emergency Management personnel when a hurricane is imminent. Only the Co-Presidents or their designee will make the decision to close school.

School Responsibility

- In the days prior to a hurricane it will be the Principal or his/her designee's responsibility to ensure that all;
 - NOAA radios are operating properly and have new batteries.
 - The campus is alert to the possibility of tornadoes/hurricanes.
 - Student information computer files are continuously updated and accurate.
 - Permanent records are relocated to an interior portion of the school to lessen water damage from broken windows or doors. Computer servers are disconnected by Robert Beaty or a member of the Miller Network Innovations team, and packaged for safe transportation away from any optional weather damage.
 - TV's, electronics, and computers are covered with plastic bags and stored to avoid possible flood damage.
 - Gas and water are turned off if authorities advise.

The Campus Emergency Management Procedures guide will be part of the school's evacuation kit.

Radiological Emergencies:

When notified of a radiological disaster you must:

- Close all windows, doors, and turn off all kitchen equipment, A/C and heating units, and fans. It will be the responsibility of the Principal or his or her designee to send runners and verifying that this has been accomplished.
- If a facility is located within the 50 miles "ingestion pathway zone" for radiological emergencies, local EMA can help with this.

Mass Casualty Incidents:

It will be the responsibility of the school Crisis Response Team Leader to assign TWO PERSONS capable of identifying students, to remain with E.M.S and complete Mass Casualty Logs as directed by public safety.

These logs are a two-part document, and will be supplied by the E.M.S site supervisor. One part will remain with E.M.S. and the other will be delivered to the Principal/Co-president or their designee for family and or media notification.

All media responses will be forwarded to the Co-President or designee. Do not use the name or names of persons affected over any walkie-talkie or radio.

Floods:

If major flooding occurs within the school;

- Remove all students and staff from the affected areas and open doors to allow unrestricted water flow if necessary.
- Notify Maintenance immediately
- Maintenance will turn off utilities at main switches. Staff will unplug appliances, equipment, and will not touch electrical equipment.
- Maintenance will immediately evaluate the affected area and determine what precautions may be needed at that time.
- Do not allow anyone to drink any tap water until maintenance arrives.
- If moving students and staff outside, be aware of and stay away from downed power lines.

If necessary maintenance will turn off all power, water, and gas to the entire campus

3-7

HAZARDOUS MATERIALS

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with the Co-President/designee and maintenance is necessary.

Steps of action:

- **Do not sound the fire alarm.**
- Identify threats to school.
- Notify the Principal. Provide appropriate details of the incident and chemical code number, if visible. The Principal will notify the Co-President who will contact the County Emergency Management Director if necessary.
- The Co-President/Principal and County Emergency Management Director will determine if the school needs to be evacuated.
- The Principal or designee will provide directions as per the fire department and emergency personnel regarding the evacuation of the building.

If it is not safe to evacuate and the air is not safe to breathe, shut down all a/c units, fans and close all doors and windows. It may become necessary to seal all doors and windows with tape or wet towels to prevent any air infiltration. Stay inside until suitable evacuation arrangements have been made.

3-8

Suspicious Mail and Packages

This information provides guidance issued by The U.S. Department Of Homeland Security, on effective ways to make school buildings safer. Employees should increase awareness of any suspicious activity and report concerns to the building administrator, security and law enforcement personnel. The better we prepare ourselves to respond to emergencies, the better we will be able to care for our students and our co-workers in the event of a real threat or act of violence.

Handling Suspicious Mail

- Examine unopened envelopes and packages and look for suspicious features.
- Handle incoming mail in a designated area.
- Wash your hands after mail is opened.
- Restrict mail access to authorized persons.

Receiving Suspicious Packages

- Remain calm.
- Do not open the package or letter.
- Do not shake or empty the contents of a suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope on a stable surface; do not sniff, touch, taste, or look closely at it or any contents that may have spilled.
- Do not touch your eyes, nose or other body parts.
- Shut off window air conditioning units and fans.
- Isolate the package and secure the room by shutting all doors and windows.
- Thoroughly wash hands with soap and water.
- Report to the Principal or their designee and call 911.
- Advise fellow co-workers to avoid the area.
- Don't leave the area until told to by responding officers.
- Ensure that all persons who have touched the letter wash their hands with soap and water.

- Make a list of all persons who touched the letter or package and who were in the area when the letter was opened.
- After examination of the package, shower with soap and water.

Features of Suspect Mail

- Excessive postage, no postage, or non-canceled postage
- No return address or fictitious return address
- Improper spelling of names, titles or locations
- Unexpected envelopes from foreign countries
- Suspicious or threatening messages written on packages
- Postmark with different location than return address
- Distorted handwriting or cut-and-paste lettering
- Unprofessionally wrapped packages or excessive use of tape, strings, or other wrapping
- Packages marked "Fragile: Handle with Care," "Rush: Do Not Delay," "Personal" or "Confidential"
- Rigid, uneven, irregular, or lopsided packages
- Packages discolored, oily or with an unusual odor
- Packages with soft spots, bulges, or excessive weight
- Protruding wires or aluminum foil

3-9

UTILITIES EMERGENCIES

The Principal or designee will conduct a visual check of all school areas and assessment will be made if school is to continue.

DO NOT SOUND THE FIRE ALARM!

If the building needs to be evacuated, follow fire drill evacuation procedures with verbal announcement and START EVACUATING THE AREAS AFFECTED FIRST. When there is an emergency, call maintenance immediately.

Emergencies may be:

- *Gas line break*
- *Electrical power failure*
- *Water main or sewer break*

IF A GAS LEAK IS DETECTED;

- Assess wind direction and evacuate upwind so that you are out of danger of an explosion.
- Open all doors in the immediate area to ventilate the school
- If water contamination is suspected, the Principal or Designee will request maintenance to shut off the main water supply

For any after-hours facility emergency that requires school district personnel to be involved procedures will be;

- Call Chief of Operations, Ryan Rewey
- The Chief of Operations will call the Principal, and/or Designee.
- Necessary refrigerated food may need to be secured and/or stored in an alternate location as directed by the food & nutrition manager or designee.

3-10

CIVIL DISTURBANCE (On Campus)

Student Disturbances: *Do not put yourself or your staff in harm's way. Let the Guardian and/or School administration handle out of control students. Always work in pairs when approaching any type of civil disturbance. If possible, videotape any disturbances for student identification.*

- Call for the Dean of Students and a Guardian if the disruption continues and/or if injury occurs.
- Do not use the name or names of persons affected over any walkie-talkie or radio.
- The Principal or designee will notify parents of injuries at an appropriate time.
- Determine what disciplinary action to take.
- School Administration members should discern the basis for the problem and act to address those concerns.
- All media inquiries should be referred to the Chief Executive Officer.

CIVIL DISTURBANCE (Off Campus)

If civil disturbance occurs or seems imminent in or around the community, move all students that are outside at that time, into the building as soon as possible and announce a **Lockdown**.

Lockdown shall remain in force until an ALL CLEAR is given

STUDENT LEAVING CAMPUS WITHOUT PERMISSION:

Definition: *Student runs away from school building during school hours.*

Step of Action:

- Call the Dean of Students or the Assistant Principal
- The teacher or staff member involved should notify the Dean/Assistant Principal and provide a description of the student(s) and as much information as possible about the incident.
- Follow the student(s) if it seems appropriate.
- Administration should contact the parent(s) or guardian(s).

In the case of a group walk out, have a description of the students' clothing worn that day and a picture of the student/s available for public safety personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks.

Activate the school crisis response team to discuss the problem and restore calm.

3-11

ABDUCTED/MISSING CHILD

Definition: A student is abducted by a stranger or family member during school hours.

Steps of Action:

IF WITNESSED:

- Call 911 and report:
 - Victim: Name, Clothing, Age, Gender, Hair Color, Height
 - Name/Description of suspect
 - Vehicle Information
 - Last known direction they were heading
- Then contact the administration *immediately*.

IF NOT WITNESSED:

- ***Call the administration.*** Administration will contact JSO.
- The teacher or staff member involved should notify the school office and provide a description of the student(s) and as much information as possible about the incident.
- Administration should contact the parent(s) or guardian(s).
- Have a description of student's clothing worn that day and picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks, but a picture of every student must be available.
- Activate the School Crisis Response Team to discuss the problem and restore calm.

Note: *School personnel must document all steps in writing.*

Staff members and/or teachers may be asked to search the school and/or grounds and to collect and report relevant information from students about the missing individual, such as friends in and out of school, history or incidents of harassment, family trouble, etc. Reassure other students that they are safe.

3-12

DEATH OR SERIOUS INJURY/ILLNESS

Injury:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio

- Notify the Co-President and Principal or Designee. Do not use the name or names of persons affected over any walkie-talkie or radio.
- If death occurs, the Co-Presidents and/or Principal or designee will be responsible for securing the scene as soon as possible until law enforcement arrives.
- Move school to a lockdown
- Determine injuries and provide first aid.
- The administration will notify E.M.S if needed. Provide them with all the details of the incident.
- Restore calm and move students away from the scene. Students should not be allowed to leave classrooms and go near the scene.

- Follow your emergency procedures for communication of information to staff and students, evacuation (if necessary), and media plan.
- Follow Crisis Response follow-up plan for necessary counseling or other trauma reduction activities if needed.

Illness:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio.

- Staff members should contact the school office and stay with injured/sick person(s), if possible.
- Administration should contact E.M.S if an individual's injury or sickness is determined to be an act of aggression and or of a nature that should be treated immediately by a medical doctor. The priority is the safety and wellbeing of the individual and other students and staff.
- If a qualified individual is available to administer first aid, use him/her appropriately until emergency personnel arrive on the scene.
- The Principal or his or her designee will evaluate the scene and determine if a school wide evacuation is necessary and student transportation will be needed. All student transportation will be scheduled through the administration.
- Contact the individual's parent(s) to notify him/her of the emergency, to advise the parent of the decision to transport for emergency care and request a parent go to the child's location.
- Fax or send medical emergency information to the hospital with the victim(s).

Death/Suicide:

Definition: Staff member, visitor or student terminating their own life at school.

Steps of Action:

Do not use the name of the victim(s) over any walkie-talkie or two way radios

- Report the incident to the Principal or designee who will assemble the administrative team and the Co-Presidents.
- Keep staff, visitors, students away from area (lock down if necessary)
- Send a note to staff informing them that a medical emergency has occurred. Include any additional instructions.
- Activate system/school level notification plan

- Initiate blood borne pathogens protocols, if necessary
- Initiate Family Reunification Protocol, if necessary

Key points:

- The crisis scene may also be a crime scene. Do not attempt to clear up blood or other evidence without approval of law enforcement
- Notify family members (based on law enforcement recommendations).

Note: Use universal precautions when handling body fluids. All steps must be documented in writing by school staff.

COMMUNICABLE DISEASE

Guidelines for Handling Body Fluids in Schools

DOES CONTACT WITH BODY FLUIDS PRESENT A RISK?

The body fluids of all persons should be considered to contain potentially infectious agents (germs). The term “b fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions, and saliva. Contact with body fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

WHAT SHOULD BE DONE IF DIRECT SKIN CONTACT OCCURS?

Hands and other affected skin areas should be washed with soap and water. Clothing and other non-disposable items that are soaked with body fluids should be rinsed and placed in plastic bags. All items should be handled with disposable gloves.

HAND WASHING PROCEDURES

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water from ten seconds to a minute. Use proper towels to thoroughly dry your hands.

DISINFECTION OF RUGS

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with a dustpan and broom then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse the dustpan and broom in disinfectant.

3-13

OFF CAMPUS EMERGENCIES

Definition: Emergencies will be defined as any accident, disturbance, or disruption needing the assistance of E.M.S or law enforcement. This includes personal injury, illnesses, and automobile or bus accidents.

Pre-Trip Planning for all off-campus activities:

- Field trip request form completed and approved
- A roster containing the names of all personnel (students and others) along with contact information of those participating in the field trip will be completed in duplicate. One copy will be maintained at the school and other given to the sponsor prior to departure. The school's copy will be kept for one year. The driver's copy will be returned to the school at the completion of the trip. This information is for school use only, and should not be given to any unauthorized persons.
- Emergency medical information for students shall be carried on trip along with appropriate medication
- All personnel (students and others) riding buses on field trips must have proper identification with them.
- Chaperones are responsible for notifying the school of delays or changes in their itinerary.
- A copy of this page which includes an emergency procedures guide must be carried on all field trips by the trip sponsor and each chaperone.
- All teachers must have an active cell phone with them.

Note:

These rules apply to all facets of transportation of students.

These rules must be a part of any contract with any common carrier for the transportation of students.

School Chaperones are requested to carry cellular phones on all field trips.

Steps of Action:

Upon the occurrence of an off-campus emergency, school personnel will take the following steps.

- Assist in identifying students who require first aid.
- Contact emergency assistance by calling law enforcement, and convey the problem and request EMT as needed.
- Contact Principal/Designee right away

3-14

PANDEMIC

Proactive Planning:

In the case of a pandemic influenza outbreak, all staff will be informed and prepared to deal with this emergency. Communicating the possibility that there could be a Pandemic Influenza emergency is essential to an effective response plan. Parents should also be informed of the possibility and be provided with some effective prevention methods for their household. The staff will be informed in a faculty meeting and the parents will be notified.

Parent Notification:

The administrative staff will coordinate with parents for all students who are infected. Parents may pick up their child for increased medical attention. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Parents of non-infected students may also pick up their child to avoid being infected.

The data manager will provide a daily report on the number of absent staff and students to the Local Health Official and Incident Commander.

Administration will document all actions taken during the incident.

Administration will direct the recovery efforts for providing educational support and emotional support for staff and students.

Education Support for Level 5/6 Outbreak:

- Student activities will be restricted to classroom activities during normal school hours.
- All activities after school will be suspended until further notice.
- If there is a 30% reduction in the school staffing, classes will be reorganized to facilitate continued education on campus.
- If schools are closed for two or more months, all classes will be suspended until further notice by the school district.
- Isolated or quarantined students will receive educational services using hospital homebound procedures.
- Custodial staff will supply additional soap, masks, gloves, etc. to designated areas in efforts to reduce the spread of disease.

Recovery:

School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.

In consultation with the Local Health Official, the school district will recommend specific actions to be taken to return the school district to pre-event status. The school district will assess the economic and educational impact of the pandemic.

The school district's Safety and Security Department will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Pandemic Response Plan.

Chapter 4

Standard Response Protocols/Active Assailant

San Jose School shall adopt the philosophy established by the U. S. Department of Homeland Security (DHS) of Evacuate, Hide, or Take Action as the standard response for all San Jose students and employees in the event of an active assailant incident. Evacuate if there's an accessible path, hide if evacuation is not possible and as a last resort, take action against the active shooter. San Jose Schools will also follow the standard response protocol established by The I Love U Guys Foundation.

4-1

Response Protocols:

Hold In Your Room or Area

- Students and staff are to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved or medical emergencies.
- Students are to remain in their classroom or area until they receive a public address from the Principal or their Designee, stating that the "Hold is released. All Clear. Hold is released. All Clear "

Secure- Get Inside and Lock Inside Doors

- Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.
- Staff and students will be instructed by a public address to “Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”
- “Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day.”
- The Secure Action can be released by Public Address. “The Secure is released. All Clear. The Secure is released. All Clear.”

Lockdown

- A lockdown is when there is a threat or incident immediately near or inside the school (Intruder, active assailant, large scale police activity, outside disruption, shooting within the area, etc.), and the best course of action is to lockdown with no movement and shelter-in-place.
- The public announcement for a lockdown will be, “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

4-2

Active Assailant Procedure:

An active assailant or armed intruder on campus may involve one or more individual’s intent on killing or attempting to kill students, staff, and faculty using firearms or other deadly weapons such as a knife, a bomb, or other harmful devices. The effectiveness of this plan depends greatly on the staff and students ability to quickly recognize the threat, report it and follow the established procedures.

- **BEGIN LOCKDOWN IMMEDIATELY**
- If it is safe to do so, the teachers and staff should gather students into the classroom prior to locking the door.
- Turn off classroom lights/lamps
- Cover windows and door panels
- Move to the hard corner (blue X) and remain quiet
- **Do not unlock the door or leave the room until directed by the Principal/designee or on the directions of emergency responders**
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured.

- In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
- If safe to do so, a member of the School's Response Team should meet law enforcement and emergency personnel as they arrive on campus.

*If the fire alarm is activated, members of the response team will check the alarm panel and respond to the location where the alarm was pulled to verify. The school will follow the lockdown response and wait for an administrator to announce over the PA/portable radio to evacuate the building or remain in a lockdown.

4-3

INTRUDER

Definition: Individuals who do not receive permission from the school office to be on the school premises.

General Procedures:

Staff should use common sense in stopping strangers and inquire as to their business in the building if a visitor's pass is not visible.

All Visitors must provide proof of identification when requested and issued a visitor's identification badge when signing in at the Main Office.

- Any school personnel who identifies an intruder on school grounds or inside the building, will immediately contact the main office, Guardian, Principal or his/her designee
- If any person(s) refuse to obtain a visitor's pass from the school office, the school will then contact JSO.
- If the intruder refuses to cooperate, refuses to leave the campus when instructed to do so, or their behavior is threatening in any manner, utilize the Raptor mobile app and initiate a **Lockdown Response**

- Give a complete description of location, clothing, race, and actions that may indicate the person is suspicious.

4-4

Hostage Situation

Call:

Emergency 911

Security

Principal/Designee

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures:

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Follow police directions.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.

What to do

- If a hostage situation develops, call Jacksonville Sheriff's Office (911,) and school security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress and if it involves school children.
- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.
- Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- Also, provide a floor plan of the building when the police arrive.
- After notifying the police, advise the Leadership Team.

- Notify the Crisis Response Team as needed.

Note: If communication is necessary, designate only one person to communicate with the subject(s). However, no one should initiate communication with subject(s)

Addendum #1

Duval Public School Mental Health Plan

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CRISIS RESPONSE: STUDENT DEATH / SUICIDAL (HOMICIDAL) IDEATION / SELF-HARM / PSYCHOSIS / SCHOOL THREAT			
Situations in which immediate action must be taken to avoid disaster (or breakdown) or to protect the health and safety of one or more students and staff			
ALERT Signs	<ul style="list-style-type: none"> • Active suicidal or homicidal ideation/plan/attempt – or – suspicion of suicidal or homicidal ideation/plan/attempt – or – acts of self-harm or the desire to self-harm • Extreme or bizarre behavior (i.e., hallucinations; paranoia; uncontrollable outbursts; delusions, disjointed or nonsensical speech; odd or irrational thoughts or statements; etc.) • Death or serious, sudden injury of a student or teacher impacting significant numbers of students/staff • Natural disaster or threat of disaster, major accident, or acts of violence 		
IMMEDIATE ACTION REQUIRED	<p><i>In a medical emergency, call 911 IMMEDIATELY – do not seek prior district approval & do not delay!</i> In the event of a student crisis, notify the school counselor or administrator IN-PERSON, IMMEDIATELY! The counselor or administrator must IMMEDIATELY assess the student’s mental status to determine the risk of harm. • <u>Imminent Risk of Harm or Threat of Danger:</u> The counselor/administrator/designee must act IMMEDIATELY by:</p> <ol style="list-style-type: none"> 1. Calling the District Crisis Team Hotline (904-390-2535) to request the student undergo a crisis assessment; AND 2. Contacting the parent to notify her/him/them that the student has been referred for a crisis assessment. <p>• <u>Student Poses a Threat to Others:</u> Contact the School Principal & School Safety Officer IMMEDIATELY; the school will conduct the threat assessment and will follow-up with the Threat Assessment Team and the parent, as needed. • <u>No Imminent Risk or Threat of Danger:</u> Call the parent & complete a referral for mental health services, as needed. Document all actions under the Crisis tab in FOCUS and continue to monitor student progress appropriately.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>School Support Team:</p> <ul style="list-style-type: none"> Certified School Counselor School Administrator School Safety Officer School Dean School Social Worker School Nurse School Psychologist Threat Assessment Team </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>District Support Team:</p> <ul style="list-style-type: none"> District Crisis Team School Behavioral Health District School Counseling District School Social Work Office of Student Discipline Full Service Schools </td> </tr> </table>	<p>School Support Team:</p> <ul style="list-style-type: none"> Certified School Counselor School Administrator School Safety Officer School Dean School Social Worker School Nurse School Psychologist Threat Assessment Team 	<p>District Support Team:</p> <ul style="list-style-type: none"> District Crisis Team School Behavioral Health District School Counseling District School Social Work Office of Student Discipline Full Service Schools
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Necessary Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred </td> </tr> </table>	<p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred 	<p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred
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	<ul style="list-style-type: none"> • Any history of behavioral difficulties or prior hospitalizations, if known • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>If a student is removed from school for transport to a facility or hospital, in accordance to the Baker Act, the parent or guardian must be notified immediately!</p>	<ul style="list-style-type: none"> • Number of students/staff members impacted (or an estimate of school-wide impact) • Any special needs or other information that may be relevant to assess the appropriate level of response • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>Consult with the support team to determine the need for parent notification.</p>
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<p>ALL TYPES OF CONCERNS: There are a number of resources and staff experts at each school who can assist in problem-solving. Many of the interventions can and should involve the parent, up front. If you need to make a referral for support services or for supplementary aid – regardless of the service provider – please FOLLOW-UP to see how you can support the student and/or to recommend additional community resources, as needed.</p>			
<i>Support Team</i>	<i>School-Based Resources</i>	<i>District Resources</i>	<i>Community Resources</i>

<p>Parent/Guardian/Family Certified School Counselor School Administrator Exceptional Education & Student Services (EE/SS) Attendance Intervention Team (AIT) PBIS/Foundations Team Multi-Tiered System of Support Collaborative Problem-Solving Team School Resource/Safety Officer Threat Assessment Team IEP/ Section 504 Team School Social Worker School Psychologist School Nurse ELL Committee Full-Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>	<p><u>Programs:</u></p> <p>Restorative Justice</p> <p>CHAMPS</p> <p>District-Approved Mentors</p> <p>Youth Mental Health First Aid</p> <p>Gay Straight Alliance (GSA)</p> <p>Peer Mediation (4-12)</p> <p>Start on Time (6-12)</p> <p>Draw/Respect the Line (6-8)</p> <p>Reducing the Risk (9-12)</p> <p>One Love (9-12)</p> <p>Safe Date (9-12)</p> <p>Bully Free (K-12)*</p> <p>Sources of Strength*</p> <p><u>Curricula:</u></p> <p>Health Education Curriculum</p> <p>HealthTeacher.com</p> <p>Calm Classroom</p> <p>Mind Up</p> <p>Sanford-Harmony K-12</p> <p>Second Step (PK-8)</p> <p>Florida Coalition Against Domestic Violence (7-12)</p> <p>GLSEN Anti-Bias Lessons*</p> <p>Child Safety Matters (K-5)*</p> <p>Teen Safety Matters (6-8)*</p> <p><u>Resources Through PBIS:</u></p> <p><i>Teacher's Encyclopedia of Behavior Management Intervention; Discipline in the Secondary Classroom; Behavior Response to Intervention; The Tough Kid Book; Meaningful Work (K-6) https://www.pbis.org/*</i></p>	<p>DCPS Crisis Hotline: 390-2535 Bullying Hotline: 390-2255 ESOL Center for Language & Culture: 904-739-4891 Hospital Homebound Program: 904-381-3840 Homeless Education Program: 904-390-2222 Night-Time Substance Use Prevention & Counseling Education Program (6-12): 904-910-5108 Student Option for Success (SOS): 904-390-2268 Teen Parenting Program: 904-390-2050 Title I Parent Resource Center: 904-390-2123 Full-Service Schools: 904-390-3247 Region Office (Elementary): 904-390-2154 Region Office (Secondary): 924-3722 x264 Region Office (Innovations): 904-390-2490 Exceptional Student Education (EE/SS) EE/SS Main Number: 904-348-7800 ESE Parent Services: 904-348-7614 https://dcps.duvalschools.org/Page/15552*</p>	<p>Child Guidance Center: 904-448-4700 Community Hospice: 904-268-5200 Crisis Text Hotline 741741 Department of Children & Families, NE Region: 904-732-2000 Haven Hospice (Jacksonville): 904-733.9818 Hope Haven Children's Clinic and Family Center: 904-346-5100 JASMYN: 904-389-3857 JSO Non-Emergency: 904-630-0500 Military School Liaison Office: 904-542-4566 Military Family Life Consultants: 904-270-6289 x1305 (NAS); 904-738-3657 (Mayport) Suicide Prevention Lifeline: 800-273-TALK (8255) Youth Crisis Center: 904-725-6662 United Way Directory of Human Services: 211 or 904-632-0600 (nefl211.org) School Health, Approved Speakers List: 904-390-2315</p>
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Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CHILD MALTREATMENT: CHILD ABUSE / CHILD NEGLECT / ABUSE OF A VULNERABLE ADULT / HUMAN TRAFFICKING

Child Abuse means any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. The same applies to the abuse or neglect of a vulnerable adult. **Child**

Neglect means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, education, or health care, although financially able to do so (or offered the financial to support or resources to do so). However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs does not provide specified medical treatment for a child, may not be considered abusive or neglectful for that reason alone; but such an exception does not: 1. Eliminate the requirement that such a case be reported to the Florida Abuse Hotline; nor 2. Prevent the department from investigating such a case; nor 3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section; or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Human Trafficking is a crime involving the exploitation of any person, adult or minor, for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion. It affects a wide range of individuals, including those in the United States and Florida, without regard for age, gender, ethnicity, or socio-economic background. **Sex Trafficking** is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of any person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such an act has not attained 18 years of age (22 USC § 7102). **Labor Trafficking** is the recruitment, harboring, transportation, provision, or obtaining of any person for labor or services through the use of force, fraud, or coercion for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 USC § 7102). **National Human Trafficking Hotline: 1-888-373-7888**

In Florida, **ANY** adult who knows or has reason to believe that a child or vulnerable adult has been abused, abandoned or neglected is **required** to report it within 24 hours. **It is NOT your responsibility to investigate or to prove the case; however, you have a legal and ethical responsibility to report suspected abuse or neglect IMMEDIATELY. Failure to report suspected abuse or neglect within 24 hours is a felony crime in the State of Florida!**

Employees are expected to notify the principal that a report has been made; however, **notifying the principal and/or other school personnel does not obviate the employee's responsibility to report suspected abuse or neglect IMMEDIATELY & DIRECTLY.** If you are unsure or uncomfortable, you may ask an administrator or school counselor to sit with you while you make the report, but **YOU** must make the report. Principals cannot prohibit nor discourage an employee from making a report. Other than notifying the principal, employees must keep all reports of suspected abuse or neglect strictly confidential (DCSB Policy 5.5); and unless Florida Department of Children & Families directs you to disclose information, **NEVER notify a parent/guardian of the report; NEVER confirm/discuss a report with a parent, guardian or school employee; NEVER record it in the child's record.** **Options for reporting child abuse and neglect to the Florida Abuse Hotline:**

<https://www.myflfamilies.com/>* 1. Preferred Method: Report by Telephone – 800-962-2873 (Florida Relay 711 – OR – TTY: 800-955-8771)

When reporting by phone, always ask if the report has been accepted for investigation before the ending the call.

2. TTY – by calling 1-800-955-8771

3. Complete & send the fax transmittal form to (800) 914-0004:
<https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf>* 4. Complete the online report form:
<https://reportabuse.dcf.state.fl.us/Child/ChildForm.aspx>*

<ul style="list-style-type: none"> · Certified School Counselor · School Administrators · School Safety Officers/Threat Assessment Teams · School Deans · Department of Children and Families: 904-723-2000 · School Counseling Services: 904-390-2090 · School Behavioral Health: 904-390-2926 · DCPS Health Education Program (6-12): 904-390-2518 	<p style="text-align: center;">Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fldoe.org/schools/family-community/activities-programs/child-abuse-prevention.stml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p> <p>National Center for Missing & Exploited Children: 1-800-843-5678</p> <p>The National Runaway Switchboard: 1-800-RUNAWAY</p> <p>JSO Non-Emergency Number: 904-630-0500</p>
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Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

HARASSMENT: BULLYING / CYBERBULLYING / HARASSMENT / SEXUAL HARASSMENT / HAZING / DATING VIOLENCE

It is the policy of Duval County Public Schools that all students and employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment against any student, employee, visitor, volunteer or agent who is subject to the control of school officials. DCPS Anti-Discrimination & Harassment Policy* (Sexual Harassment Policy, 10.1; Anti-Bullying Policy 10.2; Teen Dating Violence Policy, 10.3)

Bullying is defined as ***systematically and chronically*** inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as ***unwanted, purposeful, and repeated*** written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is often ***characterized by an imbalance of power*** and that is ***severe or pervasive*** enough: a) to create an intimidating, hostile, or offensive educational environment; b) to cause the individual discomfort or humiliation; c) to disrupt the orderly operation of school; **or** d) to interfere unreasonably with an individual's school performance or participation. Bullying does not have to occur on school property or in relation to a school event to fall within an educator's duty to report. Bullying may involve, but is not limited to, the following acts:

	<p>Harassment: Any threatening, insulting, or dehumanizing gesture; use of data or computer software; or written, verbal or physical conduct directed against a student or school employee that:</p> <ul style="list-style-type: none"> • Places a student or school employee in reasonable fear of harm to his or her person or causes a reasonable fear of damage to her or his property; • Has the effect of substantially interfering with a student’s educational performance, an employee’s work performance, or either’s opportunities or benefits; • Has the potential to impact a student’s or employee’s emotional or mental well-being in a negative way; and • Has the effect of substantially disrupting the orderly operation of a school. <p>Sexual Harassment: Any unwanted sexual or gender-based speech or action, including any unwanted or unwelcome behavior that is sexual in nature or is related to gender, that occurs within the context of a relationship characterized by either a formal or informal imbalance of power (e.g., a supervisor over a subordinate, a teacher over a student, or one peer over another). Cyberstalking: The act of engaging in a course of conduct to communicate, or to cause to be communicated, any words, images, or language by or through the use of electronic mail or electronic communication that is directed at a specific person, that causes substantial emotional distress to the person, and that serves no legitimate purpose. Cyberbullying: The willful and repeated harassment and intimidation of a person through the use of digital technologies, which includes, but is not limited to: email; blogs; videos; images; websites; gaming sites, social media platforms (e.g., Facebook, Twitter, Instagram); chat rooms; instant messaging; text messaging; cell phones; or any handheld/mobile technologies. Teen Dating Violence and Abuse: A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another, when one or both partners is a teenager. Abuse may include insults, coercion, blackmail, social sabotage, sexual harassment, stalking, threats, and/or acts of physical or sexual abuse. The abusive partner uses the pattern of violence and coercion to gain power and to maintain control over the dating partner. Dating violence includes the following: physical abuse, mental abuse, or both; harassment or stalking via electronic devices, such as cell phones, computers, or other mobile/handheld devices; public humiliation; or harassment carried out through a third party. Hazing: Any action or situation that endangers the mental or physical health & safety of a student for the purposes of initiation into, admission to, or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; proffering inhumane acts, such as sleep deprivation or public humiliation; or pressuring, coercing, or forcing a student to participate in any act of physical brutality, such as whipping, beating, branding, or exposure to the elements.</p>
	<ul style="list-style-type: none"> • Teasing • Social exclusion • Defamation of character • Intimidation or threats of harm • Cyberbullying or cyberstalking • Physical violence • Theft and/or vandalism • Sexual, racial, cultural, religious, or gender-based harassment • Public and/or private humiliation • Stalking • Slanderous or libelous speech • Unwanted sexual or gender-based speech/actions
	<p>When allegations of harassment are reported, the principal or designated administrator is required to investigate within 24 hours. <u>School counselors & teachers cannot investigate allegations of bullying, cyberbullying, harassment, sexual harassment, hazing, or teen dating violence.</u> AT MINIMUM, the principal, assistant principal, or dean conducting the investigation MUST:</p> <ul style="list-style-type: none"> • Ensure the physical and psychological safety of all parties involved. NEVER ask a targeted student to speak with or to face an accused student – not even for an apology. • Investigate each allegation/incident thoroughly; and conduct the investigation – i.e., witness interviews, written statements, video review, etc. – within <u>24 hours</u> of the initial complaint. • Notify the parents of all students involved – if not immediately, then as soon as possible – within the limits of student confidentiality (20 U.S.C. § 1232g; 34 CFR Part 99). • Report the incident or allegation to the Bullying Hotline: 904-390-2255. • Inform all parents of the outcome, but DO NOT share confidential information about another person’s child (i.e., student’s name, identifying information, disciplinary action, etc.). • Determine the appropriate follow-up actions (e.g., discipline sanctions, class reassignment, counseling referral, mandated report of abuse or neglect, and/or other appropriate action). It is highly inappropriate, and potentially harmful, to ask students to resolve an accusation of bullying/harassment via an adult-facilitated, school-based mediation or peer mediation

meeting. DCPS Student Code of Conduct: <https://dcps.duvalschools.org/Page/9868>*

Support Team:

School Principal or Designee
 School Dean
 School Resource/Safety Officer

Office of Student Discipline: 904-390-2443
 School Behavioral Health: 904-390-2926
 School Counseling Services: 904-390-2090

Resources:

<http://www.moniqueburrfoundation.org/>* www.stopbullying.gov* <http://www.ikeepsafe.org/>*
www.pacer.org/bullying* <http://safehealthyschoolsfl.org/Page.aspx/Index/Bullying-Prevention>*
www.jasmyn.org*

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

BEHAVIOR CONCERNS: PATTERNS OF AGGRESSION / HIGH-RISK BEHAVIOR / SCHOOL AVOIDANCE / HOMELESSNESS

Use the following ALERT signs responsibly and with great caution. Educators must avoid inappropriate labeling, hasty conclusions, and/or stigmatization of students, even those who appear to fit a diagnostic profile or to display early warning indicators. Expressing concern is okay; overreacting or behaving prejudicially is unethical. The guidelines below provide schools with the impetus to address concerns, to evaluate students' needs before problems escalate, and to act responsibly in seeking appropriate help (*A Guide to Safe Schools*, USDOE, 1998). There are a number of resources and student support staff at each school to assist in problem-solving & identifying interventions; regardless, most interventions should involve the parent first. If you need to make a referral for support or aid, either within or outside of the school, please continue to monitor the student and to assess the need for additional services.

	Behavior	First Step(s) for the Teacher	Possible Next Steps/Resources
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			

<ul style="list-style-type: none"> • Chronic behavior and disciplinary problems • Lying/cheating/stealing/destruction of property • Socially withdrawn/isolated/rejected by peers • Frequent crying/seems sad/flat affect • Student is (or reports) being picked on, teased, singled out or humiliated • Low school interest and poor academic performance • Sudden changes in appearance/behavior/peer groups • Patterns of impulsive and chronic hitting, verbal threats and intimidation, or other intimidating behaviors • Uncontrolled, sustained anger/irritability/aggression that escalates or persists at a dysfunctional level of emotionality – the proverbial, “out-of-control student” 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family 2. Refer to School Administrator, School Safety Officer, or School Counselor as appropriate 3. Follow the MTSS process and/or refer to Collaborative Problem-Solving Team (CPST) <p>Provide constant supervision and attempt to de-escalate by isolating or limiting contact/interaction with the student (give verbal and physical space).</p> <p>If unable to de-escalate the student within a reasonable amount of time, contact administrator or school safety officer (SSO). The administrator/SSO will contact the District Crisis Hotline, if necessary.</p>	<p>School Psychologist or School Social Worker PBIS/Foundations Team Initiate anecdotal recording/log Exceptional Education & Student Services (EE/SS): 904-348-7800 Functional Behavior Assessment (FBA) Multi-Tiered System of Support (MTSS) Behavioral Interventionist IEP/Section 504 Plan/Gifted EP Hospital/Homebound: 904-381-3840 Homeless Program Liaison: 904-390-2222 Student Discipline & Support Services: 904-390-2443 School Behavioral Health: 904-390-2926 Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>
<ul style="list-style-type: none"> • Excessive or chronic absences • Excessive tardiness • Sudden changes in attendance patterns 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family, per state statute 2. Implement classroom interventions to address absenteeism and/or school avoidance 3. Initiate the PMP & monitor student progress 4. Refer to the Attendance Intervention Team 	<p>School Attendance Intervention Team School Social Worker Certified School Counselor Hospital/Homebound: 381-3840 Homeless Program Liaison: 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected pregnancy • Suspected termination of pregnancy 	<p>Refer to the Certified School Counselor (see below)</p>	<p>School Nurse or School Social Worker Teen Parent Program: 904-390-2050</p>
<ul style="list-style-type: none"> • Student reports of family problems • Inappropriate sexual references/language/actions/play • Writing, drawing, or talking about drugs, gangs, weapons, cults, violence, abuse, death, etc. 	<p>Refer to the Certified School Counselor The School Counselor will assess the student and will contact the parent for a possible referral to:</p> <ul style="list-style-type: none"> • Full Service Schools: 904-390-3247 • Families in Transition (FIT): 904-390-2222 • The School Social Worker 	<p>School Social Work School Social Work Resource List: https://dcps.duvalschools.org/Page/18847* School Psychologist Behavior Interventionist Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837* School Administrator or Dean School Resource/School Safety Officer Homeless Program Liaison (FIT): 904-390-2222</p>

	<ul style="list-style-type: none"> • Intolerance for differences and prejudicial attitudes • Begg, steals, hides, or hoards food • High-risk, dangerous behavior/thrill-seeking/risk-taking • Access to weapons or exposure to violence 	<ul style="list-style-type: none"> • A community service provider • The student’s current private provider/therapist 	
	<ul style="list-style-type: none"> • Suspected use of drugs, tobacco and/or alcohol • Student appears to be “high” or otherwise under the influence 	<p>Refer to the:</p> <ol style="list-style-type: none"> 1. Administrator or Dean 2. Certified School Counselor 3. School Nurse 	<p>School Resource/School Safety Officer Night-Time Substance Use Prevention & Counseling Education Program: 904-910-5108 Student Option for Success (SOS): 904-390-2268</p>
	<p>Self-injury/mutilation/cutting/desire to self-injure</p>	<p>Refer to the School Counselor IMMEDIATELY, CONFIDENTIALLY, and IN-PERSON. Do NOT initiate the referral by email or by indirect communication, such as an unsecured note or secondary message – refer to the mandatory <i>ALERT Crisis Response</i> procedures & protocols</p>	
	<ul style="list-style-type: none"> • Evidence of unexplained injuries • Evidence of a sexually transmitted infection • Verbal/written references to suicide or homicide • Threats of violence • Patterns of bullying behaviors 	<p><i>If ABUSE, BULLYING, HARASSMENT, AND/OR THREAT OF HARM is noted or suspected, refer to the appropriate section(s) of the ALERT Guide.</i></p>	

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

Addendum #2

Family Reunification Plan

San Jose Primary

Florida Consortium of Public Charter Schools

Family Reunification Plan Template

2023-2024 School Year

In accordance with Florida House Bill 1421 (2022)

*Sarah Thurlow
4072 Sunbeam Rd
Jacksonville, FL
904.425.1725*

Adopted:

(Insert date the plan was approved by the governing board)

A Message to Our Valued Member Schools:

Florida House Bill 1421 (2022) requires that each district school board and each charter school governing board adopt a family reunification plan in coordination with local law enforcement agencies and local governments. The Florida Department of Education Office of Safe Schools will be required to confirm the adoption of district and charter school reunification plans through the annual FSSAT review.

The Florida Consortium of Public Charter Schools' Family Reunification Plan Template provides our valued member schools with a guide to assist in developing the school's Family Reunification Plan. It incorporates the necessary flexibility so schools can easily adapt the process to their unique situations for the planning, implementation, and post-reunification phases.

Throughout the plan, you'll notice two symbols:



When you see the lightbulb, look for recommendations you can use for planning.



When you see the red diamond, either insert your school's specific information or consider how to adapt or modify it to your particular situation.

Please note: This plan addresses a Family Reunification scenario in which the entire school must evacuate to an off-site location. There is no transportation. Students and staff will walk to the site.

Introduction

Family reunification - the process of a school returning a student to an authorized parent/guardian or another adult - is an operationally complex and potentially emotional responsibility for school staff. It is the critical bridge between response and recovery for any K-12 campus incident.

There are a variety of emergencies that may require relocation and reunification, including a hazardous materials accident, severe weather, fire, natural gas leak, localized flooding, school violence, or other manmade or natural incident.

When the school develops a well-designed draft reunification plan, first responders and key participants are more likely to engage in the planning process.

When an emergency warrants a school evacuation and/or early school closing, the Family Reunification Plan guides the orderly and coordinated reunification of students and families. Schools are accountable for maintaining the chain of custody for every student during and after a crisis. So,

a well-thought-out plan, proper training, and coordinated implementation are all critical to ensuring the school will return the students in your care to an authorized adult.

The objectives of a school's Reunification Plan should always be:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

(Source: The I Love You Guys Foundation)

Reminders

Transportation

This plan can be easily adapted to charter schools with readily available transportation in case of an emergency evacuation.

Records

- The school must maintain records (logs) of the reunification activities.
- The ICS team will log activities and keep notes. Activity logs should record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Record costs. All expenses incurred in carrying out reunification must be tracked. The Logistics Officer will be responsible for tracking, reviewing, organizing, and submitting all documentation to the Finance officer.
 - Each charter school should set up their process for documenting and recording expenses based on their financial procedures

Parents/Guardians

- Some parents or guardians will be reluctant to cooperate with the family reunification process.
- They may be emotional when arriving at the school.
- They may attempt to enter unauthorized locations.
- They may use threatening language. Even under stress, this behavior is never acceptable.
- Persons other than those listed on the student's emergency release form may try to pick up the student.
- Law enforcement may have to intercede to assist reunification team members.



Many charter schools already have school reunification technology in their buildings but may not be aware it's there. For example, if your school uses the Raptor Technologies system, did you know it can account for everyone in your building and reunify families and students four times faster than paper/pencil (according to the company)?

Today, many companies offer a digital emergency management reunification system that uses best practices with mobile technology to provide charter schools with a comprehensive solution to reuniting students and families. Parents can check in and complete reunification cards electronically. School staff can process them quickly

Something to keep in mind: While technology-based reunification systems are becoming widely available for schools, purchasing a system does not ensure capacity. Training will still be necessary. And technology has and will fail. Telling a parent, "I can't give you your child because my computer is down." will not be accepted to a frantic parent. If you plan to integrate technology into your reunification plan, have a paper and pencil back-up process in place, just in case.

1. Before Family Reunification is Necessary...PLAN and PREPARE

Planning Assumptions:

1. There is a clear and convincing need for a written operational guide.
2. A basic familiarity with the process is required for everyone involved.
3. A reunification facility must be pre-identified.
4. The manpower required for reunification may be deceptive. A recent school safety report noted that, during a full-scale drill with a school of approximately 300 students and 35 volunteers assigned exclusively to reunification activities, it took between 17 and 23 minutes for a parent to be processed and leave with their student.

The artificiality of the exercise environment ensured that parents were calmer and more compliant while waiting for their students. A larger student population would have significantly increased the processing time. The limiting factor in the process is the number of requests that were processed simultaneously.

5. Following any critical incident, the traumatized school staff may be incapable of providing sufficient manpower for a reunification process. Outside assistance may be needed.

Goal: Prepare the school community to carry out an orderly reunification under high-stress conditions.

Objective 1: Develop full-scale planning for emergency evacuation to an off-site reunification site.

Actions:

1. Identify the primary and secondary reunification sites. Coordinate with your school's crisis response team, first responders, law enforcement, and community partners to identify the locations.

2. What to look for when considering off-campus reunification sites:

- Nearby schools, churches, recreation centers, or other community buildings within walking distance of your school.
- If you have transportation readily available, you can expand your search.
- A safe, secure location while students wait for parents/guardians to arrive.
- A site large enough to accommodate the entire student body, school staff, and parents. You'll need multiple buildings or at least multiple rooms.
- Ideally, the facility will have an entrance and an exit on different ends of the building.
- Restroom facilities and access to water.
- A location with internet access.
- Sufficient parking for parents.
- Enough ingress/egress points to minimize traffic congestion.

Identify Designated "Areas." Identify the areas at the off-campus reunification site that can be used to facilitate the parent-student reunification.

- Command Post
- Parking Area
- Family Check-In
- Family Waiting Area
- Student Assembly Area
- Reunification Area
- Individual Assistance Area
- Consider restroom facilities and the availability of water and food.

3. **Enter into a Memorandum of Understanding (MOU)** between the charter school and the reunification site. (A sample MOU is provided in Attachment G)
4. **Notify officials, in writing, of the reunification site.**
 - The superintendent of schools, district charter school liaison, and district crisis intervention team.
 - Law enforcement and first responder agencies that serve the school.
5. **Adopt the Incident Command System** - (See Table 2)
6. **Review evacuation and reunification logistics and procedures.**
 - Collect student emergency information from families before the start of the school year. A good time is at registration. (See Attachment C for a sample Student Emergency Card)
 - Identify staff roles and responsibilities. (See Attachment B for form)
 - Notify staff of their roles and responsibilities.
 - Hold all-staff meetings during pre-planning week. Review the reunification site, designated “areas” within the site, and staff roles and responsibilities. Set dates for small group training sessions.
 - Notify staff of evacuation and reunification drills. Select teacher planning days to conduct drills.
7. **Designate the Reunification Site “Areas” where parents will be processed and students will be reunited with families.**
 - Where will each “Area” be located within the facility?
 - Is there enough space in each area to accommodate students, staff, and parents?



TABLE 1 – Complete the table based on the charter school’s reunification site.

Table 1 - Designated Areas at the Reunification Site	
<i>Example: Family Waiting Area</i>	<i>School Gym</i>
Parent Parking	
Command Post	
Family Check-In Area	
Individual Assistance - Notification Area	
Family Waiting Area	
Student Assembly Area	
Reunification-Student Release Area	
Family-Student Exit	

8. Incident Commander’s “Go Bag”



At least two weeks before the start of the new school year, the Assistant Principal and PE teacher will verify that the IC Go Bag - a *yellow duffle bag on wheels (insert description of bag)* – is located (*insert location*) and contains the following:

Incident Commander’s Bag



(This is a recommended list. Charter schools can modify.)

- Keys to all school doors – interior and exterior
- Keys to all file cabinets
- Administration Crisis Management Binder, including blueprints; floor plans of the school building(s) that show the entrances, exits, alarms, windows, interior and exterior doors, classrooms, offices, bathrooms, cafeteria, gym, storage closets, electrical closet, phone

closet, internet equipment location; first alarm turn-off procedures, utility shut-off values, sprinkler system turn-off procedures, gas line and utility line layout, cable t.v. satellite feed shut-off, evacuation routes; emergency procedures; aerial view photos (other documents listed here should be inserted into the binder)

- Emergency Flip Chart
- Faculty/staff roster and cell telephone numbers
- Emergency Phone List, including school district contacts, local hospitals, board members, etc.
- List of staff with first aid, CPR and/or EMT training
- Job description checklist for each reunification area
- Staff responsibilities checklist
- Sample communication notifications and social media notifications
- Current list of all students
- Master student schedule
- Class rosters
- The Student Emergency Information Card binder (See Attachment C for form)
- Name tags for ICS and team members
- Signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
- 5 signs (Student Last Name starts with A–E, F–I, J–M, N–S, T–Z)
- Sign clips and tape
- 18 yellow vests with placards (4 Family Check-In Gate, 2 Security, 2 Information, and 2 Family Waiting Area, 2 Reunification Area, 2 Student Assembly Area, 4 runners)
- Staff name tags and lanyards
- 1 bullhorn
- 12 whistles
- 18 two-way radios
- 12 clipboards, pads of paper, pens, highlighters
- Flashlight and batteries
- Laptop and charger
- Cell phone charger
- Extension cord
- Forms (the number of enrolled students will determine the number of forms needed)
 - Parent/Guardian Verification and Student Release Form (Attachment D)
 - Injured Student/Staff/Visitor Form (Attachment E)
 - Family Reunification Student Sign-Out Form (Attachment F)

- A USB drive containing essential administrative information, student information, prepared parent/ guardian communications, forms, contact information, plans, etc.

The designated Incident Commander laptop (plugged in) is next to the yellow duffle bag.

The School Secretary is responsible for maintaining and updating the Incident Commander’s Go Bag, laptop, and USB drive, and transporting it from the school to the reunification site. He/she will also be responsible for setting up the Incident Command Post upon arrival at the site.

9. Materials and Supplies



Be sure materials and supplies can be transported to the reunification site.

- Binders with directions for command staff and general staff to include job action sheets, forms (even if the school is using an electronic system, contact information, name badges, and lanyards, etc.
- Reunification Site Signage used to direct parents/guardians at the site (pre-made and laminated) (See the list: Incident Commander’s Bag)
- Parent Reunification Site Information Cards (distribute cards)
- All forms (Forms are listed below and provided in the Attachments section of this document.)
- Pen and paper
- Clipboards
- Assortment of office supplies

10. Prepare Family Reunification Information brochure for distribution

- Create and print the *Family Reunification Information* brochure.
- Distribute two times per year: (1) at registration and (2) inserted with the end of the semester report cards.
- Review information with parents at the first SAC meeting or Parent Orientation.
- Include the brochure in the new family welcome packet for families registering after the start of the school year.
- Prepare a “Parent/Guardian Information Card” to hand out at the Reunification Site. Include information the parent/guardian will need to know about the reunification process, including what to expect in each designated area,

11. Forms for Reunification Process

- Designated staff will prepare all forms required for the family reunification process.

- Templates are provided in the Attachments section of this document, in Word, for each of the following forms. They can be easily modified to meet the needs of the charter school. Schools can also develop their own forms.

A list of forms provided in this template:

Attachment A – Incident Command

- Names, position, phone numbers

Attachment B - Reunification Site Staff Assignments

- To be completed by school administrator and school crisis response team

Attachment C – Student Emergency Information Card

- To be completed by parent/guardian prior to the start of the school year

Attachment D – Parent/Guardian Verification-Student Release Form

- Includes several sections to be completed by parent/guardian/authorized designee and team member

Attachment E – Injured Student/Staff/Visitor Form

- To be completed by team member

Attachment F – Family Reunification Student Sign-Out Record

- To be completed by team member at the Reunification-Student Release Area prior to the student exiting the reunification site

Attachment G – Sample MOU

12. Designate team assignments

- See Attachment Form B -
- Create a flowchart designating the chain of command and reunification team assignments.
- Insert a typed copy in the Incident Commander’s binder located in the yellow duffle bag.
- Copy to the USB drive.
- Transfer to the IC laptop.

13. Update Student Emergency Information Binder

The school secretary and ESE coordinator will update the following:

- Student Emergency Information binder contains the student emergency cards, family contact information, and cell numbers, and at least two additional emergency contacts
- Information on students with special needs, including specific medical needs

- The Secretary will add the names of new students as they enroll throughout the year and remove the names and forms of students who have withdrawn.
- Ensure all Student Emergency Information cards (see Attachment C) are completed during student registration day(s). All cards should be in possession of the school secretary.
 - Make two (2) copies of the Student Emergency Information cards.
 - One set in the yellow duffle bag.
 - One set in the Operation Chief's bag.
 - The original cards will be kept on file at the school.

14. Identify Any Student Needing Additional Assistance or Students with Special Needs

- The ESE coordinator will compile a list of students with special needs who may require special assistance.
- The School Nurse will compile a list of students with medical needs/concerns or who may need medication during an evacuation /reunification situation.
- As new students enroll and withdraw, update the list.

15. Hold a Mandatory Meeting with School Staff at the Beginning of Teacher Planning Week

- Hand out the school staff reunification notebook.
- Review evacuation and reunification procedures with all school staff.
- Review roles and responsibilities of the ICS.
- Review duties of school staff who will serve on the reunification site teams. Provide training.
- Review reunification site layout and 'Areas.'
- Review how the school will communicate with parents.
- Hold a reunification drill during teacher planning week.
- Review crowd management and de-escalation techniques.
- Discuss psychological first aid.
- Discuss the care of students with special needs. Include conversations with the ESE coordinator, school nurse, and mental health professionals.



Note to Charter Schools: This is not intended to be an all-inclusive list. Please add your own topics to cover in your staff meetings and training.



NOTE: The reunification process, from start to finish, may take several hours or longer, depending on the nature of the emergency and the level of disruption the event has caused the surrounding community. All assigned personnel must be prepared to maintain responsibilities until the event has concluded or their responsibilities have been transferred to other personnel.



If there is a community-wide incident, it will require additional coordination and communication working with the Jacksonville Jewish Center, the Duval County emergency operations team, and the Duval County Emergency Operations Center.



16. Develop an Interoperable Communications Plan

Effective communications are critical to successful reunification operations. But communications are a common fail point. Schools, first responding agencies, and communities should collaborate to develop a reunification process tailored to the needs and resources available.

In the planning phase, meet with your local first responding agencies to discuss if an interoperable communications plan is already in place for community incidents to connect all the agencies involved.

17. Communications with Parents/Guardians Before the Start of the School Year



- Prior to the start of the school year, communicate information about the Reunification Plan with parents/guardians.
- *Information will be disseminated via ParentSquare*
- Advise families to monitor established school communication channels, for example, the school's automated phone message system or text messaging apps.
- Include information on reunification in the student-family handbook and send updates and reminders at least every semester.
- Orient new families on the Family Reunification process as part of their school orientation.

Disseminate the following information to families before students return for the new school year:

- If there is an incident at the school, do not go there unless you are notified to do so by the principal or designee, school district, or alerted by the news media.
- If you are notified the students have evacuated and the family reunification plan has been activated, calmly proceed to the reunification site to pick up your child or children.
- You must bring your government-issued photo ID.
- Do not park your car in a manner that would block traffic.

- Look for signage indicating “Family Check-In Area.” You must check in with school staff at the Family Check-In Area and provide your photo ID.
- School staff will direct you to the Family Waiting Area.
- The process of reuniting with your child could be time-consuming. Please be prepared for delays.
- After picking up your child, please leave the Reunification site immediately.
- To ensure student safety, a student who is not picked up at the Reunification site will be transported to another safe location to wait for the parent/guardian. Parents/guardians will receive additional information.
- The school administration will notify parents/guardians about school reopening via phone and text messages.

Let Parents/Guardians Know How the School Will Notify Them in an Emergency

- In the event of a school evacuation, notify parents/guardians as soon as it is safe,
- The school will use the following methods to notify parents/guardians.



Recommendation: *Identify specific communication systems and apps the school will use during the evacuation-reunification process. The following examples are generic.)*

- Automated calling system with a pre-recorded message from the administration. (See sample message below.)
- Text messaging apps
- School website
- Social media apps



Recommendation: Prepare parent/guardian notifications and emergency alerts in advance so they can be transmitted quickly via phone and text or posted to the school website and on social media. *(See sample notification in section II. - During a Campus Evacuation.)*



Table 2 identifies the roles and responsibilities of the Incident Command System under the Family Reunification Plan. Charter schools should modify the positions and duties to meet their needs.

<p>Table 2 Reunification Incident Command System – Roles and Responsibilities</p>
--

Position	Roles and Responsibilities	Identify Name or School Position
Incident Commander	<ul style="list-style-type: none"> ● Has overall decision-making responsibility for managing the incident, establishing objectives, planning strategies, and implementing tactics. ● Determine if there is a need to activate the Family Reunification Team. If yes: Activate the school-based Family Reunification Team and ICS. ● Identify the ICS team members needed to address the emergency and conduct a briefing. ● Ensure overall incident safety. ● Provide notification to local officials and governing board. ● Establish and maintain liaison with other participating agencies ● Authorize/approve the release of all information ● Interface with agencies and parents ● Activate and deactivate functions or positions as needed for the specific incident ● End the family reunification process and demobilize the ICS. 	Sarah Thurlow
Operations Chief	<ul style="list-style-type: none"> ● Report directly to the Incident Commander. ● Analyze school staffing resources to support the Family Reunification Annex. ● Organize, assign, and supervise the response resources. ● Responsible for materials and supplies (located with the IC's Go Bag) and transporting them to the reunification site. ● Oversee the set-up of all areas and personnel responsible for these areas. <ul style="list-style-type: none"> ○ Student Care and Release ○ Student Supervision ○ Health services/First Aid ○ Search and Rescue ○ Student Reunification 	Lyndsey Renaud
Public Information Officer (PIO)	<ul style="list-style-type: none"> ● Disseminate emergency information from the School Incident Commander, law enforcement, and/or school superintendent or designee advising the public of reunification actions. ● Act as the official spokesperson for the school during the emergency. 	HQ (Bloom/Kisz)

	<ul style="list-style-type: none"> ● Coordinate with the Incident Commander to prepare parent/guardian communications, including letters, automated phone and text messages, school website updates, social media updates, etc. ● Coordinate with the Incident Commander and Board chair to arrange and hold press conferences with news media. ● During an emergency, post parent notifications ● Oversee the Social Media team. ● Cooperate with school district officials for announcements and press conferences. ● Handle all media requests during the incident. ● When meeting with the media: <ul style="list-style-type: none"> ○ Hold a press conference in a secluded location out of view of students. ○ Consider asking school district officials to participate ○ Do not permit media, parents, or the general to film or interview any students, faculty, or staff while on campus. ○ If a media interview is to take place on campus, request that a "pool reporter and camera-person" be chosen to represent all media. ○ Request the media's cooperation in helping to maintain a calm environment. ● All information released to parents and the media must be based on facts. ● Never release the names or photographs of any persons who are injured or deceased. ● Set a schedule to release information throughout the incident <ul style="list-style-type: none"> ○ Example: Updates will be provided to the media every three hours. ○ Example: Parent/guardian updates will be released hourly. ● Communicate any concerns to the school administrator. ● If a school district official is not present at the reunification site, maintain communication with the superintendent's office. 	
Liaison Officer	<ul style="list-style-type: none"> ● Serve as the primary contact for supporting agencies and response organizations assigned to the incident. ● Brief the Incident Commander and other ICS team 	Amaziah Drummond

	<ul style="list-style-type: none"> ● Brief other agencies involved in the operation. ● Respond to requests from reunification team members. ● Monitor incident operations to identify current or potential problems between the school and response agencies. 	
Logistics Officer	<ul style="list-style-type: none"> ● Assist the Incident Commander and Operations Chief by providing the resources and services required to support incident activities. ● Arrange for and set up communications equipment. ● Arrange for the care of injured students and staff, including on-site first aid and emergency medical services, as needed. ● Determine the supplies needed to support the incident. ● Ensure there are sufficient water, food and sanitation supplies. ● Distribute supplies. ● Set up food services, as needed. ● Maintain inventory of supplies and equipment. ● Maintain security of supplies and equipment. ● Work with finance to contract for and purchase goods and services needed at the incident. ● Arrange for support transportation, if needed. 	Bethany Johnson IT Staff
Planning Officer	<ul style="list-style-type: none"> ● Develop materials for evacuation and reunification site, including forms, parent/guardian information, signage, etc. ● Collect and evaluate incident intelligence and information. ● Prepare and document Incident Action Plans. ● Maintain incident documentation. ● Provide resources such as maps and floor plans. ● Track resources assigned to the incident. ● Develop plans for demobilization. ● Record a chronology of incident events for legal, analytical, fiscal, and historical purposes. 	Rewey
Safety Officer	<ul style="list-style-type: none"> ● Monitor the safety conditions and develop measures for assuring the safety of all assigned personnel. ● Fully cooperate with emergency personnel and investigators. ● Be visible and available to assist where needed. ● Assist in securing or containing the incident site. ● Meet and direct incoming emergency personnel. ● Provide a building blueprint to incoming emergency personnel. 	Prawl


	<ul style="list-style-type: none"> ● Monitor activity along the school perimeter.  <p>Limit access to all areas of the school. The Safety Officer will need to recruit additional support to accomplish this goal. Law enforcement may be able to assist.</p>	
Finance	<ul style="list-style-type: none"> ● Contract negotiation and monitoring. ● Timekeeping of personnel and equipment. ● Track and analyze expenses related to the critical incident. ● Track damage to property occurring at the incident. ● Work closely with Logistics. 	HQ (Metcalf/Flynn)



Table 3 identifies the key positions and staffing to fulfill the duties of the Family Reunification Process. Charter schools can modify the roles as needed.

Table 3 Key Roles of School Staff During Reunification		
Teachers	<ul style="list-style-type: none"> ● Account for all students ● Supervise students in your care until they are reunited with their families. ● Lead activities to keep students occupied in the Student Assembly Area while awaiting reunification with their families. ● Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.) 	Elianne Cardozo Aaron Joiner Lee Sloan Andrew Kline Cindy Quinones Ariel Griffith
School Secretary	<ul style="list-style-type: none"> ● Support the Incident Commander ● Set up IC post ● Responsible for <ul style="list-style-type: none"> ○ Student Emergency Cards and all reunification-related forms ○ ICS yellow duffle bag, IC laptop, and USB drive ○ Teacher Go Bags ○ Student rosters 	Rene Howell Mason Howell

	<ul style="list-style-type: none"> o Phone tree o Copies of parent emergency letters and notifications <p>Additional responsibilities are identified in other sections of this document.</p>	
<p>School-Based Mental Health Service Providers (counselor, school psychologist, school social worker)</p>	<ul style="list-style-type: none"> ● Planning before an event: <ul style="list-style-type: none"> o Pre-identify any student who will need special assistance during an evacuation. o Pre-identify psychologically fragile students and staff who may need extra support. o Coordinate with district crisis response teams and community-based mental health service providers. o Create a reunification site sign-in sheet for mental health providers rendering assistance at the reunification site. o Have referral information on hand. ● During evacuation: <ul style="list-style-type: none"> o Escort pre-identified students to the reunification site o Notify the district crisis response team and community-based mental health providers of the emergency ● At Reunification Site <ul style="list-style-type: none"> o Be visible and available o Maintain a sign-in log of all district and community-based mental health providers arriving at the reunification site o Monitor and staff Individual Assistance-Notification Area and support parents who are referred to the Area. o Provide psychological first aid to students, parents and staff ● Organize and prioritize the delivery of counseling services to those: <ul style="list-style-type: none"> o who were victimized or injured in the event o who witnessed the event o emotionally close to the victim(s); and o who have suffered a recent loss or are judged to be at risk. ● Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. <ul style="list-style-type: none"> o Be available to the administration. o Have referral forms available. ● After the event: 	<p>Rapid Response</p>

	<ul style="list-style-type: none"> ○ Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. These may include drop-in support, group or individual counseling sessions, classroom discussions, or bereavement groups ○ Maintain records of students receiving counseling and provide follow-up services. ○ Contact parent(s)/guardian(s) of traumatized students. ○ Provide information on available community-based mental health services. (Prepare handouts that include contact information or obtain brochures from outside service providers.) ○ Evaluate mental health services provided and track the need for follow-up support. ○ Arrange for debriefing and support for counseling professionals who participated in the critical incident response. ○ Review daily absentee list to identify all absent students and staff, particularly those at risk. Provide follow-up. 	
ESE Coordinator	<ul style="list-style-type: none"> ● Pre-identify any student with special needs that will require special care. ● Arrange with teacher(s) to escort student(s) to reunification site. 	Kate Cooley
School Nurse or Health Aide	<ul style="list-style-type: none"> ● Pre-identify students that may need special care. ● Arrange with teacher(s) to escort students that may need special care to reunification site. ● Make copies of all student health and medication cards. ● Place student medication in lockbox and transport medication to reunification site. ● Include small bottles of water and small cups in the “Go Bag.” ● Maintain list of injured. ● Maintain list of injured who are transported to the hospital. (Use Attachment E) 	Nicolette Lanier
First Aid Team	Persons with First Aid certification may be authorized to:	Wilson Rodriguez Belia Banks

	<ul style="list-style-type: none"> ● Render first aid to an injured student, staff, or visitor at the school site or reunification site if it is safe to do so. ● Notify Logistics officer of anyone needing emergency medical care and/or transport to the hospital. 	
Safe-School Officer	<p>At School Site, before and during evacuation:</p> <ul style="list-style-type: none"> ● Assist in securing or containing the incident site. ● Monitor the safety conditions and take measures to assure student and staff safety. ● Be visible and available to assist where needed. ● Screen individuals attempting to enter or exit the building or school campus. ● Monitor the school perimeter. ● Monitor the parking area. ● Meet and direct incoming emergency personnel. ● Cooperate with emergency personnel and investigators. ● During a campus evacuation, check all rooms to verify they are not occupied. ● Assist in search and rescue of students and staff, if necessary. ● Assist in school-wide search following a bomb threat. ● Report concerns to the ICS Safety Officer. ● Maintain written notes. <p>At Reunification site:</p> <ul style="list-style-type: none"> ● Follow the ICS Safety Officer instructions. ● Assist law enforcement and first responders, if requested. ● Put up signs to guide parents/guardians to identify locations. 	Chris Santos
Social Media Team	<ul style="list-style-type: none"> ● Work under the direction of the Public Information Officer ● Monitor social media ● Send tweets, Facebook messages, and other social media formats used by your parents. ● Messages are under the direction of the PIO. 	Robert Rogers
Custodial	<ul style="list-style-type: none"> ● Be familiar with the operations and infrastructure of the school building. ● Prior to the start of the school year, inventory all hazardous materials stored on campus, known quantities, and their location. Update as necessary. The list should be typed and easily accessible. 	Malaki Fuller Joe Albers

	<ul style="list-style-type: none"> ● During an incident: <ul style="list-style-type: none"> ○ As requested by the school administrator or designee, shut off water, electricity, and gas. ○ Assist in the management of physical plant operations ○ Provide access to secured areas and/or lockdown entrances, doors, and gates to authorized personnel. ○ Isolate hazardous areas. ○ During building/campus evacuation, check all rooms to assure they are unoccupied. ○ Assist with search and rescue when it is safe to do so. ○ Assist with distributing supplies ○ Survey the damage and structural stability of buildings and utilities; report findings to school administrator. 	
Team Leaders	<ul style="list-style-type: none"> ● Each area will have a team leader who will oversee the activities of the area. Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Set up two-way radios. Keep them tuned to the designated channel provided by ICS. 	<p>Joel Williams Kayla O'Connor Omowumi Ajayi Paula Losco Melissa Dos Santos</p>
Team Members	<ul style="list-style-type: none"> ● Each area will be staffed with trained team members to facilitate reuniting parents/guardians and their children. Designated Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges. ● Set up tables, display signs, have forms and materials ready ● Additional description of activities is in section IV - Reunification Process - Designated Areas 	<p>Pamela Becker April Quick Aaron Avery Ema Hajdari Terrence Williams Kristen Phillips Miosoty Rios</p>

Runners	<p>After a parent/guardian/authorized designee has been cleared to pick up the student:</p> <ul style="list-style-type: none"> ● The runner will deliver the bottom section of Parent/Guardian Verification-Student Release Form to Student Assembly Area . ● Notify the team member and the teacher that student has been cleared to be released. ● Process will be done with small groups of students ● Runner will return to the Family Check-In Area after delivering the form. 	<p>Denise Winkler Cole Palmer Tyra Gilbert Justin Dorsey</p>
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Other Types of Reunification Options

Depending upon the impact of the emergency event, family reunification can also occur at the affected school, including on-campus inside (interior) and on-campus outside (exterior).

Reunification may also take place off-campus – outside - at another school or alternate location.

Please note: This plan does not address these locations in detail, but the process and procedures of the off-site reunification plan can easily be applied here.

Examples:

On-Campus Interior Reunification Areas

- Family Check-In Gate: School entrance from playground or field
- Family Waiting Area: Gym
- Student Assembly Area: Cafeteria
- Reunification Area—Main Administrative Office
- Individual Assistance Area—Guidance Office

On-Campus or Off-Campus Exterior Reunification Areas

- Family Check-In Gate—Concession stand
- Family Waiting Area—Football field

- Student Assembly Area—Fenced softball field
- Reunification Area – Basketball court
- Individual Assistance Area—Maintenance building.

II. During a Campus Evacuation

The school staff has been trained and participated in drills to prepare for an off-site evacuation to the reunification site.

The roles and responsibilities of ICS, instructional personnel, student support personnel, and non-instructional support personnel were identified during the planning phase and are included in Tables 2 and 3 above.

Actions:

The Incident Command System will prepare for evacuation and relocation to the reunification site.

- Depending upon the emergency, 9-1-1 and first responders may be notified via the mobile panic alert system or by cell phone.
- The school administrator will activate the Incident Command System (ICS), as outlined in the school’s Crisis Management Plan.
- The Incident Commander [principal or designee] will assess the situation and determine if students and staff will evacuate to the reunification site.
- The Incident Commander will assign ICS responsibilities, as needed, according to the ICS structure. (See ICS roles and responsibilities)
- Notify the emergency contact person at the reunification site.
- Notify the Board chair.
- Notify the school superintendent’s office.

Public Information Officer



School Evacuation and Relocation Message

*This is an important message from San Jose Primary. Today is **(insert day and date)**. It is **(insert time) am/pm**. There was an emergency situation at San Jose Primary. The emergency is over. Please listen carefully to this message.*

*Do not come to the school. All students have been relocated to the **Jacksonville Jewish Center** at 3662 Crown Point Rd. Please go to **3662 Crown Point Rd** to pick up your child. All students will be released to parents and guardians there. Bring photo identification with you. For your child's safety, school staff will check your ID against a list of individuals approved to sign out each student.*

Students can only be released to those individuals you listed on the Student Emergency Release Form.

There will be officials and school staff at JJC to direct you and guide you through the family reunification process. Please follow their instructions.

Additional information and updates may be sent to you via (parent Square) and posted on the school website at (insert website address).

Thank you for your patience as we work to reunite you with your child.



The roles and responsibilities and Go Bags provided below should be modified based on the charter school's staffing and how the school wishes to utilize the talents and expertise of its staff members.

Teachers' Role During Notification and Evacuation

- When the administrator announces the emergency, watch for text messages with further instructions. Do not text or call the ICS team unless you have an emergency.
- Account for all students. Notify ICS if any student is missing.
- Assess student needs. Are any students injured? If yes, notify ICS.
- Prepare students to evacuate the building and walk to the reunification site. Allow students to take jackets. Leave all school-related materials behind.
- Grab Teacher Go Bag.
- Close the door but do not lock it.
- Follow the evacuation route and evacuation instructions outlined in the Emergency Flip Chart.
- Continue to watch for text notifications.
- Escort students in your care to the Student Assembly Area at the reunification site.

(Additional responsibilities in Table 3)

Teacher Go Bag (Crisis Response Bag)

- Each classroom should have a "Go Bag" or crisis response bag. Hang the bag from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:
 - Emergency evacuation plan - Flip Chart
 - Teacher instructions for evacuation and relocation to the reunification site

- Class rosters for each class
- Student names, parent names, parent contact information
- Names and cell numbers of ICS
- Staff phone list
- Assigned roles of school personnel (other than teachers)
- Flashlight and spare batteries
- First aid supplies (bandages, gauze, etc.)
- Latex gloves
- Pen and paper
- Coloring Books
- Markers/Colored Pencils
- Movies

Role of School Nurse during Evacuation

- Escort pre-identified students to the Reunification Site.
- Carry School Nurse Go Bag to Reunification Site.

School Nurse “Go Bag”

- List of pre-identified students that may need special care.
- Copies of each student’s health and medication cards.
- Lockbox with student medication. Place in Go Bag just prior to evacuation.
- Water and small cups for students who need medication.

(Additional School Nurse responsibilities in Table 3)

Role of ESE Coordinator during evacuation

- Escort pre-identified students to the Reunification Area.

(Additional ESE Coordinator responsibilities in Table 3)

Role of Safe-School Officer during Evacuation

(Responsibilities in Table 3)

III. Communication During the Reunification Process

It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is safe or to minimize the number of injuries, this First Message not only begins the recovery process, but it could also be evidentiary for purposes of liability. Rather than saying "All students are safe," it may be more accurate to report, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents may be the first to arrive at the school. Prepare for the fact that this may occur before transmitting any official notification.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While notifications written in advance of a crisis may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements should be reviewed by the charter school's legal counsel as part of the planning process. Consider having the school's insurance provider review the statements, as well.

Source: K12 Standard Reunification Method Toolkit, Texas School Safety Center, Texas State University

The Public Information Officer will:

- Use the methods of communication identified in the planning phase.
- Send parent notification as soon as it is safe to do so.
- Send Initial notification via automated phone and text messages.
- Direct the Social Media team to send tweets, and post messages on Facebook and other social media platforms.
- Keep families updated as often as possible.



Charter schools can modify their messages to families according to their preferences and style.

Sample Automated Phone Message – PARENT INSTRUCTIONS

- Parents: All students at San Jose Primary have been evacuated to Jacksonville Jewish Center.
- Please do not attempt to go to San Jose Primary. It will only interfere with public safety emergency responses efforts.

- Students have evacuated to our reunification site at the Jacksonville Jewish Center.
- To pick up your student, please proceed safely to the reunification site located at *3662 Crown Point Rd.* Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the *(insert parking lot location.)*
- Follow the instructions of the school staff.
- Please do not contact the school.
- We will continue to update you.



Sample Automated Parent/Guardian Text Message – PARENT INSTRUCTIONS

- Parents: All San Jose Primary students have been evacuated to JJC.
- Please do not go San Jose Primary
- Please do not panic.
- Go to *3662 Crown Point Rd.* to pick up your child. Bring your government-issued photo identification.
- Park in the *(insert parking lot location.)*
- Follow directions provided at the site.
- We will continue to update you.

Sample message for website homepage:



There has been an emergency at *San Jose Primary*. All students and staff have been evacuated to the Jacksonville Jewish Center. Parents/guardians/emergency contacts should pick up students at 3662 Crown Point Rd. Bring your government-issued photo ID. Upon arrival, please follow the staff's instructions.

Sample News Media Release for Parents



- There has been an emergency at *San Jose Primary*. All students and staff have relocated to the Jacksonville Jewish Center
- Parents: Please do not attempt to go to *San Jose Primary*. You will only interfere with public safety emergency response efforts.
- To pick up students, please proceed safely to the reunification site located at *3662 Crown Point Rd.* Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the *(insert parking lot location.)*
- Then, follow the instructions of the school staff.
- Please do not attempt to contact the school.
- We will continue to update you.

For the roles and responsibilities of the Public Information Officer, please refer to Table 2 – Reunification Incident Command System – Roles and Responsibilities.

For the roles and responsibilities of the Social Media Team, please refer to Table 3 – Key Roles of School Staff During Reunification.

IV. Reunification Site



TABLE 4: To be completed by the Charter School:

This table can be modified by the charter school based on the school’s plan and reunification site.

Table 4: Designated Areas at the Reunification Site	
Insert the location that will serve as the “Area”	
<i>Example: Family Waiting Area</i>	<i>Gym</i>
Family parking	
Command Post	
Student Assembly Area	
Family Check-In Gate/Area	
Family Waiting Area	
Reunification-Student Release Area	
Individual Assistance-Notification Area	

Traffic Control

Law enforcement will control traffic in and around the Reunification Site. School-based safety personnel or trained school staff members will assist, if requested.

- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Law enforcement may put up barricades and clear vehicles blocking traffic routes, as needed.

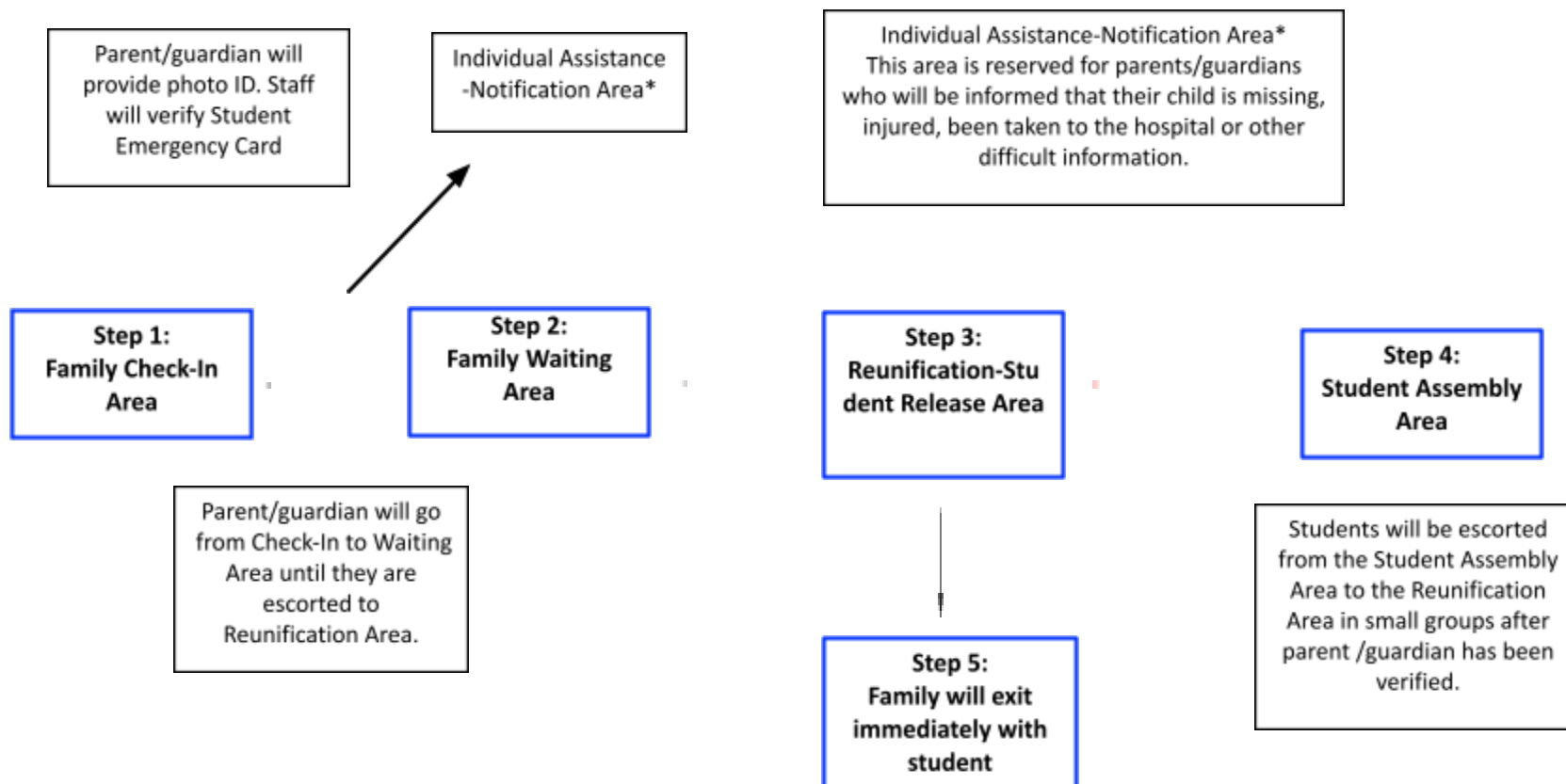
Signage: Assigned school staff will put up signs to delineate parent reporting areas.

Family Arrival at the Reunification Site

- Order must be maintained.
- Parents/guardians will be directed from the parking area to the Family Check-In Area.
- Law enforcement may be available to assist school staff with disgruntled family members.
- When possible, assign school staff who are familiar with the families to the Family Check-In Area

Reunification Areas and System of Reuniting Families and Students

The diagram below represents the flow of parents/guardians at the Reunification Site.



V. Reunification Process

Goal: Reunite students with authorized adults safely and efficiently.

Objective: To utilize a systematic verification and release process that will reunite families and students.

Actions: The following steps outline the Reunification process for parents/guardians/authorized designees from the time they arrive at the site until they depart the site with their child. Each “Area” is identified.

Designated Reunification Areas: TABLE 5 – Family Reunification “Areas” at the Reunification Site provide a process of verifying authorized adult(s) in order to reunite families and students. Team leaders and team support members’ duties and responsibilities, and required forms, are noted.

TABLE 5 – FAMILY REUNIFICATION “AREAS” AT THE SITE



Charter schools can modify the tables below.

Family Check-In Area The first step toward reuniting family and student	
Setup:	<ul style="list-style-type: none"> ● Two to six tables (based on the number of students to be released) with chairs ● Signage identifying Check-In Area and alphabetized last names for tables. ● Parent/Guardian Verification-Student Release Forms ● Student emergency release cards or access to cards online or via USB drive ● Student Rosters ● Office supplies ● Power supply and Internet access ● Two-way radio to communicate with ICS and other Areas ● Team members to facilitate requests / complete paperwork

	<ul style="list-style-type: none"> ● Runners to notify Student Assembly Area team members
Parents/guardians will line up at the Family Check-In Area. Signs will designate line formation based on first initial of last name.	<ul style="list-style-type: none"> ● Staff will hand out the “Parent/Guardian Information” cards. ● Adult will be given the Parent/Guardian Verification-Student Release Form.
<p>Process: How to Complete the Parent/Guardian Verification-Student Release Form Instructions are also on the form.</p>	
<p>1. Parent/guardian/authorized designee will complete PART 1 of the Parent/Guardian Verification-Student Release Form.</p>	
<p>2. Family Check-In team member will complete PART 2 of the Parent/Guardian Verification- Student Release Form.</p> <ul style="list-style-type: none"> ● Verify government-issued photo ID. Confirm identity. ● Verify that the requesting adult is authorized to take custody of the student(s) based on the information on the Student Emergency Card. ● If parent/guardian/authorized designee does NOT have a government-issued photo ID or is not listed on the Student Emergency Information card, notify the ICS Operations Officer. ● Once verification is completed, direct parent/guardian to the Family Waiting Area. ● Give the runner the bottom portion (must be completed) of the Parent/Guardian Verification-Student Release Form. ● Dispatch runner to the Student Assembly Area to notify teacher and team member that the student can be released to the Reunification-Student Release Area. 	
Family Check-In Team Area Leader	Joel Williams
Duties of Family Check-In Team Area Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure parent/guardian verification is completed ● Ensure all forms are completed and signed ● Maintain all completed forms and paperwork ● Interact with the Incident Commander to identify problems and report status ● Direct parent/guardian/designee to the Individual Assistance-Notification Area, if required

	<ul style="list-style-type: none"> • Refer all outside requests for information to the Public Information Officer • Maintain order in the Area
Family Check-In Area Team Members	Omowumi Ajayi
Duties of Family Check-In Area Team Members:	<ul style="list-style-type: none"> • Greet parents, guardians, and designees • Providing reassurance as needed • Assist in the verification of the parent/guardian/designee and the accurate completion of the Parent/Guardian Verification-Student Release Form
Other Assigned Personnel	<ul style="list-style-type: none"> • ICS Operations Officer will oversee the process • Mental health service providers will be visible • Law enforcement will be visible

Family Waiting Area

Set-up	<ul style="list-style-type: none"> • Area large enough to hold groups of waiting parents/guardians/designees • Signage • Two-way radio to communicate with Incident Command and other Areas • Student Rosters • Pen and paper
Process	
<ul style="list-style-type: none"> • Parent/guardian will go from the Check-In Area to the Family Waiting Area, as instructed by Family Check-In Area team member. They will wait to be notified that the student is being escorted from the Student Assembly Area to the Reunification-Student Release Area. 	
<ul style="list-style-type: none"> • Family Waiting Area team member will double-check parent/guardian/authorized designee verification information. 	
<ul style="list-style-type: none"> • Team members will inform families of the next steps. This will help to reduce parent anxiety. 	
<ul style="list-style-type: none"> • Team members will be notified via two-way radio when parent/guardian/ designee can be escorted to the Reunification-Student Release Area. 	



Recommendation: Whenever possible, staff the Family Waiting Area with school personnel who know the families. This is often the front office clerical staff and PE teacher/Coach.

Duties of Family Waiting Area Team Leader	<ul style="list-style-type: none">● Ensure signage is in place● Set up two-way radio to correct channel● Be alert to text messages from ICS● Direct team activities● Ensure all forms are completed and signed● Maintain accountability and control of parents/guardians/designees.● Receive injury or missing student information from team members. Notify Incident Commander● Interact with the Incident Command to identify problems and report status● Arrange for parent/guardian/designee to be escorted to the Reunification-Student Release Area
Family Waiting Area Team Leader	Kayla O'Connor
Duties of Family Waiting Area Team Members	<ul style="list-style-type: none">● Provide reassurance to the parents/guardians/designees● Help maintain calm and order● Double-check Parent/Guardian Verification-Student Release Forms● Provide team leader with information received regarding missing or injured students.● Interact with the Family Check-In, Student Assembly, and Reunification-Student Release Areas● Escort parents/guardians/designees to the Reunification – Student Release Area when notified.● Check off parent/guardian/designee names when leaving Area to go to Reunification-Student Release Area.

Family Waiting Area Team Members	Elianne Cardozo Carl Griffin Aaron Joiner April Quick Adian Suvic Aline Pires
Other assigned personnel (Mental health service providers may be necessary)	Robert Rogers

Individual Assistance – Notification Area	
Setup	Tables and chairs Telephone Internet access Laptop Paper/Pens Student Rosters Copies of all forms
Purpose of this Area: To provide notification to family of missing or injured student, or worse	
Special Considerations	<ul style="list-style-type: none"> ● Only trained professionals will be allowed in the Individual Assistance – Notification Area. All information discussed must remain confidential. No unauthorized personnel will be allowed in the area. ● Mental health professionals will provide parent/guardian with a means to communicate with other family members, friends, clergy, and supporters. ● Family privacy must be protected. ● Shelter family from the media.
Individual Assistance-Notification Area Assigned personnel:	<ul style="list-style-type: none"> ● Incident Commander (on call, as needed) ● Mental health service providers ● Community-based trauma experts

	<ul style="list-style-type: none"> ● School nurse, as needed ● District Crisis Intervention Team ● Law enforcement
Identify personnel assigned	Amaziah Drummond
<p>Considerations: When reunification is not possible because a child is missing, injured, or worse, how and when this information is provided to families is critical. Before an emergency, teams should discuss how, when, and by whom family will be informed when they cannot reunite with their student. While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Trained personnel play a vital role in providing information in a compassionate manner.</p>	

Student Assembly Area	
Setup	<ul style="list-style-type: none"> ● Signage ● Tables and chairs ● Two-way radio (set on proper channel) ● Laptop ● Internet access ● Paper and pens ● Student Rosters ● Games and activities for students, if available
Special Considerations	<ul style="list-style-type: none"> ● The Student Assembly Area will be out of view of the Family Check-In and Family Waiting Areas. ● Students must remain with their teachers. Additional school staff will be assigned to assist with student supervision, as available.
Process	
<ul style="list-style-type: none"> ● Runners will take verified/approved Parent/Guardian Verification-Student Release Forms to the Student Assembly Area. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will verify that the student is in the Area. 	
<ul style="list-style-type: none"> ● Team leader will review Parent/Guardian Verification-Student Release Form. 	
<ul style="list-style-type: none"> ● Runner will return to the Family Check-In Area 	

<ul style="list-style-type: none"> ● Before student is escorted to the Reunification-Student Release Area, the teacher or team member will check off student's names on the roster. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will escort student to Reunification-Student Release Area. Student must be released to a Reunification team member 	
Duties of Student Assembly Area Team Leader	<ul style="list-style-type: none"> ● Ensure signs are in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct activities of assigned team members ● Ensure all forms are completed and signed ● Assume responsibility for all forms and paperwork ● Provide reassurance to the teachers and students ● Maintain calm and order
Student Assembly Area Team Leader	Ashley Amorgianos
Duties of Student Assembly Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the teachers and students ● Help maintain calm and order ● Assist Team Leader at the door ● Assist teachers with students ● Escort student(s) to the Reunification-Student Release Area
Student Assembly Area Team Members	Cole Palmer Elianne Cardozo Paul Marshall Krista Murray Elizabeth Vavrock
Teacher responsibilities	<ul style="list-style-type: none"> ● Ensure all students are accounted for. ● Teacher must take roll as soon as class arrives at the Student Assembly Area. ● The student roster is in the Teacher Go Bag. ● Each student's name must be physically checked off ● If any student is missing, notify the Incident Commander immediately via text message. ● If any student is injured, notify the Incident Commander immediately via text message.

	<ul style="list-style-type: none"> ● Teacher is responsible to keep his/her students together. ● It will get very noisy in the Student Assembly Area. Showing a movie, reading to students, and drawing/coloring are good options. ● Students are discouraged from using cell phones. ● If any student becomes distraught, notify the Operations Chief via text message. A counselor will be sent to assist as soon as possible. ● Coordinate restroom breaks with the Student Assembly Team Leader. ● Water and snacks will be distributed as quickly as possible.
Other assigned personnel	<ul style="list-style-type: none"> ● ESE coordinator ● School nurse, if available ● Mental health service providers will be visible

Reunification-Student Release Area	
Setup	Signage Tables and chairs Student Rosters Tune two-way radio to correct channel Set up laptop with Internet connection Paper/Pens Stapler
Process	
<ul style="list-style-type: none"> ● The Reunification-Student Release Area Team will verify parent/guardian/authorized designee photo ID and Student Emergency Card (for the third time). 	
<ul style="list-style-type: none"> ● Parent/guardian/authorized designee will complete PART 4 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● Team member will complete PART 5 of the Parent/Guardian Verification-Student Release Form. 	

<ul style="list-style-type: none"> • Signature is required. 	
<ul style="list-style-type: none"> • A School Assembly Area team member will escort the student to the area. 	
<ul style="list-style-type: none"> • The parent/guardian and team member will fill out the Family Reunification Student Sign-Out Records (Attachment F) 	
<ul style="list-style-type: none"> • Team member will notify parent that phone and text messages will be sent later in the day or evening with updates. 	
<ul style="list-style-type: none"> • The student and parent/guardian/authorized designee are free to leave. No one is allowed to return to the school to retrieve the student's belongings. 	
<ul style="list-style-type: none"> • The Team Leader is responsible for maintaining all completed student release forms. Forms will be turned over to the ICS Planning Officer at the end of the reunification process. The Planning Officer may periodically pick up forms during the reunification process. 	
Duties of Reunification-Student Release Area Team Leader	<ul style="list-style-type: none"> • Ensure signs are in place • Tune two-way radio to correct channel • Set up laptop, if needed • Be alert to text message from ICS • Direct activities of assigned team members • Ensure all forms are completed and signed
Reunification-Student Release Area Team Leader	Denise Winkler
Duties of Reunification-Student Release Area Team Members	<ul style="list-style-type: none"> • Ensure all forms are completed and signed • This includes the Family Reunification Student Sign-Out Records (Attachment F) • Give all completed forms to the Team Leader
Reunification-Student Release Area Team Members	Travis Bradford Charles Brown Brett Batchelor Richard Bond
Other assigned personnel	At least one (1) member of the ICS team At least one (1) member of law enforcement Incident Commander, when available Mental health service provider(s)

Student(s) Who Are Not Be Picked Up

Follow these procedures for any student who has not been picked up by an authorized adult.

1. Notify IC immediately. Provide status, including attempts to contact parent/guardian/authorized adults.
2. Assign one senior staff member to call and send urgent text messages.
3. If parent/guardian has a work phone number, call the workplace.
4. Verify custodial parent.
5. Verify student's home address.
6. Verify custodial parent's place of work, company name, and address.
7. Notify governing board chair
8. Request that law enforcement go to the custodial parent's workplace and home.
9. If law enforcement does not have an officer available at the time, the IC will send two (2) available ICS team members. (It is recommended that the school does not send one person to the student's home. Go in pairs.)
10. Consider that it will be unlikely that any member of ICS will have access to his/her vehicle.
Transportation options for ICS: Request transportation assistance from a district crisis intervention team member or take a taxi or Uber.
11. If all efforts have been expended, notify local law enforcement.
12. Identify a safe, centralized location where students can to wait for their parents.
13. If the charter school does not have bus transportation, request the superintendent's office to authorize bus transportation for students and accompanying staff members.

VI. Post-Reunification Activities

After all families and students are reunited, the Incident Commander will declare an end to the Family Reunification process and begin demobilizing operations.

Demobilization procedures:

- Initiate comprehensive closing of reunification location (return equipment and unused supplies to Logistic Officer; take down signs; clean up reunification areas)
- Complete all tasks, paperwork, forms, and reports. Submit to the School Secretary.
- Complete initial briefings with ICS
- Transfer operational control from ICS to school administration.

- Maintain incident records, reports, and documentation.
- Determine when students and staff can return to the school.
 - If the school will be closed, begin plans for virtual instruction.
- Communicate with parents/guardians/media
 - Information on the reopening of school
 - Available resources and assistance, as needed
 - Release updates to the news outlets
 - Update the school website

Ensure continued care of all students who are not reunified with families.

- Update the principal on any students who have not been reunited with their families.
- Identify where students and staff will be temporarily housed.
- Mental health professionals will provide continued care to students whose families have been delayed.
- Continue to contact parents.
- The School Nurse will check on students and staff taken to the hospital (if applicable) and update the Principal.

Communicate with all school employees. Check on their welfare.

Verify the reunification site has been cleaned and returned to normal.

- Evaluate and refine the family reunification plan.

Within 24 hours:

- Hold debriefing with ICS Command.
- Meet with school personnel to debrief and answer questions.
- School-based mental health service providers and community mental health partners will implement the plan to support the needs of students, staff, and parents.

Within 48 hours:

- The Principal, Assistant Principal, and the Mental Health team will debrief in small groups with staff, and community partners, including providers of off-campus reunification locations.
- At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key findings. Debriefing should include information about follow-up support resources.
- Mental health staff trained in post-traumatic stress management will facilitate student coping groups.
- The head custodian will oversee the restocking of reunification supplies as listed.
- The Assistant Principal, ESE Coordinator, and School Secretary will:

- Review and maintain records indicating that all students were released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

4. As soon as possible, but within 2-3 days of the incident:

- The principal will convene the school-based Crisis Response Team to review the event and adjust procedures in the Family Reunification Plan; meet with staff to review the event; and schedule staff retraining, as needed.
- The principal will meet with local responding agencies and the school district to debrief.

VII. Practice Exercises and Drills

Schedule practice exercises throughout the school year so staff can “rehearse” procedures.

- Walk through and talk through the procedures.
- Tabletop exercises help to clarify the roles and responsibilities of the crisis response team members, ICS, and school personnel during a reunification event.
- Drills help prepare students for the actions necessary during an evacuation. Practice procedures as part of the drill training.
- Functional exercises involve responding to a simulated event within realistic time frames. Use teddy bears as students to practice.
- Provide training for all staff, including verification of parent/guardian/designee and student release.
- Provide special training to the ICS team

Evaluate the practice exercises and drills to identify areas in need of improvement and determine how to address them.

ATTACHMENTS A – G



The attachments, which serve as the forms referenced in this template, are provided as samples. Charter schools should adapt the forms to fit their needs or adopt their own forms.

ATTACHMENT A

San Jose Primary

Incident Command

SY 2023-2024

Complete the Incident Command contact form during Teacher Planning Week. Provide a copy to all team members and school staff. Post in the teacher's lounge.

Crisis Response Team Contact List			
Name	Title	Cell	Home
Sarah Thurlow	Incident Commander	904-445-8789	
Saul Bloom	Public Information Officer	904-601-6540	
Lyndsey Renaud	Operations Chief	904-534-3025	
Amaziah Drummond	Liaison Officer	904-288-1188	
Bethany Johnson	Logistics Officer	904-720-7311	
Ryan Rewey	Planning Officer	608-208-4967	
Barrington Prawl	Safety Officer	904-729-7374	
Michelle Metcalf	Finance	904-982-4826	

ATTACHMENT B

San Jose Primary

Reunification Site Staff Assignments

School Staff Assignments at Reunification Site			
Teachers will remain with their assigned class until the last student has been released to the family.			
Site Location	Staff Name	Cell Number	Special Responsibilities
Example: Student Assembly Area	John Parker	(123) 456-7890	Notify IC of any absent or missing students

ATTACHMENT C

San Jose Primary

STUDENT EMERGENCY INFORMATION CARD – 2023-2024 SY

Parent/Guardian must complete at Registration or prior to the first day of school.

Requires at least two additional contact persons other than family whom you authorize to pick up your child.

Student's Name: _____ DOB: ____/____/____

Last First MI

Address: _____ City: _____ Grade: _____

Home Language: _____ Medical Health Conditions: _____

Allergies: _____ Medications: _____

Parent/Guardian Name (1st contact)

Last name: _____ First name: _____

Relationship to Student: _____ Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Address (if different from student): _____

Parent/Guardian Name (2nd contact)

Last name: _____ First name: _____

Relationship to Student: _____ Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Address (if different from student): _____

List two emergency contacts who have permission to pick up your child and assume temporary responsibility and care if you cannot be reached during an emergency. These contacts cannot be the same as parents or legal guardians but may include grandparents, uncles, aunts, childcare providers, friends, and neighbors that reside in the local area.

Emergency Contact Name (1st Contact):

Last name: _____ First name: _____

Relationship to Student: _____ Cell Phone: _____

Address: _____ City: _____ State: _____

Emergency Contact Name (2nd Contact):

Last name: _____ First name: _____

Relationship to Student: _____ Cell Phone: _____

Address: _____ City: _____ State: _____

By signing this form, you give permission for the emergency contact persons you have listed to pick up your child in case of an emergency, illness, or missed transportation. Should any of the emergency contact information change during the school year, you are responsible to notify the school immediately. You are also consenting that the school can share the information on this form with authorized individuals.

Parent or Legal Guardian Signature: _____ **Date:** ___/___/___

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized school personnel to ensure compliance with HIPAA, FERPA, and individual rights to privacy.

ATTACHMENT D

To Be Completed/Reviewed At All Areas

Parent/Guardian Verification-Student Release Form

- To be completed by both parents/guardians and reunification team personnel.
- Use this form to track students who are being united with their families or others on their emergency contact list.

DATE: _____

PART 1: PARENT/GUARDIAN/AUTHORIZED DESIGNEE – Complete at Family Check-In Area

Family Check-in Area	
<i>To be completed by Parent/Guardian</i>	
Student Name:	Grade:
Name of person requesting student:	Relationship to student:

PART 2: FAMILY CHECK-IN TEAM – Complete Parent/Guardian/Authorized Designee

Family Check-in Area		
<i>Family Check-In Team Must Verify Parent/Guardian ID and Check Student Emergency Card</i>		
Is the person requesting the student listed on the Student Emergency Information?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did you verify government-issued photo ID?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Describe if identification was verified through another means:

PART 3: STUDENT ASSEMBLY AREA TEAM – Complete Part 3.

Student Assembly Area		
<i>Student Assembly Area Team must complete.</i>		
Did you pick up the student from the Student Assembly Area and escort him/her to the Reunification Area?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did the teacher or Student Assembly Area supervisor mark the student as “released” on their checklist?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

PART 4: To be completed by Parent/Guardian/Authorized Designee

Reunification-Student Release Area

To be completed and signed by parent/guardian or authorized emergency contact before student can be released.

Name of person to whom student is released: (print)

Signature of person to whom student is released:

Address: Phone:

Destination after leaving site:

PART 5: Reunification-Student Release Team: Complete Part 5.

Reunification-Student Release Area Team must complete before parent/guardian and student exit the site.

Did you verify the parent/guardian photo ID and Student
Emergency Card again?

- YES
 NO

Staff initials:

Was the student successfully released?

- YES
 NO

Time of Release:
Date of Release:

Team member signature:

Cut Along Line

Bottom Section of Parent/Guardian Verification-Student Release Form

GIVE COMPLETED CARD TO THE RUNNER

The Runner will deliver the bottom section of the Parent/Guardian Verification-Student Release form to the Student Assembly Area.

Print student name _____

Student grade _____ Teacher _____

DOB ___ / ___ / ___

Parent/Guardian/Authorized Designee has been verified. YES NO

Absent (student was not at school that day) First Aid Hospital Missing

Already Released

Signature of Student Assembly Team Member _____

Signature of Teacher. _____

Date: _____ Time: _____ A.M. P.M.

Hand-deliver the signed form to the Reunification-Student Release Area Team

ATTACHMENT E

San Jose Primary

Injured Student/Staff/Visitor Form

School staff will use this form to track students, staff, or visitors who are injured and transported to the hospital. If you are unable to determine the hospital the individual will be transported to, indicate the ambulance number.

Submit the form to the School Nurse.

DATE: _____

PERSONS INJURED ON SCHOOL GROUNDS					
Time	Name of Student/Staff/Visitor	Name of Staff Accompanying Individual	Hospital	Ambulance Number	Check One:
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student

					c Staff c Visitor
--	--	--	--	--	----------------------

ATTACHMENT F

To be Completed by the Reunification-Student Release Area Team

San Jose Primary

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD

“Account for Every Student”

To be completed by assigned team member at the Reunification-Student Release Area. Use this form to account for every student who is reunified with family or other individuals identified on the emergency contact list.

Student information must be entered before the parent and student leave the reunification site.

DATE: _____

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD <i>“Account for Every Student”</i>					
Time of Release	Student Name	Released To (Print Name) Must show photo ID	Released to: Signature Required	Next Destination:	Released by:

The school will need enough forms on hand to account for every student.

ATTACHMENT G
Sample Memorandum of Understanding

This is provided as a sample MOU. Any partnership agreement between the charter school and host reunification site should be reviewed by an attorney prior to execution.

Memorandum of Understanding

Between San Jose Schools and Jacksonville Jewish Center

Date _____

Name and location of relocation site: _____

Reunification Site Contact: _____

Person responsible for reunification effort: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Secondary contact at Reunification Site: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Buildings, rooms, or other areas on the reunification site property the school will utilize during the reunification process:

Location of Administrator’s Toolbox if stored at reunification site: _____

School Crisis Response Team (Incident Command System) responsibilities for coordinating evacuation to reunification site.

San Jose Primary will:

- Notify the host site of the school evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the student/parent reunification points.
- Request assistance from host site if needed.
- Duration of use. *(To be completed by the charter school)*
- Clean-up agreement to return the location to its original condition. *(To be completed)*
- Address property loss mitigation *(To be completed by the charter school)*

The Host Site will:

- Accept an evacuation request from the principal or designee.
- Notify all host site employees of the situation.
- Designate areas within the facility that can accommodate the school’s reunification needs.
- Provide internet access.
- Provide access to bathroom facilities and water.
- Assign personnel to meet arriving staff and students and direct them to pre-identified space.
- If the site is a school: notify the school nurse and mental health professionals. Have emergency medical services on stand-by.
- Activate host site’s crisis response team to provide support.
- Assist with notifications of all parties, including parents/guardians

Collaborative Actions:

- The Incident Commander and JJC will collaborate and coordinate for the safety and security of all students and staff.
- Take action to control media access and work with the school’s Public Information Officer.
- Coordinate for food services (meals/ snacks/drinks), as needed.

Signatures:

Charter School Principal _____ **Date** _____
Charter School Board Chair _____ **Date** _____

Host Site Signature _____ **Date** _____

Position _____



San Jose Early College Cecil

Emergency Manual 2023-2024

Michelle Knapp - Principal

Revised on June 7/24/2023

CONTENTS

Chapter 1	Reference Numbers and Information
Chapter 2	Notification Chain and Numbers
Chapter 3	Action / Prevention Plan
3-1	School Safety Plan/Mental Health
3-2	Family Reunification
3-3	Fire Prevention / Procedures
3-4	Bomb Threat
3-5	Weather/Natural Disaster
3-6	Weather / Natural Disaster
3-7	Hazardous Materials
3-8	Suspicious Packages/Mail
3-9	Utilities Emergencies
3-10	Civil Disturbances
3-11	Abducted / Missing Child
3-12	Death Serious Injury / Illness
3-13	Off Campus Emergencies
3-14	Pandemic

Chapter 4

School Safety / Standard Response Protocol

4-1	Standard Response Protocol
4-2	Active Assailant Procedure
4-3	Intruder
4-4	Hostage

Addendum #1

Duval County Public School Mental Health Plan

Addendum #2

Family Reunification Plan

This manual is provided for use in emergencies. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations.

Chapter 1

REFERENCE NUMBERS

Public Safety / Utility Numbers

Jacksonville Sheriff's Office	(904) 630-0500
Jacksonville Fire Rescue	(904) 630-0434
Jacksonville Transportation Authority	(904) 632-5530
Department of Family and Children's Services	(866) 762-2237
Jacksonville Utilities	(904) 665-6000

FDLE

(904) 209-3180

Emergency Websites

District Crisis Response Hotline (Child Guidance Rapid Response Team) - 904-390-2535

FortifyFL www.getfortifyfl.com

Homeland Security www.whitehouse.gov/homeland

National Weather Service www.wrh.noaa.gov

FEMA www.fema.gov

FDLE www.fdle.state.fl.us

Chapter 2

Notification Chain and Numbers

Emergency Call Numbers		
Title/Company	Responsible Parties	Contact #
Principal	Michelle Knapp	904-993-1520
Assistant Principal	Monica Meeks	678-431-9109
Dean of Students	Mark Pietuszka	302-220-8962
Guardian	Eric Sampson	904-885-1223
Facilities	Janelle Thompson	904-652-6651
Ex. Director of Student Services	Catherine Cimerman	904-337-4090
President of Academics	Saul Bloom	904-601-6540
President of Operations	Amanda Glancy	904-729-5988
Chief Operations Officer	Ryan Rewey	904-729-6375
Chief Legal Officer	Amy Kisz	904-430-3231

Critical Response Team

Name	Title	Contact Number	Email address
Michelle Knapp	Principal	904-993-1520	michelle.knapp@sanjoseschools.org
Mark Pietuszka	Dean	302-220-8962	mark.pietuszka@sanjoseschools.org
Eric Sampson	Guardian	904-885-1223	Eric.sampson@sanjosesupport.org
Janelle Thompson	Facilities	904-652-6651	janelle.thompson@sanjosesupport.org

Behavioral Threat Assessment Team

Name	Title	Contact Number	Email address
Monica Meeks	Assistant Principal	678-431-9109	monica.meeks@sanjoseschools.org
Mark Pietuszka	Dean	302-220-8962	mark.pietuszka@sanjoseschools.org
Catherine Cimerman	Mental Health	904-337-4090	catherine.cimerman@boldcityed.org
Christopher Bernard	JSO/SRO	904-673-5078	Christopher.Bernard@jaxsheriff.org
Eric Sampson	Guardian	904-885-1223	Eric.sampson@sanjosesupport.org

Notification Chain/Protocol

Class 1 Incidents Contact: Dean of Students / Guardian / Principal

- Disorderly Conduct / Fight
- Minor Theft
- Child Left on Property
- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue
- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents Contact: Dean of Students / Assistant Principal / Guardian / Principal

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Principal / Guardian /Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder

Chapter 3

Action/Prevention / PREVENTION PLAN

To be as prepared as possible, it shall be the responsibility of the Principal to ensure that his or her school remains in the most prepared state possible. This shall include, but not be limited to:

- Verifying that the Principal or his or her designee have been notified when any of the incidents listed within this plan occur.
- Having in place an approved protocol for early dismissal should an incident listed within this plan arise.
- Verifying teachers carry a copy of their roles always and are familiar with their assignments.
- Verifying the campus is safe and secure with classroom doors and or exit doors locked per school policy, at all times.
- Verifying all special needs persons are considered in their school emergency management plans.
- Ensuring that all student medications are accounted for and included in any long-term evacuation.

- Visitors check into the school main office for passes.

Family Reunification Centers are well defined in the school plans.

- Having in place an approved Crisis Response Team with clearly defined assignments for members.
- Alternate evacuation sites are suitable for Special needs persons and remain confidential except to staff and law enforcement only.

3-1

SCHOOL SAFETY PLAN – SB 7026

The School Safety Specialist for San Jose Schools will be Barrington Prawl. Director Prawl can be reached at or at (904)729-7374..

San Jose Schools does intend to participate in the Aaron Feis Guardian Program as provided in SB 7026, so long as the DCPS board allows charter schools to do so.

This plan, and all its components, will be approved by the Board of Directors.

Mental Health Plan

San Jose Schools has opted into the 2023-2024 Duval County Public Schools' Mental Health Allocation Plan. Resources available to San Jose School students include:

- Mental Health Therapy
- Youth Mental Health First Aid Training
- Universal Screening

****Please refer to the Duval County Public Schools' Mental Health Plan (Addendum #1) for detailed information.**

3-2

FAMILY REUNIFICATION

The reunification process can be used for a variety of emergencies (hazardous materials, severe weather, fire, flooding, school violence, or other manmade or natural events) that may require us to leave campus and relocate to another location. The reunification plan guides the

orderly and coordinated reunification of students and families.

The objective of the reunification plan is to ensure that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

****Please refer to Family Reunification Plan (Addendum #2) for more details**

3-3

FIRE PREVENTION / PROCEDURES

In the event of a fire within the school building: Sound the alarm immediately! Notify the school office.

- Office personnel should notify the appropriate Fire Department.
- The principal or their designee, will meet the first responders / Fire Rescue. The designated person(s) will provide a master key or keys, floor plan, and information about the fire to the first responders / fire rescue and shut off all gas and power where needed. Staff persons will carry their issued portable radio.
- It shall be the Principal's responsibility to ensure that the building has been searched and all students /staff are accounted for.

Evacuate the building according to the following procedures:

- Designate persons to fight small fires, nothing potentially explosive, with fire extinguishers only.
- Staff should not use water on electrical fires or attempt to fight fires involving possible explosives, toxic chemicals, or hazardous materials.
- The school Crisis Response Team will determine the best route of evacuation and a point of check-in to assure accountability. Take your Emergency Response Folder with you.
- Students should walk out of the designated exit in a quiet orderly manner. Each teacher should check the classroom and be the last individual to leave.
- Staff members will ensure that windows and doors in their areas are closed and unlocked if possible.
- Teachers and staff will take their class or personnel list and Crisis Verification sheets with them when they exit the

classroom or assigned work area.

- Students and staff must go to a designated area that is a minimum 300' from the building. Evacuation may need to exceed school property to achieve the required 300'
- Teachers will be responsible for students under their supervision and will take attendance accounting for each one. Children and staff who are unaccounted for are to be reported to the Principal /Assistant Principal or designee immediately.

The fire drill plan for evacuating the building will be posted in each classroom and common areas. If the usual evacuation route is blocked, use an alternate route as directed by the teacher or staff member in charge.

Access roads will need to be kept open for emergency vehicles. The Principal will designate an individual or group of individuals to ensure that all access roads are open. This may mean evacuating the opposite direction of oncoming emergency vehicles.

Students and staff members will be allowed to return to the building at the direction of the Principal, only upon the recommendation of the fire department and public safety.

Every school must determine evacuation sites, alternate evacuation sites and family unification centers.

During fire drill, you must evacuate 300' from the building and comply with the NFPA 101, Life Safety Code regulations 11-7.1 and 9-7.7

School Safety Drills will be held on an ongoing basis and will be documented by the Dean.

3-4

BOMB THREAT

Call Procedures:

If a bomb threat is received by phone:

Remain calm. Keep the caller on line for as long as possible. DO NOT HANG UP, even if the caller does.

- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

- If possible, write a note to a colleague to inform the Principal immediately, who will contact JSO. In the absence of the Principal, notify the Assistant Principal.
- If your phone has a display, copy the number and /or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.

If a bomb threat is received by a handwritten note:

Call a member of the administration team. Handle notes as minimally as possible.

If a bomb threat is received by email:

Call a member of the administration team. Do not delete the message

Time call was received:
Phone number:
Time call ended:
Where is the bomb located? _____
When will it go off? _____
What kind of bomb is it? _____
What will make it explode? _____
Did you place the bomb? (Yes or No)
Why? _____
What is your name? _____
Exact Words of Threat:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

DO NOT:

- Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb.
- Evacuate the building until directed and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package. Bombs can be hidden in objects like briefcases, tool boxes, pipes, backpacks.

A RESPONSE TEAM FROM LAW ENFORCEMENT WILL BE DISPATCHED TO CLEAR THE FACILITY AND ENSURE THAT THERE IS NOT A SECONDARY DEVICE.

Signs of a suspicious package

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

WEATHER / NATURAL DISASTERS

3-5

Tornado:

Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures shall be used.

Weather radios will be kept on alert and monitored at all times to include system portable radio.

If a warning or watch is announced on the radio or television, the Principal and/or Assistant Principal will inform staff and families what the schedule will be.

The order to evacuate will not be made at the school level.

Codes:

Tornado Watch: *Conditions are favorable for tornadoes or severe weather.*

Tornado Warning: *A tornado being sighted.*

To signal a tornado warning:

- Upon being notified of a tornado warning, Emergency Dispatch will verify notification of schools and observe the evacuation of portable classrooms and other affected areas.
- The schools will designate runners to verify that all staff know how to evacuate.
- It will be the teacher's or designee's responsibility to maintain the **Classroom Evacuation Log**". Time of notification and time completion of evacuation will be noted on log.
- When notified by administration of a tornado warning, all portable buildings and other affected areas will be evacuated. All students and staff must report to the areas
- assigned to them per the school's tornado and severe weather plan, giving specific attention to anyone with special needs in

need of additional assistance.

- The school will post two spotters, to observe weather conditions. If weather conditions worsen, the spotters will move indoors to safety while keeping the school administration informed. Two-way radios must be left on at all times to stay abreast of any situation.
Administration will notify staff of “all-clear”.

SCHOOL LEVEL

School level tornado and severe weather plans should include protocols for any after school activities that take place on campus. These should include, but are not limited to sports events, plays, concerts, and banquets.

Steps of Action during a drill:

Do not use any area door as a staging place within 25’ of an exterior during a tornado drill.

- Students should proceed to their designated positions against the wall and assume a sitting or bottom kneeling position, head down, and use hardcover books to protect their heads.
- Students and staff in unsafe locations at the time of the drill will go to assigned locations
- Staff members are to close all doors and windows before exiting into a tornado safe area.
- **Being quiet is extremely important so that directions can be heard.**
- Teachers should keep their class rosters with them during the drill to verify classroom count.
- Teachers and staff should ensure that persons in their care are following all drill or emergency procedures.

The all clear signal will be verbal command over the phone intercom system and via walkies for individuals in possession of one. An announcement will be made by the Principal or designee.

3-6

Earthquake:

Steps of Action:

- Office personnel make an announcement to assume duck, cover, and hold position.
- Principal/designee will shut off all water supplies and gas valves and electricity if necessary.
- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedure should be used.

- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, send a Response Team to locate a safe path of travel. You should move to an area on the school campus that is not located near the electrical lines that could pose a hazard if broken or fall.
- Office personnel contact the Principal or designee and request assistance from the Crisis Response Team.
- Plan for alternate routes to evacuate buildings during earthquake drills.
- Do not light any matches or candles if an earthquake occurs.

Hurricane:

Although our schools will be closed during a hurricane, there are precautions that must be taken to ensure readiness for a potential disaster and/or the use of the schools as an emergency re-entry shelter. The schools will not be used as an emergency shelter during a hurricane.

The Co-Presidents/designee will stay in constant contact with the local Emergency Management personnel when a hurricane is imminent. Only the Co-Presidents or their designee will make the decision to close school.

School Responsibility

- In the days prior to a hurricane it will be the Principal or his/her designee's responsibility to ensure that all;
 - NOAA radios are operating properly and have new batteries.
 - The campus is alert to the possibility of tornadoes/hurricanes.
 - Student information computer files are continuously updated and accurate.
 - Permanent records are relocated to an interior portion of the school to lessen water damage from broken windows or doors. Computer servers are disconnected by Robert Beaty or a member of the Miller Network Innovations team, and packaged for safe transportation away from any optional weather damage.
 - TV's, electronics, and computers are covered with plastic bags and stored to avoid possible flood damage.
 - Gas and water are turned off if authorities advise.

The Campus Emergency Management Procedures guide will be part of the school's evacuation kit.

Radiological Emergencies:

When notified of a radiological disaster you must:

- Close all windows, doors, and turn off all kitchen equipment, A/C and heating units, and fans. It will be the responsibility of the Principal or his or her designee to send runners and verifying that this has been accomplished.

- If a facility is located within the 50 miles “ingestion pathway zone” for radiological emergencies, local EMA can help with this.

Mass Casualty Incidents:

It will be the responsibility of the school Crisis Response Team Leader to assign TWO PERSONS capable of identifying students, to remain with E.M.S and complete Mass Casualty Logs as directed by public safety.

These logs are a two-part document, and will be supplied by the E.M.S site supervisor. One part will remain with E.M.S. and the other will be delivered to the Principal/Co-president or their designee for family and or media notification.

All media responses will be forwarded to the Co-President or designee. Do not use the name or names of persons affected over any walkie-talkie or radio.

Floods:

If major flooding occurs within the school;

- Remove all students and staff from the affected areas and open doors to allow unrestricted water flow if necessary.
- Notify Maintenance immediately
- Maintenance will turn off utilities at main switches. Staff will unplug appliances, equipment, and will not touch electrical equipment.
- Maintenance will immediately evaluate the affected area and determine what precautions may be needed at that time.
- Do not allow anyone to drink any tap water until maintenance arrives.
- If moving students and staff outside, be aware of and stay away from downed power lines.

If necessary maintenance will turn off all power, water, and gas to the entire campus

3-7

HAZARDOUS MATERIALS

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with

the Co-President/designee and maintenance is necessary.

Steps of action:

- **Do not sound the fire alarm.**
- Identify threats to school.
- Notify the Principal. Provide appropriate details of the incident and chemical code number, if visible. The Principal will notify the Co-President who will contact the County Emergency Management Director if necessary.
- The Co-President/Principal and County Emergency Management Director will determine if the school needs to be evacuated.
- The Principal or designee will provide directions as per the fire department and emergency personnel regarding the evacuation of the building.

If it is not safe to evacuate and the air is not safe to breathe, shut down all a/c units, fans and close all doors and windows. It may become necessary to seal all doors and windows with tape or wet towels to prevent any air infiltration. Stay inside until suitable evacuation arrangements have been made.

3-8

Suspicious Mail and Packages

This information provides guidance issued by The U.S. Department Of Homeland Security, on effective ways to make school buildings safer. Employees should increase awareness of any suspicious activity and report concerns to the building administrator, security and law enforcement personnel. The better we prepare ourselves to respond to emergencies, the better we will be able to care for our students and our co-workers in the event of a real threat or act of violence.

Handling Suspicious Mail

- Examine unopened envelopes and packages and look for suspicious features.
- Handle incoming mail in a designated area.
- Wash your hands after mail is opened.
- Restrict mail access to authorized persons.

Receiving Suspicious Packages

- Remain calm.
- Do not open the package or letter.
- Do not shake or empty the contents of a suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope on a stable surface; do not sniff, touch, taste, or look closely at it or any contents that may have spilled.
- Do not touch your eyes, nose or other body parts.
- Shut off window air conditioning units and fans.
- Isolate the package and secure the room by shutting all doors and windows.
- Thoroughly wash hands with soap and water.
- Report to the Principal or their designee and call 911.
- Advise fellow co-workers to avoid the area.
- Don't leave the area until told to by responding officers.
- Ensure that all persons who have touched the letter wash their hands with soap and water.
- Make a list of all persons who touched the letter or package and who were in the area when the letter was opened.
- After examination of the package, shower with soap and water.

Features of Suspect Mail

- Excessive postage, no postage, or non-canceled postage
- No return address or fictitious return address
- Improper spelling of names, titles or locations
- Unexpected envelopes from foreign countries
- Suspicious or threatening messages written on packages
- Postmark with different location than return address
- Distorted handwriting or cut-and-paste lettering
- Unprofessionally wrapped packages or excessive use of tape, strings, or other wrapping
- Packages marked "Fragile: Handle with Care," "Rush: Do Not Delay," "Personal" or "Confidential"
- Rigid, uneven, irregular, or lopsided packages

- Packages discolored, oily or with an unusual odor
- Packages with soft spots, bulges, or excessive weight
- Protruding wires or aluminum foil

3-9

UTILITIES EMERGENCIES

The Principal or designee will conduct a visual check of all school areas and assessment will be made if school is to continue.

DO NOT SOUND THE FIRE ALARM!

If the building needs to be evacuated, follow fire drill evacuation procedures with verbal announcement and START EVACUATING THE AREAS AFFECTED FIRST. When there is an emergency, call maintenance immediately.

Emergencies may be:

- *Gas line break*
- *Electrical power failure*
- *Water main or sewer break*

IF A GAS LEAK IS DETECTED;

- Assess wind direction and evacuate upwind so that you are out of danger of an explosion.
- Open all doors in the immediate area to ventilate the school
- If water contamination is suspected, the Principal or Designee will request maintenance to shut off the main water supply

For any after-hours facility emergency that requires school district personnel to be involved procedures will be;

- Call Chief of Operations, Ryan Rewey
- The Chief of Operations will call the Principal, and/or Designee.
- Necessary refrigerated food may need to be secured and/or stored in an alternate location as directed by the food & nutrition manager or designee.

3-10

CIVIL DISTURBANCE (On Campus)

Student Disturbances: *Do not put yourself or your staff in harm's way. Let the Guardian and/or School administration handle out of control students. Always work in pairs when approaching any type of civil disturbance. If possible, videotape any disturbances for student identification.*

- Call for the Dean of Students and a Guardian if the disruption continues and/or if injury occurs.
- Do not use the name or names of persons affected over any walkie-talkie or radio.
- The Principal or designee will notify parents of injuries at an appropriate time.
- Determine what disciplinary action to take.
- School Administration members should discern the basis for the problem and act to address those concerns.
- All media inquiries should be referred to the Chief Executive Officer.

CIVIL DISTURBANCE (Off Campus)

If civil disturbance occurs or seems imminent in or around the community, move all students that are outside at that time, into the building as soon as possible and announce a **Lockdown**.

Lockdown shall remain in force until an ALL CLEAR is given

STUDENT LEAVING CAMPUS WITHOUT PERMISSION:

Definition: *Student runs away from school building during school hours.*

Step of Action:

- Call the Dean of Students or the Assistant Principal
- The teacher or staff member involved should notify the Dean/Assistant Principal and provide a description of the student(s) and as much information as possible about the incident.
- Follow the student(s) if it seems appropriate.
- Administration should contact the parent(s) or guardian(s).

In the case of a group walk out, have a description of the students' clothing worn that day and a picture of the student/s available for public

safety personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks.

Activate the school crisis response team to discuss the problem and restore calm.

3-11

ABDUCTED/MISSING CHILD

Definition: A student is abducted by a stranger or family member during school hours.

Steps of Action:

IF WITNESSED:

- Call 911 and report:
 - Victim: Name, Clothing, Age, Gender, Hair Color, Height
 - Name/Description of suspect
 - Vehicle Information
 - Last known direction they were heading
- Then contact the administration *immediately*.

IF NOT WITNESSED:

- **Call the administration.** Administration will contact JSO.
- The teacher or staff member involved should notify the school office and provide a description of the student(s) and as much information as possible about the incident.
- Administration should contact the parent(s) or guardian(s).
- Have a description of student's clothing worn that day and picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks, but a picture of every student must be available.
- Activate the School Crisis Response Team to discuss the problem and restore calm.

Note: School personnel must document all steps in writing.

Staff members and/or teachers may be asked to search the school and/or grounds and to collect and report relevant information from

students about the missing individual, such as friends in and out of school, history or incidents of harassment, family trouble, etc. Reassure other students that they are safe.

3-12

DEATH OR SERIOUS INJURY/ILLNESS

Injury:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio

- Notify the Co-President and Principal or Designee. Do not use the name or names of persons affected over any walkie-talkie or radio.
- If death occurs, the Co-Presidents and/or Principal or designee will be responsible for securing the scene as soon as possible until law enforcement arrives.
- Move school to a lockdown
- Determine injuries and provide first aid.
- The administration will notify E.M.S if needed. Provide them with all the details of the incident.
- Restore calm and move students away from the scene. Students should not be allowed to leave classrooms and go near the scene.
- Follow your emergency procedures for communication of information to staff and students, evacuation (if necessary), and media plan.
- Follow Crisis Response follow-up plan for necessary counseling or other trauma reduction activities if needed.

Illness:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio.

- Staff members should contact the school office and stay with injured/sick person(s), if possible.
- Administration should contact E.M.S if an individual's injury or sickness is determined to be an act of aggression and or of a nature that should be treated immediately by a medical doctor. The priority is the safety and wellbeing of the individual and other students and staff.

- If a qualified individual is available to administer first aid, use him/her appropriately until emergency personnel arrive on the scene.
- The Principal or his or her designee will evaluate the scene and determine if a school wide evacuation is necessary and student transportation will be needed. All student transportation will be scheduled through the administration.
- Contact the individual's parent(s) to notify him/her of the emergency, to advise the parent of the decision to transport for emergency care and request a parent go to the child's location.
- Fax or send medical emergency information to the hospital with the victim(s).

Death/Suicide:

Definition: Staff member, visitor or student terminating their own life at school.

Steps of Action:

Do not use the name of the victim(s) over any walkie-talkie or two way radios

- Report the incident to the Principal or designee who will assemble the administrative team and the Co-Presidents.
- Keep staff, visitors, students away from area (lock down if necessary)
- Send a note to staff informing them that a medical emergency has occurred. Include any additional instructions.
- Activate system/school level notification plan
- Initiate blood borne pathogens protocols, if necessary
- Initiate Family Reunification Protocol, if necessary

Key points:

- The crisis scene may also be a crime scene. Do not attempt to clear up blood or other evidence without approval of law enforcement
- Notify family members (based on law enforcement recommendations).

Note: Use universal precautions when handling body fluids. All steps must be documented in writing by school staff.

COMMUNICABLE DISEASE

Guidelines for Handling Body Fluids in Schools

DOES CONTACT WITH BODY FLUIDS PRESENT A RISK?

The body fluids of all persons should be considered to contain potentially infectious agents (germs). The term “b fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions, and saliva. Contact with body fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

WHAT SHOULD BE DONE IF DIRECT SKIN CONTACT OCCURS?

Hands and other affected skin areas should be washed with soap and water. Clothing and other non-disposable items that are soaked with body fluids should be rinsed and placed in plastic bags. All items should be handled with disposable gloves.

HAND WASHING PROCEDURES

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water from ten seconds to a minute. Use proper towels to thoroughly dry your hands.

DISINFECTION OF RUGS

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with a dustpan and broom then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse the dustpan and broom in disinfectant.

3-13

OFF CAMPUS EMERGENCIES

Definition: Emergencies will be defined as any accident, disturbance, or disruption needing the assistance of E.M.S or law enforcement. This includes personal injury, illnesses, and automobile or bus accidents.

Pre-Trip Planning for all off-campus activities:

- Field trip request form completed and approved
- A roster containing the names of all personnel (students and others) along with contact information of those participating in the field trip will be completed in duplicate. One copy will be maintained at the school and other given to the sponsor prior

to departure. The school's copy will be kept for one year. The driver's copy will be returned to the school at the completion of the trip. This information is for school use only, and should not be given to any unauthorized persons.

- Emergency medical information for students shall be carried on trip along with appropriate medication
- All personnel (students and others) riding buses on field trips must have proper identification with them.
- Chaperones are responsible for notifying the school of delays or changes in their itinerary.
- A copy of this page which includes an emergency procedures guide must be carried on all field trips by the trip sponsor and each chaperone.
- All teachers must have an active cell phone with them.

Note:

These rules apply to all facets of transportation of students.

These rules must be a part of any contract with any common carrier for the transportation of students.

School Chaperones are requested to carry cellular phones on all field trips.

Steps of Action:

Upon the occurrence of an off-campus emergency, school personnel will take the following steps.

- Assist in identifying students who require first aid.
- Contact emergency assistance by calling law enforcement, and convey the problem and request EMT as needed.
- Contact Principal/Designee right away

3-14

PANDEMIC

Proactive Planning:

In the case of a pandemic influenza outbreak, all staff will be informed and prepared to deal with this emergency. Communicating the possibility that there could be a Pandemic Influenza emergency is essential to an effective response plan. Parents should also be informed of the possibility and be provided with some effective prevention methods for their household. The staff will be informed in a faculty meeting and the parents will be notified.

Parent Notification:

The administrative staff will coordinate with parents for all students who are infected. Parents may pick up their child for increased

medical attention. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Parents of non-infected students may also pick up their child to avoid being infected.

The data manager will provide a daily report on the number of absent staff and students to the Local Health Official and Incident Commander.

Administration will document all actions taken during the incident.

Administration will direct the recovery efforts for providing educational support and emotional support for staff and students.

Education Support for Level 5/6 Outbreak:

- Student activities will be restricted to classroom activities during normal school hours.
- All activities after school will be suspended until further notice.
- If there is a 30% reduction in the school staffing, classes will be reorganized to facilitate continued education on campus.
- If schools are closed for two or more months, all classes will be suspended until further notice by the school district.
- Isolated or quarantined students will receive educational services using hospital homebound procedures.
- Custodial staff will supply additional soap, masks, gloves, etc. to designated areas in efforts to reduce the spread of disease.

Recovery:

School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.

In consultation with the Local Health Official, the school district will recommend specific actions to be taken to return the school district to pre-event status. The school district will assess the economic and educational impact of the pandemic.

The school district's Safety and Security Department will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Pandemic Response Plan.

Chapter 4

Standard Response Protocols/Active Assailant

San Jose School shall adopt the philosophy established by the U. S. Department of Homeland Security (DHS) of Evacuate, Hide, or Take Action as the standard response for all San Jose students and employees in the event of an active assailant incident. Evacuate if there's an accessible path, hide if evacuation is not possible and as a last resort, take action against the active shooter. San Jose Schools will also follow the standard response protocol established by The I Love U Guys Foundation.

4-1

Response Protocols:

Hold In Your Room or Area

- Students and staff are to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved or medical emergencies.
- Students are to remain in their classroom or area until they receive a public address from the Principal or their Designee, stating that the "Hold is released. All Clear. Hold is released. All Clear "

Secure- Get Inside and Lock Inside Doors

- Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.
- Staff and students will be instructed by a public address to "Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors."
- "Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."
- The Secure Action can be released by Public Address. "The Secure is released. All Clear. The Secure is released. All Clear."

Lockdown

- A lockdown is when there is a threat or incident immediately near or inside the school (Intruder, active assailant, large scale police activity, outside disruption, shooting within the area, etc.), and the best course of action is to lockdown with no

- movement and shelter-in-place.
- The public announcement for a lockdown will be, “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

4-2

Active Assailant Procedure:

An active assailant or armed intruder on campus may involve one or more individual’s intent on killing or attempting to kill students, staff, and faculty using firearms or other deadly weapons such as a knife, a bomb, or other harmful devices. The effectiveness of this plan depends greatly on the staff and students ability to quickly recognize the threat, report it and follow the established procedures.

- **BEGIN LOCKDOWN IMMEDIATELY**
- If it is safe to do so, the teachers and staff should gather students into the classroom prior to locking the door.
- Turn off classroom lights/lamps
- Cover windows and door panels
- Move to the hard corner (Safe Zone) and remain quiet
- **Do not unlock the door or leave the room until directed by the Principal/designee or on the directions of emergency responders**
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured.
- In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
- If safe to do so, a member of the School’s Response Team should meet law enforcement and emergency personnel as they arrive on campus.

*If the fire alarm is activated, members of the response team will check the alarm panel and respond to the location where

the alarm was pulled to verify. The school will follow the lockdown response and wait for an administrator to announce over the PA/portable radio to evacuate the building or remain in a lockdown.

4-3

INTRUDER

Definition: Individuals who do not receive permission from the school office to be on the school premises.

General Procedures:

Staff should use common sense in stopping strangers and inquire as to their business in the building if a visitor's pass is not visible.

All Visitors must provide proof of identification when requested and issued a visitor's identification badge when signing in at the Main Office.

- Any school personnel who identifies an intruder on school grounds or inside the building, will immediately contact the main office, Guardian, Principal or his/her designee
- If any person(s) refuse to obtain a visitor's pass from the school office, the school will then contact JSO.
- If the intruder refuses to cooperate, refuses to leave the campus when instructed to do so, or their behavior is threatening in any manner, utilize the Raptor mobile app and initiate a **Lockdown Response**
- Give a complete description of location, clothing, race, and actions that may indicate the person is suspicious.

4-4

Hostage Situation

Call:

Emergency 911

Security

Principal/Designee

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures:

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Follow police directions.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.

What to do

- If a hostage situation develops, call Jacksonville Sheriff's Office (911,) and school security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress and if it involves school children.
- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.

- Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- Also, provide a floor plan of the building when the police arrive.
- After notifying the police, advise the Leadership Team.

- Notify the Crisis Response Team as needed.

Note: *If communication is necessary, designate only one person to communicate with the subject(s). However, no one should initiate communication with subject(s)*

Addendum #1

Duval Public School Mental Health Plan

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

CRISIS RESPONSE: STUDENT DEATH / SUICIDAL (HOMICIDAL) IDEATION / SELF-HARM / PSYCHOSIS / SCHOOL THREAT

Situations in which immediate action must be taken to avoid disaster (or breakdown) or to protect the health and safety of one or more students and staff

ALERT Signs	<ul style="list-style-type: none"> • Active suicidal or homicidal ideation/plan/attempt – or – suspicion of suicidal or homicidal ideation/plan/attempt – or – acts of self-harm or the desire to self-harm • Extreme or bizarre behavior (i.e., hallucinations; paranoia; uncontrollable outbursts; delusions, disjointed or nonsensical speech; odd or irrational thoughts or statements; etc.) • Death or serious, sudden injury of a student or teacher impacting significant numbers of students/staff • Natural disaster or threat of disaster, major accident, or acts of violence
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IMMEDIATE ACTION REQUIRED	<p><i>In a medical emergency, call 911 IMMEDIATELY – do not seek prior district approval & do not delay!</i> In the event of a student crisis, notify the school counselor or administrator IN-PERSON, IMMEDIATELY! The counselor or administrator must IMMEDIATELY assess the student’s mental status to determine the risk of harm. • <u>Imminent Risk of Harm or Threat of Danger</u>: The counselor/administrator/designee must act IMMEDIATELY by:</p> <ol style="list-style-type: none"> 1. Calling the District Crisis Team Hotline (904-390-2535) to request the student undergo a crisis assessment; AND 2. Contacting the parent to notify her/him/them that the student has been referred for a crisis assessment. <p>• <u>Student Poses a Threat to Others</u>: Contact the School Principal & School Safety Officer IMMEDIATELY; the school will conduct the threat assessment and will follow-up with the Threat Assessment Team and the parent, as needed. • <u>No Imminent Risk or Threat of Danger</u>: Call the parent & complete a referral for mental health services, as needed. Document all actions under the Crisis tab in FOCUS and continue to monitor student progress appropriately.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">School Support Team:</td> <td style="width: 50%;">District Support Team:</td> </tr> <tr> <td>Certified School Counselor</td> <td>District Crisis Team</td> </tr> <tr> <td>School Administrator</td> <td>School Behavioral Health</td> </tr> <tr> <td>School Safety Officer</td> <td>District School Counseling</td> </tr> <tr> <td>School Dean</td> <td>District School Social Work</td> </tr> <tr> <td>School Social Worker</td> <td>Office of Student Discipline</td> </tr> <tr> <td>School Nurse</td> <td>Full Service Schools</td> </tr> <tr> <td>School Psychologist</td> <td></td> </tr> <tr> <td>Threat Assessment Team</td> <td></td> </tr> </table>	School Support Team:	District Support Team:	Certified School Counselor	District Crisis Team	School Administrator	School Behavioral Health	School Safety Officer	District School Counseling	School Dean	District School Social Work	School Social Worker	Office of Student Discipline	School Nurse	Full Service Schools	School Psychologist		Threat Assessment Team	
School Support Team:	District Support Team:																			
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School Social Worker	Office of Student Discipline																			
School Nurse	Full Service Schools																			
School Psychologist																				
Threat Assessment Team																				

Necessary Information	<p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred 	<p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred • Number of students/staff members impacted (or an estimate of school-wide impact)
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- Any history of behavioral difficulties or prior hospitalizations, if known
 - Any special needs or other information that may be relevant to assess the appropriate level of response
 - Your name, position at the school, and a phone number where you can be reached quickly (for a return call)
 - Your name, position at the school, and a phone number where you can be reached quickly (for a return call)
- If a student is removed from school for transport to a facility or hospital, in accordance to the Baker Act, the parent or guardian must be notified immediately!**
- Consult with the support team to determine the need for parent notification.**

District Procedures & Protocols for Assessment, Response and Follow-Up

ALL TYPES OF CONCERNS: There are a number of resources and staff experts at each school who can assist in problem-solving. Many of the interventions can and should involve the parent, up front. If you need to make a referral for support services or for supplementary aid – regardless of the service provider – please FOLLOW-UP to see how you can support the student and/or to recommend additional community resources, as needed.

Support Team	School-Based Resources	District Resources	Community Resources	
Parent/Guardian/Family Certified School Counselor School Administrator Exceptional Education & Student Services (EE/SS) Attendance Intervention Team (AIT) PBIS/Foundations Team Multi-Tiered System of Support Collaborative Problem-Solving Team School Resource/Safety Officer Threat Assessment Team IEP/ Section 504 Team School Social Worker School Psychologist School Nurse ELL Committee Full-Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18	<p>Programs:</p> Restorative Justice CHAMPS District-Approved Mentors Youth Mental Health First Aid Gay Straight Alliance (GSA) Peer Mediation (4-12) Start on Time (6-12) Draw/Respect the Line (6-8) Reducing the Risk (9-12)	<p>Curricula:</p> Health Education Curriculum HealthTeacher.com Calm Classroom Mind Up Sanford-Harmony K-12 Second Step (PK-8) Florida Coalition Against Domestic Violence (7-12) GLSEN Anti-Bias Lessons*	DCPS Crisis Hotline: 390-2535 Bullying Hotline: 390-2255 ESOL Center for Language & Culture: 904-739-4891 Hospital Homebound Program: 904-381-3840 Homeless Education Program: 904-390-2222 Night-Time Substance Use Prevention & Counseling Education Program (6-12): 904-910-5108 Student Option for Success (SOS): 904-390-2268 Teen Parenting Program: 904-390-2050 Title I Parent Resource Center: 904-390-2123 Full-Service Schools: 904-390-3247 Region Office (Elementary): 904-390-2154 Region Office (Secondary): 924-3722 x264 Region Office (Innovations): 904-390-2490 Exceptional Student Education (EE/SS)	Child Guidance Center: 904-448-4700 Community Hospice: 904-268-5200 Crisis Text Hotline 741741 Department of Children & Families, NE Region: 904-732-2000 Haven Hospice (Jacksonville): 904-733.9818 Hope Haven Children’s Clinic and Family Center: 904-346-5100 JASMYN: 904-389-3857 JSO Non-Emergency: 904-630-0500 Military School Liaison Office: 904-542-4566 Military Family Life Consultants: 904-270-6289 x1305 (NAS); 904-738-3657 (Mayport) Suicide Prevention Lifeline: 800-273-TALK (8255) Youth Crisis Center: 904-725-6662 United Way Directory of Human Services: 211

837*	<p>One Love (9-12)</p> <p>Safe Date (9-12)</p> <p>Bully Free (K-12)*</p> <p>Sources of Strength*</p> <p>Resources Through PBIS:</p> <p><i>Teacher's Encyclopedia of Behavior Management Intervention; Discipline in the Secondary Classroom; Behavior Response to Intervention; The Tough Kid Book; Meaningful Work (K-6) https://www.pbis.org/*</i></p>	<p>EE/SS Main Number: 904-348-7800</p> <p>ESE Parent Services: 904-348-7614</p> <p>https://dcps.duvalschools.org/Page/15552*</p>	<p>or 904-632-0600 (nefl211.org)</p> <p>School Health, Approved Speakers List: 904-390-2315</p>
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Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

CHILD MALTREATMENT: CHILD ABUSE / CHILD NEGLECT / ABUSE OF A VULNERABLE ADULT / HUMAN TRAFFICKING	
.	<p>Child Abuse means any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child’s physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. The same applies to the abuse or neglect of a vulnerable adult. Child Neglect means that the parent or other person responsible for the child’s welfare fails to supply the child with adequate food, clothing, shelter, education, or health care, although financially able to do so (or offered the financial to support or resources to do so). However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs does not provide specified medical treatment for a child, may not be considered abusive or neglectful for that reason alone; but such an exception does not:</p> <ol style="list-style-type: none"> 1. Eliminate the requirement that such a case be reported to the Florida Abuse Hotline; nor 2. Prevent the department from investigating such a case; nor 3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section; or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

	<p>Human Trafficking is a crime involving the exploitation of any person, adult or minor, for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion. It affects a wide range of individuals, including those in the United States and Florida, without regard for age, gender, ethnicity, or socio-economic background. Sex Trafficking is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of any person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such an act has not attained 18 years of age (22 USC § 7102). Labor Trafficking is the recruitment, harboring, transportation, provision, or obtaining of any person for labor or services through the use of force, fraud, or coercion for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 USC § 7102). National Human Trafficking Hotline: 1-888-373-7888</p>
	<p>In Florida, ANY adult who knows or has reason to believe that a child or vulnerable adult has been abused, abandoned or neglected is required to report it within 24 hours. It is NOT your responsibility to investigate or to prove the case; however, you have a legal and ethical responsibility to report suspected abuse or neglect IMMEDIATELY. Failure to report suspected abuse or neglect within 24 hours is a felony crime in the State of Florida!</p> <p>Employees are expected to notify the principal that a report has been made; however, notifying the principal and/or other school personnel does not obviate the employee's responsibility to report suspected abuse or neglect IMMEDIATELY & DIRECTLY. If you are unsure or uncomfortable, you may ask an administrator or school counselor to sit with you while you make the report, but YOU must make the report. <u>Principals cannot prohibit nor discourage an employee from making a report.</u> Other than notifying the principal, employees must keep all reports of suspected abuse or neglect strictly confidential (DCSB Policy 5.5); and unless Florida Department of Children & Families <u>directs</u> you to disclose information, NEVER notify a parent/guardian of the report; NEVER confirm/discuss a report with a parent, guardian or school employee; NEVER record it in the child's record. Options for reporting child abuse and neglect to the Florida Abuse Hotline: https://www.myflfamilies.com/* 1. Preferred Method: Report by Telephone – 800-962-2873 (Florida Relay 711 – OR – TTY: 800-955-8771) When reporting by phone, always ask if the report has been accepted for investigation before the ending the call. 2. TTY – by calling 1-800-955-8771 3. Complete & send the fax transmittal form to (800) 914-0004: https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf* 4. Complete the online report form: https://reportabuse.dcf.state.fl.us/Child/ChildForm.aspx*</p>
	<p>Certified School Counselor</p> <p>School Administrators</p> <p>School Safety Officers/Threat Assessment Teams</p> <p>School Deans</p> <p>Department of Children and Families: 904-723-2000</p> <p>School Counseling Services: 904-390-2090</p> <p>School Behavioral Health: 904-390-2926</p> <p style="text-align: center;">Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fl-doe.org/schools/family-community/activities-programs/child-abuse-prevention.shtml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p>

DCPS Health Education Program (6-12): 904-390-2518	National Center for Missing & Exploited Children: 1-800-843-5678 The National Runaway Switchboard: 1-800-RUNAWAY JSO Non-Emergency Number: 904-630-0500
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District Procedures & Protocols for Assessment, Response and Follow-Up

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)
District Procedures & Protocols for Assessment, Response and Follow-Up

HARASSMENT: BULLYING / CYBERBULLYING / HARASSMENT / SEXUAL HARASSMENT / HAZING / DATING VIOLENCE

It is the policy of Duval County Public Schools that all students and employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment against any student, employee, visitor, volunteer or agent who is subject to the control of school officials. DCSB Anti-Discrimination & Harassment Policy* (Sexual Harassment Policy, 10.1; Anti-Bullying Policy 10.2; Teen Dating Violence Policy, 10.3)

Bullying is defined as *systematically and chronically* inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as *unwanted, purposeful, and repeated* written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is often *characterized by an imbalance of power* and that is *severe or pervasive* enough: a) to create an intimidating, hostile, or offensive educational environment; b) to cause the individual discomfort or humiliation; c) to disrupt the orderly operation of school; or d) to interfere unreasonably with an individual’s school performance or participation. Bullying does not have to occur on school property or in relation to a school event to fall within an educator’s duty to report. Bullying may involve, but is not limited to, the following acts:

Harassment: Any threatening, insulting, or dehumanizing gesture; use of data or computer software; or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or causes a reasonable fear of damage to her or his property;
- Has the effect of substantially interfering with a student’s educational performance, an employee’s work performance, or either’s opportunities or benefits;
- Has the potential to impact a student’s or employee’s emotional or mental well-being in a negative way; and
- Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: Any unwanted sexual or gender-based speech or action, including any unwanted or unwelcome behavior that is sexual in nature or is related to gender, that occurs within the context of a relationship characterized by either a formal or informal imbalance of power (e.g., a supervisor over a subordinate, a teacher over a student, or one peer over another). **Cyberstalking:** The act of engaging in a course of conduct to communicate, or to cause to be communicated, any words, images, or language by or through the use of

	<p>electronic mail or electronic communication that is directed at a specific person, that causes substantial emotional distress to the person, and that serves no legitimate purpose. Cyberbullying: The willful and repeated harassment and intimidation of a person through the use of digital technologies, which includes, but is not limited to: email; blogs; videos; images; websites; gaming sites, social media platforms (e.g., Facebook, Twitter, Instagram); chat rooms; instant messaging; text messaging; cell phones; or any handheld/mobile technologies. Teen Dating Violence and Abuse: A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another, when one or both partners is a teenager. Abuse may include insults, coercion, blackmail, social sabotage, sexual harassment, stalking, threats, and/or acts of physical or sexual abuse. The abusive partner uses the pattern of violence and coercion to gain power and to maintain control over the dating partner. Dating violence includes the following: physical abuse, mental abuse, or both; harassment or stalking via electronic devices, such as cell phones, computers, or other mobile/handheld devices; public humiliation; or harassment carried out through a third party. Hazing: Any action or situation that endangers the mental or physical health & safety of a student for the purposes of initiation into, admission to, or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; proffering inhumane acts, such as sleep deprivation or public humiliation; or pressuring, coercing, or forcing a student to participate in any act of physical brutality, such as whipping, beating, branding, or exposure to the elements.</p>
	<ul style="list-style-type: none"> • Teasing • Social exclusion • Defamation of character • Intimidation or threats of harm • Cyberbullying or cyberstalking • Physical violence • Theft and/or vandalism • Sexual, racial, cultural, religious, or gender-based harassment • Public and/or private humiliation • Stalking • Slanderous or libelous speech • Unwanted sexual or gender-based speech/actions
	<p>When allegations of harassment are reported, the principal or designated administrator is required to investigate within 24 hours. <u>School counselors & teachers cannot investigate allegations of bullying, cyberbullying, harassment, sexual harassment, hazing, or teen dating violence.</u> AT MINIMUM, the principal, assistant principal, or dean conducting the investigation MUST:</p> <ul style="list-style-type: none"> • Ensure the physical and psychological safety of all parties involved. NEVER ask a targeted student to speak with or to face an accused student – not even for an apology. • Investigate each allegation/incident thoroughly; and conduct the investigation – i.e., witness interviews, written statements, video review, etc. – within <u>24 hours</u> of the initial complaint. • Notify the parents of all students involved – if not immediately, then as soon as possible – within the limits of student confidentiality (20 U.S.C. § 1232g; 34 CFR Part 99). • Report the incident or allegation to the Bullying Hotline: 904-390-2255. • Inform all parents of the outcome, but DO NOT share confidential information about another person’s child (i.e., student’s name, identifying information, disciplinary action, etc.). • Determine the appropriate follow-up actions (e.g., discipline sanctions, class reassignment, counseling referral, mandated report of abuse or neglect, and/or other appropriate action). It is highly inappropriate, and potentially harmful, to ask students to resolve an accusation of bullying/harassment via an adult-facilitated, school-based mediation or peer mediation meeting. DCPS Student Code of Conduct: https://dcps.duvalschools.org/Page/9868*
<p>Support Team: School Principal or Designee Office of Student Discipline: 904-390-2443 School Dean School Behavioral Health: 904-390-2926 School Resource/Safety Officer School Counseling Services: 904-390-2090</p>	<p>Resources: http://www.moniqueburrfoundation.org/* www.stopbullying.gov* http://www.ikeepSAFE.org/* www.pacer.org/bullying* http://safehealthyschoolsfl.org/Page.aspx/Index/Bullying-Prevention* www.jasmyn.org*</p>

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

BEHAVIOR CONCERNS: PATTERNS OF AGGRESSION / HIGH-RISK BEHAVIOR / SCHOOL AVOIDANCE / HOMELESSNESS

Use the following ALERT signs responsibly and with great caution. Educators must avoid inappropriate labeling, hasty conclusions, and/or stigmatization of students, even those who appear to fit a diagnostic profile or to display early warning indicators. Expressing concern is okay; overreacting or behaving prejudicially is unethical. The guidelines below provide schools with the impetus to address concerns, to evaluate students' needs before problems escalate, and to act responsibly in seeking appropriate help (*A Guide to Safe Schools*, USDOE, 1998). There are a number of resources and student support staff at each school to assist in problem-solving & identifying interventions; regardless, most interventions should involve the parent first. If you need to make a referral for support or aid, either within or outside of the school, please continue to monitor the student and to assess the need for additional services.

#	Behavior	First Step(s) for the Teacher	Possible Next Steps/Resources
1.	<ul style="list-style-type: none"> • Chronic behavior and disciplinary problems • Lying/cheating/stealing/destruction of property • Socially withdrawn/isolated/rejected by peers • Frequent crying/seems sad/flat affect • Student is (or reports) being picked on, teased, singled out or humiliated • Low school interest and poor academic performance • Sudden changes in appearance/behavior/peer groups • Patterns of impulsive and chronic hitting, verbal threats and intimidation, or other intimidating behaviors • Uncontrolled, sustained anger/irritability/aggression that escalates or persists at a dysfunctional level of emotionality – the proverbial, “out-of-control 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family 2. Refer to School Administrator, School Safety Officer, or School Counselor as appropriate 3. Follow the MTSS process and/or refer to Collaborative Problem-Solving Team (CPST) <p>Provide constant supervision and attempt to de-escalate by isolating or limiting contact/interaction with the student (give verbal and physical space).</p> <p>If unable to de-escalate the student within a reasonable amount of time, contact administrator or school safety officer (SSO). The administrator/SSO will contact the District Crisis Hotline, if necessary.</p>	<p>School Psychologist or School Social Worker PBIS/Foundations Team Initiate anecdotal recording/log Exceptional Education & Student Services (EE/SS): 904-348-7800 Functional Behavior Assessment (FBA) Multi-Tiered System of Support (MTSS) Behavioral Interventionist IEP/Section 504 Plan/Gifted EP Hospital/Homebound: 904-381-3840 Homeless Program Liaison: 904-390-2222 Student Discipline & Support Services: 904-390-2443 School Behavioral Health: 904-390-2926 Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>

student”		
<ul style="list-style-type: none"> Excessive or chronic absences Excessive tardiness Sudden changes in attendance patterns 	<ol style="list-style-type: none"> Contact parent/guardian/family, per state statute Implement classroom interventions to address absenteeism and/or school avoidance Initiate the PMP & monitor student progress Refer to the Attendance Intervention Team 	<p>School Attendance Intervention Team School Social Worker Certified School Counselor Hospital/Homebound: 381-3840 Homeless Program Liaison: 904-390-2222</p>
<ul style="list-style-type: none"> Suspected pregnancy Suspected termination of pregnancy 	Refer to the Certified School Counselor (see below)	<p>School Nurse or School Social Worker Teen Parent Program: 904-390-2050</p>
<ul style="list-style-type: none"> Student reports of family problems Inappropriate sexual references/language/actions/play Writing, drawing, or talking about drugs, gangs, weapons, cults, violence, abuse, death, etc. Intolerance for differences and prejudicial attitudes Begs, steals, hides, or hoards food High-risk, dangerous behavior/thrill-seeking/risk-taking Access to weapons or exposure to violence 	<p>Refer to the Certified School Counselor The School Counselor will assess the student and will contact the parent for a possible referral to:</p> <ul style="list-style-type: none"> Full Service Schools: 904-390-3247 Families in Transition (FIT): 904-390-2222 The School Social Worker A community service provider The student’s current private provider/therapist 	<p>School Social Work School Social Work Resource List: https://dcps.duvalschools.org/Page/18847* School Psychologist Behavior Interventionist Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837* School Administrator or Dean School Resource/School Safety Officer Homeless Program Liaison (FIT): 904-390-2222</p>
<ul style="list-style-type: none"> Suspected use of drugs, tobacco and/or alcohol Student appears to be “high” or otherwise under the influence 	<p>Refer to the:</p> <ol style="list-style-type: none"> Administrator or Dean Certified School Counselor School Nurse 	<p>School Resource/School Safety Officer Night-Time Substance Use Prevention & Counseling Education Program: 904-910-5108 Student Option for Success (SOS): 904-390-2268</p>
Self-injury/mutilation/cutting/desire to self-injure	Refer to the School Counselor IMMEDIATELY, CONFIDENTIALLY, and IN-PERSON . Do <u>NOT</u> initiate the referral by email or by indirect communication, such as an unsecured note or secondary message – refer to the mandatory <i>ALERT Crisis Response</i> procedures & protocols	

	<ul style="list-style-type: none"> • Evidence of unexplained injuries • Evidence of a sexually transmitted infection • Verbal/written references to suicide or homicide • Threats of violence • Patterns of bullying behaviors 	<p><i>If ABUSE, BULLYING, HARASSMENT, AND/OR THREAT OF HARM is noted or suspected, refer to the appropriate section(s) of the ALERT Guide.</i></p>
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District Procedures & Protocols for Assessment, Response and Follow-Up

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

Addendum #2

Family Reunification Plan

San Jose Early College Cecil

Florida Consortium of Public Charter Schools

Family Reunification Plan Template

2023-2024 School Year

In accordance with Florida House Bill 1421 (2022)

*Michelle Knapp, Principal
13550 FSCJ Cecil Dr
Jacksonville, FL 32221
904-789-2378*

Adopted: _____

(Insert date the plan was approved by the governing board)

Message to Our Valued Member Schools:

Florida House Bill 1421 (2022) requires that each district school board and each charter school governing board adopt a family reunification plan in coordination with local law enforcement agencies and local governments. The Florida Department of Education Office of Safe Schools will be required to confirm the adoption of district and charter school reunification plans through the annual FSSAT review.

The Florida Consortium of Public Charter Schools' Family Reunification Plan Template provides our valued member schools with a guide to assist in developing the school's Family Reunification Plan. It incorporates the necessary flexibility so schools can easily adapt the process to their unique situations for the planning, implementation, and post-reunification phases.

Throughout the plan, you'll notice two symbols:



When you see the lightbulb, look for recommendations you can use for planning.



When you see the red diamond, either insert your school's specific information or consider how to adapt or modify it to your particular situation.

Please note: This plan addresses a Family Reunification scenario in which the entire school must evacuate to an off-site location. There is no transportation. Students and staff will walk to the site.

Introduction

Family reunification - the process of a school returning a student to an authorized parent/guardian or another adult - is an operationally complex and potentially emotional responsibility for school staff. It is the critical bridge between response and recovery for any K-12 campus incident.

There are a variety of emergencies that may require relocation and reunification, including a hazardous materials accident, severe weather, fire, natural gas leak, localized flooding, school violence, or other manmade or natural incident.

When the school develops a well-designed draft reunification plan, first responders and key participants are more likely to engage in the planning process.

When an emergency warrants a school evacuation and/or early school closing, the Family Reunification Plan guides the orderly and coordinated reunification of students and families. Schools are accountable for maintaining the chain of custody for every student during and after a crisis. So, a well-thought-out plan, proper training, and coordinated implementation are all critical to ensuring the school will return the students in your care to an authorized adult.

The objectives of a school's Reunification Plan should always be:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

(Source: The I Love You Guys Foundation)

Reminders

Transportation

This plan can be easily adapted to charter schools with readily available transportation in case of an emergency evacuation.

Records

- The school must maintain records (logs) of the reunification activities.
- The ICS team will log activities and keep notes. Activity logs should record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Record costs. All expenses incurred in carrying out reunification must be tracked. The Logistics Officer will be responsible for tracking, reviewing, organizing, and submitting all documentation to the Finance officer.
 - Each charter school should set up their process for documenting and recording expenses based on their financial procedures

Parents/Guardians

- Some parents or guardians will be reluctant to cooperate with the family reunification process.
- They may be emotional when arriving at the school.
- They may attempt to enter unauthorized locations.
- They may use threatening language. Even under stress, this behavior is never acceptable.
- Persons other than those listed on the student's emergency release form may try to pick up the student.
- Law enforcement may have to intercede to assist reunification team members.



Many charter schools already have school reunification technology in their buildings but may not be aware it's there. For example, if your school uses the Raptor Technologies system, did you know it can account for everyone in your building and reunify families and students four times faster than paper/pencil (according to the company)?

Today, many companies offer a digital emergency management reunification system that uses best practices with mobile technology to provide charter schools with a comprehensive solution to reuniting students and families. Parents can check in and complete reunification cards electronically. School staff can process them quickly

Something to keep in mind: While technology-based reunification systems are becoming widely available for schools, purchasing a system does not ensure capacity. Training will still be necessary. And technology has and will fail. Telling a parent, "I can't give you your child because my computer is down." will not be accepted to a frantic parent. If you plan to integrate technology into your reunification plan, have a paper and pencil back-up process in place, just in case.

I. Before Family Reunification is Necessary...PLAN and PREPARE

Planning Assumptions:

1. There is a clear and convincing need for a written operational guide.
2. A basic familiarity with the process is required for everyone involved.
3. A reunification facility must be pre-identified.
4. The manpower required for reunification may be deceptive. A recent school safety report noted that, during a full-scale drill with a school of approximately 300 students and 35 volunteers assigned exclusively to reunification activities, it took between 17 and 23 minutes for a parent to be processed and leave with their student.

The artificiality of the exercise environment ensured that parents were calmer and more compliant while waiting for their students. A larger student population would have significantly increased the processing time. The limiting factor in the process is the number of requests that were processed simultaneously.

5. Following any critical incident, the traumatized school staff may be incapable of providing sufficient manpower for a reunification process. Outside assistance may be needed.

Goal: Prepare the school community to carry out an orderly reunification under high-stress conditions.

Objective 1: Develop full-scale planning for emergency evacuation to an off-site reunification site.

Actions:

1. **Identify the primary and secondary reunification sites.** Coordinate with your school's crisis response team, first responders, law enforcement, and community partners to identify the locations.
2. **What to look for when considering off-campus reunification sites:**
 - Nearby schools, churches, recreation centers, or other community buildings within walking distance of your school.
 - If you have transportation readily available, you can expand your search.
 - A safe, secure location while students wait for parents/guardians to arrive.
 - A site large enough to accommodate the entire student body, school staff, and parents. You'll need multiple buildings or at least multiple rooms.
 - Ideally, the facility will have an entrance and an exit on different ends of the building.
 - Restroom facilities and access to water.
 - A location with internet access.
 - Sufficient parking for parents.
 - Enough ingress/egress points to minimize traffic congestion.

Identify Designated "Areas." Identify the areas at the off-campus reunification site that can be used to facilitate the parent-student reunification.

- Command Post
- Parking Area
- Family Check-In
- Family Waiting Area
- Student Assembly Area
- Reunification Area
- Individual Assistance Area
- Consider restroom facilities and the availability of water and food.

3. **Enter into a Memorandum of Understanding (MOU)** between the charter school and the reunification site. (A sample MOU is provided in Attachment G)

4. Notify officials, in writing, of the reunification site.

- The superintendent of schools, district charter school liaison, and district crisis intervention team.
- Law enforcement and first responder agencies that serve the school.

5. Adopt the Incident Command System - (See Table 2)

6. Review evacuation and reunification logistics and procedures.

- Collect student emergency information from families before the start of the school year. A good time is at registration. (See Attachment C for a sample Student Emergency Card)
- Identify staff roles and responsibilities. (See Attachment B for form)
- Notify staff of their roles and responsibilities.
- Hold all-staff meetings during pre-planning week. Review the reunification site, designated “areas” within the site, and staff roles and responsibilities. Set dates for small group training sessions.
- Notify staff of evacuation and reunification drills. Select teacher planning days to conduct drills.

7. Designate the Reunification Site “Areas” where parents will be processed and students will be reunited with families.

- Where will each “Area” be located within the facility?
- Is there enough space in each area to accommodate students, staff, and parents?



TABLE 1 – Complete the table based on the charter school’s reunification site.

Table 1 - Designated Areas at the Reunification Site	
Example: Family Waiting Area	School Gym
Parent Parking	FSCJ parking lot
Command Post	FSCJ Auditorium
Family Check-In Area	FSCJ Courtyard
Individual Assistance - Notification Area	FSCJ Admin offices
Family Waiting Area	FSCJ Parking lot
Student Assembly Area	FSCJ Auditorium
Reunification-Student Release Area	FSCJ courtyard
Family-Student Exit	FSCJ courtyard to parking lot

8. Incident Commander’s “Go Bag”



At least two weeks before the start of the new school year, the Assistant Principal and PE teacher will verify that the IC Go Bag - a *yellow duffle bag* – is located at the front desk and contains the following:

Incident Commander’s Bag



(This is a recommended list. Charter schools can modify.)

- Keys to all school doors – interior and exterior
- Keys to all file cabinets
- Administration Crisis Management Binder, including blueprints; floor plans of the school building(s) that show the entrances, exits, alarms, windows, interior and exterior doors, classrooms, offices, bathrooms, cafeteria, gym, storage closets, electrical closet, phone closet, internet

equipment location; first alarm turn-off procedures, utility shut-off values, sprinkler system turn-off procedures, gas line and utility line layout, cable t.v. satellite feed shut-off, evacuation routes; emergency procedures; aerial view photos (other documents listed here should be inserted into the binder)

- Emergency Flip Chart
- Faculty/staff roster and cell telephone numbers
- Emergency Phone List, including school district contacts, local hospitals, board members, etc.
- List of staff with first aid, CPR and/or EMT training
- Job description checklist for each reunification area
- Staff responsibilities checklist
- Sample communication notifications and social media notifications
- Current list of all students
- Master student schedule
- Class rosters
- The Student Emergency Information Card binder (See Attachment C for form)
- Name tags for ICS and team members
- Signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
- 5 signs (Student Last Name starts with A–E, F–I, J–M, N–S, T–Z)
- Sign clips and tape
- 18 yellow vests with placards (4 Family Check-In Gate, 2 Security, 2 Information, and 2 Family Waiting Area, 2 Reunification Area, 2 Student Assembly Area, 4 runners)
- Staff name tags and lanyards
- 1 bullhorn
- 12 whistles
- 18 two-way radios
- 12 clipboards, pads of paper, pens, highlighters
- Flashlight and batteries
- Laptop and charger
- Cell phone charger
- Extension cord
- Forms (the number of enrolled students will determine the number of forms needed)
 - Parent/Guardian Verification and Student Release Form (Attachment D)
 - Injured Student/Staff/Visitor Form (Attachment E)
 - Family Reunification Student Sign-Out Form (Attachment F)
- A USB drive containing essential administrative information, student information, prepared parent/ guardian communications, forms, contact information, plans, etc.

The designated Incident Commander laptop (plugged in) is next to the yellow duffle bag.

The School Secretary is responsible for maintaining and updating the Incident Commander's Go Bag, laptop, and USB drive, and transporting it from the school to the reunification site. He/she will also be responsible for setting up the Incident Command Post upon arrival at the site.

9. Materials and Supplies



Be sure materials and supplies can be transported to the reunification site.

- Binders with directions for command staff and general staff to include job action sheets, forms (even if the school is using an electronic system, contact information, name badges, and lanyards, etc.
- Reunification Site Signage used to direct parents/guardians at the site (pre-made and laminated) (See the list: Incident Commander's Bag)
- Parent Reunification Site Information Cards (distribute cards)
- All forms (Forms are listed below and provided in the Attachments section of this document.)
- Pen and paper
- Clipboards
- Assortment of office supplies

10. Prepare Family Reunification Information brochure for distribution

- Create and print the *Family Reunification Information* brochure.
- Distribute two times per year: (1) at registration and (2) inserted with the end of the semester report cards.
- Review information with parents at the first SAC meeting or Parent Orientation.
- Include the brochure in the new family welcome packet for families registering after the start of the school year.
- Prepare a "Parent/Guardian Information Card" to hand out at the Reunification Site. Include information the parent/guardian will need to know about the reunification process, including what to expect in each designated area,

11. Forms for Reunification Process

- Designated staff will prepare all forms required for the family reunification process.
- Templates are provided in the Attachments section of this document, in Word, for each of the following forms. They can be easily modified to meet the needs of the charter school. Schools can also develop their own forms.

A list of forms provided in this template:

Attachment A – Incident Command

- Names, position, phone numbers

Attachment B - Reunification Site Staff Assignments

- To be completed by school administrator and school crisis response team

Attachment C – Student Emergency Information Card

- To be completed by parent/guardian prior to the start of the school year

Attachment D – Parent/Guardian Verification-Student Release Form

- Includes several sections to be completed by parent/guardian/authorized designee and team member

Attachment E – Injured Student/Staff/Visitor Form

- To be completed by team member

Attachment F – Family Reunification Student Sign-Out Record

- To be completed by team member at the Reunification-Student Release Area prior to the student exiting the reunification site

Attachment G – Sample MOU

12. Designate team assignments

- See Attachment Form B -
- Create a flowchart designating the chain of command and reunification team assignments.
- Insert a typed copy in the Incident Commander’s binder located in the yellow duffle bag.
- Copy to the USB drive.
- Transfer to the IC laptop.

13. Update Student Emergency Information Binder

The school secretary and ESE coordinator will update the following:

- Student Emergency Information binder contains the student emergency cards, family contact information, and cell numbers, and at least two additional emergency contacts
- Information on students with special needs, including specific medical needs
- The Secretary will add the names of new students as they enroll throughout the year and remove the names and forms of students who have withdrawn.
- Ensure all Student Emergency Information cards (see Attachment C) are completed during student registration day(s). All cards should be in possession of the school secretary.

- o Make two (2) copies of the Student Emergency Information cards.
 - One set in the yellow duffle bag.
 - One set in the Operation Chief's bag.
 - The original cards will be kept on file at the school.

14. Identify Any Student Needing Additional Assistance or Students with Special Needs

- The ESE coordinator will compile a list of students with special needs who may require special assistance.
- The School Nurse will compile a list of students with medical needs/concerns or who may need medication during an evacuation /reunification situation.
- As new students enroll and withdraw, update the list.

15. Hold a Mandatory Meeting with School Staff at the Beginning of Teacher Planning Week

- Hand out the school staff reunification notebook.
- Review evacuation and reunification procedures with all school staff.
- Review roles and responsibilities of the ICS.
- Review duties of school staff who will serve on the reunification site teams. Provide training.
- Review reunification site layout and 'Areas.'
- Review how the school will communicate with parents.
- Hold a reunification drill during teacher planning week.
- Review crowd management and de-escalation techniques.
- Discuss psychological first aid.
- Discuss the care of students with special needs. Include conversations with the ESE coordinator, school nurse, and mental health professionals.



Note to Charter Schools: This is not intended to be an all-inclusive list. Please add your own topics to cover in your staff meetings and training.



NOTE: The reunification process, from start to finish, may take several hours or longer, depending on the nature of the emergency and the level of disruption the event has caused the surrounding community. All assigned personnel must be prepared to maintain responsibilities until the event has concluded or their responsibilities have been transferred to other personnel.



If there is a community-wide incident, it will require additional coordination and communication working with the (insert reunification site), the (name of school district) emergency operations team, and the (name of county) Emergency Operations Center.



16. Develop an Interoperable Communications Plan

Effective communications are critical to successful reunification operations. But communications are a common fail point. Schools, first responding agencies, and communities should collaborate to develop a reunification process tailored to the needs and resources available.

In the planning phase, meet with your local first responding agencies to discuss if an interoperable communications plan is already in place for community incidents to connect all the agencies involved.

17. Communications with Parents/Guardians Before the Start of the School Year



- Prior to the start of the school year, communicate information about the Reunification Plan with parents/guardians.
- *(Describe how your school will communicate important information to parents. For example Student-Parent Handbook; Registration packet; Back-to-School packet; Parent Emergency Information brochure)*
- Advise families to monitor established school communication channels, for example, the school’s automated phone message system or text messaging apps.
- Include information on reunification in the student-family handbook and send updates and reminders at least every semester.
- Orient new families on the Family Reunification process as part of their school orientation.

Disseminate the following information to families before students return for the new school year:

- If there is an incident at the school, do not go there unless you are notified to do so by the principal or designee, school district, or alerted by the news media.
- If you are notified the students have evacuated and the family reunification plan has been activated, calmly proceed to the reunification site to pick up your child or children.
- You must bring your government-issued photo ID.
- Do not park your car in a manner that would block traffic.
- Look for signage indicating “Family Check-In Area.” You must check in with school staff at the Family Check-In Area and provide your photo ID.
- School staff will direct you to the Family Waiting Area.
- The process of reuniting with your child could be time-consuming. Please be prepared for delays.
- After picking up your child, please leave the Reunification site immediately.

- To ensure student safety, a student who is not picked up at the Reunification site will be transported to another safe location to wait for the parent/guardian. Parents/guardians will receive additional information.
- The school administration will notify parents/guardians about school reopening via phone and text messages.

Let Parents/Guardians Know How the School Will Notify Them in an Emergency

- In the event of a school evacuation, notify parents/guardians as soon as it is safe,
- The school will use the following methods to notify parents/guardians.



Recommendation: *Identify specific communication systems and apps the school will use during the evacuation-reunification process. The following examples are generic.)*

- Automated calling system with a pre-recorded message from the administration. (See sample message below.)
- Text messaging apps
- School website
- Social media apps



Recommendation: Prepare parent/guardian notifications and emergency alerts in advance so they can be transmitted quickly via phone and text or posted to the school website and on social media. *(See sample notification in section II. - During a Campus Evacuation.)*



 **Table 2** identifies the roles and responsibilities of the Incident Command System under the Family Reunification Plan. Charter schools should modify the positions and duties to meet their needs.

Table 2
Reunification Incident Command System – Roles and Responsibilities

Position	Roles and Responsibilities	Identify Name or School Position
Incident Commander	<ul style="list-style-type: none"> ● Has overall decision-making responsibility for managing the incident, establishing objectives, planning strategies, and implementing tactics. ● Determine if there is a need to activate the Family Reunification Team. If yes: Activate the school-based Family Reunification Team and ICS. ● Identify the ICS team members needed to address the emergency and conduct a briefing. ● Ensure overall incident safety. ● Provide notification to local officials and governing board. ● Establish and maintain liaison with other participating agencies ● Authorize/approve the release of all information ● Interface with agencies and parents ● Activate and deactivate functions or positions as needed for the specific incident ● End the family reunification process and demobilize the ICS. 	Michelle Knapp
Operations Chief	<ul style="list-style-type: none"> ● Report directly to the Incident Commander. ● Analyze school staffing resources to support the Family Reunification Annex. ● Organize, assign, and supervise the response resources. ● Responsible for materials and supplies (located with the IC’s Go Bag) and transporting them to the reunification site. ● Oversee the set-up of all areas and personnel responsible for these areas. <ul style="list-style-type: none"> ○ Student Care and Release ○ Student Supervision ○ Health services/First Aid ○ Search and Rescue ○ Student Reunification 	Monica Meeks
Public Information Officer (PIO)	<ul style="list-style-type: none"> ● Disseminate emergency information from the School Incident Commander, law enforcement, and/or school superintendent or designee advising the public of reunification actions. 	Bloom/Kisz

	<ul style="list-style-type: none"> ● Act as the official spokesperson for the school during the emergency. ● Coordinate with the Incident Commander to prepare parent/guardian communications, including letters, automated phone and text messages, school website updates, social media updates, etc. ● Coordinate with the Incident Commander and Board chair to arrange and hold press conferences with news media. ● During an emergency, post parent notifications ● Oversee the Social Media team. ● Cooperate with school district officials for announcements and press conferences. ● Handle all media requests during the incident. ● When meeting with the media: <ul style="list-style-type: none"> ○ Hold a press conference in a secluded location out of view of students. ○ Consider asking school district officials to participate ○ Do not permit media, parents, or the general to film or interview any students, faculty, or staff while on campus. ○ If a media interview is to take place on campus, request that a "pool reporter and camera-person" be chosen to represent all media. ○ Request the media's cooperation in helping to maintain a calm environment. ● All information released to parents and the media must be based on facts. ● Never release the names or photographs of any persons who are injured or deceased. ● Set a schedule to release information throughout the incident <ul style="list-style-type: none"> ○ Example: Updates will be provided to the media every three hours. ○ Example: Parent/guardian updates will be released hourly. ● Communicate any concerns to the school administrator. ● If a school district official is not present at the reunification site, maintain communication with the superintendent's office. 	
Liaison Officer	<ul style="list-style-type: none"> ● Serve as the primary contact for supporting agencies and response organizations assigned to the incident. 	Barry Prawl

	<ul style="list-style-type: none"> ● Brief the Incident Commander and other ICS team ● Brief other agencies involved in the operation. ● Respond to requests from reunification team members. ● Monitor incident operations to identify current or potential problems between the school and response agencies. 	
Logistics Officer	<ul style="list-style-type: none"> ● Assist the Incident Commander and Operations Chief by providing the resources and services required to support incident activities. ● Arrange for and set up communications equipment. ● Arrange for the care of injured students and staff, including on-site first aid and emergency medical services, as needed. ● Determine the supplies needed to support the incident. ● Ensure there are sufficient water, food and sanitation supplies. ● Distribute supplies. ● Set up food services, as needed. ● Maintain inventory of supplies and equipment. ● Maintain security of supplies and equipment. ● Work with finance to contract for and purchase goods and services needed at the incident. ● Arrange for support transportation, if needed. 	Mark Pietuszka IT Staff
Planning Officer	<ul style="list-style-type: none"> ● Develop materials for evacuation and reunification site, including forms, parent/guardian information, signage, etc. ● Collect and evaluate incident intelligence and information. ● Prepare and document Incident Action Plans. ● Maintain incident documentation. ● Provide resources such as maps and floor plans. ● Track resources assigned to the incident. ● Develop plans for demobilization. ● Record a chronology of incident events for legal, analytical, fiscal, and historical purposes. 	Christopher Cassells
Safety Officer	<ul style="list-style-type: none"> ● Monitor the safety conditions and develop measures for assuring the safety of all assigned personnel. ● Fully cooperate with emergency personnel and investigators. ● Be visible and available to assist where needed. ● Assist in securing or containing the incident site. ● Meet and direct incoming emergency personnel. 	Barry Prawl or Storm Security Officer

	<ul style="list-style-type: none"> ● Provide a building blueprint to incoming emergency personnel. ● Monitor activity along the school perimeter.  <p>Limit access to all areas of the school. The Safety Officer will need to recruit additional support to accomplish this goal. Law enforcement may be able to assist.</p>	
Finance	<ul style="list-style-type: none"> ● Contract negotiation and monitoring. ● Timekeeping of personnel and equipment. ● Track and analyze expenses related to the critical incident. ● Track damage to property occurring at the incident. ● Work closely with Logistics. 	Heather Metcalf


 **Table 3** identifies the key positions and staffing to fulfill the duties of the Family Reunification Process. Charter schools can modify the roles as needed.

Table 3 Key Roles of School Staff During Reunification		
Teachers	<ul style="list-style-type: none"> ● Account for all students ● Supervise students in your care until they are reunited with their families. ● Lead activities to keep students occupied in the Student Assembly Area while awaiting reunification with their families. ● Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.) 	Emily Michael Bernard Roessling Sue Scohera Todd Day Jhane Williams Tina Coia Nina Renick Laura Moore Rhiena Hicks Georgette Gonzalez-Hernandez Cathy Schuman Nerilu Colon Juan Carlos Belen-Ortiz
School Secretary	<ul style="list-style-type: none"> ● Support the Incident Commander ● Set up IC post ● Responsible for 	Michelle Pangle

	<ul style="list-style-type: none"> o Student Emergency Cards and all reunification-related forms o ICS yellow duffle bag, IC laptop, and USB drive o Teacher Go Bags o Student rosters o Phone tree o Copies of parent emergency letters and notifications <p>Additional responsibilities are identified in other sections of this document.</p>	
<p>School-Based Mental Health Service Providers (counselor, school psychologist, school social worker)</p>	<ul style="list-style-type: none"> ● Planning before an event: <ul style="list-style-type: none"> o Pre-identify any student who will need special assistance during an evacuation. o Pre-identify psychologically fragile students and staff who may need extra support. o Coordinate with district crisis response teams and community-based mental health service providers. o Create a reunification site sign-in sheet for mental health providers rendering assistance at the reunification site. o Have referral information on hand. ● During evacuation: <ul style="list-style-type: none"> o Escort pre-identified students to the reunification site o Notify the district crisis response team and community-based mental health providers of the emergency ● At Reunification Site <ul style="list-style-type: none"> o Be visible and available o Maintain a sign-in log of all district and community-based mental health providers arriving at the reunification site o Monitor and staff Individual Assistance-Notification Area and support parents who are referred to the Area. o Provide psychological first aid to students, parents and staff ● Organize and prioritize the delivery of counseling services to those: <ul style="list-style-type: none"> o who were victimized or injured in the event o who witnessed the event o emotionally close to the victim(s); and o who have suffered a recent loss or are judged to be at risk. 	<p>School Social workers/Mental Health Crisis Team</p>

	<ul style="list-style-type: none"> ● Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. <ul style="list-style-type: none"> ○ Be available to the administration. ○ Have referral forms available. ● After the event: <ul style="list-style-type: none"> ○ Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. These may include drop-in support, group or individual counseling sessions, classroom discussions, or bereavement groups ○ Maintain records of students receiving counseling and provide follow-up services. ○ Contact parent(s)/guardian(s) of traumatized students. ○ Provide information on available community-based mental health services. (Prepare handouts that include contact information or obtain brochures from outside service providers.) ○ Evaluate mental health services provided and track the need for follow-up support. ○ Arrange for debriefing and support for counseling professionals who participated in the critical incident response. ○ Review daily absentee list to identify all absent students and staff, particularly those at risk. Provide follow-up. 	
ESE Coordinator	<ul style="list-style-type: none"> ● Pre-identify any student with special needs that will require special care. ● Arrange with teacher(s) to escort student(s) to reunification site. 	Cathy Schuman
School Nurse or Health Aide	<ul style="list-style-type: none"> ● Pre-identify students that may need special care. ● Arrange with teacher(s) to escort students that may need special care to reunification site. ● Make copies of all student health and medication cards. ● Place student medication in lockbox and transport medication to reunification site. ● Include small bottles of water and small cups in the "Go Bag." ● Maintain list of injured. 	Michelle Pangle

	<ul style="list-style-type: none"> ● Maintain list of injured who are transported to the hospital. (Use Attachment E) 	
First Aid Team	<p>Persons with First Aid certification may be authorized to:</p> <ul style="list-style-type: none"> ● Render first aid to an injured student, staff, or visitor at the school site or reunification site if it is safe to do so. ● Notify Logistics officer of anyone needing emergency medical care and/or transport to the hospital. 	Christopher Cassells
Safe-School Officer	<p>At School Site, before and during evacuation:</p> <ul style="list-style-type: none"> ● Assist in securing or containing the incident site. ● Monitor the safety conditions and take measures to assure student and staff safety. ● Be visible and available to assist where needed. ● Screen individuals attempting to enter or exit the building or school campus. ● Monitor the school perimeter. ● Monitor the parking area. ● Meet and direct incoming emergency personnel. ● Cooperate with emergency personnel and investigators. ● During a campus evacuation, check all rooms to verify they are not occupied. ● Assist in search and rescue of students and staff, if necessary. ● Assist in school-wide search following a bomb threat. ● Report concerns to the ICS Safety Officer. ● Maintain written notes. <p>At Reunification site:</p> <ul style="list-style-type: none"> ● Follow the ICS Safety Officer instructions. ● Assist law enforcement and first responders, if requested. ● Put up signs to guide parents/guardians to identify locations. 	Eric Sampson or Storm Security Group Officer
Social Media Team	<ul style="list-style-type: none"> ● Work under the direction of the Public Information Officer ● Monitor social media ● Send tweets, Facebook messages, and other social media formats used by your parents. ● Messages are under the direction of the PIO. 	
Custodial	<ul style="list-style-type: none"> ● Be familiar with the operations and infrastructure of the school building. 	Janelle Thompson & Travis Wright

	<ul style="list-style-type: none"> ● Prior to the start of the school year, inventory all hazardous materials stored on campus, known quantities, and their location. Update as necessary. The list should be typed and easily accessible. ● During an incident: <ul style="list-style-type: none"> ○ As requested by the school administrator or designee, shut off water, electricity, and gas. ○ Assist in the management of physical plant operations ○ Provide access to secured areas and/or lockdown entrances, doors, and gates to authorized personnel. ○ Isolate hazardous areas. ○ During building/campus evacuation, check all rooms to assure they are unoccupied. ○ Assist with search and rescue when it is safe to do so. ○ Assist with distributing supplies ○ Survey the damage and structural stability of buildings and utilities; report findings to school administrator. 	
Team Leaders	<ul style="list-style-type: none"> ● Each area will have a team leader who will oversee the activities of the area. Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Set up two-way radios. Keep them tuned to the designated channel provided by ICS. 	Juan Carlos Belen-Ortiz Rishena Hicks
Team Members	<ul style="list-style-type: none"> ● Each area will be staffed with trained team members to facilitate reuniting parents/guardians and their children. Designated Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges. 	Michelle Pangle Christopher Cassells

	<ul style="list-style-type: none"> • Set up tables, display signs, have forms and materials ready • Additional description of activities is in section IV - Reunification Process - Designated Areas 	
Runners	<p>After a parent/guardian/authorized designee has been cleared to pick up the student:</p> <ul style="list-style-type: none"> • The runner will deliver the bottom section of Parent/Guardian Verification-Student Release Form to Student Assembly Area . • Notify the team member and the teacher that student has been cleared to be released. • Process will be done with small groups of students • Runner will return to the Family Check-In Area after delivering the form. 	TBD

Other Types of Reunification Options

Depending upon the impact of the emergency event, family reunification can also occur at the affected school, including on-campus inside (interior) and on-campus outside (exterior).

Reunification may also take place off-campus – outside - at another school or alternate location.

Please note: This plan does not address these locations in detail, but the process and procedures of the off-site reunification plan can easily be applied here.

Examples:

On-Campus Interior Reunification Areas

- Family Check-In Gate: School entrance from playground or field
- Family Waiting Area: Gym
- Student Assembly Area: Cafeteria
- Reunification Area—Main Administrative Office
- Individual Assistance Area—Guidance Office

On-Campus or Off-Campus Exterior Reunification Areas

- Family Check-In Gate—Concession stand
- Family Waiting Area—Football field
- Student Assembly Area—Fenced softball field
- Reunification Area – Basketball court
- Individual Assistance Area—Maintenance building.

II. During a Campus Evacuation

The school staff has been trained and participated in drills to prepare for an off-site evacuation to the reunification site.

The roles and responsibilities of ICS, instructional personnel, student support personnel, and non-instructional support personnel were identified during the planning phase and are included in Tables 2 and 3 above.

Actions:

The Incident Command System will prepare for evacuation and relocation to the reunification site.

- Depending upon the emergency, 9-1-1 and first responders may be notified via the mobile panic alert system or by cell phone.
- The school administrator will activate the Incident Command System (ICS), as outlined in the school's Crisis Management Plan.
- The Incident Commander [principal or designee] will assess the situation and determine if students and staff will evacuate to the reunification site.
- The Incident Commander will assign ICS responsibilities, as needed, according to the ICS structure. (See ICS roles and responsibilities)
- Notify the emergency contact person at the reunification site.
- Notify the Board chair.
- Notify the school superintendent's office.

Public Information Officer



Sample Parent/Guardian Notification Message for Automated Calling System (Charter schools can modify the message if desired.)

School Evacuation and Relocation Message

*This is an important message from San Jose Cecil. Today is (insert day and date). It is (insert time) am/pm. There was an emergency situation at **San Jose Early College Cecil**. The emergency is over. Please listen carefully to this message.*

*Do not come to the school. All students have been relocated to **FSCJ Cecil at 5640 POW-MIA Memorial Pkwy**. Please go to **Building A** to pick up your child. All students will be released to parents and guardians there. Bring photo identification with you. For your child's safety, school staff will check your ID against a list of individuals approved to sign out each student.
Students can only be released to those individuals you listed on the Student Emergency Release Form.*

*There will be officials and school staff at **FSCJ Cecil** to direct you and guide you through the family reunification process. Please follow their instructions.*

Additional information and updates may be sent to you via (insert text messaging app) and posted on the school website at (insert website address).

Thank you for your patience as we work to reunite you with your child.



The roles and responsibilities and Go Bags provided below should be modified based on the charter school's staffing and how the school wishes to utilize the talents and expertise of its staff members.

Teachers' Role During Notification and Evacuation

- When the administrator announces the emergency, watch for text messages with further instructions. Do not text or call the ICS team unless you have an emergency.
- Account for all students. Notify ICS if any student is missing.
- Assess student needs. Are any students injured? If yes, notify ICS.
- Prepare students to evacuate the building and walk to the reunification site. Allow students to take jackets. Leave all school-related materials behind.
- Grab Teacher Go Bag.
- Close the door but do not lock it.
- Follow the evacuation route and evacuation instructions outlined in the Emergency Flip Chart.

- Continue to watch for text notifications.
- Escort students in your care to the Student Assembly Area at the reunification site.

(Additional responsibilities in Table 3)

Teacher Go Bag (Crisis Response Bag)

- Each classroom should have a “Go Bag” or crisis response bag. Hang the bag from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:
 - Emergency evacuation plan - Flip Chart
 - Teacher instructions for evacuation and relocation to the reunification site
 - Class rosters for each class
 - Student names, parent names, parent contact information
 - Names and cell numbers of ICS
 - Staff phone list
 - Assigned roles of school personnel (other than teachers)
 - Flashlight and spare batteries
 - First aid supplies (bandages, gauze, etc.)
 - Latex gloves
 - Pen and paper
 - Coloring Books
 - Markers/Colored Pencils
 - Movies

Role of School Nurse during Evacuation

- Escort pre-identified students to the Reunification Site.
- Carry School Nurse Go Bag to Reunification Site.

School Nurse “Go Bag”

- List of pre-identified students that may need special care.
- Copies of each student’s health and medication cards.
- Lockbox with student medication. Place in Go Bag just prior to evacuation.
- Water and small cups for students who need medication.

(Additional School Nurse responsibilities in Table 3)

Role of ESE Coordinator during evacuation

- Escort pre-identified students to the Reunification Area.

(Additional ESE Coordinator responsibilities in Table 3)

Role of Safe-School Officer during Evacuation

(Responsibilities in Table 3)

III. Communication During the Reunification Process

It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is safe or to minimize the number of injuries, this First Message not only begins the recovery process, but it could also be evidentiary for purposes of liability. Rather than saying "All students are safe," it may be more accurate to report, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents may be the first to arrive at the school. Prepare for the fact that this may occur before transmitting any official notification.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While notifications written in advance of a crisis may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements should be reviewed by the charter school's legal counsel as part of the planning process. Consider having the school's insurance provider review the statements, as well.

Source: K12 Standard Reunification Method Toolkit, Texas School Safety Center, Texas State University

The Public Information Officer will:

- Use the methods of communication identified in the planning phase.
- Send parent notification as soon as it is safe to do so.
- Send Initial notification via automated phone and text messages.
- Direct the Social Media team to send tweets, and post messages on Facebook and other social media platforms.
- Keep families updated as often as possible.

 ***Charter schools can modify their messages to families according to their preferences and style.***

Sample Automated Phone Message – PARENT INSTRUCTIONS

- Parents: All students at ***San Jose Early College Cecil*** have been evacuated to ***FSCJ Cecil***.
- Please do not attempt to go to ***San Jose Early College Cecil***. It will only interfere with public safety emergency responses efforts.
- Students have evacuated to our reunification site at ***FSCJ Cecil***.
- To pick up your student, please proceed safely to the reunification site located at ***5640 POW-MIA Memorial Pkwy***. Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the lot at ***5640 POW-MIA Memorial Pkwy***.
- Follow the instructions of the school staff.
- Please do not contact the school.
- We will continue to update you.

Sample Automated Parent/Guardian Text Message – PARENT INSTRUCTIONS

- Parents: All ***San Jose Early College Cecil*** students have been evacuated to ***FSCJ Cecil***.
- Please do not go to ***San Jose Early College Cecil***.
- Please do not panic.
- Go to ***5640 POW-MIA Memorial Pkwy*** to pick up your child. Bring your government-issued photo identification.
- Park in the ***main lot***.
- Follow directions provided at the site.
- We will continue to update you.

Sample message for website homepage:



There has been an emergency at (***San Jose Early College Cecil***). All students and staff have been evacuated to (***FSCJ Cecil***). Parents/guardians/emergency contacts should pick up students at (insert address). Bring your government-issued photo ID. Upon arrival, please follow the staff's instructions.

Sample News Media Release for Parents



- There has been an emergency at (***San Jose Early College Cecil***). All students and staff have relocated to (***FSCJ Cecil***)
- Parents: Please do not attempt to go (***San Jose Early College Cecil***). You will only interfere with public safety emergency response efforts.
- To pick up students, please proceed safely to the reunification site located at (*provide address*). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (***5640 POW-MIA Memorial Pkwy.***)
- Then, follow the instructions of the school staff.
- Please do not attempt to contact the school.
- We will continue to update you.

For the roles and responsibilities of the Public Information Officer, please refer to Table 2 – Reunification Incident Command System – Roles and Responsibilities.

For the roles and responsibilities of the Social Media Team, please refer to Table 3 – Key Roles of School Staff During Reunification.

IV. Reunification Site



TABLE 4: To be completed by the Charter School:

This table can be modified by the charter school based on the school’s plan and reunification site.

Table 4: Designated Areas at the Reunification Site	
Insert the location that will serve as the “Area”	
<i>Example: Family Waiting Area</i>	<i>Gym</i>
Family parking	FSCJ Parking lot
Command Post	FSCJ auditorium
Student Assembly Area	FSCJ auditorium
Family Check-In Gate/Area	FSCJ courtyard
Family Waiting Area	FSCJ parking lot
Reunification-Student Release Area	FSCJ courtyard
Individual Assistance-Notification Area	FSCJ admin offices

Traffic Control

Law enforcement will control traffic in and around the Reunification Site. School-based safety personnel or trained school staff members will assist, if requested.

- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Law enforcement may put up barricades and clear vehicles blocking traffic routes, as needed.

Signage: Assigned school staff will put up signs to delineate parent reporting areas.

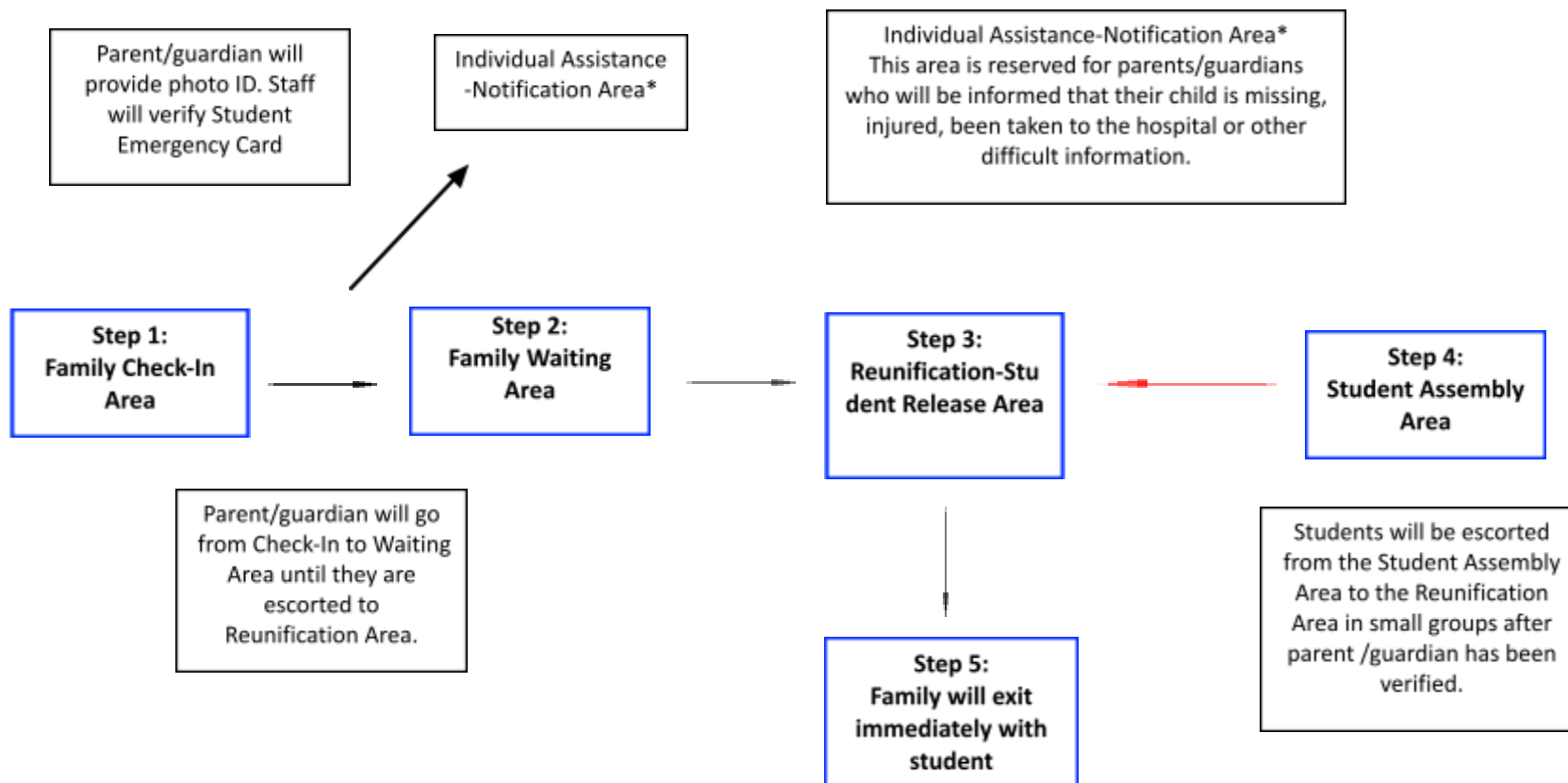
Family Arrival at the Reunification Site

- Order must be maintained.
- Parents/guardians will be directed from the parking area to the Family Check-In Area.

- Law enforcement may be available to assist school staff with disgruntled family members.
- When possible, assign school staff who are familiar with the families to the Family Check-In Area

Reunification Areas and System of Reuniting Families and Students

The diagram below represents the flow of parents/guardians at the Reunification Site.



V. Reunification Process

Goal: Reunite students with authorized adults safely and efficiently.

Objective: To utilize a systematic verification and release process that will reunite families and students.

Actions: The following steps outline the Reunification process for parents/guardians/authorized designees from the time they arrive at the site until they depart the site with their child. Each “Area” is identified.

Designated Reunification Areas: TABLE 5 – Family Reunification “Areas” at the Reunification Site provide a process of verifying authorized adult(s) in order to reunite families and students. Team leaders and team support members’ duties and responsibilities, and required forms, are noted.

TABLE 5 – FAMILY REUNIFICATION “AREAS” AT THE SITE




Charter schools can modify the tables below.

Family Check-In Area The first stop toward reuniting family and student	
Setup:	<ul style="list-style-type: none"> ● Two to six tables (based on the number of students to be released) with chairs ● Signage identifying Check-In Area and alphabetized last names for tables. ● Parent/Guardian Verification-Student Release Forms ● Student emergency release cards or access to cards online or via USB drive ● Student Rosters ● Office supplies ● Power supply and Internet access ● Two-way radio to communicate with ICS and other Areas ● Team members to facilitate requests / complete paperwork ● Runners to notify Student Assembly Area team members
Parents/guardians will line up at the Family Check-In Area. Signs will designate line formation based on first initial of last name.	<ul style="list-style-type: none"> ● Staff will hand out the “Parent/Guardian Information” cards. ● Adult will be given the Parent/Guardian Verification-Student Release Form.
Process: How to Complete the Parent/Guardian Verification-Student Release Form Instructions are also on the form.	
1. Parent/guardian/authorized designee will complete PART 1 of the Parent/Guardian Verification-Student Release Form.	

<p>2. Family Check-In team member will complete PART 2 of the Parent/Guardian Verification- Student Release Form.</p> <ul style="list-style-type: none"> ● Verify government-issued photo ID. Confirm identity. ● Verify that the requesting adult is authorized to take custody of the student(s) based on the information on the Student Emergency Card. ● If parent/guardian/authorized designee does NOT have a government-issued photo ID or is not listed on the Student Emergency Information card, notify the ICS Operations Officer. ● Once verification is completed, direct parent/guardian to the Family Waiting Area. ● Give the runner the bottom portion (must be completed) of the Parent/Guardian Verification-Student Release Form. ● Dispatch runner to the Student Assembly Area to notify teacher and team member that the student can be released to the Reunification-Student Release Area. 	
Family Check-In Team Area Leader	(Identify name)
Duties of Family Check-In Team Area Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure parent/guardian verification is completed ● Ensure all forms are completed and signed ● Maintain all completed forms and paperwork ● Interact with the Incident Commander to identify problems and report status ● Direct parent/guardian/designee to the Individual Assistance-Notification Area, if required ● Refer all outside requests for information to the Public Information Officer ● Maintain order in the Area
Family Check-In Area Team Members	(Identify names)
Duties of Family Check-In Area Team Members:	<ul style="list-style-type: none"> ● Greet parents, guardians, and designees ● Providing reassurance as needed ● Assist in the verification of the parent/guardian/designee and the accurate completion of the Parent/Guardian Verification-Student Release Form
Other Assigned Personnel	<ul style="list-style-type: none"> ● ICS Operations Officer will oversee the process ● Mental health service providers will be visible ● Law enforcement will be visible

Family Waiting Area	
Set-up	<ul style="list-style-type: none"> ● Area large enough to hold groups of waiting parents/guardians/designees ● Signage ● Two-way radio to communicate with Incident Command and other Areas ● Student Rosters ● Pen and paper

Process	
<ul style="list-style-type: none"> ● Parent/guardian will go from the Check-In Area to the Family Waiting Area, as instructed by Family Check-In Area team member. They will wait to be notified that the student is being escorted from the Student Assembly Area to the Reunification-Student Release Area. 	
<ul style="list-style-type: none"> ● Family Waiting Area team member will double-check parent/guardian/authorized designee verification information. 	
<ul style="list-style-type: none"> ● Team members will inform families of the next steps. This will help to reduce parent anxiety. 	
<ul style="list-style-type: none"> ● Team members will be notified via two-way radio when parent/guardian/ designee can be escorted to the Reunification-Student Release Area. 	
 Recommendation: Whenever possible, staff the Family Waiting Area with school personnel who know the families. This is often the front office clerical staff and PE teacher/Coach.	
Duties of Family Waiting Area Team Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Set up two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure all forms are completed and signed ● Maintain accountability and control of parents/guardians/designees. ● Receive injury or missing student information from team members. Notify Incident Commander ● Interact with the Incident Command to identify problems and report status ● Arrange for parent/guardian/designee to be escorted to the Reunification-Student Release Area
Family Waiting Area Team Leader	(Insert name)
Duties of Family Waiting Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the parents/guardians/designees ● Help maintain calm and order ● Double-check Parent/Guardian Verification-Student Release Forms ● Provide team leader with information received regarding missing or injured students. ● Interact with the Family Check-In, Student Assembly, and Reunification-Student Release Areas ● Escort parents/guardians/designees to the Reunification – Student Release Area when notified. ● Check off parent/guardian/designee names when leaving Area to go to Reunification-Student Release Area.

Family Waiting Area Team Members	(Insert names)
Other assigned personnel (Mental health service providers may be necessary)	(Insert names)

Individual Assistance – Notification Area
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Setup	<ul style="list-style-type: none"> Tables and chairs Telephone Internet access Laptop Paper/Pens Student Rosters Copies of all forms
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Purpose of this Area: To provide notification to family of missing or injured student, or worse

Special Considerations	<ul style="list-style-type: none"> ● Only trained professionals will be allowed in the Individual Assistance – Notification Area. All information discussed must remain confidential. No unauthorized personnel will be allowed in the area. ● Mental health professionals will provide parent/guardian with a means to communicate with other family members, friends, clergy, and supporters. ● Family privacy must be protected. ● Shelter family from the media.
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Individual Assistance-Notification Area Assigned personnel:	<ul style="list-style-type: none"> ● Incident Commander (on call, as needed) ● Mental health service providers ● Community-based trauma experts ● School nurse, as needed ● District Crisis Intervention Team ● Law enforcement
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Identify personnel assigned	(Insert names)
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Considerations:
When reunification is not possible because a child is missing, injured, or worse, how and when this information is provided to families is critical. Before an emergency, teams should discuss how, when, and by whom family will be informed when they cannot reunite with their student. While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Trained personnel play a vital role in providing information in a compassionate manner.

Student Assembly Area

Setup	<ul style="list-style-type: none"> ● Signage ● Tables and chairs ● Two-way radio (set on proper channel) ● Laptop ● Internet access
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	<ul style="list-style-type: none"> ● Paper and pens ● Student Rosters ● Games and activities for students, if available
Special Considerations	<ul style="list-style-type: none"> ● The Student Assembly Area will be out of view of the Family Check-In and Family Waiting Areas. ● Students must remain with their teachers. Additional school staff will be assigned to assist with student supervision, as available.
Process	
<ul style="list-style-type: none"> ● Runners will take verified/approved Parent/Guardian Verification-Student Release Forms to the Student Assembly Area. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will verify that the student is in the Area. 	
<ul style="list-style-type: none"> ● Team leader will review Parent/Guardian Verification-Student Release Form. 	
<ul style="list-style-type: none"> ● Runner will return to the Family Check-In Area 	
<ul style="list-style-type: none"> ● Before student is escorted to the Reunification-Student Release Area, the teacher or team member will check off student's names on the roster. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will escort student to Reunification-Student Release Area. Student must be released to a Reunification team member 	
Duties of Student Assembly Area Team Leader	<ul style="list-style-type: none"> ● Ensure signs are in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct activities of assigned team members ● Ensure all forms are completed and signed ● Assume responsibility for all forms and paperwork ● Provide reassurance to the teachers and students ● Maintain calm and order
Student Assembly Area Team Leader	(Insert name)
Duties of Student Assembly Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the teachers and students ● Help maintain calm and order ● Assist Team Leader at the door ● Assist teachers with students ● Escort student(s) to the Reunification-Student Release Area
Student Assembly Area Team Members	(Insert names)
Teacher responsibilities	<ul style="list-style-type: none"> ● Ensure all students are accounted for. ● Teacher must take roll as soon as class arrives at the Student Assembly Area. ● The student roster is in the Teacher Go Bag. ● Each student's name must be physically checked off ● If any student is missing, notify the Incident Commander immediately via text message.

	<ul style="list-style-type: none"> ● If any student is injured, notify the Incident Commander immediately via text message. ● Teacher is responsible to keep his/her students together. ● It will get very noisy in the Student Assembly Area. Showing a movie, reading to students, and drawing/coloring are good options. ● Students are discouraged from using cell phones. ● If any student becomes distraught, notify the Operations Chief via text message. A counselor will be sent to assist as soon as possible. ● Coordinate restroom breaks with the Student Assembly Team Leader. ● Water and snacks will be distributed as quickly as possible.
Other assigned personnel	<ul style="list-style-type: none"> ● ESE coordinator ● School nurse, if available ● Mental health service providers will be visible

Reunification-Student Release Area	
Setup	Signage Tables and chairs Student Rosters Tune two-way radio to correct channel Set up laptop with Internet connection Paper/Pens Stapler
Process	
<ul style="list-style-type: none"> ● The Reunification-Student Release Area Team will verify parent/guardian/authorized designee photo ID and Student Emergency Card (for the third time). 	
<ul style="list-style-type: none"> ● Parent/guardian/authorized designee will complete PART 4 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● Team member will complete PART 5 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● A School Assembly Area team member will escort the student to the area. 	
<ul style="list-style-type: none"> ● The parent/guardian and team member will fill out the Family Reunification Student Sign-Out Records (Attachment F) 	
<ul style="list-style-type: none"> ● Team member will notify parent that phone and text messages will be sent later in the day or evening with updates. 	
<ul style="list-style-type: none"> ● The student and parent/guardian/authorized designee are free to leave. No one is allowed to return to the school to retrieve the student's belongings. 	

<ul style="list-style-type: none"> The Team Leader is responsible for maintaining all completed student release forms. Forms will be turned over to the ICS Planning Officer at the end of the reunification process. The Planning Officer may periodically pick up forms during the reunification process. 	
Duties of Reunification-Student Release Area Team Leader	<ul style="list-style-type: none"> Ensure signs are in place Tune two-way radio to correct channel Set up laptop, if needed Be alert to text message from ICS Direct activities of assigned team members Ensure all forms are completed and signed
Reunification-Student Release Area Team Leader	Mark Pietuszka
Duties of Reunification-Student Release Area Team Members	<ul style="list-style-type: none"> Ensure all forms are completed and signed This includes the Family Reunification Student Sign-Out Records (Attachment F) Give all completed forms to the Team Leader
Reunification-Student Release Area Team Members	(Insert names)
Other assigned personnel	<p>At least one (1) member of the ICS team</p> <p>At least one (1) member of law enforcement Incident Commander, when available</p> <p>Mental health service provider(s)</p>

Student(s) Who Are Not Be Picked Up

Follow these procedures for any student who has not been picked up by an authorized adult.

1. Notify IC immediately. Provide status, including attempts to contact parent/guardian/authorized adults.
2. Assign one senior staff member to call and send urgent text messages.
3. If parent/guardian has a work phone number, call the workplace.
4. Verify custodial parent.
5. Verify student's home address.
6. Verify custodial parent's place of work, company name, and address.
7. Notify governing board chair
8. Request that law enforcement go to the custodial parent's workplace and home.
9. If law enforcement does not have an officer available at the time, the IC will send two (2) available ICS team members. (It is recommended that the school does not send one person to the student's home. Go in pairs.)
10. Consider that it will be unlikely that any member of ICS will have access to his/her vehicle. Transportation options for ICS: Request transportation assistance from a district crisis intervention team member or take a taxi or Uber.
11. If all efforts have been expended, notify local law enforcement.
12. Identify a safe, centralized location where students can wait for their parents.
13. If the charter school does not have bus transportation, request the superintendent's office to authorize bus transportation for students and accompanying staff members.

VI. Post-Reunification Activities

After all families and students are reunited, the Incident Commander will declare an end to the Family Reunification process and begin demobilizing operations.

Demobilization procedures:

- Initiate comprehensive closing of reunification location (return equipment and unused supplies to Logistic Officer; take down signs; clean up reunification areas)
- Complete all tasks, paperwork, forms, and reports. Submit to the School Secretary.
- Complete initial briefings with ICS
- Transfer operational control from ICS to school administration.
- Maintain incident records, reports, and documentation.
- Determine when students and staff can return to the school.
 - If the school will be closed, begin plans for virtual instruction.
- Communicate with parents/guardians/media
 - Information on the reopening of school
 - Available resources and assistance, as needed
 - Release updates to the news outlets
 - Update the school website

Ensure continued care of all students who are not reunified with families.

- Update the principal on any students who have not been reunited with their families.
- Identify where students and staff will be temporarily housed.
- Mental health professionals will provide continued care to students whose families have been delayed.
- Continue to contact parents.
- The School Nurse will check on students and staff taken to the hospital (if applicable) and update the Principal.

Communicate with all school employees. Check on their welfare.

Verify the reunification site has been cleaned and returned to normal.

- Evaluate and refine the family reunification plan.

Within 24 hours:

- Hold debriefing with ICS Command.
- Meet with school personnel to debrief and answer questions.
- School-based mental health service providers and community mental health partners will implement the plan to support the needs of students, staff, and parents.

Within 48 hours:

- The Principal, Assistant Principal, and the Mental Health team will debrief in small groups with staff, and community partners, including providers of off-campus reunification locations.

- At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key findings. Debriefing should include information about follow-up support resources.
- Mental health staff trained in post-traumatic stress management will facilitate student coping groups.
- The head custodian will oversee the restocking of reunification supplies as listed.
- The Assistant Principal, ESE Coordinator, and School Secretary will:
 - Review and maintain records indicating that all students were released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

4. As soon as possible, but within 2-3 days of the incident:

- The principal will convene the school-based Crisis Response Team to review the event and adjust procedures in the Family Reunification Plan; meet with staff to review the event; and schedule staff retraining, as needed.
- The principal will meet with local responding agencies and the school district to debrief.

VII. Practice Exercises and Drills

Schedule practice exercises throughout the school year so staff can “rehearse” procedures.

- Walk through and talk through the procedures.
- Tabletop exercises help to clarify the roles and responsibilities of the crisis response team members, ICS, and school personnel during a reunification event.
- Drills help prepare students for the actions necessary during an evacuation. Practice procedures as part of the drill training.
- Functional exercises involve responding to a simulated event within realistic time frames. Use teddy bears as students to practice.
- Provide training for all staff, including verification of parent/guardian/designee and student release.
- Provide special training to the ICS team

Evaluate the practice exercises and drills to identify areas in need of improvement and determine how to address them.

ATTACHMENTS A – G



The attachments, which serve as the forms referenced in this template, are provided as samples. Charter schools should adapt the forms to fit their needs or adopt their own forms.

ATTACHMENT A

San Jose Early College at Cecil

Incident Command

SY 2023-2024

Complete the Incident Command contact form during Teacher Planning Week. Provide a copy to all team members and school staff. Post in the teacher’s lounge.

Crisis Response Team Contact List			
Name	Title	Cell	
Michelle Knapp	Incident Commander	904-993-1520	
Saul Bloom/Amy Kisz	Public Information Officer	904-601-6540	
Monica Meeks	Operations Chief	678-431-9109	
Barry Prawl	Liaison Officer	904-729-7374	
IT Staff	Logistics Officer		
Christopher Cassells	Planning Officer	904-802-4468	
Eric Sampson	Safety Officer	904-885-1223	
Heather Metcalf	Finance	904-982-4826	

ATTACHMENT B

San Jose Cecil

Reunification Site Staff Assignments

School Staff Assignments at Reunification Site			
Teachers will remain with their assigned class until the last student has been released to the family.			
Site Location	Staff Name	Cell Number	Special Responsibilities
Example: Student Assembly Area	John Parker	(123) 456-7890	Notify IC of any absent or missing students
Student Assembly Area	Belén-Ortíz, Juan Carlos	904-962-8879	Notify IC of any absent or missing students
Student Assembly Area	Coia, Tina	904-571-9183	Notify IC of any absent or missing students
Student Assembly Area	Colón, Nerilu	904-412-2792	Notify IC of any absent or missing students
Student Assembly Area	Day, Todd	207-831-8868	Notify IC of any absent or missing students
Student Assembly Area	Gonzalez Hernandez, Georgionette	904-684-9933	Notify IC of any absent or missing students
Student Assembly Area	Hicks, Rishena	904-476-3545	Notify IC of any absent or missing students
Student Assembly Area	Michael, Emily	904-422-4874	Notify IC of any absent or missing students
Student Assembly Area	Moore, Laura	352-620-5077	Notify IC of any absent or missing students
Student Assembly Area	Renick, Nina	904-207-0900	Notify IC of any absent or missing students
Student Assembly Area	Roessling, Bernard	904-662-5272	Notify IC of any absent or missing students
Student Assembly Area	Schohera, Sue	321-446-0842	Notify IC of any absent or missing students
Student Assembly Area	Mauloni, Jason	904-524-4178	Notify IC of any absent or missing students

ATTACHMENT C

San Jose Early College at Cecil
STUDENT EMERGENCY INFORMATION CARD – 2023-2024 SY

Parent/Guardian must complete at Registration or prior to the first day of school.

Requires at least two additional contact persons other than family whom you authorize to pick up your child.

Student's Name: _____ DOB: ____/____/____
Last First MI

Address: _____ City: _____ Grade: _____

Home Language: _____ Medical Health Conditions: _____

Allergies: _____ Medications: _____

Parent/Guardian Name (1st contact)

Last name: _____ First name: _____

Relationship to Student: _____ Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Address (if different from student): _____

Parent/Guardian Name (2nd contact)

Last name: _____ First name: _____

Relationship to Student: _____ Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Address (if different from student): _____

List two emergency contacts who have permission to pick up your child and assume temporary responsibility and care if you cannot be reached during an emergency. These contacts cannot be the same as parents or legal guardians but may include grandparents, uncles, aunts, childcare providers, friends, and neighbors that reside in the local area.

Emergency Contact Name (1st Contact):

Last name: _____ First name: _____

Relationship to Student: _____ Cell Phone: _____

Address: _____ City: _____ State: _____

Emergency Contact Name (2nd Contact):

Last name: _____ First name: _____

Relationship to Student: _____ Cell Phone: _____

Address: _____ City: _____ State: _____

By signing this form, you give permission for the emergency contact persons you have listed to pick up your child in case of an emergency, illness, or missed transportation. Should any of the emergency contact information change during the school year, you are responsible to notify the school immediately. You are also consenting that the school can share the information on this form with authorized individuals.

Parent or Legal Guardian Signature: _____ Date: ____/____/____

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized school personnel to ensure compliance with HIPAA, FERPA, and individual rights to privacy.

ATTACHMENT D

To Be Completed/Reviewed At All Areas

Parent/Guardian Verification-Student Release Form

- To be completed by both parents/guardians and reunification team personnel.
- Use this form to track students who are being united with their families or others on their emergency contact list.

DATE: _____

PART 1: PARENT/GUARDIAN/AUTHORIZED DESIGNEE – Complete at Family Check-In Area

Family Check-in Area	
<i>To be completed by Parent/Guardian</i>	
Student Name:	Grade:
Name of person requesting student:	Relationship to student:

PART 2: FAMILY CHECK-IN TEAM – Complete Parent/Guardian/Authorized Designee

Family Check-in Area		
<i>Family Check-In Team Must Verify Parent/Guardian ID and Check Student Emergency Card</i>		
Is the person requesting the student listed on the Student Emergency Information?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did you verify government-issued photo ID?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Describe if identification was verified through another means:

PART 3: STUDENT ASSEMBLY AREA TEAM – Complete Part 3.

Student Assembly Area		
<i>Student Assembly Area Team must complete.</i>		
Did you pick up the student from the Student Assembly Area and escort him/her to the Reunification Area?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did the teacher or Student Assembly Area supervisor mark the student as “released” on their checklist?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

PART 4: To be completed by Parent/Guardian/Authorized Designee

Reunification-Student Release Area	
<i>To be completed and signed by parent/guardian or authorized emergency contact before student can be released.</i>	
Name of person to whom student is released: (print)	
Signature of person to whom student is released:	
Address:	Phone:
Destination after leaving site:	

PART 5: Reunification-Student Release Team: Complete Part 5.

Reunification-Student Release Area Team must complete before parent/guardian and student exit the site.		
Did you verify the parent/guardian photo ID and Student Emergency Card again?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

Was the student successfully released?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Time of Release: Date of Release:
Team member signature:		

Cut Along Line

Bottom Section of Parent/Guardian Verification-Student Release Form

GIVE COMPLETED CARD TO THE RUNNER

The Runner will deliver the bottom section of the Parent/Guardian Verification-Student Release form to the Student Assembly Area.

Print student name _____

Student grade _____ Teacher _____

DOB ___ / ___ / ___

Parent/Guardian/Authorized Designee has been verified. YES NO

Absent (student was not at school that day) First Aid Hospital Missing

Already Released

Signature of Student Assembly Team Member _____

Signature of Teacher. _____

Date: _____ Time: _____ A.M. P.M.

Hand-deliver the signed form to the Reunification-Student Release Area Team

ATTACHMENT E

San Jose Cecil

Injured Student/Staff/Visitor Form

School staff will use this form to track students, staff, or visitors who are injured and transported to the hospital. If you are unable to determine the hospital the individual will be transported to, indicate the ambulance number.

Submit the form to the School Nurse.

DATE: _____

PERSONS INJURED ON SCHOOL GROUNDS					
Time	Name of Student/Staff/Visitor	Name of Staff Accompanying Individual	Hospital	Ambulance Number	Check One:
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor

ATTACHMENT F

To be Completed by the Reunification-Student Release Area Team

San Jose Cecil

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD

“Account for Every Student”

To be completed by assigned team member at the Reunification-Student Release Area. Use this form to account for every student who is reunified with family or other individuals identified on the emergency contact list.

Student information must be entered before the parent and student leave the reunification site.

DATE: _____

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD <i>“Account for Every Student”</i>					
Time of Release	Student Name	Released To (Print Name) Must show photo ID	Released to: Signature Required	Next Destination:	Released by:

The school will need enough forms on hand to account for every student.

ATTACHMENT G
Sample Memorandum of Understanding

This is provided as a sample MOU. Any partnership agreement between the charter school and host reunification site should be reviewed by an attorney prior to execution.

Memorandum of Understanding

Between *(insert school name)* and *(insert the Relocation Site)*

Date _____

Name and location of relocation site: _____

Reunification Site Contact:

Person responsible for reunification effort: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Secondary contact at Reunification Site: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Buildings, rooms, or other areas on the reunification site property the school will utilize during the reunification process:

Location of Administrator's Toolbox if stored at reunification site: _____

School Crisis Response Team (Incident Command System) responsibilities for coordinating evacuation to reunification site.

San Jose Cecil will:

- Notify the host site of the school evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the student/parent reunification points.
- Request assistance from host site if needed.
- Duration of use. *(To be completed by the charter school)*
- Clean-up agreement to return the location to its original condition. *(To be completed)*
- Address property loss mitigation *(To be completed by the charter school)*

The Host Site will:

- Accept an evacuation request from the principal or designee.
- Notify all host site employees of the situation.
- Designate areas within the facility that can accommodate the school's reunification needs.
- Provide internet access.
- Provide access to bathroom facilities and water.
- Assign personnel to meet arriving staff and students and direct them to pre-identified space.
- If the site is a school: notify the school nurse and mental health professionals. Have emergency medical services on stand-by.
- Activate host site's crisis response team to provide support.
- Assist with notifications of all parties, including parents/guardians

Collaborative Actions:

- The Incident Commander and (insert host site position) will collaborate and coordinate for the safety and security of all students and staff.
- Take action to control media access and work with the school's Public Information Officer.
- Coordinate for food services (meals/ snacks/drinks), as needed.

Signatures:

Charter School Principal _____ **Date** _____
Charter School Board Chair _____ **Date** _____

Host Site Signature _____ **Date** _____

Position _____



**Wesconnett Campus
Emergency Manual
2023-2024**

Lourdes Gee- Campus Director

Revised on July 27, 2023

CONTENTS

Chapter 1	Reference Numbers and Information
Chapter 2	Notification Chain and Numbers
Chapter 3	Action / Prevention Plan
3-1	School Safety Plan/Mental Health
3-2	Family Reunification
3-3	Fire Prevention / Procedures
3-4	Bomb Threat
3-5	Weather/Natural Disaster
3-6	Weather / Natural Disaster
3-7	Hazardous Materials
3-8	Suspicious Packages/Mail
3-9	Utilities Emergencies
3-10	Civil Disturbances
3-11	Abducted / Missing Child
3-12	Death Serious Injury / Illness
3-13	Off Campus Emergencies
3-14	Pandemic

Chapter 4

School Safety / Standard Response Protocol

4-1	Standard Response Protocol
4-2	Active Assailant Procedure
4-3	Intruder
4-4	Hostage

Addendum #1

Duval County Public School Mental Health Plan

Addendum #2

Family Reunification Plan

This manual is provided for use in emergencies. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations.

Chapter 1

REFERENCE NUMBERS

Public Safety / Utility Numbers

Jacksonville Sheriff's Office	(904) 630-0500
Jacksonville Fire Rescue	(904) 630-0434
Jacksonville Transportation Authority	(904) 632-5530
Department of Family and Children's Services	(866) 762-2237
Jacksonville Utilities	(904) 665-6000
FDLE	(904) 209-3180

Emergency Websites

District Crisis Response Hotline (Child Guidance Rapid Response Team) - 904-390-2535

FortifyFL www.getfortifyfl.com

Homeland Security www.whitehouse.gov/homeland

National Weather Service www.wrh.noaa.gov

FEMA www.fema.gov

FDLE www.fdle.state.fl.us

Chapter 2

Notification Chain and Numbers

Emergency Call Numbers		
Title/Company	Responsible Parties	Contact #
Director	Lourdes Gee	904-416-7164
Superintendent	James Campbell	904-588-3115
Executive Admin. Assistant	Gabriel Hilario	904-654-8817
Guardian	Axel Perez-Orengo	904-294-5183
Guardian	Gwendolyn Mcneil	904-515-9040
Facilities	Ethan Benton	904-729-2360
Ex. Director of Student Services	Catherine Cimerman	904-337-4090
President of Academics	Saul Bloom	904-601-6540
President of Operations	Amanda Glancy	904-729-5988
Chief Operations Officer	Ryan Rewey	904-729-6375

Director of Security	Barry Prawl	904-724-7374
Chief Legal Officer	Amy Kisz	904-430-3231

Critical Response Team

Name	Title	Contact Number	Email address
Lourdes Gee	Director	904-416-7164	lourdes.gee@horizoninstitutes.org
Gabriel Hilario	Exec. Admin. Assistant	904-654-8817	gabriel.hilario@horizoninstitutes.org
Axel Perez-Orengo	Guardian	904-294-5183	axel.perez-Orengo@sanjosesupport.org
Gwendolyn McNeil	Guardian	904-515-9040	Gwendolyn.mcneil@sanjosesupport.org
Travis Wright	Facilities	904-729-2757	travis.wright@boldcityed.org

Behavioral Threat Assessment Team

Name	Title	Contact Number	Email address
James Campbell	Superintendent	904-588-3115	jamescampbell@horizoninstitutes.org
Lourdes Gee	Director	904-416-7164	lourdes.gee@horizoninstitutes.org
Catherine Cimerman	Mental Health	904-337-4090	cathrine.cimerman@boldcityed.org
Sgt. Jones	DCPS SRO	904-525-9915	jones25@duvalschools.org
Axel Perez-Orengo	Guardian	904-294-5183	axel.perez-Orengo@sanjosesupport.org
Gwendolyn McNeil	Guardian	904-515-9040	Gwendolyn.mcneil@sanjosesupport.org
Natasha Germany	Teacher		natasha.germany@boldcityed.org

Notification Chain / Protocol

Class 1 Incidents Contact: Guardian / Director

- Disorderly Conduct / Fight

- Minor Theft
- Child Left on Property
- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue
- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents Contact: Guardian / Director

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Director / Guardian /Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder

Chapter 3

Action/Prevention / PREVENTION PLAN

To be as prepared as possible, it shall be the responsibility of the Principal to ensure that his or her school remains in the most prepared state possible. This shall include, but not be limited to:

- Verifying that the Principal or his or her designee have been notified when any of the incidents listed within this plan occur.
- Having in place an approved protocol for early dismissal should an incident listed within this plan arise.
- Verifying teachers carry a copy of their roles always and are familiar with their assignments.
- Verifying the campus is safe and secure with classroom doors and or exit doors locked per school policy, at all times.
- Verifying all special needs persons are considered in their school emergency management plans.
- Ensuring that all student medications are accounted for and included in any long-term evacuation.
- Visitors check into the school main office for passes.

Family Reunification Centers are well defined in the school plans.

- Having in place an approved Crisis Response Team with clearly defined assignments for members.
- Alternate evacuation sites are suitable for Special needs persons and remain confidential except to staff and law enforcement only.

3-1

SCHOOL SAFETY PLAN – SB 7026

The School Safety Specialist for Horizon Institute Schools will be Barrington Prawl. Director Prawl can be reached at or at (904)729-7374..

Horizon Institute Schools does intend to participate in the Aaron Feis Guardian Program as provided in SB 7026, so long as the DCPS board allows charter schools to do so.

This plan, and all its components, was approved by the Board of Directors.

Mental Health Plan

Horizon Institute has opted into the 2023-2024 Duval County Public Schools' Mental Health Allocation Plan. Resources available to Horizon Institute Schools students include:

- Mental Health Therapy
- Youth Mental Health First Aid Training
- Universal Screening

****Please refer to the Duval County Public Schools' Mental Health Plan (Addendum #1) for detailed information.**

3-2

FAMILY REUNIFICATION

The reunification process can be used for a variety of emergencies (hazardous materials, severe weather, fire, flooding, school violence, or other manmade or natural events) that may require us to leave campus and relocate to another location. The reunification plan guides the orderly and coordinated reunification of students and families.

The objective of the reunification plan is to ensure that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

****Please refer to Family Reunification Plan (Addendum #2) for more details**

3-3

FIRE PREVENTION / PROCEDURES

In the event of a fire within the school building: Sound the alarm immediately! Notify the school office.

- Office personnel should notify the appropriate Fire Department.
- The principal or their designee, will meet the first responders / Fire Rescue. The designated person(s) will provide a master key or keys, floor plan, and information about the fire to the first responders / fire rescue and shut off all gas and power where needed. Staff persons will carry their issued portable radio.
- It shall be the Principal's responsibility to ensure that the building has been searched and all students /staff are accounted for.

Evacuate the building according to the following procedures:

- Designate persons to fight small fires, nothing potentially explosive, with fire extinguishers only.
- Staff should not use water on electrical fires or attempt to fight fires involving possible explosives, toxic chemicals, or hazardous materials.
- The school Crisis Response Team will determine the best route of evacuation and a point of check-in to assure accountability. Take your Emergency Response Folder with you.
- Students should walk out of the designated exit in a quiet orderly manner. Each teacher should check the classroom and be the last individual to leave.
- Staff members will ensure that windows and doors in their areas are closed and unlocked if possible.
- Teachers and staff will take their class or personnel list and Crisis Verification sheets with them when they exit the classroom or assigned work area.
- Students and staff must go to a designated area that is a minimum 300' from the building. Evacuation may need to exceed school property to achieve the required 300'
- Teachers will be responsible for students under their supervision and will take attendance accounting for each one. Children and staff who are unaccounted for are to be reported to the Principal /Assistant Principal or designee immediately.

The fire drill plan for evacuating the building will be posted in each classroom and common areas. If the usual evacuation route is

blocked, use an alternate route as directed by the teacher or staff member in charge.

Access roads will need to be kept open for emergency vehicles. The Director will designate an individual or group of individuals to ensure that all access roads are open. This may mean evacuating the opposite direction of oncoming emergency vehicles.

Students and staff members will be allowed to return to the building at the direction of the Director, only upon the recommendation of the fire department and public safety.

Every school must determine evacuation sites, alternate evacuation sites and family unification centers.

During fire drill, you must evacuate 300' from the building and comply with the NFPA 101, Life Safety Code regulations 11-7.1 and 9-7.7

School Safety Drills will be held on an ongoing basis and will be documented by the Dean.

3-4

BOMB THREAT

Call Procedures:

If a bomb threat is received by phone:

Remain calm. Keep the caller on line for as long as possible. DO NOT HANG UP, even if the caller does.

- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to inform the Principal immediately, who will contact JSO. In the absence of the Director, notify the Superintendent.
- If your phone has a display, copy the number and /or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.

If a bomb threat is received by a handwritten note:

Call a member of the administration team. Handle notes as minimally as possible.

If a bomb threat is received by email:

Call a member of the administration team. Do not delete the message

Time call was received:
Phone number:
Time call ended:
Where is the bomb located? _____
When will it go off? _____
What kind of bomb is it? _____
What will make it explode? _____
Did you place the bomb? (Yes or No)
Why? _____
What is your name? _____
Exact Words of Threat:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

DO NOT:

- Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb.
- Evacuate the building until directed and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package. Bombs can be hidden in objects like briefcases, tool boxes, pipes, backpacks.

A RESPONSE TEAM FROM LAW ENFORCEMENT WILL BE DISPATCHED TO CLEAR THE FACILITY AND ENSURE THAT THERE IS NOT A SECONDARY DEVICE.

Signs of a suspicious package

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

WEATHER / NATURAL DISASTERS

3-5

Tornado:

Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures shall be used.

Weather radios will be kept on alert and monitored at all times to include system portable radio.

If a warning or watch is announced on the radio or television, the Director will inform staff and families what the schedule will be.

The order to evacuate will not be made at the school level.

Codes:

Tornado Watch: *Conditions are favorable for tornadoes or severe weather.*

Tornado Warning: *A tornado being sighted.*

To signal a tornado warning:

- Upon being notified of a tornado warning, Emergency Dispatch will verify notification of schools and observe the evacuation of portable classrooms and other affected areas.
- The schools will designate runners to verify that all staff know how to evacuate.
- It will be the teacher's or designee's responsibility to maintain the **Classroom Evacuation Log**". Time of notification and time completion of evacuation will be noted on log.
- When notified by administration of a tornado warning, all portable buildings and other affected areas will be evacuated. All students and staff must report to the areas
- assigned to them per the school's tornado and severe weather plan, giving specific attention to anyone with special needs in

need of additional assistance.

- The school will post two spotters, to observe weather conditions. If weather conditions worsen, the spotters will move indoors to safety while keeping the school administration informed. Two-way radios must be left on at all times to stay abreast of any situation.
Administration will notify staff of “all-clear”.

SCHOOL LEVEL

School level tornado and severe weather plans should include protocols for any after school activities that take place on campus. These should include, but are not limited to sports events, plays, concerts, and banquets.

Steps of Action during a drill:

Do not use any area door as a staging place within 25’ of an exterior during a tornado drill.

- Students should proceed to their designated positions against the wall and assume a sitting or bottom kneeling position, head down, and use hardcover books to protect their heads.
- Students and staff in unsafe locations at the time of the drill will go to assigned locations
- Staff members are to close all doors and windows before exiting into a tornado safe area.
- **Being quiet is extremely important so that directions can be heard.**
- Teachers should keep their class rosters with them during the drill to verify classroom count.
- Teachers and staff should ensure that persons in their care are following all drill or emergency procedures.

The all clear signal will be verbal command over the phone intercom system and via walkies for individuals in possession of one. An announcement will be made by the Principal or designee.

3-6

Earthquake:

Steps of Action:

- Office personnel make an announcement to assume duck, cover, and hold position.
- Principal/designee will shut off all water supplies and gas valves and electricity if necessary.
- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedure should be used.

- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, send a Response Team to locate a safe path of travel. You should move to an area on the school campus that is not located near the electrical lines that could pose a hazard if broken or fall.
- Office personnel contact the Director or designee and request assistance from the Crisis Response Team.
- Plan for alternate routes to evacuate buildings during earthquake drills.
- Do not light any matches or candles if an earthquake occurs.

Hurricane:

Although our schools will be closed during a hurricane, there are precautions that must be taken to ensure readiness for a potential disaster and/or the use of the schools as an emergency re-entry shelter. The schools will not be used as an emergency shelter during a hurricane.

The Co-Prsidents/designee will stay in constant contact with the local Emergency Management personnel when a hurricane is imminent. Only the Co-Presidents or their designee will make the decision to close school.

School Responsibility

- In the days prior to a hurricane it will be the Director or his/her designee's responsibility to ensure that all;
 - NOAA radios are operating properly and have new batteries.
 - The campus is alert to the possibility of tornadoes/hurricanes.
 - Student information computer files are continuously updated and accurate.
 - Permanent records are relocated to an interior portion of the school to lessen water damage from broken windows or doors. Computer servers are disconnected by Robert Beaty or a member of the Miller Network Innovations team, and packaged for safe transportation away from any optional weather damage.
 - TV's, electronics, and computers are covered with plastic bags and stored to avoid possible flood damage.
 - Gas and water are turned off if authorities advise.

The Campus Emergency Management Procedures guide will be part of the school's evacuation kit.

Radiological Emergencies:

When notified of a radiological disaster you must:

- Close all windows, doors, and turn off all kitchen equipment, A/C and heating units, and fans. It will be the responsibility of the Director or his or her designee to send runners and verifying that this has been accomplished.

- If a facility is located within the 50 miles “ingestion pathway zone” for radiological emergencies, local EMA can help with this.

Mass Casualty Incidents:

It will be the responsibility of the school Crisis Response Team Leader to assign TWO PERSONS capable of identifying students, to remain with E.M.S and complete Mass Casualty Logs as directed by public safety.

These logs are a two-part document, and will be supplied by the E.M.S site supervisor. One part will remain with E.M.S. and the other will be delivered to the Principal/Co-president or their designee for family and or media notification.

All media responses will be forwarded to the Co-President or designee. Do not use the name or names of persons affected over any walkie-talkie or radio.

Floods:

If major flooding occurs within the school;

- Remove all students and staff from the affected areas and open doors to allow unrestricted water flow if necessary.
- Notify Maintenance immediately
- Maintenance will turn off utilities at main switches. Staff will unplug appliances, equipment, and will not touch electrical equipment.
- Maintenance will immediately evaluate the affected area and determine what precautions may be needed at that time.
- Do not allow anyone to drink any tap water until maintenance arrives.
- If moving students and staff outside, be aware of and stay away from downed power lines.

If necessary maintenance will turn off all power, water, and gas to the entire campus

3-7

HAZARDOUS MATERIALS

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with

the Co-President/designee and maintenance is necessary.

Steps of action:

- **Do not sound the fire alarm.**
- Identify threats to school.
- Notify the Director. Provide appropriate details of the incident and chemical code number, if visible. The Principal will notify the Co-President who will contact the County Emergency Management Director if necessary.
- The Co-President/Superintendent and County Emergency Management Director will determine if the school needs to be evacuated.
- The Director or designee will provide directions as per the fire department and emergency personnel regarding the evacuation of the building.

If it is not safe to evacuate and the air is not safe to breathe, shut down all a/c units, fans and close all doors and windows. It may become necessary to seal all doors and windows with tape or wet towels to prevent any air infiltration. Stay inside until suitable evacuation arrangements have been made.

3-8

Suspicious Mail and Packages

This information provides guidance issued by The U.S. Department Of Homeland Security, on effective ways to make school buildings safer. Employees should increase awareness of any suspicious activity and report concerns to the building administrator, security and law enforcement personnel. The better we prepare ourselves to respond to emergencies, the better we will be able to care for our students and our co-workers in the event of a real threat or act of violence.

Handling Suspicious Mail

- Examine unopened envelopes and packages and look for suspicious features.
- Handle incoming mail in a designated area.
- Wash your hands after mail is opened.
- Restrict mail access to authorized persons.

Receiving Suspicious Packages

- Remain calm.
- Do not open the package or letter.
- Do not shake or empty the contents of a suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope on a stable surface; do not sniff, touch, taste, or look closely at it or any contents that may have spilled.
- Do not touch your eyes, nose or other body parts.
- Shut off window air conditioning units and fans.
- Isolate the package and secure the room by shutting all doors and windows.
- Thoroughly wash hands with soap and water.
- Report to the Principal or their designee and call 911.
- Advise fellow co-workers to avoid the area.
- Don't leave the area until told to by responding officers.
- Ensure that all persons who have touched the letter wash their hands with soap and water.
- Make a list of all persons who touched the letter or package and who were in the area when the letter was opened.
- After examination of the package, shower with soap and water.

Features of Suspect Mail

- Excessive postage, no postage, or non-canceled postage
- No return address or fictitious return address
- Improper spelling of names, titles or locations
- Unexpected envelopes from foreign countries
- Suspicious or threatening messages written on packages
- Postmark with different location than return address
- Distorted handwriting or cut-and-paste lettering
- Unprofessionally wrapped packages or excessive use of tape, strings, or other wrapping
- Packages marked "Fragile: Handle with Care," "Rush: Do Not Delay," "Personal" or "Confidential"
- Rigid, uneven, irregular, or lopsided packages

- Packages discolored, oily or with an unusual odor
- Packages with soft spots, bulges, or excessive weight
- Protruding wires or aluminum foil

3-9

UTILITIES EMERGENCIES

The Director or designee will conduct a visual check of all school areas and assessment will be made if school is to continue.

DO NOT SOUND THE FIRE ALARM!

If the building needs to be evacuated, follow fire drill evacuation procedures with verbal announcement and START EVACUATING THE AREAS AFFECTED FIRST. When there is an emergency, call maintenance immediately.

Emergencies may be:

- *Gas line break*
- *Electrical power failure*
- *Water main or sewer break*

IF A GAS LEAK IS DETECTED;

- Assess wind direction and evacuate upwind so that you are out of danger of an explosion.
- Open all doors in the immediate area to ventilate the school
- If water contamination is suspected, the Principal or Designee will request maintenance to shut off the main water supply

For any after-hours facility emergency that requires school district personnel to be involved procedures will be;

- Call Chief of Operations, Ryan Rewey
- The Chief of Operations will call the Director, and/or Designee.
- Necessary refrigerated food may need to be secured and/or stored in an alternate location as directed by the food & nutrition manager or designee.

3-10

CIVIL DISTURBANCE (On Campus)

Student Disturbances: *Do not put yourself or your staff in harm's way. Let the Guardian and/or School administration handle out of control students. Always work in pairs when approaching any type of civil disturbance. If possible, videotape any disturbances for student identification.*

- Call for the Director and a Guardian if the disruption continues and/or if injury occurs.
- Do not use the name or names of persons affected over any walkie-talkie or radio.
- The Director or designee will notify parents of injuries at an appropriate time.
- Determine what disciplinary action to take.
- School Administration members should discern the basis for the problem and act to address those concerns.
- All media inquiries should be referred to the Co-president.

CIVIL DISTURBANCE (Off Campus)

If civil disturbance occurs or seems imminent in or around the community, move all students that are outside at that time, into the building as soon as possible and announce a **Lockdown**.

Lockdown shall remain in force until an ALL CLEAR is given

STUDENT LEAVING CAMPUS WITHOUT PERMISSION:

Definition: *Student runs away from school building during school hours.*

Step of Action:

- Call the Director or the Superintendent
- The teacher or staff member involved should notify the Director and provide a description of the student(s) and as much information as possible about the incident.
- Follow the student(s) if it seems appropriate.
- Administration should contact the parent(s) or guardian(s).

In the case of a group walk out, have a description of the students' clothing worn that day and a picture of the student/s available for public safety personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks.

Activate the school crisis response team to discuss the problem and restore calm.

3-11

ABDUCTED/MISSING CHILD

Definition: A student is abducted by a stranger or family member during school hours.

Steps of Action:

IF WITNESSED:

- Call 911 and report:
 - Victim: Name, Clothing, Age, Gender, Hair Color, Height
 - Name/Description of suspect
 - Vehicle Information
 - Last known direction they were heading
- Then contact the administration *immediately*.

IF NOT WITNESSED:

- **Call the administration.** Administration will contact JSO.
- The teacher or staff member involved should notify the school office and provide a description of the student(s) and as much information as possible about the incident.
- Administration should contact the parent(s) or guardian(s).
- Have a description of student's clothing worn that day and picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks, but a picture of every student must be available.
- Activate the School Crisis Response Team to discuss the problem and restore calm.

Note: School personnel must document all steps in writing.

Staff members and/or teachers may be asked to search the school and/or grounds and to collect and report relevant information from students about the missing individual, such as friends in and out of school, history or incidents of harassment, family trouble, etc. Reassure other students that they are safe.

3-12

DEATH OR SERIOUS INJURY/ILLNESS

Injury:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio

- Notify the Co-President and Superintendent or their designee. Do not use the name or names of persons affected over any walkie-talkie or radio.
- If death occurs, the Co-Presidents/ Superintendent/ designee will be responsible for securing the scene as soon as possible until law enforcement arrives.
- Move school to a lockdown
- Determine injuries and provide first aid.
- The administration will notify E.M.S if needed. Provide them with all the details of the incident.
- Restore calm and move students away from the scene. Students should not be allowed to leave classrooms and go near the scene.
- Follow your emergency procedures for communication of information to staff and students, evacuation (if necessary), and media plan.
- Follow Crisis Response follow-up plan for necessary counseling or other trauma reduction activities if needed.

Illness:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio.

- Staff members should contact the school office and stay with injured/sick person(s), if possible.
- Administration should contact E.M.S if an individual's injury or sickness is determined to be an act of aggression and or of a nature that should be treated immediately by a medical doctor. The priority is the safety and wellbeing of the individual and other students and staff.
- If a qualified individual is available to administer first aid, use him/her appropriately until

emergency personnel arrive on the scene.

- The Principal or his or her designee will evaluate the scene and determine if a school wide evacuation is necessary and student transportation will be needed. All student transportation will be scheduled through the administration.
- Contact the individual's parent(s) to notify him/her of the emergency, to advise the parent of the decision to transport for emergency care and request a parent go to the child's location.
- Fax or send medical emergency information to the hospital with the victim(s).

Death/Suicide:

Definition: Staff member, visitor or student terminating their own life at school.

Steps of Action:

Do not use the name of the victim(s) over any walkie-talkie or two way radios

- Report the incident to the Director or designee who will assemble the administrative team and the Co-Presidents.
- Keep staff, visitors, students away from area (lock down if necessary)
- Send a note to staff informing them that a medical emergency has occurred. Include any additional instructions.
- Activate system/school level notification plan
- Initiate blood borne pathogens protocols, if necessary
- Initiate Family Reunification Protocol, if necessary

Key points:

- The crisis scene may also be a crime scene. Do not attempt to clear up blood or other evidence without approval of law enforcement
- Notify family members (based on law enforcement recommendations).

Note: Use universal precautions when handling body fluids. All steps must be documented in writing by school staff.

COMMUNICABLE DISEASE

Guidelines for Handling Body Fluids in Schools

DOES CONTACT WITH BODY FLUIDS PRESENT A RISK?

The body fluids of all persons should be considered to contain potentially infectious agents (germs). The term “b fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions, and saliva. Contact with body fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

WHAT SHOULD BE DONE IF DIRECT SKIN CONTACT OCCURS?

Hands and other affected skin areas should be washed with soap and water. Clothing and other non-disposable items that are soaked with body fluids should be rinsed and placed in plastic bags. All items should be handled with disposable gloves.

HAND WASHING PROCEDURES

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water from ten seconds to a minute. Use proper towels to thoroughly dry your hands.

DISINFECTION OF RUGS

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with a dustpan and broom then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse the dustpan and broom in disinfectant.

3-13

OFF CAMPUS EMERGENCIES

Definition: Emergencies will be defined as any accident, disturbance, or disruption needing the assistance of E.M.S or law enforcement. This includes personal injury, illnesses, and automobile or bus accidents.

Pre-Trip Planning for all off-campus activities:

- Field trip request form completed and approved
- A roster containing the names of all personnel (students and others) along with contact information of those participating in the field trip will be completed in duplicate. One copy will be maintained at the school and other given to the sponsor prior to departure. The school’s copy will be kept for one year. The driver’s copy will be returned to the school at the completion of the trip. This information is for school use only, and should not be given to any unauthorized persons.

- Emergency medical information for students shall be carried on trip along with appropriate medication
- All personnel (students and others) riding buses on field trips must have proper identification with them.
- Chaperones are responsible for notifying the school of delays or changes in their itinerary.
- A copy of this page which includes an emergency procedures guide must be carried on all field trips by the trip sponsor and each chaperone.
- All teachers must have an active cell phone with them.

Note:

These rules apply to all facets of transportation of students.

These rules must be a part of any contract with any common carrier for the transportation of students.

School Chaperones are requested to carry cellular phones on all field trips.

Steps of Action:

Upon the occurrence of an off-campus emergency, school personnel will take the following steps.

- Assist in identifying students who require first aid.
- Contact emergency assistance by calling law enforcement, and convey the problem and request EMT as needed.
- Contact Director/Designee right away

3-14

PANDEMIC

Proactive Planning:

In the case of a pandemic influenza outbreak, all staff will be informed and prepared to deal with this emergency. Communicating the possibility that there could be a Pandemic Influenza emergency is essential to an effective response plan. Parents should also be informed of the possibility and be provided with some effective prevention methods for their household. The staff will be informed in a faculty meeting and the parents will be notified.

Parent Notification:

The administrative staff will coordinate with parents for all students who are infected. Parents may pick up their child for increased medical attention. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Parents of non-infected students may also pick up their

child to avoid being infected.

The data manager will provide a daily report on the number of absent staff and students to the Local Health Official and Incident Commander.

Administration will document all actions taken during the incident.

Administration will direct the recovery efforts for providing educational support and emotional support for staff and students.

Education Support for Level 5/6 Outbreak:

- Student activities will be restricted to classroom activities during normal school hours.
- All activities after school will be suspended until further notice.
- If there is a 30% reduction in the school staffing, classes will be reorganized to facilitate continued education on campus.
- If schools are closed for two or more months, all classes will be suspended until further notice by the school district.
- Isolated or quarantined students will receive educational services using hospital homebound procedures.
- Custodial staff will supply additional soap, masks, gloves, etc. to designated areas in efforts to reduce the spread of disease.

Recovery:

School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.

In consultation with the Local Health Official, the school district will recommend specific actions to be taken to return the school district to pre-event status. The school district will assess the economic and educational impact of the pandemic.

The school district's Safety and Security Department will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Pandemic Response Plan.

Chapter 4

Standard Response Protocols/Active Assailant

San Jose School shall adopt the philosophy established by the U. S. Department of Homeland Security (DHS) of Evacuate, Hide, or Take Action as the standard response for all San Jose students and employees in the event of an active assailant incident. Evacuate if there's an accessible path, hide if evacuation is not possible and as a last resort, take action against the active shooter. San Jose Schools will also follow the standard response protocol established by The I Love U Guys Foundation.

4-1

Response Protocols:

Hold In Your Room or Area

- Students and staff are to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved or medical emergencies.
- Students are to remain in their classroom or area until they receive a public address from the Director or their designee, stating that the "Hold is released. All Clear. Hold is released. All Clear "

Secure- Get Inside and Lock Inside Doors

- Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.
- Staff and students will be instructed by a public address to "Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors."
- "Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."
- The Secure Action can be released by Public Address. "The Secure is released. All Clear. The Secure is released. All Clear."

Lockdown

- A lockdown is when there is a threat or incident immediately near or inside the school (Intruder, active assailant, large scale police activity, outside disruption, shooting within the area, etc.), and the best course of action is to lockdown with no

- movement and shelter-in-place.
- The public announcement for a lockdown will be, “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

4-2

Active Assailant Procedure:

An active assailant or armed intruder on campus may involve one or more individual’s intent on killing or attempting to kill students, staff, and faculty using firearms or other deadly weapons such as a knife, a bomb, or other harmful devices. The effectiveness of this plan depends greatly on the staff and students ability to quickly recognize the threat, report it and follow the established procedures.

- **BEGIN LOCKDOWN IMMEDIATELY**
- If it is safe to do so, the teachers and staff should gather students into the classroom prior to locking the door.
- Turn off classroom lights/lamps
- Cover windows and door panels
- Move to the hard corner (blue X) and remain quiet
- **Do not unlock the door or leave the room until directed by the Director/designee or on the directions of emergency responders**
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured.
- In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
- If safe to do so, a member of the School’s Response Team should meet law enforcement and emergency personnel as they arrive on campus.

*If the fire alarm is activated, members of the response team will check the alarm panel and respond to the location where the alarm was pulled to verify. The school will follow the lockdown response and wait for an administrator to announce

over the PA/portable radio to evacuate the building or remain in a lockdown.

4-3

INTRUDER

Definition: Individuals who do not receive permission from the school office to be on the school premises.

General Procedures:

Staff should use common sense in stopping strangers and inquire as to their business in the building if a visitor's pass is not visible.

All Visitors must provide proof of identification when requested and issued a visitor's identification badge when signing in at the Main Office.

- Any school personnel who identifies an intruder on school grounds or inside the building, will immediately contact the main office, Guardian, Director or his/her designee
- If any person(s) refuse to obtain a visitor's pass from the school office, the school will then contact JSO.
- If the intruder refuses to cooperate, refuses to leave the campus when instructed to do so, or their behavior is threatening in any manner, utilize the Raptor mobile app and initiate a **Lockdown Response**
- Give a complete description of location, clothing, race, and actions that may indicate the person is suspicious.

4-4

Hostage Situation

Call:

Emergency 911

Security

Director/Designee

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures:

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Follow police directions.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.

What to do

- If a hostage situation develops, call Jacksonville Sheriff's Office (911,) and school security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress and if it involves school children.
- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.

- Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- Also, provide a floor plan of the building when the police arrive.
- After notifying the police, advise the Leadership Team.

- Notify the Crisis Response Team as needed.

Note: If communication is necessary, designate only one person to communicate with the subject(s). However, no one should initiate communication with subject(s)

Addendum #1

Duval Public School Mental Health Plan

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CRISIS RESPONSE: STUDENT DEATH / SUICIDAL (HOMICIDAL) IDEATION / SELF-HARM / PSYCHOSIS / SCHOOL THREAT																				
Situations in which immediate action must be taken to avoid disaster (or breakdown) or to protect the health and safety of one or more students and staff																				
ALERT Signs	<ul style="list-style-type: none"> • Active suicidal or homicidal ideation/plan/attempt – or – suspicion of suicidal or homicidal ideation/plan/attempt – or – acts of self-harm or the desire to self-harm • Extreme or bizarre behavior (i.e., hallucinations; paranoia; uncontrollable outbursts; delusions, disjointed or nonsensical speech; odd or irrational thoughts or statements; etc.) • Death or serious, sudden injury of a student or teacher impacting significant numbers of students/staff • Natural disaster or threat of disaster, major accident, or acts of violence 																			
IMMEDIATE ACTION REQUIRED	<p style="color: red; margin: 0;"><i>In a medical emergency, call 911 IMMEDIATELY – do not seek prior district approval & do not delay!</i> In the event of a student crisis, notify the school counselor or administrator IN-PERSON, IMMEDIATELY! The counselor or administrator must IMMEDIATELY assess the student’s mental status to determine the risk of harm. • <u>Imminent Risk of Harm or Threat of Danger:</u> The counselor/administrator/designee must act IMMEDIATELY by:</p> <ol style="list-style-type: none"> 1. Calling the District Crisis Team Hotline (904-390-2535) to request the student undergo a crisis assessment; AND 2. Contacting the parent to notify her/him/them that the student has been referred for a crisis assessment. <p>• <u>Student Poses a Threat to Others:</u> Contact the School Principal & School Safety Officer IMMEDIATELY; the school will conduct the threat assessment and will follow-up with the Threat Assessment Team and the parent, as needed. • <u>No Imminent Risk or Threat of Danger:</u> Call the parent & complete a referral for mental health services, as needed. Document all actions under the Crisis tab in FOCUS and continue to monitor student progress appropriately.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">School Support Team:</td> <td style="width: 50%;">District Support Team:</td> </tr> <tr> <td>Certified School Counselor</td> <td>District Crisis Team</td> </tr> <tr> <td>School Administrator</td> <td>School Behavioral Health</td> </tr> <tr> <td>School Safety Officer</td> <td>District School Counseling</td> </tr> <tr> <td>School Dean</td> <td>District School Social Work</td> </tr> <tr> <td>School Social Worker</td> <td>Office of Student Discipline</td> </tr> <tr> <td>School Nurse</td> <td>Full Service Schools</td> </tr> <tr> <td>School Psychologist</td> <td></td> </tr> <tr> <td>Threat Assessment Team</td> <td></td> </tr> </table>	School Support Team:	District Support Team:	Certified School Counselor	District Crisis Team	School Administrator	School Behavioral Health	School Safety Officer	District School Counseling	School Dean	District School Social Work	School Social Worker	Office of Student Discipline	School Nurse	Full Service Schools	School Psychologist		Threat Assessment Team	
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School Psychologist																				
Threat Assessment Team																				

<p>Necessary Information</p>	<p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred • Any history of behavioral difficulties or prior hospitalizations, if known • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>If a student is removed from school for transport to a facility or hospital, in accordance to the Baker Act, the parent or guardian must be notified immediately!</p>	<p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred • Number of students/staff members impacted (or an estimate of school-wide impact) • Any special needs or other information that may be relevant to assess the appropriate level of response • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>Consult with the support team to determine the need for parent notification.</p>
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ALL TYPES OF CONCERNS: There are a number of resources and staff experts at each school who can assist in problem-solving. Many of the interventions can and should involve the parent, up front. If you need to make a referral for support services or for supplementary aid – regardless of the service provider – please FOLLOW-UP to see how you can support the student and/or to recommend additional community resources, as needed.

Support Team	School-Based Resources	District Resources	Community Resources
Parent/Guardian/Family Certified School Counselor School Administrator Exceptional Education & Student Services (EE/SS) Attendance Intervention Team (AIT) PBIS/Foundations Team Multi-Tiered System of Support Collaborative Problem-Solving Team School Resource/Safety Officer Threat Assessment Team IEP/ Section 504 Team School Social Worker School Psychologist School Nurse ELL Committee Full-Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837 *	<p>Programs:</p> Restorative Justice CHAMPS District-Approved Mentors Youth Mental Health First Aid Gay Straight Alliance (GSA) Peer Mediation (4-12) Start on Time (6-12) Draw/Respect the Line (6-8) Reducing the Risk (9-12) One Love (9-12) Safe Date (9-12) Bully Free (K-12)* Sources of Strength* <p>Curricula:</p> Health Education Curriculum HealthTeacher.com Calm Classroom Mind Up Sanford-Harmony K-12 Second Step (PK-8) Florida Coalition Against Domestic Violence (7-12) GLSEN Anti-Bias Lessons* Child Safety Matters (K-5)* Teen Safety Matters (6-8)* <p>Resources Through PBIS: <i>Teacher's Encyclopedia of Behavior Management Intervention; Discipline in the Secondary Classroom; Behavior Response to Intervention; The Tough Kid Book; Meaningful Work (K-6)</i> https://www.pbis.org/*</p>	DCPS Crisis Hotline: 390-2535 Bullying Hotline: 390-2255 ESOL Center for Language & Culture: 904-739-4891 Hospital Homebound Program: 904-381-3840 Homeless Education Program: 904-390-2222 Night-Time Substance Use Prevention & Counseling Education Program (6-12): 904-910-5108 Student Option for Success (SOS): 904-390-2268 Teen Parenting Program: 904-390-2050 Title I Parent Resource Center: 904-390-2123 Full-Service Schools: 904-390-3247 Region Office (Elementary): 904-390-2154 Region Office (Secondary): 924-3722 x264 Region Office (Innovations): 904-390-2490 Exceptional Student Education (EE/SS) EE/SS Main Number: 904-348-7800 ESE Parent Services: 904-348-7614 https://dcps.duvalschools.org/Page/15552 *	Child Guidance Center: 904-448-4700 Community Hospice: 904-268-5200 Crisis Text Hotline 741741 Department of Children & Families, NE Region: 904-732-2000 Haven Hospice (Jacksonville): 904-733.9818 Hope Haven Children's Clinic and Family Center: 904-346-5100 JASMYN: 904-389-3857 JSO Non-Emergency: 904-630-0500 Military School Liaison Office: 904-542-4566 Military Family Life Consultants: 904-270-6289 x1305 (NAS); 904-738-3657 (Mayport) Suicide Prevention Lifeline: 800-273-TALK (8255) Youth Crisis Center: 904-725-6662 United Way Directory of Human Services: 211 or 904-632-0600 (nefl211.org) School Health, Approved Speakers List: 904-390-2315

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CHILD MALTREATMENT: CHILD ABUSE / CHILD NEGLECT / ABUSE OF A VULNERABLE ADULT / HUMAN TRAFFICKING

Child Abuse means any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. The same applies to the abuse or neglect of a vulnerable adult. **Child**

Neglect means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, education, or health care, although financially able to do so (or offered the financial to support or resources to do so). However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs does not provide specified medical treatment for a child, may not be considered abusive or neglectful for that reason alone; but such an exception does not: 1. Eliminate the requirement that such a case be reported to the Florida Abuse Hotline; nor 2. Prevent the department from investigating such a case; nor 3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section; or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Human Trafficking is a crime involving the exploitation of any person, adult or minor, for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion. It affects a wide range of individuals, including those in the United States and Florida, without regard for age, gender, ethnicity, or socio-economic background. **Sex Trafficking** is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of any person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such an act has not attained 18 years of age (22 USC § 7102). **Labor Trafficking** is the recruitment, harboring, transportation, provision, or obtaining of any person for labor or services through the use of force, fraud, or coercion for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 USC § 7102). **National Human Trafficking Hotline: 1-888-373-7888**

	<p>In Florida, ANY adult who knows or has reason to believe that a child or vulnerable adult has been abused, abandoned or neglected is required to report it within 24 hours. It is NOT your responsibility to investigate or to prove the case; however, you have a legal and ethical responsibility to report suspected abuse or neglect IMMEDIATELY. Failure to report suspected abuse or neglect within 24 hours is a felony crime in the State of Florida!</p> <p>Employees are expected to notify the principal that a report has been made; however, notifying the principal and/or other school personnel does not obviate the employee’s responsibility to report suspected abuse or neglect IMMEDIATELY & DIRECTLY. If you are unsure or uncomfortable, you may ask an administrator or school counselor to sit with you while you make the report, but YOU must make the report. <u>Principals cannot prohibit nor discourage an employee from making a report.</u> Other than notifying the principal, employees must keep all reports of suspected abuse or neglect strictly confidential (DCSB Policy 5.5); and unless Florida Department of Children & Families <u>directs</u> you to disclose information, NEVER notify a parent/guardian of the report; NEVER confirm/discuss a report with a parent, guardian or school employee; NEVER record it in the child’s record. Options for reporting child abuse and neglect to the Florida Abuse Hotline: https://www.myflfamilies.com/* 1. Preferred Method: Report by Telephone – 800-962-2873 (Florida Relay 711 – OR – TTY: 800-955-8771) When reporting by phone, always ask if the report has been accepted for investigation before the ending the call. 2. TTY – by calling 1-800-955-8771 3. Complete & send the fax transmittal form to (800) 914-0004: https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf* 4. Complete the online report form: https://reportabuse.dcf.state.fl.us/Child/ChildForm.aspx*</p>		
	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Certified School Counselor</p> <p>School Administrators</p> <p>School Safety Officers/Threat Assessment Teams</p> <p>School Deans</p> <p>Department of Children and Families: 904-723-2000</p> <p>School Counseling Services: 904-390-2090</p> <p>School Behavioral Health: 904-390-2926</p> <p>DCPS Health Education Program (6-12): 904-390-2518</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fl DOE.org/schools/family-community/activities-programs/child-abuse-prevention.shtml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p> <p>National Center for Missing & Exploited Children: 1-800-843-5678</p> <p>The National Runaway Switchboard: 1-800-RUNAWAY</p> <p>JSO Non-Emergency Number: 904-630-0500</p> </td> </tr> </table>	<p>Certified School Counselor</p> <p>School Administrators</p> <p>School Safety Officers/Threat Assessment Teams</p> <p>School Deans</p> <p>Department of Children and Families: 904-723-2000</p> <p>School Counseling Services: 904-390-2090</p> <p>School Behavioral Health: 904-390-2926</p> <p>DCPS Health Education Program (6-12): 904-390-2518</p>	<p>Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fl DOE.org/schools/family-community/activities-programs/child-abuse-prevention.shtml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p> <p>National Center for Missing & Exploited Children: 1-800-843-5678</p> <p>The National Runaway Switchboard: 1-800-RUNAWAY</p> <p>JSO Non-Emergency Number: 904-630-0500</p>
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District Procedures & Protocols for Assessment, Response and Follow-Up

HARASSMENT: BULLYING / CYBERBULLYING / HARASSMENT / SEXUAL HARASSMENT / HAZING / DATING VIOLENCE

It is the policy of Duval County Public Schools that all students and employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment against any student, employee, visitor, volunteer or agent who is subject to the control of school officials. DCSB Anti-Discrimination & Harassment Policy* (Sexual Harassment Policy, 10.1; Anti-Bullying Policy 10.2; Teen Dating Violence Policy, 10.3)

Bullying is defined as *systematically and chronically* inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as *unwanted, purposeful, and repeated* written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is often *characterized by an imbalance of power* and that is *severe or pervasive* enough: a) to create an intimidating, hostile, or offensive educational environment; b) to cause the individual discomfort or humiliation; c) to disrupt the orderly operation of school; or d) to interfere unreasonably with an individual's school performance or participation. Bullying does not have to occur on school property or in relation to a school event to fall within an educator's duty to report. Bullying may involve, but is not limited to, the following acts:

Harassment: Any threatening, insulting, or dehumanizing gesture; use of data or computer software; or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or causes a reasonable fear of damage to her or his property;
- Has the effect of substantially interfering with a student's educational performance, an employee's work performance, or either's opportunities or benefits;
- Has the potential to impact a student's or employee's emotional or mental well-being in a negative way; and
- Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: Any unwanted sexual or gender-based speech or action, including any unwanted or unwelcome behavior that is sexual in nature or is related to gender, that occurs within the context of a relationship characterized by either a formal or informal imbalance of power (e.g., a supervisor over a subordinate, a teacher over a student, or one peer over another). **Cyberstalking:** The act of engaging in a course of conduct to communicate, or to cause to be communicated, any words, images, or language by or through the use of electronic mail or electronic communication that is directed at a specific person, that causes substantial emotional distress to the person, and that serves no legitimate purpose. **Cyberbullying:** The willful and repeated harassment and intimidation of a person through the use of digital technologies, which includes, but is not limited to: email; blogs; videos; images; websites; gaming sites, social media platforms (e.g., Facebook, Twitter, Instagram); chat rooms; instant messaging; text messaging; cell phones; or any handheld/mobile technologies. **Teen Dating Violence and Abuse:** A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another, when one or both partners is a teenager. Abuse may include insults, coercion, blackmail, social sabotage, sexual harassment, stalking, threats, and/or acts of physical or sexual abuse. The abusive partner uses the pattern of violence and coercion to gain power and to maintain control over the dating partner. Dating violence includes the following: physical abuse, mental abuse, or both; harassment or stalking via electronic devices, such as cell phones, computers, or other mobile/handheld devices; public humiliation; or harassment carried out through a third party. **Hazing:** Any action or situation that endangers the mental or physical health & safety of a student for the purposes of initiation into, admission to, or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; proffering inhumane acts, such as sleep deprivation or public humiliation; or pressuring, coercing, or forcing a student to participate in any act of physical brutality, such as whipping, beating, branding, or exposure to the elements.

	<ul style="list-style-type: none"> • Teasing • Social exclusion • Defamation of character • Intimidation or threats of harm • Cyberbullying or cyberstalking • Physical violence • Theft and/or vandalism • Sexual, racial, cultural, religious, or gender-based harassment • Public and/or private humiliation • Stalking • Slanderous or libelous speech • Unwanted sexual or gender-based speech/actions
	<p>When allegations of harassment are reported, the principal or designated administrator is required to investigate within 24 hours. <u>School counselors & teachers cannot investigate allegations of bullying, cyberbullying, harassment, sexual harassment, hazing, or teen dating violence.</u> AT MINIMUM, the principal, assistant principal, or dean conducting the investigation MUST:</p> <ul style="list-style-type: none"> • Ensure the physical and psychological safety of all parties involved. NEVER ask a targeted student to speak with or to face an accused student – not even for an apology. • Investigate each allegation/incident thoroughly; and conduct the investigation – i.e., witness interviews, written statements, video review, etc. – within <u>24 hours</u> of the initial complaint. • Notify the parents of all students involved – if not immediately, then as soon as possible – within the limits of student confidentiality (20 U.S.C. § 1232g; 34 CFR Part 99). <p>Report the incident or allegation to the Bullying Hotline: 904-390-2255.</p> <ul style="list-style-type: none"> • Inform all parents of the outcome, but DO NOT share confidential information about another person’s child (i.e., student’s name, identifying information, disciplinary action, etc.). <p>Determine the appropriate follow-up actions (e.g., discipline sanctions, class reassignment, counseling referral, mandated report of abuse or neglect, and/or other appropriate action). It is highly inappropriate, and potentially harmful, to ask students to resolve an accusation of bullying/harassment via an adult-facilitated, school-based mediation or peer mediation meeting. DCPS Student Code of Conduct: https://dcps.duvalschools.org/Page/9868*</p>
<p>Support Team:</p> <p>School Principal or Designee</p> <p>School Dean</p> <p>School Resource/Safety Officer</p> <p style="padding-left: 100px;">Office of Student Discipline: 904-390-2443</p> <p style="padding-left: 100px;">School Behavioral Health: 904-390-2926</p> <p style="padding-left: 100px;">School Counseling Services: 904-390-2090</p>	<p>Resources:</p> <p>http://www.moniqueburrfoundation.org/* www.stopbullying.gov* http://www.ikeepsafe.org/* www.pacer.org/bullying* http://safehealthyschoolsfl.org/Page.aspx/Index/Bullying-Prevention* www.jasmyn.org*</p>

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

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BEHAVIOR CONCERNS: PATTERNS OF AGGRESSION / HIGH-RISK BEHAVIOR / SCHOOL AVOIDANCE / HOMELESSNESS

Use the following ALERT signs responsibly and with great caution. Educators must avoid inappropriate labeling, hasty conclusions, and/or stigmatization of students, even those who appear to fit a diagnostic profile or to display early warning indicators. Expressing concern is okay; overreacting or behaving prejudicially is unethical. The guidelines below provide schools with the impetus to address concerns, to evaluate students' needs before problems escalate, and to act responsibly in seeking appropriate help (*A Guide to Safe Schools*, USDOE, 1998). There are a number of resources and student support staff at each school to assist in problem-solving & identifying interventions; regardless, most interventions should involve the parent first. If you need to make a referral for support or aid, either within or outside of the school, please continue to monitor the student and to assess the need for additional services.

	Behavior	First Step(s) for the Teacher	Possible Next Steps/Resources
	<ul style="list-style-type: none"> • Chronic behavior and disciplinary problems • Lying/cheating/stealing/destruction of property • Socially withdrawn/isolated/rejected by peers • Frequent crying/seems sad/flat affect • Student is (or reports) being picked on, teased, singled out or humiliated • Low school interest and poor academic performance • Sudden changes in appearance/behavior/peer groups • Patterns of impulsive and chronic hitting, verbal threats and intimidation, or other intimidating behaviors • Uncontrolled, sustained anger/irritability/aggression that escalates or persists at a dysfunctional level of emotionality – the proverbial, “out-of-control student” 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family 2. Refer to School Administrator, School Safety Officer, or School Counselor as appropriate 3. Follow the MTSS process and/or refer to Collaborative Problem-Solving Team (CPST) <p>Provide constant supervision and attempt to de-escalate by isolating or limiting contact/interaction with the student (give verbal and physical space).</p> <p>If unable to de-escalate the student within a reasonable amount of time, contact administrator or school safety officer (SSO). The administrator/SSO will contact the District Crisis Hotline, if necessary.</p>	<p>School Psychologist or School Social Worker PBIS/Foundations Team Initiate anecdotal recording/log Exceptional Education & Student Services (EE/SS): 904-348-7800 Functional Behavior Assessment (FBA) Multi-Tiered System of Support (MTSS) Behavioral Interventionist IEP/Section 504 Plan/Gifted EP Hospital/Homebound: 904-381-3840 Homeless Program Liaison: 904-390-2222 Student Discipline & Support Services: 904-390-2443 School Behavioral Health: 904-390-2926 Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>

<ul style="list-style-type: none"> • Excessive or chronic absences • Excessive tardiness • Sudden changes in attendance patterns 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family, per state statute 2. Implement classroom interventions to address absenteeism and/or school avoidance 3. Initiate the PMP & monitor student progress 4. Refer to the Attendance Intervention Team 	<p>School Attendance Intervention Team School Social Worker Certified School Counselor Hospital/Homebound: 381-3840 Homeless Program Liaison: 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected pregnancy • Suspected termination of pregnancy 	<p>Refer to the Certified School Counselor (see below)</p>	<p>School Nurse or School Social Worker Teen Parent Program: 904-390-2050</p>
<ul style="list-style-type: none"> • Student reports of family problems • Inappropriate sexual references/language/actions/play • Writing, drawing, or talking about drugs, gangs, weapons, cults, violence, abuse, death, etc. • Intolerance for differences and prejudicial attitudes • Begs, steals, hides, or hoards food • High-risk, dangerous behavior/thrill-seeking/risk-taking • Access to weapons or exposure to violence 	<p>Refer to the Certified School Counselor The School Counselor will assess the student and will contact the parent for a possible referral to:</p> <ul style="list-style-type: none"> • Full Service Schools: 904-390-3247 • Families in Transition (FIT): 904-390-2222 • The School Social Worker • A community service provider • The student’s current private provider/therapist 	<p>School Social Work School Social Work Resource List: https://dcps.duvalschools.org/Page/18847* School Psychologist Behavior Interventionist Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837* School Administrator or Dean School Resource/School Safety Officer Homeless Program Liaison (FIT): 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected use of drugs, tobacco and/or alcohol • Student appears to be “high” or otherwise under the influence 	<p>Refer to the:</p> <ol style="list-style-type: none"> 1. Administrator or Dean 2. Certified School Counselor 3. School Nurse 	<p>School Resource/School Safety Officer Night-Time Substance Use Prevention & Counseling Education Program: 904-910-5108 Student Option for Success (SOS): 904-390-2268</p>
<p>Self-injury/mutilation/cutting/desire to self-injure</p>	<p>Refer to the School Counselor IMMEDIATELY, CONFIDENTIALLY, and IN-PERSON. Do <u>NOT</u> initiate the referral by email or by indirect communication, such as an unsecured note or secondary message – refer to the mandatory ALERT Crisis Response procedures & protocols</p>	

	<ul style="list-style-type: none"> • Evidence of unexplained injuries • Evidence of a sexually transmitted infection • Verbal/written references to suicide or homicide • Threats of violence • Patterns of bullying behaviors 	<p><i>If ABUSE, BULLYING, HARASSMENT, AND/OR THREAT OF HARM is noted or suspected, refer to the appropriate section(s) of the ALERT Guide.</i></p>
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Addendum #2

Family Reunification Plan

*Horizon Institute Schools
NFL Campus*

Florida Consortium of Public Charter Schools

Family Reunification Plan Template

2023-2024 School Year

In accordance with Florida House Bill 1421 (2022)

*James Campbell
4131 Sunbeam Rd
Jacksonville, FL
904.425.1725*

Adopted:

(Insert date the plan was approved by the governing board)

A Message to Our Valued Member Schools:

Florida House Bill 1421 (2022) requires that each district school board and each charter school governing board adopt a family reunification plan in coordination with local law enforcement agencies and local governments. The Florida Department of Education Office of Safe Schools will be required to confirm the adoption of district and charter school reunification plans through the annual FSSAT review.

The Florida Consortium of Public Charter Schools' Family Reunification Plan Template provides our valued member schools with a guide to assist in developing the school's Family Reunification Plan. It incorporates the necessary flexibility so schools can easily adapt the process to their unique situations for the planning, implementation, and post-reunification phases.

Throughout the plan, you'll notice two symbols:



When you see the lightbulb, look for recommendations you can use for planning.



When you see the red diamond, either insert your school's specific information or consider how to adapt or modify it to your particular situation.

Please note: This plan addresses a Family Reunification scenario in which the entire school must evacuate to an off-site location. There is no transportation. Students and staff will walk to the site.

Introduction

Family reunification - the process of a school returning a student to an authorized parent/guardian or another adult - is an operationally complex and potentially emotional responsibility for school staff. It is the critical bridge between response and recovery for any K-12 campus incident.

There are a variety of emergencies that may require relocation and reunification, including a hazardous materials accident, severe weather, fire, natural gas leak, localized flooding, school violence, or other manmade or natural incident.

When the school develops a well-designed draft reunification plan, first responders and key participants are more likely to engage in the planning process.

When an emergency warrants a school evacuation and/or early school closing, the Family Reunification Plan guides the orderly and coordinated reunification of students and families. Schools are accountable for maintaining the chain of custody for every student during and after a crisis. So,

a well-thought-out plan, proper training, and coordinated implementation are all critical to ensuring the school will return the students in your care to an authorized adult.

The objectives of a school's Reunification Plan should always be:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

(Source: The I Love You Guys Foundation)

Reminders

Transportation

This plan can be easily adapted to charter schools with readily available transportation in case of an emergency evacuation.

Records

- The school must maintain records (logs) of the reunification activities.
- The ICS team will log activities and keep notes. Activity logs should record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Record costs. All expenses incurred in carrying out reunification must be tracked. The Logistics Officer will be responsible for tracking, reviewing, organizing, and submitting all documentation to the Finance officer.
 - Each charter school should set up their process for documenting and recording expenses based on their financial procedures

Parents/Guardians

- Some parents or guardians will be reluctant to cooperate with the family reunification process.
- They may be emotional when arriving at the school.
- They may attempt to enter unauthorized locations.
- They may use threatening language. Even under stress, this behavior is never acceptable.
- Persons other than those listed on the student's emergency release form may try to pick up the student.
- Law enforcement may have to intercede to assist reunification team members.



Many charter schools already have school reunification technology in their buildings but may not be aware it's there. For example, if your school uses the Raptor Technologies system, did you know it can account for everyone in your building and reunify families and students four times faster than paper/pencil (according to the company)?

Today, many companies offer a digital emergency management reunification system that uses best practices with mobile technology to provide charter schools with a comprehensive solution to reuniting students and families. Parents can check in and complete reunification cards electronically. School staff can process them quickly

Something to keep in mind: While technology-based reunification systems are becoming widely available for schools, purchasing a system does not ensure capacity. Training will still be necessary. And technology has and will fail. Telling a parent, "I can't give you your child because my computer is down." will not be accepted to a frantic parent. If you plan to integrate technology into your reunification plan, have a paper and pencil back-up process in place, just in case.

1. Before Family Reunification is Necessary...PLAN and PREPARE

Planning Assumptions:

1. There is a clear and convincing need for a written operational guide.
2. A basic familiarity with the process is required for everyone involved.
3. A reunification facility must be pre-identified.
4. The manpower required for reunification may be deceptive. A recent school safety report noted that, during a full-scale drill with a school of approximately 300 students and 35 volunteers assigned exclusively to reunification activities, it took between 17 and 23 minutes for a parent to be processed and leave with their student.

The artificiality of the exercise environment ensured that parents were calmer and more compliant while waiting for their students. A larger student population would have significantly increased the processing time. The limiting factor in the process is the number of requests that were processed simultaneously.

5. Following any critical incident, the traumatized school staff may be incapable of providing sufficient manpower for a reunification process. Outside assistance may be needed.

Goal: Prepare the school community to carry out an orderly reunification under high-stress conditions.

Objective 1: Develop full-scale planning for emergency evacuation to an off-site reunification site.

Actions:

1. Identify the primary and secondary reunification sites. Coordinate with your school's crisis response team, first responders, law enforcement, and community partners to identify the locations.

2. What to look for when considering off-campus reunification sites:

- Nearby schools, churches, recreation centers, or other community buildings within walking distance of your school.
- If you have transportation readily available, you can expand your search.
- A safe, secure location while students wait for parents/guardians to arrive.
- A site large enough to accommodate the entire student body, school staff, and parents. You'll need multiple buildings or at least multiple rooms.
- Ideally, the facility will have an entrance and an exit on different ends of the building.
- Restroom facilities and access to water.
- A location with internet access.
- Sufficient parking for parents.
- Enough ingress/egress points to minimize traffic congestion.

Identify Designated "Areas." Identify the areas at the off-campus reunification site that can be used to facilitate the parent-student reunification.

- Command Post
- Parking Area
- Family Check-In
- Family Waiting Area
- Student Assembly Area
- Reunification Area
- Individual Assistance Area
- Consider restroom facilities and the availability of water and food.

3. **Enter into a Memorandum of Understanding (MOU)** between the charter school and the reunification site. (A sample MOU is provided in Attachment G)
4. **Notify officials, in writing, of the reunification site.**
 - The superintendent of schools, district charter school liaison, and district crisis intervention team.
 - Law enforcement and first responder agencies that serve the school.
5. **Adopt the Incident Command System** - (See Table 2)
6. **Review evacuation and reunification logistics and procedures.**
 - Collect student emergency information from families before the start of the school year. A good time is at registration. (See Attachment C for a sample Student Emergency Card)
 - Identify staff roles and responsibilities. (See Attachment B for form)
 - Notify staff of their roles and responsibilities.
 - Hold all-staff meetings during pre-planning week. Review the reunification site, designated “areas” within the site, and staff roles and responsibilities. Set dates for small group training sessions.
 - Notify staff of evacuation and reunification drills. Select teacher planning days to conduct drills.
7. **Designate the Reunification Site “Areas” where parents will be processed and students will be reunited with families.**
 - Where will each “Area” be located within the facility?
 - Is there enough space in each area to accommodate students, staff, and parents?



TABLE 1 – Complete the table based on the charter school’s reunification site.

Table 1 - Designated Areas at the Reunification Site	
<i>Example: Family Waiting Area</i>	<i>School Gym</i>
Parent Parking	
Command Post	
Family Check-In Area	
Individual Assistance - Notification Area	
Family Waiting Area	
Student Assembly Area	
Reunification-Student Release Area	
Family-Student Exit	

8. Incident Commander’s “Go Bag”



At least two weeks before the start of the new school year, the Assistant Principal and PE teacher will verify that the IC Go Bag - a *yellow duffle bag on wheels (insert description of bag)* – is located (*insert location*) and contains the following:

Incident Commander’s Bag



(This is a recommended list. Charter schools can modify.)

- Keys to all school doors – interior and exterior
- Keys to all file cabinets
- Administration Crisis Management Binder, including blueprints; floor plans of the school building(s) that show the entrances, exits, alarms, windows, interior and exterior doors, classrooms, offices, bathrooms, cafeteria, gym, storage closets, electrical closet, phone

closet, internet equipment location; first alarm turn-off procedures, utility shut-off values, sprinkler system turn-off procedures, gas line and utility line layout, cable t.v. satellite feed shut-off, evacuation routes; emergency procedures; aerial view photos (other documents listed here should be inserted into the binder)

- Emergency Flip Chart
- Faculty/staff roster and cell telephone numbers
- Emergency Phone List, including school district contacts, local hospitals, board members, etc.
- List of staff with first aid, CPR and/or EMT training
- Job description checklist for each reunification area
- Staff responsibilities checklist
- Sample communication notifications and social media notifications
- Current list of all students
- Master student schedule
- Class rosters
- The Student Emergency Information Card binder (See Attachment C for form)
- Name tags for ICS and team members
- Signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
- 5 signs (Student Last Name starts with A–E, F–I, J–M, N–S, T–Z)
- Sign clips and tape
- 18 yellow vests with placards (4 Family Check-In Gate, 2 Security, 2 Information, and 2 Family Waiting Area, 2 Reunification Area, 2 Student Assembly Area, 4 runners)
- Staff name tags and lanyards
- 1 bullhorn
- 12 whistles
- 18 two-way radios
- 12 clipboards, pads of paper, pens, highlighters
- Flashlight and batteries
- Laptop and charger
- Cell phone charger
- Extension cord
- Forms (the number of enrolled students will determine the number of forms needed)
 - Parent/Guardian Verification and Student Release Form (Attachment D)
 - Injured Student/Staff/Visitor Form (Attachment E)
 - Family Reunification Student Sign-Out Form (Attachment F)

- A USB drive containing essential administrative information, student information, prepared parent/ guardian communications, forms, contact information, plans, etc.

The designated Incident Commander laptop (plugged in) is next to the yellow duffle bag.

The School Secretary is responsible for maintaining and updating the Incident Commander’s Go Bag, laptop, and USB drive, and transporting it from the school to the reunification site. He/she will also be responsible for setting up the Incident Command Post upon arrival at the site.

9. Materials and Supplies



Be sure materials and supplies can be transported to the reunification site.

- Binders with directions for command staff and general staff to include job action sheets, forms (even if the school is using an electronic system, contact information, name badges, and lanyards, etc.
- Reunification Site Signage used to direct parents/guardians at the site (pre-made and laminated) (See the list: Incident Commander’s Bag)
- Parent Reunification Site Information Cards (distribute cards)
- All forms (Forms are listed below and provided in the Attachments section of this document.)
- Pen and paper
- Clipboards
- Assortment of office supplies

10. Prepare Family Reunification Information brochure for distribution

- Create and print the *Family Reunification Information* brochure.
- Distribute two times per year: (1) at registration and (2) inserted with the end of the semester report cards.
- Review information with parents at the first SAC meeting or Parent Orientation.
- Include the brochure in the new family welcome packet for families registering after the start of the school year.
- Prepare a “Parent/Guardian Information Card” to hand out at the Reunification Site. Include information the parent/guardian will need to know about the reunification process, including what to expect in each designated area,

11. Forms for Reunification Process

- Designated staff will prepare all forms required for the family reunification process.

- Templates are provided in the Attachments section of this document, in Word, for each of the following forms. They can be easily modified to meet the needs of the charter school. Schools can also develop their own forms.

A list of forms provided in this template:

Attachment A – Incident Command

- Names, position, phone numbers

Attachment B - Reunification Site Staff Assignments

- To be completed by school administrator and school crisis response team

Attachment C – Student Emergency Information Card

- To be completed by parent/guardian prior to the start of the school year

Attachment D – Parent/Guardian Verification-Student Release Form

- Includes several sections to be completed by parent/guardian/authorized designee and team member

Attachment E – Injured Student/Staff/Visitor Form

- To be completed by team member

Attachment F – Family Reunification Student Sign-Out Record

- To be completed by team member at the Reunification-Student Release Area prior to the student exiting the reunification site

Attachment G – Sample MOU

12. Designate team assignments

- See Attachment Form B -
- Create a flowchart designating the chain of command and reunification team assignments.
- Insert a typed copy in the Incident Commander’s binder located in the yellow duffle bag.
- Copy to the USB drive.
- Transfer to the IC laptop.

13. Update Student Emergency Information Binder

The school secretary and ESE coordinator will update the following:

- Student Emergency Information binder contains the student emergency cards, family contact information, and cell numbers, and at least two additional emergency contacts
- Information on students with special needs, including specific medical needs

- The Secretary will add the names of new students as they enroll throughout the year and remove the names and forms of students who have withdrawn.
- Ensure all Student Emergency Information cards (see Attachment C) are completed during student registration day(s). All cards should be in possession of the school secretary.
 - Make two (2) copies of the Student Emergency Information cards.
 - One set in the yellow duffle bag.
 - One set in the Operation Chief's bag.
 - The original cards will be kept on file at the school.

14. Identify Any Student Needing Additional Assistance or Students with Special Needs

- The ESE coordinator will compile a list of students with special needs who may require special assistance.
- The School Nurse will compile a list of students with medical needs/concerns or who may need medication during an evacuation /reunification situation.
- As new students enroll and withdraw, update the list.

15. Hold a Mandatory Meeting with School Staff at the Beginning of Teacher Planning Week

- Hand out the school staff reunification notebook.
- Review evacuation and reunification procedures with all school staff.
- Review roles and responsibilities of the ICS.
- Review duties of school staff who will serve on the reunification site teams. Provide training.
- Review reunification site layout and 'Areas.'
- Review how the school will communicate with parents.
- Hold a reunification drill during teacher planning week.
- Review crowd management and de-escalation techniques.
- Discuss psychological first aid.
- Discuss the care of students with special needs. Include conversations with the ESE coordinator, school nurse, and mental health professionals.



Note to Charter Schools: This is not intended to be an all-inclusive list. Please add your own topics to cover in your staff meetings and training.



NOTE: The reunification process, from start to finish, may take several hours or longer, depending on the nature of the emergency and the level of disruption the event has caused the surrounding community. All assigned personnel must be prepared to maintain responsibilities until the event has concluded or their responsibilities have been transferred to other personnel.



If there is a community-wide incident, it will require additional coordination and communication working with the (insert name of organization, the Duval County emergency operations team, and the Duval County Emergency Operations Center.



16. Develop an Interoperable Communications Plan

Effective communications are critical to successful reunification operations. But communications are a common fail point. Schools, first responding agencies, and communities should collaborate to develop a reunification process tailored to the needs and resources available.

In the planning phase, meet with your local first responding agencies to discuss if an interoperable communications plan is already in place for community incidents to connect all the agencies involved.

17. Communications with Parents/Guardians Before the Start of the School Year



- Prior to the start of the school year, communicate information about the Reunification Plan with parents/guardians.
- *Information will be disseminated via ParentSquare*
- Advise families to monitor established school communication channels, for example, the school's automated phone message system or text messaging apps.
- Include information on reunification in the student-family handbook and send updates and reminders at least every semester.
- Orient new families on the Family Reunification process as part of their school orientation.

Disseminate the following information to families before students return for the new school year:

- If there is an incident at the school, do not go there unless you are notified to do so by the principal or designee, school district, or alerted by the news media.
- If you are notified the students have evacuated and the family reunification plan has been activated, calmly proceed to the reunification site to pick up your child or children.
- You must bring your government-issued photo ID.
- Do not park your car in a manner that would block traffic.

- Look for signage indicating “Family Check-In Area.” You must check in with school staff at the Family Check-In Area and provide your photo ID.
- School staff will direct you to the Family Waiting Area.
- The process of reuniting with your child could be time-consuming. Please be prepared for delays.
- After picking up your child, please leave the Reunification site immediately.
- To ensure student safety, a student who is not picked up at the Reunification site will be transported to another safe location to wait for the parent/guardian. Parents/guardians will receive additional information.
- The school administration will notify parents/guardians about school reopening via phone and text messages.

Let Parents/Guardians Know How the School Will Notify Them in an Emergency

- In the event of a school evacuation, notify parents/guardians as soon as it is safe,
- The school will use the following methods to notify parents/guardians.



Recommendation: *Identify specific communication systems and apps the school will use during the evacuation-reunification process. The following examples are generic.)*

- Automated calling system with a pre-recorded message from the administration. (See sample message below.)
- Text messaging apps
- School website
- Social media apps



Recommendation: Prepare parent/guardian notifications and emergency alerts in advance so they can be transmitted quickly via phone and text or posted to the school website and on social media. *(See sample notification in section II. - During a Campus Evacuation.)*



Table 2 identifies the roles and responsibilities of the Incident Command System under the Family Reunification Plan. Charter schools should modify the positions and duties to meet their needs.

<p>Table 2 Reunification Incident Command System – Roles and Responsibilities</p>
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Position	Roles and Responsibilities	Identify Name or School Position
Incident Commander	<ul style="list-style-type: none"> ● Has overall decision-making responsibility for managing the incident, establishing objectives, planning strategies, and implementing tactics. ● Determine if there is a need to activate the Family Reunification Team. If yes: Activate the school-based Family Reunification Team and ICS. ● Identify the ICS team members needed to address the emergency and conduct a briefing. ● Ensure overall incident safety. ● Provide notification to local officials and governing board. ● Establish and maintain liaison with other participating agencies ● Authorize/approve the release of all information ● Interface with agencies and parents ● Activate and deactivate functions or positions as needed for the specific incident ● End the family reunification process and demobilize the ICS. 	Lourdes Gee
Operations Chief	<ul style="list-style-type: none"> ● Report directly to the Incident Commander. ● Analyze school staffing resources to support the Family Reunification Annex. ● Organize, assign, and supervise the response resources. ● Responsible for materials and supplies (located with the IC's Go Bag) and transporting them to the reunification site. ● Oversee the set-up of all areas and personnel responsible for these areas. <ul style="list-style-type: none"> ○ Student Care and Release ○ Student Supervision ○ Health services/First Aid ○ Search and Rescue ○ Student Reunification 	
Public Information Officer (PIO)	<ul style="list-style-type: none"> ● Disseminate emergency information from the School Incident Commander, law enforcement, and/or school superintendent or designee advising the public of reunification actions. ● Act as the official spokesperson for the school during the emergency. 	HQ (Bloom/Kisz)

	<ul style="list-style-type: none"> ● Coordinate with the Incident Commander to prepare parent/guardian communications, including letters, automated phone and text messages, school website updates, social media updates, etc. ● Coordinate with the Incident Commander and Board chair to arrange and hold press conferences with news media. ● During an emergency, post parent notifications ● Oversee the Social Media team. ● Cooperate with school district officials for announcements and press conferences. ● Handle all media requests during the incident. ● When meeting with the media: <ul style="list-style-type: none"> ○ Hold a press conference in a secluded location out of view of students. ○ Consider asking school district officials to participate ○ Do not permit media, parents, or the general to film or interview any students, faculty, or staff while on campus. ○ If a media interview is to take place on campus, request that a "pool reporter and camera-person" be chosen to represent all media. ○ Request the media's cooperation in helping to maintain a calm environment. ● All information released to parents and the media must be based on facts. ● Never release the names or photographs of any persons who are injured or deceased. ● Set a schedule to release information throughout the incident <ul style="list-style-type: none"> ○ Example: Updates will be provided to the media every three hours. ○ Example: Parent/guardian updates will be released hourly. ● Communicate any concerns to the school administrator. ● If a school district official is not present at the reunification site, maintain communication with the superintendent's office. 	
Liaison Officer	<ul style="list-style-type: none"> ● Serve as the primary contact for supporting agencies and response organizations assigned to the incident. ● Brief the Incident Commander and other ICS team 	

	<ul style="list-style-type: none"> ● Brief other agencies involved in the operation. ● Respond to requests from reunification team members. ● Monitor incident operations to identify current or potential problems between the school and response agencies. 	
Logistics Officer	<ul style="list-style-type: none"> ● Assist the Incident Commander and Operations Chief by providing the resources and services required to support incident activities. ● Arrange for and set up communications equipment. ● Arrange for the care of injured students and staff, including on-site first aid and emergency medical services, as needed. ● Determine the supplies needed to support the incident. ● Ensure there are sufficient water, food and sanitation supplies. ● Distribute supplies. ● Set up food services, as needed. ● Maintain inventory of supplies and equipment. ● Maintain security of supplies and equipment. ● Work with finance to contract for and purchase goods and services needed at the incident. ● Arrange for support transportation, if needed. 	
Planning Officer	<ul style="list-style-type: none"> ● Develop materials for evacuation and reunification site, including forms, parent/guardian information, signage, etc. ● Collect and evaluate incident intelligence and information. ● Prepare and document Incident Action Plans. ● Maintain incident documentation. ● Provide resources such as maps and floor plans. ● Track resources assigned to the incident. ● Develop plans for demobilization. ● Record a chronology of incident events for legal, analytical, fiscal, and historical purposes. 	
Safety Officer	<ul style="list-style-type: none"> ● Monitor the safety conditions and develop measures for assuring the safety of all assigned personnel. ● Fully cooperate with emergency personnel and investigators. ● Be visible and available to assist where needed. ● Assist in securing or containing the incident site. ● Meet and direct incoming emergency personnel. ● Provide a building blueprint to incoming emergency personnel. 	Prawl


	<ul style="list-style-type: none"> ● Monitor activity along the school perimeter.  <p>Limit access to all areas of the school. The Safety Officer will need to recruit additional support to accomplish this goal. Law enforcement may be able to assist.</p>	
Finance	<ul style="list-style-type: none"> ● Contract negotiation and monitoring. ● Timekeeping of personnel and equipment. ● Track and analyze expenses related to the critical incident. ● Track damage to property occurring at the incident. ● Work closely with Logistics. 	HQ (Metcalf/Flynn)



Table 3 identifies the key positions and staffing to fulfill the duties of the Family Reunification Process. Charter schools can modify the roles as needed.

Table 3 Key Roles of School Staff During Reunification		
Teachers	<ul style="list-style-type: none"> ● Account for all students ● Supervise students in your care until they are reunited with their families. ● Lead activities to keep students occupied in the Student Assembly Area while awaiting reunification with their families. ● Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.) 	Farida Ahmed Kimberly Dennard Natasha Garmany Bryan Hawk Michael Noltion Shayna Warthen Leilani Zeller
School Secretary	<ul style="list-style-type: none"> ● Support the Incident Commander ● Set up IC post ● Responsible for <ul style="list-style-type: none"> ○ Student Emergency Cards and all reunification-related forms ○ ICS yellow duffle bag, IC laptop, and USB drive ○ Teacher Go Bags ○ Student rosters 	Julie Willingham

	<ul style="list-style-type: none"> o Phone tree o Copies of parent emergency letters and notifications <p>Additional responsibilities are identified in other sections of this document.</p>	
<p>School-Based Mental Health Service Providers (counselor, school psychologist, school social worker)</p>	<ul style="list-style-type: none"> ● Planning before an event: <ul style="list-style-type: none"> o Pre-identify any student who will need special assistance during an evacuation. o Pre-identify psychologically fragile students and staff who may need extra support. o Coordinate with district crisis response teams and community-based mental health service providers. o Create a reunification site sign-in sheet for mental health providers rendering assistance at the reunification site. o Have referral information on hand. ● During evacuation: <ul style="list-style-type: none"> o Escort pre-identified students to the reunification site o Notify the district crisis response team and community-based mental health providers of the emergency ● At Reunification Site <ul style="list-style-type: none"> o Be visible and available o Maintain a sign-in log of all district and community-based mental health providers arriving at the reunification site o Monitor and staff Individual Assistance-Notification Area and support parents who are referred to the Area. o Provide psychological first aid to students, parents and staff ● Organize and prioritize the delivery of counseling services to those: <ul style="list-style-type: none"> o who were victimized or injured in the event o who witnessed the event o emotionally close to the victim(s); and o who have suffered a recent loss or are judged to be at risk. ● Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. <ul style="list-style-type: none"> o Be available to the administration. o Have referral forms available. ● After the event: 	<p>Rapid Response Social Worker</p>

	<ul style="list-style-type: none"> ○ Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. These may include drop-in support, group or individual counseling sessions, classroom discussions, or bereavement groups ○ Maintain records of students receiving counseling and provide follow-up services. ○ Contact parent(s)/guardian(s) of traumatized students. ○ Provide information on available community-based mental health services. (Prepare handouts that include contact information or obtain brochures from outside service providers.) ○ Evaluate mental health services provided and track the need for follow-up support. ○ Arrange for debriefing and support for counseling professionals who participated in the critical incident response. ○ Review daily absentee list to identify all absent students and staff, particularly those at risk. Provide follow-up. 	
ESE Coordinator	<ul style="list-style-type: none"> ● Pre-identify any student with special needs that will require special care. ● Arrange with teacher(s) to escort student(s) to reunification site. 	Kate Cooley
School Nurse or Health Aide	<ul style="list-style-type: none"> ● Pre-identify students that may need special care. ● Arrange with teacher(s) to escort students that may need special care to reunification site. ● Make copies of all student health and medication cards. ● Place student medication in lockbox and transport medication to reunification site. ● Include small bottles of water and small cups in the “Go Bag.” ● Maintain list of injured. ● Maintain list of injured who are transported to the hospital. (Use Attachment E) 	Nicolette Lanier
First Aid Team	Persons with First Aid certification may be authorized to:	

	<ul style="list-style-type: none"> ● Render first aid to an injured student, staff, or visitor at the school site or reunification site if it is safe to do so. ● Notify Logistics officer of anyone needing emergency medical care and/or transport to the hospital. 	
Safe-School Officer	<p>At School Site, before and during evacuation:</p> <ul style="list-style-type: none"> ● Assist in securing or containing the incident site. ● Monitor the safety conditions and take measures to assure student and staff safety. ● Be visible and available to assist where needed. ● Screen individuals attempting to enter or exit the building or school campus. ● Monitor the school perimeter. ● Monitor the parking area. ● Meet and direct incoming emergency personnel. ● Cooperate with emergency personnel and investigators. ● During a campus evacuation, check all rooms to verify they are not occupied. ● Assist in search and rescue of students and staff, if necessary. ● Assist in school-wide search following a bomb threat. ● Report concerns to the ICS Safety Officer. ● Maintain written notes. <p>At Reunification site:</p> <ul style="list-style-type: none"> ● Follow the ICS Safety Officer instructions. ● Assist law enforcement and first responders, if requested. ● Put up signs to guide parents/guardians to identify locations. 	
Social Media Team	<ul style="list-style-type: none"> ● Work under the direction of the Public Information Officer ● Monitor social media ● Send tweets, Facebook messages, and other social media formats used by your parents. ● Messages are under the direction of the PIO. 	
Custodial	<ul style="list-style-type: none"> ● Be familiar with the operations and infrastructure of the school building. ● Prior to the start of the school year, inventory all hazardous materials stored on campus, known quantities, and their location. Update as necessary. The list should be typed and easily accessible. 	

	<ul style="list-style-type: none"> ● During an incident: <ul style="list-style-type: none"> ○ As requested by the school administrator or designee, shut off water, electricity, and gas. ○ Assist in the management of physical plant operations ○ Provide access to secured areas and/or lockdown entrances, doors, and gates to authorized personnel. ○ Isolate hazardous areas. ○ During building/campus evacuation, check all rooms to assure they are unoccupied. ○ Assist with search and rescue when it is safe to do so. ○ Assist with distributing supplies ○ Survey the damage and structural stability of buildings and utilities; report findings to school administrator. 	
Team Leaders	<ul style="list-style-type: none"> ● Each area will have a team leader who will oversee the activities of the area. Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Set up two-way radios. Keep them tuned to the designated channel provided by ICS. 	
Team Members	<ul style="list-style-type: none"> ● Each area will be staffed with trained team members to facilitate reuniting parents/guardians and their children. Designated Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges. ● Set up tables, display signs, have forms and materials ready ● Additional description of activities is in section IV - Reunification Process - Designated Areas 	

Runners	<p>After a parent/guardian/authorized designee has been cleared to pick up the student:</p> <ul style="list-style-type: none"> ● The runner will deliver the bottom section of Parent/Guardian Verification-Student Release Form to Student Assembly Area . ● Notify the team member and the teacher that student has been cleared to be released. ● Process will be done with small groups of students ● Runner will return to the Family Check-In Area after delivering the form. 	Justin Dorsey
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Other Types of Reunification Options

Depending upon the impact of the emergency event, family reunification can also occur at the affected school, including on-campus inside (interior) and on-campus outside (exterior).

Reunification may also take place off-campus – outside - at another school or alternate location.

Please note: This plan does not address these locations in detail, but the process and procedures of the off-site reunification plan can easily be applied here.

Examples:

On-Campus Interior Reunification Areas

- Family Check-In Gate: School entrance from playground or field
- Family Waiting Area: Gym
- Student Assembly Area: Cafeteria
- Reunification Area—Main Administrative Office
- Individual Assistance Area—Guidance Office

On-Campus or Off-Campus Exterior Reunification Areas

- Family Check-In Gate—Concession stand
- Family Waiting Area—Football field

- Student Assembly Area—Fenced softball field
- Reunification Area – Basketball court
- Individual Assistance Area—Maintenance building.

II. During a Campus Evacuation

The school staff has been trained and participated in drills to prepare for an off-site evacuation to the reunification site.

The roles and responsibilities of ICS, instructional personnel, student support personnel, and non-instructional support personnel were identified during the planning phase and are included in Tables 2 and 3 above.

Actions:

The Incident Command System will prepare for evacuation and relocation to the reunification site.

- Depending upon the emergency, 9-1-1 and first responders may be notified via the mobile panic alert system or by cell phone.
- The school administrator will activate the Incident Command System (ICS), as outlined in the school’s Crisis Management Plan.
- The Incident Commander [principal or designee] will assess the situation and determine if students and staff will evacuate to the reunification site.
- The Incident Commander will assign ICS responsibilities, as needed, according to the ICS structure. (See ICS roles and responsibilities)
- Notify the emergency contact person at the reunification site.
- Notify the Board chair.
- Notify the school superintendent’s office.

Public Information Officer



School Evacuation and Relocation Message

This is an important message from Horizon institutes. Today is (insert day and date). It is (insert time) am/pm. There was an emergency situation at Horizon Wesconnett. The emergency is over. Please listen carefully to this message.

Do not come to the school. All students have been relocated to the (insert name). Please go to insert address) to pick up your child. All students will be released to parents and guardians there. Bring photo identification with you. For your child's safety, school staff will check your ID against a list of individuals approved to sign out each student.

Students can only be released to those individuals you listed on the Student Emergency Release Form.

There will be officials and school staff at (insert name) to direct you and guide you through the family reunification process. Please follow their instructions.

Additional information and updates may be sent to you via (parent Square) and posted on the school website at (insert website address).

Thank you for your patience as we work to reunite you with your child.



The roles and responsibilities and Go Bags provided below should be modified based on the charter school's staffing and how the school wishes to utilize the talents and expertise of its staff members.

Teachers' Role During Notification and Evacuation

- When the administrator announces the emergency, watch for text messages with further instructions. Do not text or call the ICS team unless you have an emergency.
- Account for all students. Notify ICS if any student is missing.
- Assess student needs. Are any students injured? If yes, notify ICS.
- Prepare students to evacuate the building and walk to the reunification site. Allow students to take jackets. Leave all school-related materials behind.
- Grab Teacher Go Bag.
- Close the door but do not lock it.
- Follow the evacuation route and evacuation instructions outlined in the Emergency Flip Chart.
- Continue to watch for text notifications.
- Escort students in your care to the Student Assembly Area at the reunification site.

(Additional responsibilities in Table 3)

Teacher Go Bag (Crisis Response Bag)

- Each classroom should have a "Go Bag" or crisis response bag. Hang the bag from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:
 - Emergency evacuation plan - Flip Chart
 - Teacher instructions for evacuation and relocation to the reunification site

- Class rosters for each class
- Student names, parent names, parent contact information
- Names and cell numbers of ICS
- Staff phone list
- Assigned roles of school personnel (other than teachers)
- Flashlight and spare batteries
- First aid supplies (bandages, gauze, etc.)
- Latex gloves
- Pen and paper
- Coloring Books
- Markers/Colored Pencils
- Movies

Role of School Nurse during Evacuation

- Escort pre-identified students to the Reunification Site.
- Carry School Nurse Go Bag to Reunification Site.

School Nurse “Go Bag”

- List of pre-identified students that may need special care.
- Copies of each student’s health and medication cards.
- Lockbox with student medication. Place in Go Bag just prior to evacuation.
- Water and small cups for students who need medication.

(Additional School Nurse responsibilities in Table 3)

Role of ESE Coordinator during evacuation

- Escort pre-identified students to the Reunification Area.

(Additional ESE Coordinator responsibilities in Table 3)

Role of Safe-School Officer during Evacuation

(Responsibilities in Table 3)

III. Communication During the Reunification Process

It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is safe or to minimize the number of injuries, this First Message not only begins the recovery process, but it could also be evidentiary for purposes of liability. Rather than saying "All students are safe," it may be more accurate to report, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents may be the first to arrive at the school. Prepare for the fact that this may occur before transmitting any official notification.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While notifications written in advance of a crisis may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements should be reviewed by the charter school's legal counsel as part of the planning process. Consider having the school's insurance provider review the statements, as well.

Source: K12 Standard Reunification Method Toolkit, Texas School Safety Center, Texas State University

The Public Information Officer will:

- Use the methods of communication identified in the planning phase.
- Send parent notification as soon as it is safe to do so.
- Send Initial notification via automated phone and text messages.
- Direct the Social Media team to send tweets, and post messages on Facebook and other social media platforms.
- Keep families updated as often as possible.



Charter schools can modify their messages to families according to their preferences and style.

Sample Automated Phone Message – PARENT INSTRUCTIONS

- Parents: All students at Horizon Wesconnett campus have been evacuated to (insert location).
- Please do not attempt to go to Horizon NFL. It will only interfere with public safety emergency responses efforts.

- Students have evacuated to our reunification site at the (insert name).
- To pick up your student, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Follow the instructions of the school staff.
- Please do not contact the school.
- We will continue to update you.



Sample Automated Parent/Guardian Text Message – PARENT INSTRUCTIONS

- Parents: All Horizon Institute *Wesconnett* students have been evacuated to (insert relocation location).
- Please do not go Horizon Institute *Wesconnett* campus
- Please do not panic.
- Go to (insert address). to pick up your child. Bring your government-issued photo identification.
- Park in the (insert parking lot location.)
- Follow directions provided at the site.
- We will continue to update you.

Sample message for website homepage:



There has been an emergency at *Horizon institute Wesconnett campus*. All students and staff have been evacuated to the (insert reunification site). Parents/guardians/emergency contacts should pick up students at (insert address). Bring your government-issued photo ID. Upon arrival, please follow the staff's instructions.

Sample News Media Release for Parents



- There has been an emergency at *Horizon institute Wesconnett . campus*. All students and staff have relocated to the (insert location)
- Parents: Please do not attempt to go to *Horizon institute Wesconnett campus*. You will only interfere with public safety emergency response efforts.
- To pick up students, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Then, follow the instructions of the school staff.
- Please do not attempt to contact the school.

- We will continue to update you.

For the roles and responsibilities of the Public Information Officer, please refer to Table 2 – Reunification Incident Command System – Roles and Responsibilities.

For the roles and responsibilities of the Social Media Team, please refer to Table 3 – Key Roles of School Staff During Reunification.

IV. Reunification Site



TABLE 4: To be completed by the Charter School:

This table can be modified by the charter school based on the school’s plan and reunification site.

Table 4: Designated Areas at the Reunification Site	
Insert the location that will serve as the “Area”	
<i>Example: Family Waiting Area</i>	<i>Gym</i>
Family parking	
Command Post	
Student Assembly Area	
Family Check-In Gate/Area	
Family Waiting Area	
Reunification-Student Release Area	
Individual Assistance-Notification Area	

Traffic Control

Law enforcement will control traffic in and around the Reunification Site. School-based safety personnel or trained school staff members will assist, if requested.

- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Law enforcement may put up barricades and clear vehicles blocking traffic routes, as needed.

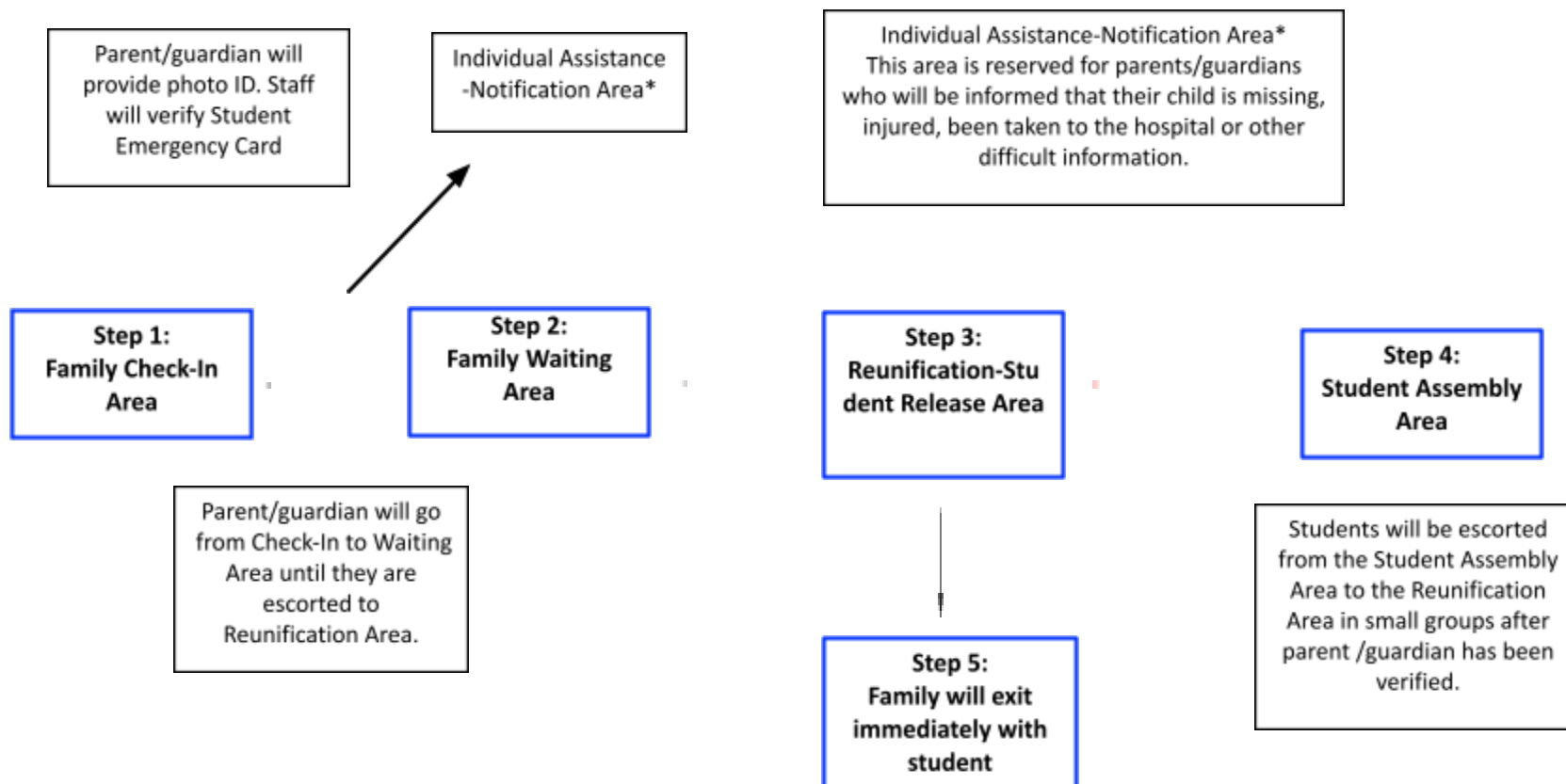
Signage: Assigned school staff will put up signs to delineate parent reporting areas.

Family Arrival at the Reunification Site

- Order must be maintained.
- Parents/guardians will be directed from the parking area to the Family Check-In Area.
- Law enforcement may be available to assist school staff with disgruntled family members.
- When possible, assign school staff who are familiar with the families to the Family Check-In Area

Reunification Areas and System of Reuniting Families and Students

The diagram below represents the flow of parents/guardians at the Reunification Site.



V. Reunification Process

Goal: Reunite students with authorized adults safely and efficiently.

Objective: To utilize a systematic verification and release process that will reunite families and students.

Actions: The following steps outline the Reunification process for parents/guardians/authorized designees from the time they arrive at the site until they depart the site with their child. Each “Area” is identified.

Designated Reunification Areas: TABLE 5 – Family Reunification “Areas” at the Reunification Site provide a process of verifying authorized adult(s) in order to reunite families and students. Team leaders and team support members’ duties and responsibilities, and required forms, are noted.

TABLE 5 – FAMILY REUNIFICATION “AREAS” AT THE SITE



Charter schools can modify the tables below.

Family Check-In Area The first step toward reuniting family and student	
Setup:	<ul style="list-style-type: none"> ● Two to six tables (based on the number of students to be released) with chairs ● Signage identifying Check-In Area and alphabetized last names for tables. ● Parent/Guardian Verification-Student Release Forms ● Student emergency release cards or access to cards online or via USB drive ● Student Rosters ● Office supplies ● Power supply and Internet access ● Two-way radio to communicate with ICS and other Areas ● Team members to facilitate requests / complete paperwork

	<ul style="list-style-type: none"> ● Runners to notify Student Assembly Area team members
Parents/guardians will line up at the Family Check-In Area. Signs will designate line formation based on first initial of last name.	<ul style="list-style-type: none"> ● Staff will hand out the “Parent/Guardian Information” cards. ● Adult will be given the Parent/Guardian Verification-Student Release Form.
<p>Process: How to Complete the Parent/Guardian Verification-Student Release Form Instructions are also on the form.</p>	
<p>1. Parent/guardian/authorized designee will complete PART 1 of the Parent/Guardian Verification-Student Release Form.</p>	
<p>2. Family Check-In team member will complete PART 2 of the Parent/Guardian Verification- Student Release Form.</p> <ul style="list-style-type: none"> ● Verify government-issued photo ID. Confirm identity. ● Verify that the requesting adult is authorized to take custody of the student(s) based on the information on the Student Emergency Card. ● If parent/guardian/authorized designee does NOT have a government-issued photo ID or is not listed on the Student Emergency Information card, notify the ICS Operations Officer. ● Once verification is completed, direct parent/guardian to the Family Waiting Area. ● Give the runner the bottom portion (must be completed) of the Parent/Guardian Verification-Student Release Form. ● Dispatch runner to the Student Assembly Area to notify teacher and team member that the student can be released to the Reunification-Student Release Area. 	
Family Check-In Team Area Leader	
Duties of Family Check-In Team Area Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure parent/guardian verification is completed ● Ensure all forms are completed and signed ● Maintain all completed forms and paperwork ● Interact with the Incident Commander to identify problems and report status ● Direct parent/guardian/designee to the Individual Assistance-Notification Area, if required

	<ul style="list-style-type: none"> • Refer all outside requests for information to the Public Information Officer • Maintain order in the Area
Family Check-In Area Team Members	
Duties of Family Check-In Area Team Members:	<ul style="list-style-type: none"> • Greet parents, guardians, and designees • Providing reassurance as needed • Assist in the verification of the parent/guardian/designee and the accurate completion of the Parent/Guardian Verification-Student Release Form
Other Assigned Personnel	<ul style="list-style-type: none"> • ICS Operations Officer will oversee the process • Mental health service providers will be visible • Law enforcement will be visible

Family Waiting Area

Set-up	<ul style="list-style-type: none"> • Area large enough to hold groups of waiting parents/guardians/designees • Signage • Two-way radio to communicate with Incident Command and other Areas • Student Rosters • Pen and paper
Process	
<ul style="list-style-type: none"> • Parent/guardian will go from the Check-In Area to the Family Waiting Area, as instructed by Family Check-In Area team member. They will wait to be notified that the student is being escorted from the Student Assembly Area to the Reunification-Student Release Area. 	
<ul style="list-style-type: none"> • Family Waiting Area team member will double-check parent/guardian/authorized designee verification information. 	
<ul style="list-style-type: none"> • Team members will inform families of the next steps. This will help to reduce parent anxiety. 	
<ul style="list-style-type: none"> • Team members will be notified via two-way radio when parent/guardian/ designee can be escorted to the Reunification-Student Release Area. 	



Recommendation: Whenever possible, staff the Family Waiting Area with school personnel who know the families. This is often the front office clerical staff and PE teacher/Coach.

Duties of Family Waiting Area Team Leader

- Ensure signage is in place
- Set up two-way radio to correct channel
- Be alert to text messages from ICS
- Direct team activities
- Ensure all forms are completed and signed
- Maintain accountability and control of parents/guardians/designees.
- Receive injury or missing student information from team members. Notify Incident Commander
- Interact with the Incident Command to identify problems and report status
- Arrange for parent/guardian/designee to be escorted to the Reunification-Student Release Area

Family Waiting Area Team Leader

Duties of Family Waiting Area Team Members

- Provide reassurance to the parents/guardians/designees
- Help maintain calm and order
- Double-check Parent/Guardian Verification-Student Release Forms
- Provide team leader with information received regarding missing or injured students.
- Interact with the Family Check-In, Student Assembly, and Reunification-Student Release Areas
- Escort parents/guardians/designees to the Reunification – Student Release Area when notified.
- Check off parent/guardian/designee names when leaving Area to go to Reunification-Student Release Area.

Family Waiting Area Team Members	
Other assigned personnel (Mental health service providers may be necessary)	

Individual Assistance – Notification Area	
Setup	Tables and chairs Telephone Internet access Laptop Paper/Pens Student Rosters Copies of all forms
Purpose of this Area: To provide notification to family of missing or injured student, or worse	
Special Considerations	<ul style="list-style-type: none"> ● Only trained professionals will be allowed in the Individual Assistance – Notification Area. All information discussed must remain confidential. No unauthorized personnel will be allowed in the area. ● Mental health professionals will provide parent/guardian with a means to communicate with other family members, friends, clergy, and supporters. ● Family privacy must be protected. ● Shelter family from the media.
Individual Assistance-Notification Area Assigned personnel:	<ul style="list-style-type: none"> ● Incident Commander (on call, as needed) ● Mental health service providers ● Community-based trauma experts ● School nurse, as needed ● District Crisis Intervention Team ● Law enforcement
Identify personnel assigned	
Considerations:	

When reunification is not possible because a child is missing, injured, or worse, how and when this information is provided to families is critical. Before an emergency, teams should discuss how, when, and by whom family will be informed when they cannot reunite with their student. While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Trained personnel play a vital role in providing information in a compassionate manner.

Student Assembly Area	
Setup	<ul style="list-style-type: none"> ● Signage ● Tables and chairs ● Two-way radio (set on proper channel) ● Laptop ● Internet access ● Paper and pens ● Student Rosters ● Games and activities for students, if available
Special Considerations	<ul style="list-style-type: none"> ● The Student Assembly Area will be out of view of the Family Check-In and Family Waiting Areas. ● Students must remain with their teachers. Additional school staff will be assigned to assist with student supervision, as available.
Process	
<ul style="list-style-type: none"> ● Runners will take verified/approved Parent/Guardian Verification-Student Release Forms to the Student Assembly Area. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will verify that the student is in the Area. 	
<ul style="list-style-type: none"> ● Team leader will review Parent/Guardian Verification-Student Release Form. 	
<ul style="list-style-type: none"> ● Runner will return to the Family Check-In Area 	
<ul style="list-style-type: none"> ● Before student is escorted to the Reunification-Student Release Area, the teacher or team member will check off student's names on the roster. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will escort student to Reunification-Student Release Area. Student must be released to a Reunification team member 	
Duties of Student Assembly Area Team Leader	<ul style="list-style-type: none"> ● Ensure signs are in place

	<ul style="list-style-type: none"> ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct activities of assigned team members ● Ensure all forms are completed and signed ● Assume responsibility for all forms and paperwork ● Provide reassurance to the teachers and students ● Maintain calm and order
Student Assembly Area Team Leader	
Duties of Student Assembly Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the teachers and students ● Help maintain calm and order ● Assist Team Leader at the door ● Assist teachers with students ● Escort student(s) to the Reunification-Student Release Area
Student Assembly Area Team Members	
Teacher responsibilities	<ul style="list-style-type: none"> ● Ensure all students are accounted for. ● Teacher must take roll as soon as class arrives at the Student Assembly Area. ● The student roster is in the Teacher Go Bag. ● Each student's name must be physically checked off ● If any student is missing, notify the Incident Commander immediately via text message. ● If any student is injured, notify the Incident Commander immediately via text message. ● Teacher is responsible to keep his/her students together. ● It will get very noisy in the Student Assembly Area. Showing a movie, reading to students, and drawing/coloring are good options. ● Students are discouraged from using cell phones. ● If any student becomes distraught, notify the Operations Chief via text message. A counselor will be sent to assist as soon as possible.

	<ul style="list-style-type: none"> ● Coordinate restroom breaks with the Student Assembly Team Leader. ● Water and snacks will be distributed as quickly as possible.
Other assigned personnel	<ul style="list-style-type: none"> ● ESE coordinator ● School nurse, if available ● Mental health service providers will be visible

Reunification-Student Release Area	
Setup	Signage Tables and chairs Student Rosters Tune two-way radio to correct channel Set up laptop with Internet connection Paper/Pens Stapler
Process	
<ul style="list-style-type: none"> ● The Reunification-Student Release Area Team will verify parent/guardian/authorized designee photo ID and Student Emergency Card (for the third time). 	
<ul style="list-style-type: none"> ● Parent/guardian/authorized designee will complete PART 4 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● Team member will complete PART 5 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● A School Assembly Area team member will escort the student to the area. 	
<ul style="list-style-type: none"> ● The parent/guardian and team member will fill out the Family Reunification Student Sign-Out Records (Attachment F) 	
<ul style="list-style-type: none"> ● Team member will notify parent that phone and text messages will be sent later in the day or evening with updates. 	

<ul style="list-style-type: none"> The student and parent/guardian/authorized designee are free to leave. No one is allowed to return to the school to retrieve the student's belongings. 	
<ul style="list-style-type: none"> The Team Leader is responsible for maintaining all completed student release forms. Forms will be turned over to the ICS Planning Officer at the end of the reunification process. The Planning Officer may periodically pick up forms during the reunification process. 	
Duties of Reunification-Student Release Area Team Leader	<ul style="list-style-type: none"> Ensure signs are in place Tune two-way radio to correct channel Set up laptop, if needed Be alert to text message from ICS Direct activities of assigned team members Ensure all forms are completed and signed
Reunification-Student Release Area Team Leader	
Duties of Reunification-Student Release Area Team Members	<ul style="list-style-type: none"> Ensure all forms are completed and signed This includes the Family Reunification Student Sign-Out Records (Attachment F) Give all completed forms to the Team Leader
Reunification-Student Release Area Team Members	
Other assigned personnel	<p>At least one (1) member of the ICS team At least one (1) member of law enforcement Incident Commander, when available Mental health service provider(s)</p>

Student(s) Who Are Not Be Picked Up

Follow these procedures for any student who has not been picked up by an authorized adult.

1. Notify IC immediately. Provide status, including attempts to contact parent/guardian/authorized adults.
2. Assign one senior staff member to call and send urgent text messages.
3. If parent/guardian has a work phone number, call the workplace.
4. Verify custodial parent.

5. Verify student's home address.
6. Verify custodial parent's place of work, company name, and address.
7. Notify governing board chair
8. Request that law enforcement go to the custodial parent's workplace and home.
9. If law enforcement does not have an officer available at the time, the IC will send two (2) available ICS team members. (It is recommended that the school does not send one person to the student's home. Go in pairs.)
10. Consider that it will be unlikely that any member of ICS will have access to his/her vehicle.
Transportation options for ICS: Request transportation assistance from a district crisis intervention team member or take a taxi or Uber.
11. If all efforts have been expended, notify local law enforcement.
12. Identify a safe, centralized location where students can wait for their parents.
13. If the charter school does not have bus transportation, request the superintendent's office to authorize bus transportation for students and accompanying staff members.

VI. Post-Reunification Activities

After all families and students are reunited, the Incident Commander will declare an end to the Family Reunification process and begin demobilizing operations.

Demobilization procedures:

- Initiate comprehensive closing of reunification location (return equipment and unused supplies to Logistic Officer; take down signs; clean up reunification areas)
- Complete all tasks, paperwork, forms, and reports. Submit to the School Secretary.
- Complete initial briefings with ICS
- Transfer operational control from ICS to school administration.
- Maintain incident records, reports, and documentation.
- Determine when students and staff can return to the school.
 - If the school will be closed, begin plans for virtual instruction.
- Communicate with parents/guardians/media
 - Information on the reopening of school
 - Available resources and assistance, as needed
 - Release updates to the news outlets
 - Update the school website

Ensure continued care of all students who are not reunified with families.

- Update the principal on any students who have not been reunited with their families.
- Identify where students and staff will be temporarily housed.
- Mental health professionals will provide continued care to students whose families have been delayed.
- Continue to contact parents.
- The School Nurse will check on students and staff taken to the hospital (if applicable) and update the Principal.

Communicate with all school employees. Check on their welfare.

Verify the reunification site has been cleaned and returned to normal.

- Evaluate and refine the family reunification plan.

Within 24 hours:

- Hold debriefing with ICS Command.
- Meet with school personnel to debrief and answer questions.
- School-based mental health service providers and community mental health partners will implement the plan to support the needs of students, staff, and parents.

Within 48 hours:

- The Principal, Assistant Principal, and the Mental Health team will debrief in small groups with staff, and community partners, including providers of off-campus reunification locations.
- At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key findings. Debriefing should include information about follow-up support resources.
- Mental health staff trained in post-traumatic stress management will facilitate student coping groups.
- The head custodian will oversee the restocking of reunification supplies as listed.
- The Assistant Principal, ESE Coordinator, and School Secretary will:
 - Review and maintain records indicating that all students were released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

4. As soon as possible, but within 2-3 days of the incident:

- The principal will convene the school-based Crisis Response Team to review the event and adjust procedures in the Family Reunification Plan; meet with staff to review the event; and schedule staff retraining, as needed.
- The principal will meet with local responding agencies and the school district to debrief.

VII. Practice Exercises and Drills

Schedule practice exercises throughout the school year so staff can “rehearse” procedures.

- Walk through and talk through the procedures.
- Tabletop exercises help to clarify the roles and responsibilities of the crisis response team members, ICS, and school personnel during a reunification event.
- Drills help prepare students for the actions necessary during an evacuation. Practice procedures as part of the drill training.
- Functional exercises involve responding to a simulated event within realistic time frames. Use teddy bears as students to practice.
- Provide training for all staff, including verification of parent/guardian/designee and student release.
- Provide special training to the ICS team

Evaluate the practice exercises and drills to identify areas in need of improvement and determine how to address them.

ATTACHMENTS A – G



The attachments, which serve as the forms referenced in this template, are provided as samples. Charter schools should adapt the forms to fit their needs or adopt their own forms.

ATTACHMENT A

Horizon Institute Wesconnett Campus

Incident Command

SY 2023-2024

Complete the Incident Command contact form during Teacher Planning Week. Provide a copy to all team members and school staff. Post in the teacher's lounge.

Crisis Response Team Contact List			
Name	Title	Cell	Home
	Incident Commander		
	Public Information Officer		
	Operations Chief		
	Liaison Officer		
	Logistics Officer		
	Planning Officer		
	Safety Officer		
	Finance		

ATTACHMENT B

Horizon Institute Wesconnett Campus

Reunification Site Staff Assignments

School Staff Assignments at Reunification Site			
Teachers will remain with their assigned class until the last student has been released to the family.			
Site Location	Staff Name	Cell Number	Special Responsibilities
Example: Student Assembly Area	John Parker	(123) 456-7890	Notify IC of any absent or missing students

ATTACHMENT C

**Horizon Institute Wesconnett Campus
STUDENT EMERGENCY INFORMATION CARD – 2023-2024 SY**

Parent/Guardian must complete at Registration or prior to the first day of school.
Requires at least two additional contact persons other than family whom you authorize to pick up your child.

Student's Name: _____ DOB: ____ / ____ / ____
Last First MI
Address: _____ City: _____ Grade: _____

Home Language: _____ Medical Health Conditions: _____
Allergies: _____ Medications: _____

Parent/Guardian Name (1st contact)

Last name: _____ First name: _____
Relationship to Student: _____ Email: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
Address (if different from student): _____

Parent/Guardian Name (2nd contact)

Last name: _____ First name: _____
Relationship to Student: _____ Email: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
Address (if different from student): _____

List two emergency contacts who have permission to pick up your child and assume temporary responsibility and care if you cannot be reached during an emergency. These contacts cannot be the same as parents or legal guardians but may include grandparents, uncles, aunts, childcare providers, friends, and neighbors that reside in the local area.

Emergency Contact Name (1st Contact):

Last name: _____ First name: _____
Relationship to Student: _____ Cell Phone: _____
Address: _____ City: _____ State: _____

Emergency Contact Name (2nd Contact):

Last name: _____ First name: _____
Relationship to Student: _____ Cell Phone: _____
Address: _____ City: _____ State: _____

By signing this form, you give permission for the emergency contact persons you have listed to pick up your child in case of an emergency, illness, or missed transportation. Should any of the emergency contact information change during the school year, you are responsible to notify the school immediately. You are also consenting that the school can share the information on this form with authorized individuals.

Parent or Legal Guardian Signature: _____ **Date:** ___/___/___

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized school personnel to ensure compliance with HIPAA, FERPA, and individual rights to privacy.

ATTACHMENT D

To Be Completed/Reviewed At All Areas

Parent/Guardian Verification-Student Release Form

- To be completed by both parents/guardians and reunification team personnel.
- Use this form to track students who are being united with their families or others on their emergency contact list.

DATE: _____

PART 1: PARENT/GUARDIAN/AUTHORIZED DESIGNEE – Complete at Family Check-In Area

Family Check-in Area	
<i>To be completed by Parent/Guardian</i>	
Student Name:	Grade:
Name of person requesting student:	Relationship to student:

PART 2: FAMILY CHECK-IN TEAM – Complete Parent/Guardian/Authorized Designee

Family Check-in Area		
<i>Family Check-In Team Must Verify Parent/Guardian ID and Check Student Emergency Card</i>		
Is the person requesting the student listed on the Student Emergency Information?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did you verify government-issued photo ID?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Describe if identification was verified through another means:

PART 3: STUDENT ASSEMBLY AREA TEAM – Complete Part 3.

Student Assembly Area		
<i>Student Assembly Area Team must complete.</i>		
Did you pick up the student from the Student Assembly Area and escort him/her to the Reunification Area?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did the teacher or Student Assembly Area supervisor mark the student as “released” on their checklist?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

PART 4: To be completed by Parent/Guardian/Authorized Designee

Reunification-Student Release Area

To be completed and signed by parent/guardian or authorized emergency contact before student can be released.

Name of person to whom student is released: (print)

Signature of person to whom student is released:

Address: Phone:

Destination after leaving site:

PART 5: Reunification-Student Release Team: Complete Part 5.

Reunification-Student Release Area Team must complete before parent/guardian and student exit the site.

Did you verify the parent/guardian photo ID and Student
Emergency Card again?

- YES
 NO

Staff initials:

Was the student successfully released?

- YES
 NO

Time of Release:
Date of Release:

Team member signature:

Cut Along Line

Bottom Section of Parent/Guardian Verification-Student Release Form

GIVE COMPLETED CARD TO THE RUNNER

The Runner will deliver the bottom section of the Parent/Guardian Verification-Student Release form to the Student Assembly Area.

Print student name _____

Student grade _____ Teacher _____

DOB ___ / ___ / ___

Parent/Guardian/Authorized Designee has been verified. YES NO

Absent (student was not at school that day) First Aid Hospital Missing

Already Released

Signature of Student Assembly Team Member _____

Signature of Teacher. _____

Date: _____ Time: _____ A.M. P.M.

Hand-deliver the signed form to the Reunification-Student Release Area Team

ATTACHMENT E

Horizon Institute Wesconnett Campus

Injured Student/Staff/Visitor Form

School staff will use this form to track students, staff, or visitors who are injured and transported to the hospital. If you are unable to determine the hospital the individual will be transported to, indicate the ambulance number.

Submit the form to the School Nurse.

DATE: _____

PERSONS INJURED ON SCHOOL GROUNDS					
Time	Name of Student/Staff/Visitor	Name of Staff Accompanying Individual	Hospital	Ambulance Number	Check One:
					<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
					<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
					<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
					<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
					<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor
					<input type="checkbox"/> Student <input type="checkbox"/> Staff

					c Visitor
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ATTACHMENT F

To be Completed by the Reunification-Student Release Area Team

Horizon Institute Wesconnett Campus

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD

“Account for Every Student”

To be completed by assigned team member at the Reunification-Student Release Area. Use this form to account for every student who is reunified with family or other individuals identified on the emergency contact list.

Student information must be entered before the parent and student leave the reunification site.

DATE: _____

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD <i>“Account for Every Student”</i>					
Time of Release	Student Name	Released To (Print Name) Must show photo ID	Released to: Signature Required	Next Destination:	Released by:

The school will need enough forms on hand to account for every student.

ATTACHMENT G
Sample Memorandum of Understanding

This is provided as a sample MOU. Any partnership agreement between the charter school and host reunification site should be reviewed by an attorney prior to execution.

Memorandum of Understanding

Between Horizon Institute and *(Insert name of organization)*

Date _____

Name and location of relocation site: _____

Reunification Site Contact: _____

Person responsible for reunification effort: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Secondary contact at Reunification Site: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Buildings, rooms, or other areas on the reunification site property the school will utilize during the reunification process:

Location of Administrator’s Toolbox if stored at reunification site: _____

School Crisis Response Team (Incident Command System) responsibilities for coordinating evacuation to reunification site.

San Jose Primary will:

- Notify the host site of the school evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the student/parent reunification points.
- Request assistance from host site if needed.
- Duration of use. *(To be completed by the charter school)*
- Clean-up agreement to return the location to its original condition. *(To be completed)*
- Address property loss mitigation *(To be completed by the charter school)*

The Host Site will:

- Accept an evacuation request from the principal or designee.
- Notify all host site employees of the situation.
- Designate areas within the facility that can accommodate the school’s reunification needs.
- Provide internet access.
- Provide access to bathroom facilities and water.
- Assign personnel to meet arriving staff and students and direct them to pre-identified space.
- If the site is a school: notify the school nurse and mental health professionals. Have emergency medical services on stand-by.
- Activate host site’s crisis response team to provide support.
- Assist with notifications of all parties, including parents/guardians

Collaborative Actions:

- The Incident Commander and (name of organization) will collaborate and coordinate for the safety and security of all students and staff.
- Take action to control media access and work with the school’s Public Information Officer.
- Coordinate for food services (meals/ snacks/drinks), as needed.

Signatures:

Charter School Principal _____ **Date** _____
Charter School Board Chair _____ **Date** _____

Host Site Signature _____ **Date** _____

Position _____



**Dean Campus
Emergency Manual
2023-2024**

Nance McLeish- Campus Administrator

Revised on June 28, 2023

CONTENTS

Chapter 1	Reference Numbers and Information
Chapter 2	Notification Chain and Numbers
Chapter 3	Action / Prevention Plan
3-1	School Safety Plan/Mental Health
3-2	Family Reunification
3-3	Fire Prevention / Procedures
3-4	Bomb Threat
3-5	Weather/Natural Disaster
3-6	Weather / Natural Disaster
3-7	Hazardous Materials
3-8	Suspicious Packages/Mail
3-9	Utilities Emergencies
3-10	Civil Disturbances
3-11	Abducted / Missing Child
3-12	Death Serious Injury / Illness
3-13	Off Campus Emergencies
3-14	Pandemic

Chapter 4

School Safety / Standard Response Protocol

4-1	Standard Response Protocol
4-2	Active Assailant Procedure
4-3	Intruder
4-4	Hostage

Addendum #1

Duval County Public School Mental Health Plan

Addendum #2

Family Reunification Plan

This manual is provided for use in emergencies. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations.

Chapter 1

REFERENCE NUMBERS

Public Safety / Utility Numbers

Jacksonville Sheriff's Office	(904) 630-0500
Jacksonville Fire Rescue	(904) 630-0434
Jacksonville Transportation Authority	(904) 632-5530
Department of Family and Children's Services	(866) 762-2237
Jacksonville Utilities	(904) 665-6000
FDLE	(904) 209-3180

Emergency Websites

District Crisis Response Hotline (Child Guidance Rapid Response Team) - 904-390-2535

FortifyFL www.getfortifyfl.com

Homeland Security www.whitehouse.gov/homeland

National Weather Service www.wrh.noaa.gov

FEMA www.fema.gov

FDLE www.fdle.state.fl.us

Chapter 2

Notification Chain and Numbers

Emergency Call Numbers		
Title/Company	Responsible Parties	Contact #
Director	Nance Mcleish	904-955-0092
Superintendent	James Campbell	904-588-3115
Executive Admin. Assistant	Gabriel Hilario	904-654-8817
Guardian	Chris Coffey	256-942-3862
Facilities	Ethan Benton	904-729-2360
Ex. Director of Student Services	Catherine Cimerman	904-337-4090
President of Academics	Saul Bloom	904-601-6540
President of Operations	Amanda Glancy	904-729-5988
Chief Operations Officer	Ryan Rewey	904-729-6375
Chief Legal Officer	Amy Kisz	904-430-3231

Critical Response Team

Name	Title	Contact Number	Email address
Nance McLeish	Director	904-955-0092	Nance.mcleish@boldcityed.org
Deborah Gabbard	Admin. Assistant		deborah.gabbard@boldcityed.org
Chris Coffey	Guardian	256-942-3862	chris.coffey@sanjosesupport.org
Ethan Benton	Facilities	904-233-7294	ethan.benton@boldcityed.org

Behavioral Threat Assessment Team

Name	Title	Contact Number	Email address
James Campbell	Superintendent	904-588-3115	jamescampbell@horizoninstitutes.org
Nance Mcleish	Director	904-955-0092	Nance.mcleish@boldcityed.org
Catherine Cimerman	Mental Health	904-337-4090	cathrine.cimerman@boldcityed.org
Stephen Jones	DCPS SRO	904-525-9915	jones25@duvalschools.org
Chris Coffey	Guardian	212-942-3862	chris.coffey@sanjosesupport.org
Kevin Norse	Teacher		kevin.norse@boldcityed.org

Notification Chain / Protocol

Class 1 Incidents Contact: Guardian / Director

- Disorderly Conduct / Fight
- Minor Theft
- Child Left on Property

- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue
- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents Contact: Guardian / Director

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Director / Guardian /Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder

Chapter 3

Action/Prevention / PREVENTION PLAN

To be as prepared as possible, it shall be the responsibility of the Principal to ensure that his or her school remains in the most prepared state possible. This shall include, but not be limited to:

- Verifying that the Principal or his or her designee have been notified when any of the incidents listed within this plan occur.
- Having in place an approved protocol for early dismissal should an incident listed within this plan arise.
- Verifying teachers carry a copy of their roles always and are familiar with their assignments.
- Verifying the campus is safe and secure with classroom doors and or exit doors locked per school policy, at all times.
- Verifying all special needs persons are considered in their school emergency management plans.
- Ensuring that all student medications are accounted for and included in any long-term evacuation.
- Visitors check into the school main office for passes.

Family Reunification Centers are well defined in the school plans.

- Having in place an approved Crisis Response Team with clearly defined assignments for members.
- Alternate evacuation sites are suitable for Special needs persons and remain confidential except to staff and law enforcement only.

3-1

SCHOOL SAFETY PLAN – SB 7026

The School Safety Specialist for Horizon Institute Schools will be Barrington Prawl. Director Prawl can be reached at or at (904)729-7374..

Horizon Institute Schools does intend to participate in the Aaron Feis Guardian Program as provided in SB 7026, so long as the DCPS board allows charter schools to do so.

This plan, and all its components, was approved by the Board of Directors.

Mental Health Plan

Horizon Institute has opted into the 2023-2024 Duval County Public Schools' Mental Health Allocation Plan. Resources available to Horizon Institute Schools students include:

- Mental Health Therapy
- Youth Mental Health First Aid Training
- Universal Screening

****Please refer to the Duval County Public Schools' Mental Health Plan (Addendum #1) for detailed information.**

3-2

FAMILY REUNIFICATION

The reunification process can be used for a variety of emergencies (hazardous materials, severe weather, fire, flooding, school violence, or other manmade or natural events) that may require us to leave campus and relocate to another location. The reunification plan guides the orderly and coordinated reunification of students and families.

The objective of the reunification plan is to ensure that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

****Please refer to Family Reunification Plan (Addendum #2) for more details**

3-3

FIRE PREVENTION / PROCEDURES

In the event of a fire within the school building: Sound the alarm immediately! Notify the school office.

- Office personnel should notify the appropriate Fire Department.
- The principal or their designee, will meet the first responders / Fire Rescue. The designated person(s) will provide a master key or keys, floor plan, and information about the fire to the first responders / fire rescue and shut off all gas and power where needed. Staff persons will carry their issued portable radio.
- It shall be the Principal's responsibility to ensure that the building has been searched and all students /staff are accounted for.

Evacuate the building according to the following procedures:

- Designate persons to fight small fires, nothing potentially explosive, with fire extinguishers only.
- Staff should not use water on electrical fires or attempt to fight fires involving possible explosives, toxic chemicals, or hazardous materials.
- The school Crisis Response Team will determine the best route of evacuation and a point of check-in to assure accountability. Take your Emergency Response Folder with you.
- Students should walk out of the designated exit in a quiet orderly manner. Each teacher should check the classroom and be the last individual to leave.
- Staff members will ensure that windows and doors in their areas are closed and unlocked if possible.
- Teachers and staff will take their class or personnel list and Crisis Verification sheets with them when they exit the classroom or assigned work area.
- Students and staff must go to a designated area that is a minimum 300' from the building. Evacuation may need to exceed school property to achieve the required 300'
- Teachers will be responsible for students under their supervision and will take attendance accounting for each one. Children and staff who are unaccounted for are to be reported to the Principal /Assistant Principal or designee immediately.

The fire drill plan for evacuating the building will be posted in each classroom and common areas. If the usual evacuation route is blocked, use an alternate route as directed by the teacher or staff member in charge.

Access roads will need to be kept open for emergency vehicles. The Director will designate an individual or group of individuals to ensure that all access roads are open. This may mean evacuating the opposite direction of oncoming emergency vehicles.

Students and staff members will be allowed to return to the building at the direction of the Director, only upon the recommendation of the fire department and public safety.

Every school must determine evacuation sites, alternate evacuation sites and family unification centers.

During fire drill, you must evacuate 300' from the building and comply with the NFPA 101, Life Safety Code regulations 11-7.1 and 9-7.7

School Safety Drills will be held on an ongoing basis and will be documented by the Dean.

3-4

BOMB THREAT

Call Procedures:

If a bomb threat is received by phone:

Remain calm. Keep the caller on line for as long as possible. DO NOT HANG UP, even if the caller does.

- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to inform the Principal immediately, who will contact JSO. In the absence of the Director, notify the Superintendent.
- If your phone has a display, copy the number and /or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.

If a bomb threat is received by a handwritten note:

Call a member of the administration team. Handle notes as minimally as possible.

If a bomb threat is received by email:

Call a member of the administration team. Do not delete the message

Time call was received:
Phone number:
Time call ended:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name? _____

Exact Words of Threat:

DO NOT:

- Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb.

- Evacuate the building until directed and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package. Bombs can be hidden in objects like briefcases, tool boxes, pipes, backpacks.

A RESPONSE TEAM FROM LAW ENFORCEMENT WILL BE DISPATCHED TO CLEAR THE FACILITY AND ENSURE THAT THERE IS NOT A SECONDARY DEVICE.

Signs of a suspicious package

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

WEATHER / NATURAL DISASTERS

3-5

Tornado:

Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures shall be used.

Weather radios will be kept on alert and monitored at all times to include system portable radio.

If a warning or watch is announced on the radio or television, the Director will inform staff and families what the schedule will be.

The order to evacuate will not be made at the school level.

Codes:

Tornado Watch: *Conditions are favorable for tornadoes or severe weather.*

Tornado Warning: *A tornado being sighted.*

To signal a tornado warning:

- Upon being notified of a tornado warning, Emergency Dispatch will verify notification of schools and observe the evacuation of portable classrooms and other affected areas.
 - The schools will designate runners to verify that all staff know how to evacuate.
 - It will be the teacher's or designee's responsibility to maintain the **Classroom Evacuation Log**". Time of notification and time completion of evacuation will be noted on log.
 - When notified by administration of a tornado warning, all portable buildings and other affected areas will be evacuated. All students and staff must report to the areas
 - assigned to them per the school's tornado and severe weather plan, giving specific attention to anyone with special needs in need of additional assistance.
 - The school will post two spotters, to observe weather conditions. If weather conditions worsen, the spotters will move indoors to safety while keeping the school administration informed. Two-way radios must be left on at all times to stay abreast of any situation.
- Administration will notify staff of "all-clear".

SCHOOL LEVEL

School level tornado and severe weather plans should include protocols for any after school activities that take place on campus. These should include, but are not limited to sports events, plays, concerts, and banquets.

Steps of Action during a drill:

Do not use any area door as a staging place within 25' of an exterior during a tornado drill.

- Students should proceed to their designated positions against the wall and assume a sitting or bottom kneeling position, head down, and use hardcover books to protect their heads.
- Students and staff in unsafe locations at the time of the drill will go to assigned locations
- Staff members are to close all doors and windows before exiting into a tornado safe area.

- **Being quiet is extremely important so that directions can be heard.**
- Teachers should keep their class rosters with them during the drill to verify classroom count.
- Teachers and staff should ensure that persons in their care are following all drill or emergency procedures.

The all clear signal will be verbal command over the phone intercom system and via walkies for individuals in possession of one. An announcement will be made by the Principal or designee.

3-6

Earthquake:

Steps of Action:

- Office personnel make an announcement to assume duck, cover, and hold position.
- Principal/designee will shut off all water supplies and gas valves and electricity if necessary.
- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedure should be used.
- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, send a Response Team to locate a safe path of travel. You should move to an area on the school campus that is not located near the electrical lines that could pose a hazard if broken or fall.
- Office personnel contact the Director or designee and request assistance from the Crisis Response Team.
- Plan for alternate routes to evacuate buildings during earthquake drills.
- Do not light any matches or candles if an earthquake occurs.

Hurricane:

Although our schools will be closed during a hurricane, there are precautions that must be taken to ensure readiness for a potential disaster and/or the use of the schools as an emergency re-entry shelter. The schools will not be used as an emergency shelter during a hurricane.

The Co-Presidents/designee will stay in constant contact with the local Emergency Management personnel when a hurricane is imminent. Only the Co-Presidents or their designee will make the decision to close school.

School Responsibility

- In the days prior to a hurricane it will be the Director or his/her designee's responsibility to ensure that all;

- o NOAA radios are operating properly and have new batteries.
- o The campus is alert to the possibility of tornadoes/hurricanes.
- o Student information computer files are continuously updated and accurate.
- o Permanent records are relocated to an interior portion of the school to lessen water damage from broken windows or doors. Computer servers are disconnected by Robert Beaty or a member of the Miller Network Innovations team, and packaged for safe transportation away from any optional weather damage.
- o TV's, electronics, and computers are covered with plastic bags and stored to avoid possible flood damage.
- o Gas and water are turned off if authorities advise.

The Campus Emergency Management Procedures guide will be part of the school's evacuation kit.

Radiological Emergencies:

When notified of a radiological disaster you must:

- Close all windows, doors, and turn off all kitchen equipment, A/C and heating units, and fans. It will be the responsibility of the Director or his or her designee to send runners and verifying that this has been accomplished.
- If a facility is located within the 50 miles "ingestion pathway zone" for radiological emergencies, local EMA can help with this.

Mass Casualty Incidents:

It will be the responsibility of the school Crisis Response Team Leader to assign TWO PERSONS capable of identifying students, to remain with E.M.S and complete Mass Casualty Logs as directed by public safety.

These logs are a two-part document, and will be supplied by the E.M.S site supervisor. One part will remain with E.M.S. and the other will be delivered to the Principal/Co-president or their designee for family and or media notification.

All media responses will be forwarded to the Co-President or designee. Do not use the name or names of persons affected over any walkie-talkie or radio.

Floods:

If major flooding occurs within the school;

- Remove all students and staff from the affected areas and open doors to allow unrestricted water flow if necessary.

- Notify Maintenance immediately
- Maintenance will turn off utilities at main switches. Staff will unplug appliances, equipment, and will not touch electrical equipment.
- Maintenance will immediately evaluate the affected area and determine what precautions may be needed at that time.
- Do not allow anyone to drink any tap water until maintenance arrives.
- If moving students and staff outside, be aware of and stay away from downed power lines.

If necessary maintenance will turn off all power, water, and gas to the entire campus

3-7

HAZARDOUS MATERIALS

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with the Co-President/designee and maintenance is necessary.

Steps of action:

- **Do not sound the fire alarm.**
- Identify threats to school.
- Notify the Director. Provide appropriate details of the incident and chemical code number, if visible. The Principal will notify the Co-President who will contact the County Emergency Management Director if necessary.
- The Co-President/Superintendent and County Emergency Management Director will determine if the school needs to be evacuated.
- The Director or designee will provide directions as per the fire department and emergency personnel regarding the evacuation of the building.

If it is not safe to evacuate and the air is not safe to breathe, shut down all a/c units, fans and close all doors and windows. It may become necessary to seal all doors and windows with tape or wet towels to prevent any air infiltration. Stay inside until suitable evacuation arrangements have been made.

3-8

Suspicious Mail and Packages

This information provides guidance issued by The U.S. Department Of Homeland Security, on effective ways to make school buildings safer. Employees should increase awareness of any suspicious activity and report concerns to the building administrator, security and law enforcement personnel. The better we prepare ourselves to respond to emergencies, the better we will be able to care for our students and our co-workers in the event of a real threat or act of violence.

Handling Suspicious Mail

- Examine unopened envelopes and packages and look for suspicious features.
- Handle incoming mail in a designated area.
- Wash your hands after mail is opened.
- Restrict mail access to authorized persons.

Receiving Suspicious Packages

- Remain calm.
- Do not open the package or letter.
- Do not shake or empty the contents of a suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope on a stable surface; do not sniff, touch, taste, or look closely at it or any contents that may have spilled.
- Do not touch your eyes, nose or other body parts.
- Shut off window air conditioning units and fans.
- Isolate the package and secure the room by shutting all doors and windows.
- Thoroughly wash hands with soap and water.
- Report to the Principal or their designee and call 911.
- Advise fellow co-workers to avoid the area.
- Don't leave the area until told to by responding officers.
- Ensure that all persons who have touched the letter wash their hands with soap and water.

- Make a list of all persons who touched the letter or package and who were in the area when the letter was opened.
- After examination of the package, shower with soap and water.

Features of Suspect Mail

- Excessive postage, no postage, or non-canceled postage
- No return address or fictitious return address
- Improper spelling of names, titles or locations
- Unexpected envelopes from foreign countries
- Suspicious or threatening messages written on packages
- Postmark with different location than return address
- Distorted handwriting or cut-and-paste lettering
- Unprofessionally wrapped packages or excessive use of tape, strings, or other wrapping
- Packages marked "Fragile: Handle with Care," "Rush: Do Not Delay," "Personal" or "Confidential"
- Rigid, uneven, irregular, or lopsided packages
- Packages discolored, oily or with an unusual odor
- Packages with soft spots, bulges, or excessive weight
- Protruding wires or aluminum foil

3-9

UTILITIES EMERGENCIES

The Director or designee will conduct a visual check of all school areas and assessment will be made if school is to continue.

DO NOT SOUND THE FIRE ALARM!

If the building needs to be evacuated, follow fire drill evacuation procedures with verbal announcement and START EVACUATING THE AREAS AFFECTED FIRST. When there is an emergency, call maintenance immediately.

Emergencies may be:

- *Gas line break*
- *Electrical power failure*
- *Water main or sewer break*

IF A GAS LEAK IS DETECTED;

- Assess wind direction and evacuate upwind so that you are out of danger of an explosion.
- Open all doors in the immediate area to ventilate the school
- If water contamination is suspected, the Principal or Designee will request maintenance to shut off the main water supply

For any after-hours facility emergency that requires school district personnel to be involved procedures will be;

- Call Chief of Operations, Ryan Rewey
- The Chief of Operations will call the Director, and/or Designee.
- Necessary refrigerated food may need to be secured and/or stored in an alternate location as directed by the food & nutrition manager or designee.

3-10

CIVIL DISTURBANCE (On Campus)

Student Disturbances: *Do not put yourself or your staff in harm's way. Let the Guardian and/or School administration handle out of control students. Always work in pairs when approaching any type of civil disturbance. If possible, videotape any disturbances for student identification.*

- Call for the Director and a Guardian if the disruption continues and/or if injury occurs.
- Do not use the name or names of persons affected over any walkie-talkie or radio.
- The Director or designee will notify parents of injuries at an appropriate time.
- Determine what disciplinary action to take.
- School Administration members should discern the basis for the problem and act to address those concerns.
- All media inquiries should be referred to the Co-president.

CIVIL DISTURBANCE (Off Campus)

If civil disturbance occurs or seems imminent in or around the community, move all students that are outside at that time, into the building as soon as possible and announce a **Lockdown**.

Lockdown shall remain in force until an ALL CLEAR is given

STUDENT LEAVING CAMPUS WITHOUT PERMISSION:

Definition: *Student runs away from school building during school hours.*

Step of Action:

- Call the Director or the Superintendent
- The teacher or staff member involved should notify the Director and provide a description of the student(s) and as much information as possible about the incident.
- Follow the student(s) if it seems appropriate.
- Administration should contact the parent(s) or guardian(s).

In the case of a group walk out, have a description of the students' clothing worn that day and a picture of the student/s available for public safety personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks.

Activate the school crisis response team to discuss the problem and restore calm.

3-11

ABDUCTED/MISSING CHILD

Definition: A student is abducted by a stranger or family member during school hours.

Steps of Action:

IF WITNESSED:

- Call 911 and report:
 - Victim: Name, Clothing, Age, Gender, Hair Color, Height
 - Name/Description of suspect
 - Vehicle Information
 - Last known direction they were heading
- Then contact the administration *immediately*.

IF NOT WITNESSED:

- ***Call the administration.*** Administration will contact JSO.
- The teacher or staff member involved should notify the school office and provide a description of the student(s) and as much information as possible about the incident.
- Administration should contact the parent(s) or guardian(s).
- Have a description of student's clothing worn that day and picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks, but a picture of every student must be available.
- Activate the School Crisis Response Team to discuss the problem and restore calm.

Note: *School personnel must document all steps in writing.*

Staff members and/or teachers may be asked to search the school and/or grounds and to collect and report relevant information from students about the missing individual, such as friends in and out of school, history or incidents of harassment, family trouble, etc. Reassure other students that they are safe.

3-12

DEATH OR SERIOUS INJURY/ILLNESS

Injury:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio

- Notify the Co-President and Superintendent or their designee. Do not use the name or names of persons affected over any walkie-talkie or radio.
- If death occurs, the Co-Presidents/ Superintendent/ designee will be responsible for securing the scene as soon as possible until law enforcement arrives.
- Move school to a lockdown
- Determine injuries and provide first aid.
- The administration will notify E.M.S if needed. Provide them with all the details of the incident.
- Restore calm and move students away from the scene. Students should not be allowed to leave classrooms and go near the scene.

- Follow your emergency procedures for communication of information to staff and students, evacuation (if necessary), and media plan.
- Follow Crisis Response follow-up plan for necessary counseling or other trauma reduction activities if needed.

Illness:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio.

- Staff members should contact the school office and stay with injured/sick person(s), if possible.
- Administration should contact E.M.S if an individual's injury or sickness is determined to be an act of aggression and or of a nature that should be treated immediately by a medical doctor. The priority is the safety and wellbeing of the individual and other students and staff.
- If a qualified individual is available to administer first aid, use him/her appropriately until emergency personnel arrive on the scene.
- The Principal or his or her designee will evaluate the scene and determine if a school wide evacuation is necessary and student transportation will be needed. All student transportation will be scheduled through the administration.
- Contact the individual's parent(s) to notify him/her of the emergency, to advise the parent of the decision to transport for emergency care and request a parent go to the child's location.
- Fax or send medical emergency information to the hospital with the victim(s).

Death/Suicide:

Definition: Staff member, visitor or student terminating their own life at school.

Steps of Action:

Do not use the name of the victim(s) over any walkie-talkie or two way radios

- Report the incident to the Director or designee who will assemble the administrative team and the Co-Presidents.
- Keep staff, visitors, students away from area (lock down if necessary)
- Send a note to staff informing them that a medical emergency has occurred. Include any additional instructions.
- Activate system/school level notification plan

- Initiate blood borne pathogens protocols, if necessary
- Initiate Family Reunification Protocol, if necessary

Key points:

- The crisis scene may also be a crime scene. Do not attempt to clear up blood or other evidence without approval of law enforcement
- Notify family members (based on law enforcement recommendations).

Note: Use universal precautions when handling body fluids. All steps must be documented in writing by school staff.

COMMUNICABLE DISEASE

Guidelines for Handling Body Fluids in Schools

DOES CONTACT WITH BODY FLUIDS PRESENT A RISK?

The body fluids of all persons should be considered to contain potentially infectious agents (germs). The term “b fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions, and saliva. Contact with body fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

WHAT SHOULD BE DONE IF DIRECT SKIN CONTACT OCCURS?

Hands and other affected skin areas should be washed with soap and water. Clothing and other non-disposable items that are soaked with body fluids should be rinsed and placed in plastic bags. All items should be handled with disposable gloves.

HAND WASHING PROCEDURES

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water from ten seconds to a minute. Use proper towels to thoroughly dry your hands.

DISINFECTION OF RUGS

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with a dustpan and broom then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse the dustpan and broom in disinfectant.

3-13

OFF CAMPUS EMERGENCIES

Definition: Emergencies will be defined as any accident, disturbance, or disruption needing the assistance of E.M.S or law enforcement. This includes personal injury, illnesses, and automobile or bus accidents.

Pre-Trip Planning for all off-campus activities:

- Field trip request form completed and approved
- A roster containing the names of all personnel (students and others) along with contact information of those participating in the field trip will be completed in duplicate. One copy will be maintained at the school and other given to the sponsor prior to departure. The school's copy will be kept for one year. The driver's copy will be returned to the school at the completion of the trip. This information is for school use only, and should not be given to any unauthorized persons.
- Emergency medical information for students shall be carried on trip along with appropriate medication
- All personnel (students and others) riding buses on field trips must have proper identification with them.
- Chaperones are responsible for notifying the school of delays or changes in their itinerary.
- A copy of this page which includes an emergency procedures guide must be carried on all field trips by the trip sponsor and each chaperone.
- All teachers must have an active cell phone with them.

Note:

These rules apply to all facets of transportation of students.

These rules must be a part of any contract with any common carrier for the transportation of students.

School Chaperones are requested to carry cellular phones on all field trips.

Steps of Action:

Upon the occurrence of an off-campus emergency, school personnel will take the following steps.

- Assist in identifying students who require first aid.
- Contact emergency assistance by calling law enforcement, and convey the problem and request EMT as needed.
- Contact Director/Designee right away

3-14

PANDEMIC

Proactive Planning:

In the case of a pandemic influenza outbreak, all staff will be informed and prepared to deal with this emergency. Communicating the possibility that there could be a Pandemic Influenza emergency is essential to an effective response plan. Parents should also be informed of the possibility and be provided with some effective prevention methods for their household. The staff will be informed in a faculty meeting and the parents will be notified.

Parent Notification:

The administrative staff will coordinate with parents for all students who are infected. Parents may pick up their child for increased medical attention. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Parents of non-infected students may also pick up their child to avoid being infected.

The data manager will provide a daily report on the number of absent staff and students to the Local Health Official and Incident Commander.

Administration will document all actions taken during the incident.

Administration will direct the recovery efforts for providing educational support and emotional support for staff and students.

Education Support for Level 5/6 Outbreak:

- Student activities will be restricted to classroom activities during normal school hours.
- All activities after school will be suspended until further notice.
- If there is a 30% reduction in the school staffing, classes will be reorganized to facilitate continued education on campus.
- If schools are closed for two or more months, all classes will be suspended until further notice by the school district.
- Isolated or quarantined students will receive educational services using hospital homebound procedures.
- Custodial staff will supply additional soap, masks, gloves, etc. to designated areas in efforts to reduce the spread of disease.

Recovery:

School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.

In consultation with the Local Health Official, the school district will recommend specific actions to be taken to return the school district to pre-event status. The school district will assess the economic and educational impact of the pandemic.

The school district’s Safety and Security Department will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Pandemic Response Plan.

Chapter 4

Standard Response Protocols/Active Assailant

San Jose School shall adopt the philosophy established by the U. S. Department of Homeland Security (DHS) of Evacuate, Hide, or Take Action as the standard response for all San Jose students and employees in the event of an active assailant incident. Evacuate if there’s an accessible path, hide if evacuation is not possible and as a last resort, take action against the active shooter. San Jose Schools will also follow the standard response protocol established by The I Love U Guys Foundation.

4-1

Response Protocols:

Hold In Your Room or Area

- Students and staff are to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved or medical emergencies.
- Students are to remain in their classroom or area until they receive a public address from the Director or their designee, stating that the “Hold is released. All Clear. Hold is released. All Clear ”

Secure- Get Inside and Lock Inside Doors

- Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.
- Staff and students will be instructed by a public address to “Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”
- “Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day.”
- The Secure Action can be released by Public Address. “The Secure is released. All Clear. The Secure is released. All Clear.”

Lockdown

- A lockdown is when there is a threat or incident immediately near or inside the school (Intruder, active assailant, large scale police activity, outside disruption, shooting within the area, etc.), and the best course of action is to lockdown with no movement and shelter-in-place.
- The public announcement for a lockdown will be, “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

4-2

Active Assailant Procedure:

An active assailant or armed intruder on campus may involve one or more individual’s intent on killing or attempting to kill students, staff, and faculty using firearms or other deadly weapons such as a knife, a bomb, or other harmful devices. The effectiveness of this plan depends greatly on the staff and students ability to quickly recognize the threat, report it and follow the established procedures.

- **BEGIN LOCKDOWN IMMEDIATELY**
- If it is safe to do so, the teachers and staff should gather students into the classroom prior to locking the door.
- Turn off classroom lights/lamps
- Cover windows and door panels
- Move to the hard corner (blue X) and remain quiet
- **Do not unlock the door or leave the room until directed by the Director/designee or on the directions of emergency responders**
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available

classroom, or room with a door that can be secured.

- In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
- If safe to do so, a member of the School's Response Team should meet law enforcement and emergency personnel as they arrive on campus.

*If the fire alarm is activated, members of the response team will check the alarm panel and respond to the location where the alarm was pulled to verify. The school will follow the lockdown response and wait for an administrator to announce over the PA/portable radio to evacuate the building or remain in a lockdown.

4-3

INTRUDER

Definition: Individuals who do not receive permission from the school office to be on the school premises.

General Procedures:

Staff should use common sense in stopping strangers and inquire as to their business in the building if a visitor's pass is not visible.

All Visitors must provide proof of identification when requested and issued a visitor's identification badge when signing in at the Main Office.

- Any school personnel who identifies an intruder on school grounds or inside the building, will immediately contact the main office, Guardian, Director or his/her designee
- If any person(s) refuse to obtain a visitor's pass from the school office, the school will then contact JSO.
- If the intruder refuses to cooperate, refuses to leave the campus when instructed to do so, or their behavior is threatening in any

manner, utilize the Raptor mobile app and initiate a **Lockdown Response**

- Give a complete description of location, clothing, race, and actions that may indicate the person is suspicious.

4-4

Hostage Situation

Call:

Emergency 911

Security

Director/Designee

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures:

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.
- Follow police directions.
- Goal is to de-escalate situation.

- Try not to allow additional hostages to be taken.

What to do

- If a hostage situation develops, call Jacksonville Sheriff's Office (911,) and school security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress and if it involves school children.
- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.
- Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- Also, provide a floor plan of the building when the police arrive.
- After notifying the police, advise the Leadership Team.
- Notify the Crisis Response Team as needed.

Note: If communication is necessary, designate only one person to communicate with the subject(s). However, no one should initiate communication with subject(s)

Addendum #1

Duval Public School Mental Health Plan

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CRISIS RESPONSE: STUDENT DEATH / SUICIDAL (HOMICIDAL) IDEATION / SELF-HARM / PSYCHOSIS / SCHOOL THREAT																				
Situations in which immediate action must be taken to avoid disaster (or breakdown) or to protect the health and safety of one or more students and staff																				
ALERT Signs	<ul style="list-style-type: none"> • Active suicidal or homicidal ideation/plan/attempt – or – suspicion of suicidal or homicidal ideation/plan/attempt – or – acts of self-harm or the desire to self-harm • Extreme or bizarre behavior (i.e., hallucinations; paranoia; uncontrollable outbursts; delusions, disjointed or nonsensical speech; odd or irrational thoughts or statements; etc.) • Death or serious, sudden injury of a student or teacher impacting significant numbers of students/staff • Natural disaster or threat of disaster, major accident, or acts of violence 																			
IMMEDIATE ACTION REQUIRED	<p style="color: red; margin: 0;"><i>In a medical emergency, call 911 IMMEDIATELY – do not seek prior district approval & do not delay!</i> In the event of a student crisis, notify the school counselor or administrator IN-PERSON, IMMEDIATELY! The counselor or administrator must IMMEDIATELY assess the student’s mental status to determine the risk of harm. • <u>Imminent Risk of Harm or Threat of Danger:</u> The counselor/administrator/designee must act IMMEDIATELY by:</p> <ol style="list-style-type: none"> 1. Calling the District Crisis Team Hotline (904-390-2535) to request the student undergo a crisis assessment; AND 2. Contacting the parent to notify her/him/them that the student has been referred for a crisis assessment. <p>• <u>Student Poses a Threat to Others:</u> Contact the School Principal & School Safety Officer IMMEDIATELY; the school will conduct the threat assessment and will follow-up with the Threat Assessment Team and the parent, as needed. • <u>No Imminent Risk or Threat of Danger:</u> Call the parent & complete a referral for mental health services, as needed. Document all actions under the Crisis tab in FOCUS and continue to monitor student progress appropriately.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">School Support Team:</td> <td style="width: 50%;">District Support Team:</td> </tr> <tr> <td>Certified School Counselor</td> <td>District Crisis Team</td> </tr> <tr> <td>School Administrator</td> <td>School Behavioral Health</td> </tr> <tr> <td>School Safety Officer</td> <td>District School Counseling</td> </tr> <tr> <td>School Dean</td> <td>District School Social Work</td> </tr> <tr> <td>School Social Worker</td> <td>Office of Student Discipline</td> </tr> <tr> <td>School Nurse</td> <td>Full Service Schools</td> </tr> <tr> <td>School Psychologist</td> <td></td> </tr> <tr> <td>Threat Assessment Team</td> <td></td> </tr> </table>	School Support Team:	District Support Team:	Certified School Counselor	District Crisis Team	School Administrator	School Behavioral Health	School Safety Officer	District School Counseling	School Dean	District School Social Work	School Social Worker	Office of Student Discipline	School Nurse	Full Service Schools	School Psychologist		Threat Assessment Team	
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School Nurse	Full Service Schools																			
School Psychologist																				
Threat Assessment Team																				

<p>Necessary Information</p>	<p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred • Any history of behavioral difficulties or prior hospitalizations, if known • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>If a student is removed from school for transport to a facility or hospital, in accordance to the Baker Act, the parent or guardian must be notified immediately!</p>	<p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred • Number of students/staff members impacted (or an estimate of school-wide impact) • Any special needs or other information that may be relevant to assess the appropriate level of response • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>Consult with the support team to determine the need for parent notification.</p>
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ALL TYPES OF CONCERNS: There are a number of resources and staff experts at each school who can assist in problem-solving. Many of the interventions can and should involve the parent, up front. If you need to make a referral for support services or for supplementary aid – regardless of the service provider – please FOLLOW-UP to see how you can support the student and/or to recommend additional community resources, as needed.

Support Team	School-Based Resources	District Resources	Community Resources
Parent/Guardian/Family Certified School Counselor School Administrator Exceptional Education & Student Services (EE/SS) Attendance Intervention Team (AIT) PBIS/Foundations Team Multi-Tiered System of Support Collaborative Problem-Solving Team School Resource/Safety Officer Threat Assessment Team IEP/ Section 504 Team School Social Worker School Psychologist School Nurse ELL Committee Full-Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837 *	<p>Programs:</p> Restorative Justice CHAMPS District-Approved Mentors Youth Mental Health First Aid Gay Straight Alliance (GSA) Peer Mediation (4-12) Start on Time (6-12) Draw/Respect the Line (6-8) Reducing the Risk (9-12) One Love (9-12) Safe Date (9-12) Bully Free (K-12)* Sources of Strength* <p>Curricula:</p> Health Education Curriculum HealthTeacher.com Calm Classroom Mind Up Sanford-Harmony K-12 Second Step (PK-8) Florida Coalition Against Domestic Violence (7-12) GLSEN Anti-Bias Lessons* Child Safety Matters (K-5)* Teen Safety Matters (6-8)* <p>Resources Through PBIS: <i>Teacher's Encyclopedia of Behavior Management Intervention; Discipline in the Secondary Classroom; Behavior Response to Intervention; The Tough Kid Book; Meaningful Work (K-6)</i> https://www.pbis.org/*</p>	DCPS Crisis Hotline: 390-2535 Bullying Hotline: 390-2255 ESOL Center for Language & Culture: 904-739-4891 Hospital Homebound Program: 904-381-3840 Homeless Education Program: 904-390-2222 Night-Time Substance Use Prevention & Counseling Education Program (6-12): 904-910-5108 Student Option for Success (SOS): 904-390-2268 Teen Parenting Program: 904-390-2050 Title I Parent Resource Center: 904-390-2123 Full-Service Schools: 904-390-3247 Region Office (Elementary): 904-390-2154 Region Office (Secondary): 924-3722 x264 Region Office (Innovations): 904-390-2490 Exceptional Student Education (EE/SS) EE/SS Main Number: 904-348-7800 ESE Parent Services: 904-348-7614 https://dcps.duvalschools.org/Page/15552 *	Child Guidance Center: 904-448-4700 Community Hospice: 904-268-5200 Crisis Text Hotline 741741 Department of Children & Families, NE Region: 904-732-2000 Haven Hospice (Jacksonville): 904-733.9818 Hope Haven Children's Clinic and Family Center: 904-346-5100 JASMYN: 904-389-3857 JSO Non-Emergency: 904-630-0500 Military School Liaison Office: 904-542-4566 Military Family Life Consultants: 904-270-6289 x1305 (NAS); 904-738-3657 (Mayport) Suicide Prevention Lifeline: 800-273-TALK (8255) Youth Crisis Center: 904-725-6662 United Way Directory of Human Services: 211 or 904-632-0600 (nefl211.org) School Health, Approved Speakers List: 904-390-2315

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CHILD MALTREATMENT: CHILD ABUSE / CHILD NEGLECT / ABUSE OF A VULNERABLE ADULT / HUMAN TRAFFICKING

Child Abuse means any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. The same applies to the abuse or neglect of a vulnerable adult. **Child**

Neglect means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, education, or health care, although financially able to do so (or offered the financial to support or resources to do so). However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs does not provide specified medical treatment for a child, may not be considered abusive or neglectful for that reason alone; but such an exception does not:

1. Eliminate the requirement that such a case be reported to the Florida Abuse Hotline; nor
2. Prevent the department from investigating such a case; nor
3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section; or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Human Trafficking is a crime involving the exploitation of any person, adult or minor, for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion. It affects a wide range of individuals, including those in the United States and Florida, without regard for age, gender, ethnicity, or socio-economic background. **Sex Trafficking** is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of any person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such an act has not attained 18 years of age (22 USC § 7102). **Labor Trafficking** is the recruitment, harboring, transportation, provision, or obtaining of any person for labor or services through the use of force, fraud, or coercion for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 USC § 7102). **National Human Trafficking Hotline: 1-888-373-7888**

In Florida, **ANY** adult who knows or has reason to believe that a child or vulnerable adult has been abused, abandoned or neglected is **required** to report it within 24 hours. It is **NOT your responsibility to investigate or to prove the case; however, you have a legal and ethical responsibility to report suspected abuse or neglect IMMEDIATELY. Failure to report suspected abuse or neglect within 24 hours is a felony crime in the State of Florida!**

Employees are expected to notify the principal that a report has been made; however, **notifying the principal and/or other school personnel does not obviate the employee’s responsibility to report suspected abuse or neglect IMMEDIATELY & DIRECTLY.** If you are unsure or uncomfortable, you may ask an administrator or school counselor to sit with you while you make the report, but **YOU** must make the report. Principals cannot prohibit nor discourage an employee from making a report. Other than notifying the principal, employees must keep all reports of suspected abuse or neglect strictly confidential (DCSB Policy 5.5); and unless Florida Department of Children & Families directs you to disclose information, **NEVER notify a parent/guardian of the report; NEVER confirm/discuss a report with a parent, guardian or school employee; NEVER record it in the child’s record.** **Options for reporting child abuse and neglect to the Florida Abuse Hotline:**

<https://www.myflfamilies.com/>* 1. Preferred Method: Report by Telephone – 800-962-2873 (Florida Relay 711 – OR – TTY: 800-955-8771)

When reporting by phone, always ask if the report has been accepted for investigation before the ending the call.

2. TTY – by calling 1-800-955-8771

3. Complete & send the fax transmittal form to (800) 914-0004:

<https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf>* 4. Complete the online report form:

<https://reportabuse.dcf.state.fl.us/Child/ChildForm.aspx>*

Certified School Counselor

Resources:

School Administrators

Online Training Course for Identifying & Reporting Abuse/Neglect: <http://www3.fl-dcf.com/rcaan/>*

School Safety Officers/Threat Assessment Teams

FLDOE Resources: <http://www.fl-doe.org/schools/family-community/activities-programs/child-abuse-prevention.shtml>*

School Deans

National Human Trafficking Resource Center (1-888-373-7888): <https://humantraffickinghotline.org/>*

Department of Children and Families: 904-723-2000

Human Trafficking in Florida: <http://www.myflfamilies.com/service-programs/human-trafficking>*

School Counseling Services: 904-390-2090

Her Song™, Jacksonville (904-513-0203): <http://www.hersongjax.org/>*

School Behavioral Health: 904-390-2926

National Center for Missing & Exploited Children: 1-800-843-5678

DCPS Health Education Program (6-12):

The National Runaway Switchboard: 1-800-RUNAWAY

904-390-2518

JSO Non-Emergency Number: 904-630-0500

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

HARASSMENT: BULLYING / CYBERBULLYING / HARASSMENT / SEXUAL HARASSMENT / HAZING / DATING VIOLENCE

It is the policy of Duval County Public Schools that all students and employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment against any student, employee, visitor, volunteer or agent who is subject to the control of school officials. DCSB Anti-Discrimination & Harassment Policy* (Sexual Harassment Policy, 10.1; Anti-Bullying Policy 10.2; Teen Dating Violence Policy, 10.3)

Bullying is defined as *systematically and chronically* inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as *unwanted, purposeful, and repeated* written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is often *characterized by an imbalance of power* and that is *severe or pervasive* enough: a) to create an intimidating, hostile, or offensive educational environment; b) to cause the individual discomfort or humiliation; c) to disrupt the orderly operation of school; or d) to interfere unreasonably with an individual's school performance or participation. Bullying does not have to occur on school property or in relation to a school event to fall within an educator's duty to report. Bullying may involve, but is not limited to, the following acts:

Harassment: Any threatening, insulting, or dehumanizing gesture; use of data or computer software; or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or causes a reasonable fear of damage to her or his property;
- Has the effect of substantially interfering with a student's educational performance, an employee's work performance, or either's opportunities or benefits;
- Has the potential to impact a student's or employee's emotional or mental well-being in a negative way; and
- Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: Any unwanted sexual or gender-based speech or action, including any unwanted or unwelcome behavior that is sexual in nature or is related to gender, that occurs within the context of a relationship characterized by either a formal or informal imbalance of power (e.g., a supervisor over a subordinate, a teacher over a student, or one peer over another). **Cyberstalking:** The act of engaging in a course of conduct to communicate, or to cause to be communicated, any words, images, or language by or through the use of electronic mail or electronic communication that is directed at a specific person, that causes substantial emotional distress to the person, and that serves no legitimate purpose. **Cyberbullying:** The willful and repeated harassment and intimidation of a person through the use of digital technologies, which includes, but is not limited to: email; blogs; videos; images; websites; gaming sites, social media platforms (e.g., Facebook, Twitter, Instagram); chat rooms; instant messaging; text messaging; cell phones; or any handheld/mobile technologies. **Teen Dating Violence and Abuse:** A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another, when one or both partners is a teenager. Abuse may include insults, coercion, blackmail, social sabotage, sexual harassment, stalking, threats, and/or acts of physical or sexual abuse. The abusive partner uses the pattern of violence and coercion to gain power and to maintain control over the dating partner. Dating violence includes the following: physical abuse, mental abuse, or both; harassment or stalking via electronic devices, such as cell phones, computers, or other mobile/handheld devices; public humiliation; or harassment carried out through a third party. **Hazing:** Any action or situation that endangers the mental or physical health & safety of a student for the purposes of initiation into, admission to, or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; proffering inhumane acts, such as sleep deprivation or public humiliation; or pressuring, coercing, or forcing a student to participate in any act of physical brutality, such as whipping, beating, branding, or exposure to the elements.

	<ul style="list-style-type: none"> • Teasing • Social exclusion • Defamation of character • Intimidation or threats of harm • Cyberbullying or cyberstalking • Physical violence • Theft and/or vandalism • Sexual, racial, cultural, religious, or gender-based harassment • Public and/or private humiliation • Stalking • Slanderous or libelous speech • Unwanted sexual or gender-based speech/actions
	<p>When allegations of harassment are reported, the principal or designated administrator is required to investigate within 24 hours. <u>School counselors & teachers cannot investigate allegations of bullying, cyberbullying, harassment, sexual harassment, hazing, or teen dating violence.</u> AT MINIMUM, the principal, assistant principal, or dean conducting the investigation MUST:</p> <ul style="list-style-type: none"> • Ensure the physical and psychological safety of all parties involved. NEVER ask a targeted student to speak with or to face an accused student – not even for an apology. • Investigate each allegation/incident thoroughly; and conduct the investigation – i.e., witness interviews, written statements, video review, etc. – within <u>24 hours</u> of the initial complaint. • Notify the parents of all students involved – if not immediately, then as soon as possible – within the limits of student confidentiality (20 U.S.C. § 1232g; 34 CFR Part 99). • Report the incident or allegation to the Bullying Hotline: 904-390-2255. • Inform all parents of the outcome, but DO NOT share confidential information about another person’s child (i.e., student’s name, identifying information, disciplinary action, etc.). • Determine the appropriate follow-up actions (e.g., discipline sanctions, class reassignment, counseling referral, mandated report of abuse or neglect, and/or other appropriate action). <p>It is highly inappropriate, and potentially harmful, to ask students to resolve an accusation of bullying/harassment via an adult-facilitated, school-based mediation or peer mediation meeting. DCPS Student Code of Conduct: https://dcps.duvalschools.org/Page/9868*</p>
<p>Support Team:</p> <p>School Principal or Designee</p> <p>School Dean</p> <p>School Resource/Safety Officer</p> <p style="padding-left: 100px;">Office of Student Discipline: 904-390-2443</p> <p style="padding-left: 100px;">School Behavioral Health: 904-390-2926</p> <p style="padding-left: 100px;">School Counseling Services: 904-390-2090</p>	<p>Resources:</p> <p>http://www.moniqueburrfoundation.org/* www.stopbullying.gov* http://www.ikeepsafe.org/* www.pacer.org/bullying* http://safehealthyschoolsfl.org/Page.aspx/Index/Bullying-Prevention* www.jasmyn.org*</p>

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

BEHAVIOR CONCERNS: PATTERNS OF AGGRESSION / HIGH-RISK BEHAVIOR / SCHOOL AVOIDANCE / HOMELESSNESS

Use the following ALERT signs responsibly and with great caution. Educators must avoid inappropriate labeling, hasty conclusions, and/or stigmatization of students, even those who appear to fit a diagnostic profile or to display early warning indicators. Expressing concern is okay; overreacting or behaving prejudicially is unethical. The guidelines below provide schools with the impetus to address concerns, to evaluate students' needs before problems escalate, and to act responsibly in seeking appropriate help (*A Guide to Safe Schools*, USDOE, 1998). There are a number of resources and student support staff at each school to assist in problem-solving & identifying interventions; regardless, most interventions should involve the parent first. If you need to make a referral for support or aid, either within or outside of the school, please continue to monitor the student and to assess the need for additional services.

Behavior	First Step(s) for the Teacher	Possible Next Steps/Resources
<ul style="list-style-type: none"> • Chronic behavior and disciplinary problems • Lying/cheating/stealing/destruction of property • Socially withdrawn/isolated/rejected by peers • Frequent crying/seems sad/flat affect • Student is (or reports) being picked on, teased, singled out or humiliated • Low school interest and poor academic performance • Sudden changes in appearance/behavior/peer groups • Patterns of impulsive and chronic hitting, verbal threats and intimidation, or other intimidating behaviors • Uncontrolled, sustained anger/irritability/aggression that escalates or persists at a dysfunctional level of emotionality – the proverbial, “out-of-control student” 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family 2. Refer to School Administrator, School Safety Officer, or School Counselor as appropriate 3. Follow the MTSS process and/or refer to Collaborative Problem-Solving Team (CPST) <p>Provide constant supervision and attempt to de-escalate by isolating or limiting contact/interaction with the student (give verbal and physical space).</p> <p>If unable to de-escalate the student within a reasonable amount of time, contact administrator or school safety officer (SSO). The administrator/SSO will contact the District Crisis Hotline, if necessary.</p>	<p>School Psychologist or School Social Worker PBIS/Foundations Team Initiate anecdotal recording/log Exceptional Education & Student Services (EE/SS): 904-348-7800 Functional Behavior Assessment (FBA) Multi-Tiered System of Support (MTSS) Behavioral Interventionist IEP/Section 504 Plan/Gifted EP Hospital/Homebound: 904-381-3840 Homeless Program Liaison: 904-390-2222 Student Discipline & Support Services: 904-390-2443 School Behavioral Health: 904-390-2926 Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>
<ul style="list-style-type: none"> • Excessive or chronic absences • Excessive tardiness • Sudden changes in attendance patterns 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family, per state statute 2. Implement classroom interventions to address absenteeism and/or school avoidance 3. Initiate the PMP & monitor student progress 4. Refer to the Attendance Intervention Team 	<p>School Attendance Intervention Team School Social Worker Certified School Counselor Hospital/Homebound: 381-3840 Homeless Program Liaison: 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected pregnancy 	<p>Refer to the Certified School Counselor (see below)</p>	<p>School Nurse or School Social Worker Teen Parent Program: 904-390-2050</p>

<ul style="list-style-type: none"> • Suspected termination of pregnancy 		
<ul style="list-style-type: none"> • Student reports of family problems • Inappropriate sexual references/language/actions/play • Writing, drawing, or talking about drugs, gangs, weapons, cults, violence, abuse, death, etc. • Intolerance for differences and prejudicial attitudes • Begs, steals, hides, or hoards food • High-risk, dangerous behavior/thrill-seeking/risk-taking • Access to weapons or exposure to violence 	<p>Refer to the Certified School Counselor The School Counselor will assess the student and will contact the parent for a possible referral to:</p> <ul style="list-style-type: none"> • Full Service Schools: 904-390-3247 • Families in Transition (FIT): 904-390-2222 • The School Social Worker • A community service provider • The student’s current private provider/therapist 	<p>School Social Work School Social Work Resource List: https://dcps.duvalschools.org/Page/18847* School Psychologist Behavior Interventionist Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837* School Administrator or Dean School Resource/School Safety Officer Homeless Program Liaison (FIT): 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected use of drugs, tobacco and/or alcohol • Student appears to be “high” or otherwise under the influence 	<p>Refer to the:</p> <ol style="list-style-type: none"> 1. Administrator or Dean 2. Certified School Counselor 3. School Nurse 	<p>School Resource/School Safety Officer Night-Time Substance Use Prevention & Counseling Education Program: 904-910-5108 Student Option for Success (SOS): 904-390-2268</p>
<p>Self-injury/mutilation/cutting/desire to self-injure</p>	<p>Refer to the School Counselor IMMEDIATELY, CONFIDENTIALLY, and IN-PERSON. Do <u>NOT</u> initiate the referral by email or by indirect communication, such as an unsecured note or secondary message – refer to the mandatory <i>ALERT Crisis Response</i> procedures & protocols</p>	
<ul style="list-style-type: none"> • Evidence of unexplained injuries • Evidence of a sexually transmitted infection • Verbal/written references to suicide or homicide • Threats of violence • Patterns of bullying behaviors 	<p><i>If ABUSE, BULLYING, HARASSMENT, AND/OR THREAT OF HARM is noted or suspected, refer to the appropriate section(s) of the ALERT Guide.</i></p>	

Addendum #2

Family Reunification Plan

*Horizon Institute Schools
Dean Road Campus*

Florida Consortium of Public Charter Schools

Family Reunification Plan Template

2023-2024 School Year

In accordance with Florida House Bill 1421 (2022)

*James Campbell
4131 Sunbeam Rd
Jacksonville, FL
904.425.1725*

Adopted:

(Insert date the plan was approved by the governing board)

A Message to Our Valued Member Schools:

Florida House Bill 1421 (2022) requires that each district school board and each charter school governing board adopt a family reunification plan in coordination with local law enforcement agencies and local governments. The Florida Department of Education Office of Safe Schools will be required to confirm the adoption of district and charter school reunification plans through the annual FSSAT review.

The Florida Consortium of Public Charter Schools' Family Reunification Plan Template provides our valued member schools with a guide to assist in developing the school's Family Reunification Plan. It incorporates the necessary flexibility so schools can easily adapt the process to their unique situations for the planning, implementation, and post-reunification phases.

Throughout the plan, you'll notice two symbols:



When you see the lightbulb, look for recommendations you can use for planning.



When you see the red diamond, either insert your school's specific information or consider how to adapt or modify it to your particular situation.

Please note: This plan addresses a Family Reunification scenario in which the entire school must evacuate to an off-site location. There is no transportation. Students and staff will walk to the site.

Introduction

Family reunification - the process of a school returning a student to an authorized parent/guardian or another adult - is an operationally complex and potentially emotional responsibility for school staff. It is the critical bridge between response and recovery for any K-12 campus incident.

There are a variety of emergencies that may require relocation and reunification, including a hazardous materials accident, severe weather, fire, natural gas leak, localized flooding, school violence, or other manmade or natural incident.

When the school develops a well-designed draft reunification plan, first responders and key participants are more likely to engage in the planning process.

When an emergency warrants a school evacuation and/or early school closing, the Family Reunification Plan guides the orderly and coordinated reunification of students and families. Schools are accountable for maintaining the chain of custody for every student during and after a crisis. So,

a well-thought-out plan, proper training, and coordinated implementation are all critical to ensuring the school will return the students in your care to an authorized adult.

The objectives of a school's Reunification Plan should always be:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

(Source: The I Love You Guys Foundation)

Reminders

Transportation

This plan can be easily adapted to charter schools with readily available transportation in case of an emergency evacuation.

Records

- The school must maintain records (logs) of the reunification activities.
- The ICS team will log activities and keep notes. Activity logs should record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Record costs. All expenses incurred in carrying out reunification must be tracked. The Logistics Officer will be responsible for tracking, reviewing, organizing, and submitting all documentation to the Finance officer.
 - Each charter school should set up their process for documenting and recording expenses based on their financial procedures

Parents/Guardians

- Some parents or guardians will be reluctant to cooperate with the family reunification process.
- They may be emotional when arriving at the school.
- They may attempt to enter unauthorized locations.
- They may use threatening language. Even under stress, this behavior is never acceptable.
- Persons other than those listed on the student's emergency release form may try to pick up the student.
- Law enforcement may have to intercede to assist reunification team members.



Many charter schools already have school reunification technology in their buildings but may not be aware it's there. For example, if your school uses the Raptor Technologies system, did you know it can account for everyone in your building and reunify families and students four times faster than paper/pencil (according to the company)?

Today, many companies offer a digital emergency management reunification system that uses best practices with mobile technology to provide charter schools with a comprehensive solution to reuniting students and families. Parents can check in and complete reunification cards electronically. School staff can process them quickly

Something to keep in mind: While technology-based reunification systems are becoming widely available for schools, purchasing a system does not ensure capacity. Training will still be necessary. And technology has and will fail. Telling a parent, "I can't give you your child because my computer is down." will not be accepted to a frantic parent. If you plan to integrate technology into your reunification plan, have a paper and pencil back-up process in place, just in case.

1. Before Family Reunification is Necessary...PLAN and PREPARE

Planning Assumptions:

1. There is a clear and convincing need for a written operational guide.
2. A basic familiarity with the process is required for everyone involved.
3. A reunification facility must be pre-identified.
4. The manpower required for reunification may be deceptive. A recent school safety report noted that, during a full-scale drill with a school of approximately 300 students and 35 volunteers assigned exclusively to reunification activities, it took between 17 and 23 minutes for a parent to be processed and leave with their student.

The artificiality of the exercise environment ensured that parents were calmer and more compliant while waiting for their students. A larger student population would have significantly increased the processing time. The limiting factor in the process is the number of requests that were processed simultaneously.

5. Following any critical incident, the traumatized school staff may be incapable of providing sufficient manpower for a reunification process. Outside assistance may be needed.

Goal: Prepare the school community to carry out an orderly reunification under high-stress conditions.

Objective 1: Develop full-scale planning for emergency evacuation to an off-site reunification site.

Actions:

1. Identify the primary and secondary reunification sites. Coordinate with your school's crisis response team, first responders, law enforcement, and community partners to identify the locations.

2. What to look for when considering off-campus reunification sites:

- Nearby schools, churches, recreation centers, or other community buildings within walking distance of your school.
- If you have transportation readily available, you can expand your search.
- A safe, secure location while students wait for parents/guardians to arrive.
- A site large enough to accommodate the entire student body, school staff, and parents. You'll need multiple buildings or at least multiple rooms.
- Ideally, the facility will have an entrance and an exit on different ends of the building.
- Restroom facilities and access to water.
- A location with internet access.
- Sufficient parking for parents.
- Enough ingress/egress points to minimize traffic congestion.

Identify Designated "Areas." Identify the areas at the off-campus reunification site that can be used to facilitate the parent-student reunification.

- Command Post
- Parking Area
- Family Check-In
- Family Waiting Area
- Student Assembly Area
- Reunification Area
- Individual Assistance Area
- Consider restroom facilities and the availability of water and food.

3. **Enter into a Memorandum of Understanding (MOU)** between the charter school and the reunification site. (A sample MOU is provided in Attachment G)
4. **Notify officials, in writing, of the reunification site.**
 - The superintendent of schools, district charter school liaison, and district crisis intervention team.
 - Law enforcement and first responder agencies that serve the school.
5. **Adopt the Incident Command System** - (See Table 2)
6. **Review evacuation and reunification logistics and procedures.**
 - Collect student emergency information from families before the start of the school year. A good time is at registration. (See Attachment C for a sample Student Emergency Card)
 - Identify staff roles and responsibilities. (See Attachment B for form)
 - Notify staff of their roles and responsibilities.
 - Hold all-staff meetings during pre-planning week. Review the reunification site, designated “areas” within the site, and staff roles and responsibilities. Set dates for small group training sessions.
 - Notify staff of evacuation and reunification drills. Select teacher planning days to conduct drills.
7. **Designate the Reunification Site “Areas” where parents will be processed and students will be reunited with families.**
 - Where will each “Area” be located within the facility?
 - Is there enough space in each area to accommodate students, staff, and parents?



TABLE 1 – Complete the table based on the charter school’s reunification site.

Table 1 - Designated Areas at the Reunification Site	
<i>Example: Family Waiting Area</i>	<i>School Gym</i>
Parent Parking	
Command Post	
Family Check-In Area	
Individual Assistance - Notification Area	
Family Waiting Area	
Student Assembly Area	
Reunification-Student Release Area	
Family-Student Exit	

8. Incident Commander’s “Go Bag”



At least two weeks before the start of the new school year, the Assistant Principal and PE teacher will verify that the IC Go Bag - a *yellow duffle bag on wheels (insert description of bag)* – is located (*insert location*) and contains the following:

Incident Commander’s Bag



(This is a recommended list. Charter schools can modify.)

- Keys to all school doors – interior and exterior
- Keys to all file cabinets
- Administration Crisis Management Binder, including blueprints; floor plans of the school building(s) that show the entrances, exits, alarms, windows, interior and exterior doors, classrooms, offices, bathrooms, cafeteria, gym, storage closets, electrical closet, phone

closet, internet equipment location; first alarm turn-off procedures, utility shut-off values, sprinkler system turn-off procedures, gas line and utility line layout, cable t.v. satellite feed shut-off, evacuation routes; emergency procedures; aerial view photos (other documents listed here should be inserted into the binder)

- Emergency Flip Chart
- Faculty/staff roster and cell telephone numbers
- Emergency Phone List, including school district contacts, local hospitals, board members, etc.
- List of staff with first aid, CPR and/or EMT training
- Job description checklist for each reunification area
- Staff responsibilities checklist
- Sample communication notifications and social media notifications
- Current list of all students
- Master student schedule
- Class rosters
- The Student Emergency Information Card binder (See Attachment C for form)
- Name tags for ICS and team members
- Signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
- 5 signs (Student Last Name starts with A–E, F–I, J–M, N–S, T–Z)
- Sign clips and tape
- 18 yellow vests with placards (4 Family Check-In Gate, 2 Security, 2 Information, and 2 Family Waiting Area, 2 Reunification Area, 2 Student Assembly Area, 4 runners)
- Staff name tags and lanyards
- 1 bullhorn
- 12 whistles
- 18 two-way radios
- 12 clipboards, pads of paper, pens, highlighters
- Flashlight and batteries
- Laptop and charger
- Cell phone charger
- Extension cord
- Forms (the number of enrolled students will determine the number of forms needed)
 - Parent/Guardian Verification and Student Release Form (Attachment D)
 - Injured Student/Staff/Visitor Form (Attachment E)
 - Family Reunification Student Sign-Out Form (Attachment F)

- A USB drive containing essential administrative information, student information, prepared parent/ guardian communications, forms, contact information, plans, etc.

The designated Incident Commander laptop (plugged in) is next to the yellow duffle bag.

The School Secretary is responsible for maintaining and updating the Incident Commander's Go Bag, laptop, and USB drive, and transporting it from the school to the reunification site. He/she will also be responsible for setting up the Incident Command Post upon arrival at the site.

9. Materials and Supplies



Be sure materials and supplies can be transported to the reunification site.

- Binders with directions for command staff and general staff to include job action sheets, forms (even if the school is using an electronic system, contact information, name badges, and lanyards, etc.
- Reunification Site Signage used to direct parents/guardians at the site (pre-made and laminated) (See the list: Incident Commander's Bag)
- Parent Reunification Site Information Cards (distribute cards)
- All forms (Forms are listed below and provided in the Attachments section of this document.)
- Pen and paper
- Clipboards
- Assortment of office supplies

10. Prepare Family Reunification Information brochure for distribution

- Create and print the *Family Reunification Information* brochure.
- Distribute two times per year: (1) at registration and (2) inserted with the end of the semester report cards.
- Review information with parents at the first SAC meeting or Parent Orientation.
- Include the brochure in the new family welcome packet for families registering after the start of the school year.
- Prepare a "Parent/Guardian Information Card" to hand out at the Reunification Site. Include information the parent/guardian will need to know about the reunification process, including what to expect in each designated area,

11. Forms for Reunification Process

- Designated staff will prepare all forms required for the family reunification process.

- Templates are provided in the Attachments section of this document, in Word, for each of the following forms. They can be easily modified to meet the needs of the charter school. Schools can also develop their own forms.

A list of forms provided in this template:

Attachment A – Incident Command

- Names, position, phone numbers

Attachment B - Reunification Site Staff Assignments

- To be completed by school administrator and school crisis response team

Attachment C – Student Emergency Information Card

- To be completed by parent/guardian prior to the start of the school year

Attachment D – Parent/Guardian Verification-Student Release Form

- Includes several sections to be completed by parent/guardian/authorized designee and team member

Attachment E – Injured Student/Staff/Visitor Form

- To be completed by team member

Attachment F – Family Reunification Student Sign-Out Record

- To be completed by team member at the Reunification-Student Release Area prior to the student exiting the reunification site

Attachment G – Sample MOU

12. Designate team assignments

- See Attachment Form B -
- Create a flowchart designating the chain of command and reunification team assignments.
- Insert a typed copy in the Incident Commander’s binder located in the yellow duffle bag.
- Copy to the USB drive.
- Transfer to the IC laptop.

13. Update Student Emergency Information Binder

The school secretary and ESE coordinator will update the following:

- Student Emergency Information binder contains the student emergency cards, family contact information, and cell numbers, and at least two additional emergency contacts
- Information on students with special needs, including specific medical needs

- The Secretary will add the names of new students as they enroll throughout the year and remove the names and forms of students who have withdrawn.
- Ensure all Student Emergency Information cards (see Attachment C) are completed during student registration day(s). All cards should be in possession of the school secretary.
 - Make two (2) copies of the Student Emergency Information cards.
 - One set in the yellow duffle bag.
 - One set in the Operation Chief's bag.
 - The original cards will be kept on file at the school.

14. Identify Any Student Needing Additional Assistance or Students with Special Needs

- The ESE coordinator will compile a list of students with special needs who may require special assistance.
- The School Nurse will compile a list of students with medical needs/concerns or who may need medication during an evacuation /reunification situation.
- As new students enroll and withdraw, update the list.

15. Hold a Mandatory Meeting with School Staff at the Beginning of Teacher Planning Week

- Hand out the school staff reunification notebook.
- Review evacuation and reunification procedures with all school staff.
- Review roles and responsibilities of the ICS.
- Review duties of school staff who will serve on the reunification site teams. Provide training.
- Review reunification site layout and 'Areas.'
- Review how the school will communicate with parents.
- Hold a reunification drill during teacher planning week.
- Review crowd management and de-escalation techniques.
- Discuss psychological first aid.
- Discuss the care of students with special needs. Include conversations with the ESE coordinator, school nurse, and mental health professionals.



Note to Charter Schools: This is not intended to be an all-inclusive list. Please add your own topics to cover in your staff meetings and training.



NOTE: The reunification process, from start to finish, may take several hours or longer, depending on the nature of the emergency and the level of disruption the event has caused the surrounding community. All assigned personnel must be prepared to maintain responsibilities until the event has concluded or their responsibilities have been transferred to other personnel.



If there is a community-wide incident, it will require additional coordination and communication working with the (Insert name of organization, the Duval County emergency operations team, and the Duval County Emergency Operations Center.



16. Develop an Interoperable Communications Plan

Effective communications are critical to successful reunification operations. But communications are a common fail point. Schools, first responding agencies, and communities should collaborate to develop a reunification process tailored to the needs and resources available.

In the planning phase, meet with your local first responding agencies to discuss if an interoperable communications plan is already in place for community incidents to connect all the agencies involved.

17. Communications with Parents/Guardians Before the Start of the School Year



- Prior to the start of the school year, communicate information about the Reunification Plan with parents/guardians.
- *Information will be disseminated via ParentSquare*
- Advise families to monitor established school communication channels, for example, the school's automated phone message system or text messaging apps.
- Include information on reunification in the student-family handbook and send updates and reminders at least every semester.
- Orient new families on the Family Reunification process as part of their school orientation.

Disseminate the following information to families before students return for the new school year:

- If there is an incident at the school, do not go there unless you are notified to do so by the principal or designee, school district, or alerted by the news media.
- If you are notified the students have evacuated and the family reunification plan has been activated, calmly proceed to the reunification site to pick up your child or children.
- You must bring your government-issued photo ID.
- Do not park your car in a manner that would block traffic.

- Look for signage indicating “Family Check-In Area.” You must check in with school staff at the Family Check-In Area and provide your photo ID.
- School staff will direct you to the Family Waiting Area.
- The process of reuniting with your child could be time-consuming. Please be prepared for delays.
- After picking up your child, please leave the Reunification site immediately.
- To ensure student safety, a student who is not picked up at the Reunification site will be transported to another safe location to wait for the parent/guardian. Parents/guardians will receive additional information.
- The school administration will notify parents/guardians about school reopening via phone and text messages.

Let Parents/Guardians Know How the School Will Notify Them in an Emergency

- In the event of a school evacuation, notify parents/guardians as soon as it is safe,
- The school will use the following methods to notify parents/guardians.



Recommendation: *Identify specific communication systems and apps the school will use during the evacuation-reunification process. The following examples are generic.)*

- Automated calling system with a pre-recorded message from the administration. (See sample message below.)
- Text messaging apps
- School website
- Social media apps



Recommendation: Prepare parent/guardian notifications and emergency alerts in advance so they can be transmitted quickly via phone and text or posted to the school website and on social media. *(See sample notification in section II. - During a Campus Evacuation.)*



Table 2 identifies the roles and responsibilities of the Incident Command System under the Family Reunification Plan. Charter schools should modify the positions and duties to meet their needs.

<p>Table 2 Reunification Incident Command System – Roles and Responsibilities</p>
--

Position	Roles and Responsibilities	Identify Name or School Position
Incident Commander	<ul style="list-style-type: none"> ● Has overall decision-making responsibility for managing the incident, establishing objectives, planning strategies, and implementing tactics. ● Determine if there is a need to activate the Family Reunification Team. If yes: Activate the school-based Family Reunification Team and ICS. ● Identify the ICS team members needed to address the emergency and conduct a briefing. ● Ensure overall incident safety. ● Provide notification to local officials and governing board. ● Establish and maintain liaison with other participating agencies ● Authorize/approve the release of all information ● Interface with agencies and parents ● Activate and deactivate functions or positions as needed for the specific incident ● End the family reunification process and demobilize the ICS. 	Nance Mcleish
Operations Chief	<ul style="list-style-type: none"> ● Report directly to the Incident Commander. ● Analyze school staffing resources to support the Family Reunification Annex. ● Organize, assign, and supervise the response resources. ● Responsible for materials and supplies (located with the IC's Go Bag) and transporting them to the reunification site. ● Oversee the set-up of all areas and personnel responsible for these areas. <ul style="list-style-type: none"> ○ Student Care and Release ○ Student Supervision ○ Health services/First Aid ○ Search and Rescue ○ Student Reunification 	
Public Information Officer (PIO)	<ul style="list-style-type: none"> ● Disseminate emergency information from the School Incident Commander, law enforcement, and/or school superintendent or designee advising the public of reunification actions. ● Act as the official spokesperson for the school during the emergency. 	HQ (Bloom/Kisz)

	<ul style="list-style-type: none"> ● Coordinate with the Incident Commander to prepare parent/guardian communications, including letters, automated phone and text messages, school website updates, social media updates, etc. ● Coordinate with the Incident Commander and Board chair to arrange and hold press conferences with news media. ● During an emergency, post parent notifications ● Oversee the Social Media team. ● Cooperate with school district officials for announcements and press conferences. ● Handle all media requests during the incident. ● When meeting with the media: <ul style="list-style-type: none"> ○ Hold a press conference in a secluded location out of view of students. ○ Consider asking school district officials to participate ○ Do not permit media, parents, or the general to film or interview any students, faculty, or staff while on campus. ○ If a media interview is to take place on campus, request that a "pool reporter and camera-person" be chosen to represent all media. ○ Request the media's cooperation in helping to maintain a calm environment. ● All information released to parents and the media must be based on facts. ● Never release the names or photographs of any persons who are injured or deceased. ● Set a schedule to release information throughout the incident <ul style="list-style-type: none"> ○ Example: Updates will be provided to the media every three hours. ○ Example: Parent/guardian updates will be released hourly. ● Communicate any concerns to the school administrator. ● If a school district official is not present at the reunification site, maintain communication with the superintendent's office. 	
Liaison Officer	<ul style="list-style-type: none"> ● Serve as the primary contact for supporting agencies and response organizations assigned to the incident. ● Brief the Incident Commander and other ICS team 	

	<ul style="list-style-type: none"> ● Brief other agencies involved in the operation. ● Respond to requests from reunification team members. ● Monitor incident operations to identify current or potential problems between the school and response agencies. 	
Logistics Officer	<ul style="list-style-type: none"> ● Assist the Incident Commander and Operations Chief by providing the resources and services required to support incident activities. ● Arrange for and set up communications equipment. ● Arrange for the care of injured students and staff, including on-site first aid and emergency medical services, as needed. ● Determine the supplies needed to support the incident. ● Ensure there are sufficient water, food and sanitation supplies. ● Distribute supplies. ● Set up food services, as needed. ● Maintain inventory of supplies and equipment. ● Maintain security of supplies and equipment. ● Work with finance to contract for and purchase goods and services needed at the incident. ● Arrange for support transportation, if needed. 	
Planning Officer	<ul style="list-style-type: none"> ● Develop materials for evacuation and reunification site, including forms, parent/guardian information, signage, etc. ● Collect and evaluate incident intelligence and information. ● Prepare and document Incident Action Plans. ● Maintain incident documentation. ● Provide resources such as maps and floor plans. ● Track resources assigned to the incident. ● Develop plans for demobilization. ● Record a chronology of incident events for legal, analytical, fiscal, and historical purposes. 	
Safety Officer	<ul style="list-style-type: none"> ● Monitor the safety conditions and develop measures for assuring the safety of all assigned personnel. ● Fully cooperate with emergency personnel and investigators. ● Be visible and available to assist where needed. ● Assist in securing or containing the incident site. ● Meet and direct incoming emergency personnel. ● Provide a building blueprint to incoming emergency personnel. 	Prawl


	<ul style="list-style-type: none"> ● Monitor activity along the school perimeter.  <p>Limit access to all areas of the school. The Safety Officer will need to recruit additional support to accomplish this goal. Law enforcement may be able to assist.</p>	
Finance	<ul style="list-style-type: none"> ● Contract negotiation and monitoring. ● Timekeeping of personnel and equipment. ● Track and analyze expenses related to the critical incident. ● Track damage to property occurring at the incident. ● Work closely with Logistics. 	HQ (Metcalf/Flynn)



Table 3 identifies the key positions and staffing to fulfill the duties of the Family Reunification Process. Charter schools can modify the roles as needed.

Table 3 Key Roles of School Staff During Reunification		
Teachers	<ul style="list-style-type: none"> ● Account for all students ● Supervise students in your care until they are reunited with their families. ● Lead activities to keep students occupied in the Student Assembly Area while awaiting reunification with their families. ● Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.) 	
School Secretary	<ul style="list-style-type: none"> ● Support the Incident Commander ● Set up IC post ● Responsible for <ul style="list-style-type: none"> ○ Student Emergency Cards and all reunification-related forms ○ ICS yellow duffle bag, IC laptop, and USB drive ○ Teacher Go Bags ○ Student rosters 	

	<ul style="list-style-type: none"> o Phone tree o Copies of parent emergency letters and notifications <p>Additional responsibilities are identified in other sections of this document.</p>	
<p>School-Based Mental Health Service Providers (counselor, school psychologist, school social worker)</p>	<ul style="list-style-type: none"> ● Planning before an event: <ul style="list-style-type: none"> o Pre-identify any student who will need special assistance during an evacuation. o Pre-identify psychologically fragile students and staff who may need extra support. o Coordinate with district crisis response teams and community-based mental health service providers. o Create a reunification site sign-in sheet for mental health providers rendering assistance at the reunification site. o Have referral information on hand. ● During evacuation: <ul style="list-style-type: none"> o Escort pre-identified students to the reunification site o Notify the district crisis response team and community-based mental health providers of the emergency ● At Reunification Site <ul style="list-style-type: none"> o Be visible and available o Maintain a sign-in log of all district and community-based mental health providers arriving at the reunification site o Monitor and staff Individual Assistance-Notification Area and support parents who are referred to the Area. o Provide psychological first aid to students, parents and staff ● Organize and prioritize the delivery of counseling services to those: <ul style="list-style-type: none"> o who were victimized or injured in the event o who witnessed the event o emotionally close to the victim(s); and o who have suffered a recent loss or are judged to be at risk. ● Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. <ul style="list-style-type: none"> o Be available to the administration. o Have referral forms available. ● After the event: 	<p>Rapid Response Social Worker</p>

	<ul style="list-style-type: none"> ○ Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. These may include drop-in support, group or individual counseling sessions, classroom discussions, or bereavement groups ○ Maintain records of students receiving counseling and provide follow-up services. ○ Contact parent(s)/guardian(s) of traumatized students. ○ Provide information on available community-based mental health services. (Prepare handouts that include contact information or obtain brochures from outside service providers.) ○ Evaluate mental health services provided and track the need for follow-up support. ○ Arrange for debriefing and support for counseling professionals who participated in the critical incident response. ○ Review daily absentee list to identify all absent students and staff, particularly those at risk. Provide follow-up. 	
ESE Coordinator	<ul style="list-style-type: none"> ● Pre-identify any student with special needs that will require special care. ● Arrange with teacher(s) to escort student(s) to reunification site. 	Kate Cooley
School Nurse or Health Aide	<ul style="list-style-type: none"> ● Pre-identify students that may need special care. ● Arrange with teacher(s) to escort students that may need special care to reunification site. ● Make copies of all student health and medication cards. ● Place student medication in lockbox and transport medication to reunification site. ● Include small bottles of water and small cups in the “Go Bag.” ● Maintain list of injured. ● Maintain list of injured who are transported to the hospital. (Use Attachment E) 	Nicolette Lanier
First Aid Team	Persons with First Aid certification may be authorized to:	

	<ul style="list-style-type: none"> ● Render first aid to an injured student, staff, or visitor at the school site or reunification site if it is safe to do so. ● Notify Logistics officer of anyone needing emergency medical care and/or transport to the hospital. 	
Safe-School Officer	<p>At School Site, before and during evacuation:</p> <ul style="list-style-type: none"> ● Assist in securing or containing the incident site. ● Monitor the safety conditions and take measures to assure student and staff safety. ● Be visible and available to assist where needed. ● Screen individuals attempting to enter or exit the building or school campus. ● Monitor the school perimeter. ● Monitor the parking area. ● Meet and direct incoming emergency personnel. ● Cooperate with emergency personnel and investigators. ● During a campus evacuation, check all rooms to verify they are not occupied. ● Assist in search and rescue of students and staff, if necessary. ● Assist in school-wide search following a bomb threat. ● Report concerns to the ICS Safety Officer. ● Maintain written notes. <p>At Reunification site:</p> <ul style="list-style-type: none"> ● Follow the ICS Safety Officer instructions. ● Assist law enforcement and first responders, if requested. ● Put up signs to guide parents/guardians to identify locations. 	
Social Media Team	<ul style="list-style-type: none"> ● Work under the direction of the Public Information Officer ● Monitor social media ● Send tweets, Facebook messages, and other social media formats used by your parents. ● Messages are under the direction of the PIO. 	
Custodial	<ul style="list-style-type: none"> ● Be familiar with the operations and infrastructure of the school building. ● Prior to the start of the school year, inventory all hazardous materials stored on campus, known quantities, and their location. Update as necessary. The list should be typed and easily accessible. 	

	<ul style="list-style-type: none"> ● During an incident: <ul style="list-style-type: none"> ○ As requested by the school administrator or designee, shut off water, electricity, and gas. ○ Assist in the management of physical plant operations ○ Provide access to secured areas and/or lockdown entrances, doors, and gates to authorized personnel. ○ Isolate hazardous areas. ○ During building/campus evacuation, check all rooms to assure they are unoccupied. ○ Assist with search and rescue when it is safe to do so. ○ Assist with distributing supplies ○ Survey the damage and structural stability of buildings and utilities; report findings to school administrator. 	
Team Leaders	<ul style="list-style-type: none"> ● Each area will have a team leader who will oversee the activities of the area. Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Set up two-way radios. Keep them tuned to the designated channel provided by ICS. 	
Team Members	<ul style="list-style-type: none"> ● Each area will be staffed with trained team members to facilitate reuniting parents/guardians and their children. Designated Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges. ● Set up tables, display signs, have forms and materials ready ● Additional description of activities is in section IV - Reunification Process - Designated Areas 	

Runners	<p>After a parent/guardian/authorized designee has been cleared to pick up the student:</p> <ul style="list-style-type: none"> ● The runner will deliver the bottom section of Parent/Guardian Verification-Student Release Form to Student Assembly Area . ● Notify the team member and the teacher that student has been cleared to be released. ● Process will be done with small groups of students ● Runner will return to the Family Check-In Area after delivering the form. 	Justin Dorsey
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Other Types of Reunification Options

Depending upon the impact of the emergency event, family reunification can also occur at the affected school, including on-campus inside (interior) and on-campus outside (exterior).

Reunification may also take place off-campus – outside - at another school or alternate location.

Please note: This plan does not address these locations in detail, but the process and procedures of the off-site reunification plan can easily be applied here.

Examples:

On-Campus Interior Reunification Areas

- Family Check-In Gate: School entrance from playground or field
- Family Waiting Area: Gym
- Student Assembly Area: Cafeteria
- Reunification Area—Main Administrative Office
- Individual Assistance Area—Guidance Office

On-Campus or Off-Campus Exterior Reunification Areas

- Family Check-In Gate—Concession stand
- Family Waiting Area—Football field

- Student Assembly Area—Fenced softball field
- Reunification Area – Basketball court
- Individual Assistance Area—Maintenance building.

II. During a Campus Evacuation

The school staff has been trained and participated in drills to prepare for an off-site evacuation to the reunification site.

The roles and responsibilities of ICS, instructional personnel, student support personnel, and non-instructional support personnel were identified during the planning phase and are included in Tables 2 and 3 above.

Actions:

The Incident Command System will prepare for evacuation and relocation to the reunification site.

- Depending upon the emergency, 9-1-1 and first responders may be notified via the mobile panic alert system or by cell phone.
- The school administrator will activate the Incident Command System (ICS), as outlined in the school’s Crisis Management Plan.
- The Incident Commander [principal or designee] will assess the situation and determine if students and staff will evacuate to the reunification site.
- The Incident Commander will assign ICS responsibilities, as needed, according to the ICS structure. (See ICS roles and responsibilities)
- Notify the emergency contact person at the reunification site.
- Notify the Board chair.
- Notify the school superintendent’s office.

Public Information Officer



School Evacuation and Relocation Message

This is an important message from Horizon institute Dean campus. Today is (insert day and date). It is (insert time) am/pm. There was an emergency situation at Horizon Dean. The emergency is over. Please listen carefully to this message.

Do not come to the school. All students have been relocated to the (insert name). Please go to insert address) to pick up your child. All students will be released to parents and guardians there. Bring photo identification with you. For your child's safety, school staff will check your ID against a list of individuals approved to sign out each student.

Students can only be released to those individuals you listed on the Student Emergency Release Form.

There will be officials and school staff at (insert name) to direct you and guide you through the family reunification process. Please follow their instructions.

Additional information and updates may be sent to you via (parent Square) and posted on the school website at (insert website address).

Thank you for your patience as we work to reunite you with your child.



The roles and responsibilities and Go Bags provided below should be modified based on the charter school's staffing and how the school wishes to utilize the talents and expertise of its staff members.

Teachers' Role During Notification and Evacuation

- When the administrator announces the emergency, watch for text messages with further instructions. Do not text or call the ICS team unless you have an emergency.
- Account for all students. Notify ICS if any student is missing.
- Assess student needs. Are any students injured? If yes, notify ICS.
- Prepare students to evacuate the building and walk to the reunification site. Allow students to take jackets. Leave all school-related materials behind.
- Grab Teacher Go Bag.
- Close the door but do not lock it.
- Follow the evacuation route and evacuation instructions outlined in the Emergency Flip Chart.
- Continue to watch for text notifications.
- Escort students in your care to the Student Assembly Area at the reunification site.

(Additional responsibilities in Table 3)

Teacher Go Bag (Crisis Response Bag)

- Each classroom should have a "Go Bag" or crisis response bag. Hang the bag from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:
 - Emergency evacuation plan - Flip Chart
 - Teacher instructions for evacuation and relocation to the reunification site

- Class rosters for each class
- Student names, parent names, parent contact information
- Names and cell numbers of ICS
- Staff phone list
- Assigned roles of school personnel (other than teachers)
- Flashlight and spare batteries
- First aid supplies (bandages, gauze, etc.)
- Latex gloves
- Pen and paper
- Coloring Books
- Markers/Colored Pencils
- Movies

Role of School Nurse during Evacuation

- Escort pre-identified students to the Reunification Site.
- Carry School Nurse Go Bag to Reunification Site.

School Nurse “Go Bag”

- List of pre-identified students that may need special care.
- Copies of each student’s health and medication cards.
- Lockbox with student medication. Place in Go Bag just prior to evacuation.
- Water and small cups for students who need medication.

(Additional School Nurse responsibilities in Table 3)

Role of ESE Coordinator during evacuation

- Escort pre-identified students to the Reunification Area.

(Additional ESE Coordinator responsibilities in Table 3)

Role of Safe-School Officer during Evacuation

(Responsibilities in Table 3)

III. Communication During the Reunification Process

It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is safe or to minimize the number of injuries, this First Message not only begins the recovery process, but it could also be evidentiary for purposes of liability. Rather than saying "All students are safe," it may be more accurate to report, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents may be the first to arrive at the school. Prepare for the fact that this may occur before transmitting any official notification.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While notifications written in advance of a crisis may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements should be reviewed by the charter school's legal counsel as part of the planning process. Consider having the school's insurance provider review the statements, as well.

Source: K12 Standard Reunification Method Toolkit, Texas School Safety Center, Texas State University

The Public Information Officer will:

- Use the methods of communication identified in the planning phase.
- Send parent notification as soon as it is safe to do so.
- Send Initial notification via automated phone and text messages.
- Direct the Social Media team to send tweets, and post messages on Facebook and other social media platforms.
- Keep families updated as often as possible.



Charter schools can modify their messages to families according to their preferences and style.

Sample Automated Phone Message – PARENT INSTRUCTIONS

- Parents: All students at Horizon Dean Rd. campus have been evacuated to (insert location).
- Please do not attempt to go to Horizon Dean. It will only interfere with public safety emergency responses efforts.

- Students have evacuated to our reunification site at the (insert name).
- To pick up your student, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Follow the instructions of the school staff.
- Please do not contact the school.
- We will continue to update you.



Sample Automated Parent/Guardian Text Message – PARENT INSTRUCTIONS

- Parents: All Horizon Institute Dean Rd. students have been evacuated to (insert relocation location).
- Please do not go Horizon Institute Dean Rd. campus
- Please do not panic.
- Go to (insert address). to pick up your child. Bring your government-issued photo identification.
- Park in the (insert parking lot location.)
- Follow directions provided at the site.
- We will continue to update you.

Sample message for website homepage:



There has been an emergency at *Horizon institute Dean Rd. campus*. All students and staff have been evacuated to the (insert reunification site). Parents/guardians/emergency contacts should pick up students at (insert address). Bring your government-issued photo ID. Upon arrival, please follow the staff's instructions.

Sample News Media Release for Parents



- There has been an emergency at *Horizon institute Dean Rd. campus*. All students and staff have relocated to the (insert location)
- Parents: Please do not attempt to go to *Horizon institute Dean Rd. campus*. You will only interfere with public safety emergency response efforts.
- To pick up students, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Then, follow the instructions of the school staff.
- Please do not attempt to contact the school.
- We will continue to update you.

For the roles and responsibilities of the Public Information Officer, please refer to Table 2 – Reunification Incident Command System – Roles and Responsibilities.

For the roles and responsibilities of the Social Media Team, please refer to Table 3 – Key Roles of School Staff During Reunification.

IV. Reunification Site



TABLE 4: To be completed by the Charter School:

This table can be modified by the charter school based on the school’s plan and reunification site.

Table 4: Designated Areas at the Reunification Site	
Insert the location that will serve as the “Area”	
<i>Example: Family Waiting Area</i>	<i>Gym</i>
Family parking	
Command Post	
Student Assembly Area	
Family Check-In Gate/Area	
Family Waiting Area	
Reunification-Student Release Area	
Individual Assistance-Notification Area	

Traffic Control

Law enforcement will control traffic in and around the Reunification Site. School-based safety personnel or trained school staff members will assist, if requested.

- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Law enforcement may put up barricades and clear vehicles blocking traffic routes, as needed.

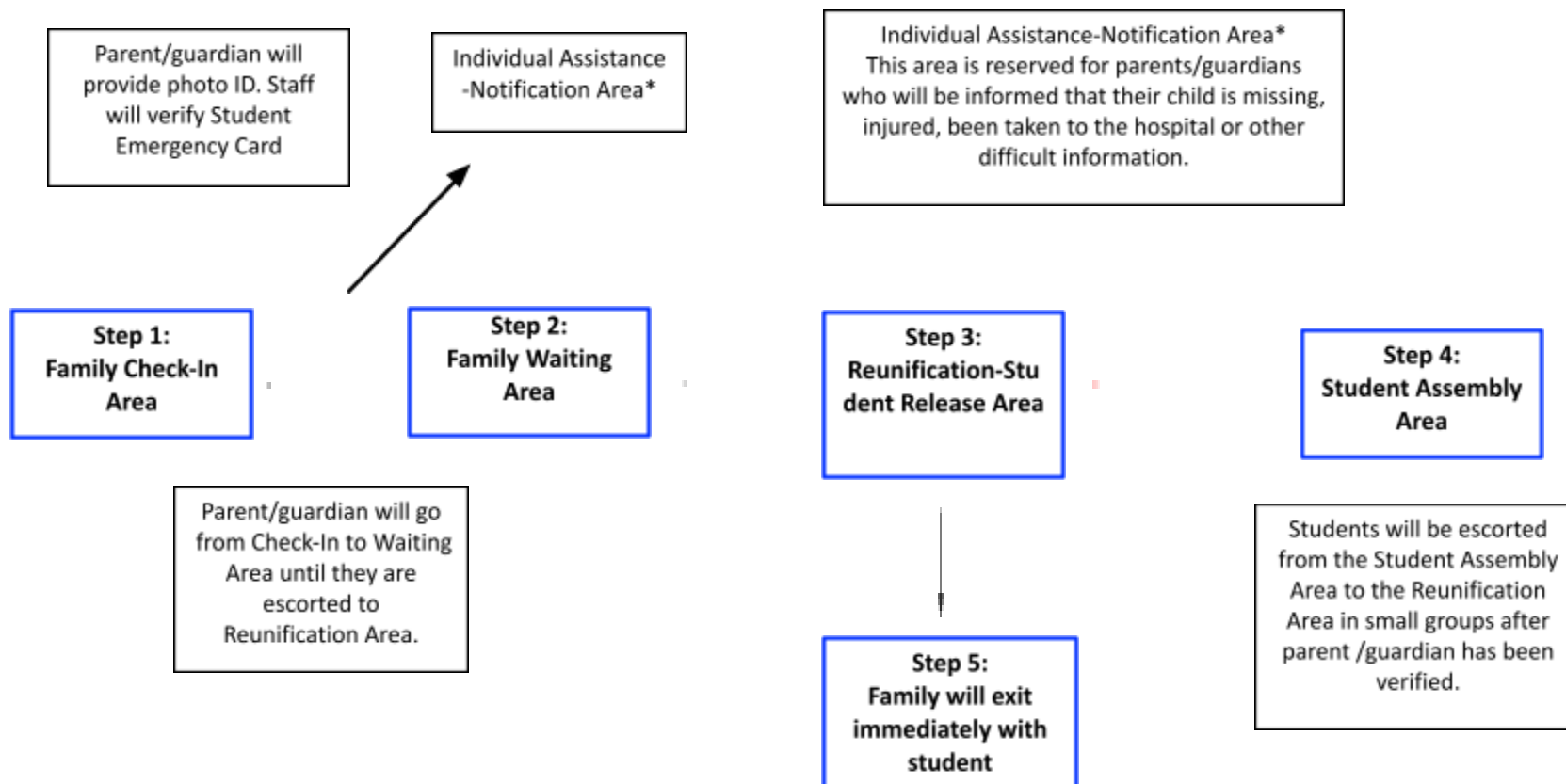
Signage: Assigned school staff will put up signs to delineate parent reporting areas.

Family Arrival at the Reunification Site

- Order must be maintained.
- Parents/guardians will be directed from the parking area to the Family Check-In Area.
- Law enforcement may be available to assist school staff with disgruntled family members.
- When possible, assign school staff who are familiar with the families to the Family Check-In Area

Reunification Areas and System of Reuniting Families and Students

The diagram below represents the flow of parents/guardians at the Reunification Site.



V. Reunification Process

Goal: Reunite students with authorized adults safely and efficiently.

Objective: To utilize a systematic verification and release process that will reunite families and students.

Actions: The following steps outline the Reunification process for parents/guardians/authorized designees from the time they arrive at the site until they depart the site with their child. Each “Area” is identified.

Designated Reunification Areas: TABLE 5 – Family Reunification “Areas” at the Reunification Site provide a process of verifying authorized adult(s) in order to reunite families and students. Team leaders and team support members’ duties and responsibilities, and required forms, are noted.

TABLE 5 – FAMILY REUNIFICATION “AREAS” AT THE SITE



Charter schools can modify the tables below.

Family Check-In Area The first step toward reuniting family and student	
Setup:	<ul style="list-style-type: none"> ● Two to six tables (based on the number of students to be released) with chairs ● Signage identifying Check-In Area and alphabetized last names for tables. ● Parent/Guardian Verification-Student Release Forms ● Student emergency release cards or access to cards online or via USB drive ● Student Rosters ● Office supplies ● Power supply and Internet access ● Two-way radio to communicate with ICS and other Areas ● Team members to facilitate requests / complete paperwork

	<ul style="list-style-type: none"> ● Runners to notify Student Assembly Area team members
Parents/guardians will line up at the Family Check-In Area. Signs will designate line formation based on first initial of last name.	<ul style="list-style-type: none"> ● Staff will hand out the “Parent/Guardian Information” cards. ● Adult will be given the Parent/Guardian Verification-Student Release Form.
<p>Process: How to Complete the Parent/Guardian Verification-Student Release Form Instructions are also on the form.</p>	
<p>1. Parent/guardian/authorized designee will complete PART 1 of the Parent/Guardian Verification-Student Release Form.</p>	
<p>2. Family Check-In team member will complete PART 2 of the Parent/Guardian Verification- Student Release Form.</p> <ul style="list-style-type: none"> ● Verify government-issued photo ID. Confirm identity. ● Verify that the requesting adult is authorized to take custody of the student(s) based on the information on the Student Emergency Card. ● If parent/guardian/authorized designee does NOT have a government-issued photo ID or is not listed on the Student Emergency Information card, notify the ICS Operations Officer. ● Once verification is completed, direct parent/guardian to the Family Waiting Area. ● Give the runner the bottom portion (must be completed) of the Parent/Guardian Verification-Student Release Form. ● Dispatch runner to the Student Assembly Area to notify teacher and team member that the student can be released to the Reunification-Student Release Area. 	
Family Check-In Team Area Leader	
Duties of Family Check-In Team Area Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure parent/guardian verification is completed ● Ensure all forms are completed and signed ● Maintain all completed forms and paperwork ● Interact with the Incident Commander to identify problems and report status ● Direct parent/guardian/designee to the Individual Assistance-Notification Area, if required

	<ul style="list-style-type: none"> • Refer all outside requests for information to the Public Information Officer • Maintain order in the Area
Family Check-In Area Team Members	
Duties of Family Check-In Area Team Members:	<ul style="list-style-type: none"> • Greet parents, guardians, and designees • Providing reassurance as needed • Assist in the verification of the parent/guardian/designee and the accurate completion of the Parent/Guardian Verification-Student Release Form
Other Assigned Personnel	<ul style="list-style-type: none"> • ICS Operations Officer will oversee the process • Mental health service providers will be visible • Law enforcement will be visible

Family Waiting Area

Set-up	<ul style="list-style-type: none"> • Area large enough to hold groups of waiting parents/guardians/designees • Signage • Two-way radio to communicate with Incident Command and other Areas • Student Rosters • Pen and paper
Process	
<ul style="list-style-type: none"> • Parent/guardian will go from the Check-In Area to the Family Waiting Area, as instructed by Family Check-In Area team member. They will wait to be notified that the student is being escorted from the Student Assembly Area to the Reunification-Student Release Area. 	
<ul style="list-style-type: none"> • Family Waiting Area team member will double-check parent/guardian/authorized designee verification information. 	
<ul style="list-style-type: none"> • Team members will inform families of the next steps. This will help to reduce parent anxiety. 	
<ul style="list-style-type: none"> • Team members will be notified via two-way radio when parent/guardian/ designee can be escorted to the Reunification-Student Release Area. 	



Recommendation: Whenever possible, staff the Family Waiting Area with school personnel who know the families. This is often the front office clerical staff and PE teacher/Coach.

Duties of Family Waiting Area Team Leader	<ul style="list-style-type: none">● Ensure signage is in place● Set up two-way radio to correct channel● Be alert to text messages from ICS● Direct team activities● Ensure all forms are completed and signed● Maintain accountability and control of parents/guardians/designees.● Receive injury or missing student information from team members. Notify Incident Commander● Interact with the Incident Command to identify problems and report status● Arrange for parent/guardian/designee to be escorted to the Reunification-Student Release Area
Family Waiting Area Team Leader	
Duties of Family Waiting Area Team Members	<ul style="list-style-type: none">● Provide reassurance to the parents/guardians/designees● Help maintain calm and order● Double-check Parent/Guardian Verification-Student Release Forms● Provide team leader with information received regarding missing or injured students.● Interact with the Family Check-In, Student Assembly, and Reunification-Student Release Areas● Escort parents/guardians/designees to the Reunification – Student Release Area when notified.● Check off parent/guardian/designee names when leaving Area to go to Reunification-Student Release Area.

Family Waiting Area Team Members	
Other assigned personnel (Mental health service providers may be necessary)	

Individual Assistance – Notification Area	
Setup	Tables and chairs Telephone Internet access Laptop Paper/Pens Student Rosters Copies of all forms
Purpose of this Area: To provide notification to family of missing or injured student, or worse	
Special Considerations	<ul style="list-style-type: none"> ● Only trained professionals will be allowed in the Individual Assistance – Notification Area. All information discussed must remain confidential. No unauthorized personnel will be allowed in the area. ● Mental health professionals will provide parent/guardian with a means to communicate with other family members, friends, clergy, and supporters. ● Family privacy must be protected. ● Shelter family from the media.
Individual Assistance-Notification Area Assigned personnel:	<ul style="list-style-type: none"> ● Incident Commander (on call, as needed) ● Mental health service providers ● Community-based trauma experts ● School nurse, as needed ● District Crisis Intervention Team ● Law enforcement
Identify personnel assigned	
Considerations:	

When reunification is not possible because a child is missing, injured, or worse, how and when this information is provided to families is critical. Before an emergency, teams should discuss how, when, and by whom family will be informed when they cannot reunite with their student. While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Trained personnel play a vital role in providing information in a compassionate manner.

Student Assembly Area	
Setup	<ul style="list-style-type: none"> ● Signage ● Tables and chairs ● Two-way radio (set on proper channel) ● Laptop ● Internet access ● Paper and pens ● Student Rosters ● Games and activities for students, if available
Special Considerations	<ul style="list-style-type: none"> ● The Student Assembly Area will be out of view of the Family Check-In and Family Waiting Areas. ● Students must remain with their teachers. Additional school staff will be assigned to assist with student supervision, as available.
Process	
<ul style="list-style-type: none"> ● Runners will take verified/approved Parent/Guardian Verification-Student Release Forms to the Student Assembly Area. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will verify that the student is in the Area. 	
<ul style="list-style-type: none"> ● Team leader will review Parent/Guardian Verification-Student Release Form. 	
<ul style="list-style-type: none"> ● Runner will return to the Family Check-In Area 	
<ul style="list-style-type: none"> ● Before student is escorted to the Reunification-Student Release Area, the teacher or team member will check off student's names on the roster. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will escort student to Reunification-Student Release Area. Student must be released to a Reunification team member 	
Duties of Student Assembly Area Team Leader	<ul style="list-style-type: none"> ● Ensure signs are in place

	<ul style="list-style-type: none"> ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct activities of assigned team members ● Ensure all forms are completed and signed ● Assume responsibility for all forms and paperwork ● Provide reassurance to the teachers and students ● Maintain calm and order
Student Assembly Area Team Leader	
Duties of Student Assembly Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the teachers and students ● Help maintain calm and order ● Assist Team Leader at the door ● Assist teachers with students ● Escort student(s) to the Reunification-Student Release Area
Student Assembly Area Team Members	
Teacher responsibilities	<ul style="list-style-type: none"> ● Ensure all students are accounted for. ● Teacher must take roll as soon as class arrives at the Student Assembly Area. ● The student roster is in the Teacher Go Bag. ● Each student's name must be physically checked off ● If any student is missing, notify the Incident Commander immediately via text message. ● If any student is injured, notify the Incident Commander immediately via text message. ● Teacher is responsible to keep his/her students together. ● It will get very noisy in the Student Assembly Area. Showing a movie, reading to students, and drawing/coloring are good options. ● Students are discouraged from using cell phones. ● If any student becomes distraught, notify the Operations Chief via text message. A counselor will be sent to assist as soon as possible.

	<ul style="list-style-type: none"> ● Coordinate restroom breaks with the Student Assembly Team Leader. ● Water and snacks will be distributed as quickly as possible.
Other assigned personnel	<ul style="list-style-type: none"> ● ESE coordinator ● School nurse, if available ● Mental health service providers will be visible

Reunification-Student Release Area	
Setup	Signage Tables and chairs Student Rosters Tune two-way radio to correct channel Set up laptop with Internet connection Paper/Pens Stapler
Process	
<ul style="list-style-type: none"> ● The Reunification-Student Release Area Team will verify parent/guardian/authorized designee photo ID and Student Emergency Card (for the third time). 	
<ul style="list-style-type: none"> ● Parent/guardian/authorized designee will complete PART 4 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● Team member will complete PART 5 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● A School Assembly Area team member will escort the student to the area. 	
<ul style="list-style-type: none"> ● The parent/guardian and team member will fill out the Family Reunification Student Sign-Out Records (Attachment F) 	
<ul style="list-style-type: none"> ● Team member will notify parent that phone and text messages will be sent later in the day or evening with updates. 	

<ul style="list-style-type: none"> The student and parent/guardian/authorized designee are free to leave. No one is allowed to return to the school to retrieve the student's belongings. 	
<ul style="list-style-type: none"> The Team Leader is responsible for maintaining all completed student release forms. Forms will be turned over to the ICS Planning Officer at the end of the reunification process. The Planning Officer may periodically pick up forms during the reunification process. 	
Duties of Reunification-Student Release Area Team Leader	<ul style="list-style-type: none"> Ensure signs are in place Tune two-way radio to correct channel Set up laptop, if needed Be alert to text message from ICS Direct activities of assigned team members Ensure all forms are completed and signed
Reunification-Student Release Area Team Leader	
Duties of Reunification-Student Release Area Team Members	<ul style="list-style-type: none"> Ensure all forms are completed and signed This includes the Family Reunification Student Sign-Out Records (Attachment F) Give all completed forms to the Team Leader
Reunification-Student Release Area Team Members	
Other assigned personnel	<p>At least one (1) member of the ICS team At least one (1) member of law enforcement Incident Commander, when available Mental health service provider(s)</p>

Student(s) Who Are Not Be Picked Up

Follow these procedures for any student who has not been picked up by an authorized adult.

1. Notify IC immediately. Provide status, including attempts to contact parent/guardian/authorized adults.
2. Assign one senior staff member to call and send urgent text messages.
3. If parent/guardian has a work phone number, call the workplace.
4. Verify custodial parent.

5. Verify student's home address.
6. Verify custodial parent's place of work, company name, and address.
7. Notify governing board chair
8. Request that law enforcement go to the custodial parent's workplace and home.
9. If law enforcement does not have an officer available at the time, the IC will send two (2) available ICS team members. (It is recommended that the school does not send one person to the student's home. Go in pairs.)
10. Consider that it will be unlikely that any member of ICS will have access to his/her vehicle.
Transportation options for ICS: Request transportation assistance from a district crisis intervention team member or take a taxi or Uber.
11. If all efforts have been expended, notify local law enforcement.
12. Identify a safe, centralized location where students can wait for their parents.
13. If the charter school does not have bus transportation, request the superintendent's office to authorize bus transportation for students and accompanying staff members.

VI. Post-Reunification Activities

After all families and students are reunited, the Incident Commander will declare an end to the Family Reunification process and begin demobilizing operations.

Demobilization procedures:

- Initiate comprehensive closing of reunification location (return equipment and unused supplies to Logistic Officer; take down signs; clean up reunification areas)
- Complete all tasks, paperwork, forms, and reports. Submit to the School Secretary.
- Complete initial briefings with ICS
- Transfer operational control from ICS to school administration.
- Maintain incident records, reports, and documentation.
- Determine when students and staff can return to the school.
 - If the school will be closed, begin plans for virtual instruction.
- Communicate with parents/guardians/media
 - Information on the reopening of school
 - Available resources and assistance, as needed
 - Release updates to the news outlets
 - Update the school website

Ensure continued care of all students who are not reunified with families.

- Update the principal on any students who have not been reunited with their families.
- Identify where students and staff will be temporarily housed.
- Mental health professionals will provide continued care to students whose families have been delayed.
- Continue to contact parents.
- The School Nurse will check on students and staff taken to the hospital (if applicable) and update the Principal.

Communicate with all school employees. Check on their welfare.

Verify the reunification site has been cleaned and returned to normal.

- Evaluate and refine the family reunification plan.

Within 24 hours:

- Hold debriefing with ICS Command.
- Meet with school personnel to debrief and answer questions.
- School-based mental health service providers and community mental health partners will implement the plan to support the needs of students, staff, and parents.

Within 48 hours:

- The Principal, Assistant Principal, and the Mental Health team will debrief in small groups with staff, and community partners, including providers of off-campus reunification locations.
- At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key findings. Debriefing should include information about follow-up support resources.
- Mental health staff trained in post-traumatic stress management will facilitate student coping groups.
- The head custodian will oversee the restocking of reunification supplies as listed.
- The Assistant Principal, ESE Coordinator, and School Secretary will:
 - Review and maintain records indicating that all students were released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

4. As soon as possible, but within 2-3 days of the incident:

- The principal will convene the school-based Crisis Response Team to review the event and adjust procedures in the Family Reunification Plan; meet with staff to review the event; and schedule staff retraining, as needed.
- The principal will meet with local responding agencies and the school district to debrief.

VII. Practice Exercises and Drills

Schedule practice exercises throughout the school year so staff can “rehearse” procedures.

- Walk through and talk through the procedures.
- Tabletop exercises help to clarify the roles and responsibilities of the crisis response team members, ICS, and school personnel during a reunification event.
- Drills help prepare students for the actions necessary during an evacuation. Practice procedures as part of the drill training.
- Functional exercises involve responding to a simulated event within realistic time frames. Use teddy bears as students to practice.
- Provide training for all staff, including verification of parent/guardian/designee and student release.
- Provide special training to the ICS team

Evaluate the practice exercises and drills to identify areas in need of improvement and determine how to address them.

ATTACHMENTS A – G



The attachments, which serve as the forms referenced in this template, are provided as samples. Charter schools should adapt the forms to fit their needs or adopt their own forms.

ATTACHMENT A

Horizon Institute Dean Road Campus

Incident Command

SY 2023-2024

Complete the Incident Command contact form during Teacher Planning Week. Provide a copy to all team members and school staff. Post in the teacher's lounge.

Crisis Response Team Contact List			
Name	Title	Cell	Home
	Incident Commander		
	Public Information Officer		
	Operations Chief		
	Liaison Officer		
	Logistics Officer		
	Planning Officer		
	Safety Officer		
	Finance		

ATTACHMENT B

Horizon Institute Dean Road Campus

Reunification Site Staff Assignments

School Staff Assignments at Reunification Site			
Teachers will remain with their assigned class until the last student has been released to the family.			
Site Location	Staff Name	Cell Number	Special Responsibilities
Example: Student Assembly Area	John Parker	(123) 456-7890	Notify IC of any absent or missing students

Address: _____ City: _____ State: _____

By signing this form, you give permission for the emergency contact persons you have listed to pick up your child in case of an emergency, illness, or missed transportation. Should any of the emergency contact information change during the school year, you are responsible to notify the school immediately. You are also consenting that the school can share the information on this form with authorized individuals.

Parent or Legal Guardian Signature: _____ **Date:** ___/___/___

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized school personnel to ensure compliance with HIPAA, FERPA, and individual rights to privacy.

ATTACHMENT D

To Be Completed/Reviewed At All Areas

Parent/Guardian Verification-Student Release Form

- To be completed by both parents/guardians and reunification team personnel.
- Use this form to track students who are being united with their families or others on their emergency contact list.

DATE: _____

PART 1: PARENT/GUARDIAN/AUTHORIZED DESIGNEE – Complete at Family Check-In Area

Family Check-in Area	
<i>To be completed by Parent/Guardian</i>	
Student Name:	Grade:
Name of person requesting student:	Relationship to student:

PART 2: FAMILY CHECK-IN TEAM – Complete Parent/Guardian/Authorized Designee

Family Check-in Area		
<i>Family Check-In Team Must Verify Parent/Guardian ID and Check Student Emergency Card</i>		
Is the person requesting the student listed on the Student Emergency Information?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did you verify government-issued photo ID?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Describe if identification was verified through another means:

PART 3: STUDENT ASSEMBLY AREA TEAM – Complete Part 3.

Student Assembly Area		
<i>Student Assembly Area Team must complete.</i>		
Did you pick up the student from the Student Assembly Area and escort him/her to the Reunification Area?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did the teacher or Student Assembly Area supervisor mark the student as “released” on their checklist?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

PART 4: To be completed by Parent/Guardian/Authorized Designee

Reunification-Student Release Area

To be completed and signed by parent/guardian or authorized emergency contact before student can be released.

Name of person to whom student is released: (print)

Signature of person to whom student is released:

Address: Phone:

Destination after leaving site:

PART 5: Reunification-Student Release Team: Complete Part 5.

Reunification-Student Release Area Team must complete before parent/guardian and student exit the site.

Did you verify the parent/guardian photo ID and Student
Emergency Card again?

YES

NO

Staff initials:

Was the student successfully released?

YES

NO

Time of Release:

Date of Release:

Team member signature:

Cut Along Line

Bottom Section of Parent/Guardian Verification-Student Release Form

GIVE COMPLETED CARD TO THE RUNNER

The Runner will deliver the bottom section of the Parent/Guardian Verification-Student Release form to the Student Assembly Area.

Print student name _____

Student grade _____ Teacher _____

DOB ___ / ___ / ___

Parent/Guardian/Authorized Designee has been verified. YES NO

Absent (student was not at school that day) First Aid Hospital Missing

Already Released

Signature of Student Assembly Team Member _____

Signature of Teacher. _____

Date: _____ Time: _____ A.M. P.M.

Hand-deliver the signed form to the Reunification-Student Release Area Team

ATTACHMENT E

Horizon Institute Dean Road Campus

Injured Student/Staff/Visitor Form

School staff will use this form to track students, staff, or visitors who are injured and transported to the hospital. If you are unable to determine the hospital the individual will be transported to, indicate the ambulance number.

Submit the form to the School Nurse.

DATE: _____

PERSONS INJURED ON SCHOOL GROUNDS					
Time	Name of Student/Staff/Visitor	Name of Staff Accompanying Individual	Hospital	Ambulance Number	Check One:
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff

					c Visitor
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ATTACHMENT F

To be Completed by the Reunification-Student Release Area Team

Horizon Institute Dean Road Campus

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD

“Account for Every Student”

To be completed by assigned team member at the Reunification-Student Release Area. Use this form to account for every student who is reunified with family or other individuals identified on the emergency contact list.

Student information must be entered before the parent and student leave the reunification site.

DATE: _____

FAMILY REUNIFICATION STUDENT SIGN-OUT RECORD <i>“Account for Every Student”</i>					
Time of Release	Student Name	Released To (Print Name) Must show photo ID	Released to: Signature Required	Next Destination:	Released by:

The school will need enough forms on hand to account for every student.

ATTACHMENT G
Sample Memorandum of Understanding

This is provided as a sample MOU. Any partnership agreement between the charter school and host reunification site should be reviewed by an attorney prior to execution.

Memorandum of Understanding

Between Horizon Institute and *(Insert name of organization)*

Date _____

Name and location of relocation site: _____

Reunification Site Contact: _____

Person responsible for reunification effort: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Secondary contact at Reunification Site: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Buildings, rooms, or other areas on the reunification site property the school will utilize during the reunification process:

Location of Administrator’s Toolbox if stored at reunification site: _____

School Crisis Response Team (Incident Command System) responsibilities for coordinating evacuation to reunification site.

Horizon at Dean Rd. will:

- Notify the host site of the school evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the student/parent reunification points.
- Request assistance from host site if needed.
- Duration of use. *(To be completed by the charter school)*
- Clean-up agreement to return the location to its original condition. *(To be completed)*
- Address property loss mitigation *(To be completed by the charter school)*

The Host Site will:

- Accept an evacuation request from the principal or designee.
- Notify all host site employees of the situation.
- Designate areas within the facility that can accommodate the school’s reunification needs.
- Provide internet access.
- Provide access to bathroom facilities and water.
- Assign personnel to meet arriving staff and students and direct them to pre-identified space.
- If the site is a school: notify the school nurse and mental health professionals. Have emergency medical services on stand-by.
- Activate host site’s crisis response team to provide support.
- Assist with notifications of all parties, including parents/guardians

Collaborative Actions:

- The Incident Commander and (name of organization) will collaborate and coordinate for the safety and security of all students and staff.
- Take action to control media access and work with the school’s Public Information Officer.
- Coordinate for food services (meals/ snacks/drinks), as needed.

Signatures:

Charter School Principal _____ **Date** _____

Charter School Board Chair _____ **Date** _____

Host Site Signature _____ **Date** _____

Position _____



**NFL Campus
Emergency Manual
2023-2024**

Jason Holman- Campus Administrator

Revised on June 28, 2023

CONTENTS

Chapter 1	Reference Numbers and Information
Chapter 2	Notification Chain and Numbers
Chapter 3	Action / Prevention Plan
3-1	School Safety Plan/Mental Health
3-2	Family Reunification
3-3	Fire Prevention / Procedures
3-4	Bomb Threat
3-5	Weather/Natural Disaster
3-6	Weather / Natural Disaster
3-7	Hazardous Materials
3-8	Suspicious Packages/Mail
3-9	Utilities Emergencies
3-10	Civil Disturbances
3-11	Abducted / Missing Child
3-12	Death Serious Injury / Illness
3-13	Off Campus Emergencies
3-14	Pandemic

Chapter 4

School Safety / Standard Response Protocol

4-1 Standard Response Protocol

4-2 Active Assailant Procedure

4-3 Intruder

4-4 Hostage

Addendum #1

Duval County Public School Mental Health Plan

Addendum #2

Family Reunification Plan

This manual is provided for use in emergencies. It is intended only as a GUIDELINE for staff to follow. Each emergency is different and some guidelines may not be appropriate for certain situations. We expect all staff to do their utmost to provide for the safety of students and use good judgment and common sense in handling emergency situations.

Chapter 1

REFERENCE NUMBERS

Public Safety / Utility Numbers

Jacksonville Sheriff's Office (904) 630-0500

Jacksonville Fire Rescue (904) 630-0434

Jacksonville Transportation Authority (904) 632-5530

Department of Family and Children's Services (866) 762-2237

Jacksonville Utilities (904) 665-6000

FDLE

(904) 209-3180

Emergency Websites

District Crisis Response Hotline (Child Guidance Rapid Response Team) - 904-390-2535

FortifyFL www.getfortifyfl.com

Homeland Security www.whitehouse.gov/homeland

National Weather Service www.wrh.noaa.gov

FEMA www.fema.gov

FDLE www.fdle.state.fl.us

Chapter 2

Notification Chain and Numbers

Emergency Call Numbers		
Title/Company	Responsible Parties	Contact #
Director	Jason Holman	904-497-5367
Superintendent	James Campbell	904-588-3115
Executive Admin. Assistant	Gabriel Hilario	904-654-8817
Guardian		
Facilities		
Ex. Director of Student Services	Catherine Cimerman	904-337-4090
President of Academics	Saul Bloom	904-601-6540
President of Operations	Amanda Glancy	904-729-5988

Chief Operations Officer	Ryan Rewey	904-729-6375
Chief Legal Officer	Amy Kisz	904-430-3231

Critical Response Team

Name	Title	Contact Number	Email address
Jason Holman	Director	904-497-5367	jason.holman@boldcityed.org
Molly Andrews	Admin. Assistant		
	Guardian		
	Facilities		
Assigned JSO Officer	Deputy		

Behavioral Threat Assessment Team

Name	Title	Contact Number	Email address
James Campbell	Superintendent	904-588-3115	jamescampbell@horizoninstitutes.org
Jason Holman	Director	904-497-5367	jason.holman@boldcityed.org
Catherine Cimerman	Mental Health	904-337-4090	cathrine.cimerman@boldcityed.org
Sgt. Jones	DCPS SRO	904-525-9915	joness25@duvalschools.org
Peter Bellis	Teacher		peter.bellis@boldcityed.org

Notification Chain / Protocol

Class 1 Incidents Contact: Guardian / Director

- Disorderly Conduct / Fight
- Minor Theft
- Child Left on Property
- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue
- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents Contact: Guardian / Director

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Director / Guardian / Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder

Chapter 3

Action/Prevention / PREVENTION PLAN

To be as prepared as possible, it shall be the responsibility of the Principal to ensure that his or her school remains in the most prepared state possible. This shall include, but not be limited to:

- Verifying that the Principal or his or her designee have been notified when any of the incidents listed within this plan occur.
- Having in place an approved protocol for early dismissal should an incident listed within this plan arise.
- Verifying teachers carry a copy of their roles always and are familiar with their assignments.
- Verifying the campus is safe and secure with classroom doors and or exit doors locked per school policy, at all times.
- Verifying all special needs persons are considered in their school emergency management plans.
- Ensuring that all student medications are accounted for and included in any long-term evacuation.
- Visitors check into the school main office for passes.

Family Reunification Centers are well defined in the school plans.

- Having in place an approved Crisis Response Team with clearly defined assignments for members.
- Alternate evacuation sites are suitable for Special needs persons and remain confidential except to staff and law enforcement only.

3-1

SCHOOL SAFETY PLAN – SB 7026

The School Safety Specialist for Horizon Institute Schools will be Barrington Prawl. Director Prawl can be reached at or at (904)729-7374..

Horizon Institute Schools does intend to participate in the Aaron Feis Guardian Program as provided in SB 7026, so long as the DCPS board allows charter schools to do so.

This plan, and all its components, was approved by the Board of Directors.

Mental Health Plan

Horizon Institute has opted into the 2023-2024 Duval County Public Schools' Mental Health Allocation Plan. Resources available to Horizon Institute Schools students include:

- Mental Health Therapy
- Youth Mental Health First Aid Training
- Universal Screening

****Please refer to the Duval County Public Schools' Mental Health Plan (Addendum #1) for detailed information.**

3-2

FAMILY REUNIFICATION

The reunification process can be used for a variety of emergencies (hazardous materials, severe weather, fire, flooding, school violence, or other manmade or natural events) that may require us to leave campus and relocate to another location. The reunification plan guides the orderly and coordinated reunification of students and families.

The objective of the reunification plan is to ensure that:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

****Please refer to Family Reunification Plan (Addendum #2) for more details**

3-3

FIRE PREVENTION / PROCEDURES

In the event of a fire within the school building: Sound the alarm immediately! Notify the school office.

- Office personnel should notify the appropriate Fire Department.
- The principal or their designee, will meet the first responders / Fire Rescue. The designated person(s) will provide a master key or keys, floor plan, and information about the fire to the first responders / fire rescue and shut off all gas and power where needed. Staff persons will carry their issued portable radio.

- It shall be the Principal's responsibility to ensure that the building has been searched and all students /staff are accounted for.

Evacuate the building according to the following procedures:

- Designate persons to fight small fires, nothing potentially explosive, with fire extinguishers only.
- Staff should not use water on electrical fires or attempt to fight fires involving possible explosives, toxic chemicals, or hazardous materials.
- The school Crisis Response Team will determine the best route of evacuation and a point of check-in to assure accountability. Take your Emergency Response Folder with you.
- Students should walk out of the designated exit in a quiet orderly manner. Each teacher should check the classroom and be the last individual to leave.
- Staff members will ensure that windows and doors in their areas are closed and unlocked if possible.
- Teachers and staff will take their class or personnel list and Crisis Verification sheets with them when they exit the classroom or assigned work area.
- Students and staff must go to a designated area that is a minimum 300' from the building. Evacuation may need to exceed school property to achieve the required 300'
- Teachers will be responsible for students under their supervision and will take attendance accounting for each one. Children and staff who are unaccounted for are to be reported to the Principal /Assistant Principal or designee immediately.

The fire drill plan for evacuating the building will be posted in each classroom and common areas. If the usual evacuation route is blocked, use an alternate route as directed by the teacher or staff member in charge.

Access roads will need to be kept open for emergency vehicles. The Director will designate an individual or group of individuals to ensure that all access roads are open. This may mean evacuating the opposite direction of oncoming emergency vehicles.

Students and staff members will be allowed to return to the building at the direction of the Director, only upon the recommendation of the fire department and public safety.

Every school must determine evacuation sites, alternate evacuation sites and family unification centers.

During fire drill, you must evacuate 300' from the building and comply with the NFPA 101, Life Safety Code regulations 11-7.1 and 9-7.7

School Safety Drills will be held on an ongoing basis and will be documented by the Dean.

3-4

BOMB THREAT

Call Procedures:

If a bomb threat is received by phone:

Remain calm. Keep the caller on line for as long as possible. DO NOT HANG UP, even if the caller does.

- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If possible, write a note to a colleague to inform the Principal immediately, who will contact JSO. In the absence of the Director, notify the Superintendent.
- If your phone has a display, copy the number and /or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.

If a bomb threat is received by a handwritten note:

Call a member of the administration team. Handle notes as minimally as possible.

If a bomb threat is received by email:

Call a member of the administration team. Do not delete the message

Time call was received:
Phone number:
Time call ended:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name?

Exact Words of Threat:

Where is the bomb located? _____

When will it go off? _____

What kind of bomb is it? _____

What will make it explode? _____

Did you place the bomb? (Yes or No)

Why? _____

What is your name?

Exact Words of Threat:

DO NOT:

- Use two-way radios or cellular phones; radio signals have the potential to detonate a bomb.
- Evacuate the building until directed and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package. Bombs can be hidden in objects like briefcases, tool boxes, pipes, backpacks.

A RESPONSE TEAM FROM LAW ENFORCEMENT WILL BE DISPATCHED TO CLEAR THE FACILITY AND ENSURE THAT THERE IS NOT A SECONDARY DEVICE.

Signs of a suspicious package

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

WEATHER / NATURAL DISASTERS

3-5

Tornado:

Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures shall be used.

Weather radios will be kept on alert and monitored at all times to include system portable radio.

If a warning or watch is announced on the radio or television, the Director will inform staff and families what the schedule will

be.

The order to evacuate will not be made at the school level.

Codes:

Tornado Watch: *Conditions are favorable for tornadoes or severe weather.*

Tornado Warning: *A tornado being sighted.*

To signal a tornado warning:

- Upon being notified of a tornado warning, Emergency Dispatch will verify notification of schools and observe the evacuation of portable classrooms and other affected areas.
 - The schools will designate runners to verify that all staff know how to evacuate.
 - It will be the teacher's or designee's responsibility to maintain the **Classroom Evacuation Log**". Time of notification and time completion of evacuation will be noted on log.
 - When notified by administration of a tornado warning, all portable buildings and other affected areas will be evacuated. All students and staff must report to the areas
 - assigned to them per the school's tornado and severe weather plan, giving specific attention to anyone with special needs in need of additional assistance.
 - The school will post two spotters, to observe weather conditions. If weather conditions worsen, the spotters will move indoors to safety while keeping the school administration informed. Two-way radios must be left on at all times to stay abreast of any situation.
- Administration will notify staff of "all-clear".

SCHOOL LEVEL

School level tornado and severe weather plans should include protocols for any after school activities that take place on campus. These should include, but are not limited to sports events, plays, concerts, and banquets.

Steps of Action during a drill:

Do not use any area door as a staging place within 25' of an exterior during a tornado drill.

- Students should proceed to their designated positions against the wall and assume a sitting or bottom kneeling position,

head down, and use hardcover books to protect their heads.

- Students and staff in unsafe locations at the time of the drill will go to assigned locations
- Staff members are to close all doors and windows before exiting into a tornado safe area.
- **Being quiet is extremely important so that directions can be heard.**
- Teachers should keep their class rosters with them during the drill to verify classroom count.
- Teachers and staff should ensure that persons in their care are following all drill or emergency procedures.

The all clear signal will be verbal command over the phone intercom system and via walkies for individuals in possession of one. An announcement will be made by the Principal or designee.

3-6

Earthquake:

Steps of Action:

- Office personnel make an announcement to assume duck, cover, and hold position.
- Principal/designee will shut off all water supplies and gas valves and electricity if necessary.
- Protect face and head from flying debris with arms, books, coats, etc. Duck, cover, and hold procedure should be used.
- Stay in this position until building tremors and/or flying debris ceases.
- If directed to evacuate the building, send a Response Team to locate a safe path of travel. You should move to an area on the school campus that is not located near the electrical lines that could pose a hazard if broken or fall.
- Office personnel contact the Director or designee and request assistance from the Crisis Response Team.
- Plan for alternate routes to evacuate buildings during earthquake drills.
- Do not light any matches or candles if an earthquake occurs.

Hurricane:

Although our schools will be closed during a hurricane, there are precautions that must be taken to ensure readiness for a potential disaster and/or the use of the schools as an emergency re-entry shelter. The schools will not be used as an emergency shelter during a hurricane.

The Co-Prsidents/designee will stay in constant contact with the local Emergency Management personnel when a hurricane is imminent. Only the Co-Presidents or their designee will make the decision to close school.

School Responsibility

- In the days prior to a hurricane it will be the Director or his/her designee's responsibility to ensure that all;
 - NOAA radios are operating properly and have new batteries.
 - The campus is alert to the possibility of tornadoes/hurricanes.
 - Student information computer files are continuously updated and accurate.
 - Permanent records are relocated to an interior portion of the school to lessen water damage from broken windows or doors. Computer servers are disconnected by Robert Beaty or a member of the Miller Network Innovations team, and packaged for safe transportation away from any optional weather damage.
 - TV's, electronics, and computers are covered with plastic bags and stored to avoid possible flood damage.
 - Gas and water are turned off if authorities advise.

The Campus Emergency Management Procedures guide will be part of the school's evacuation kit.

Radiological Emergencies:

When notified of a radiological disaster you must:

- Close all windows, doors, and turn off all kitchen equipment, A/C and heating units, and fans. It will be the responsibility of the Director or his or her designee to send runners and verifying that this has been accomplished.
- If a facility is located within the 50 miles "ingestion pathway zone" for radiological emergencies, local EMA can help with this.

Mass Casualty Incidents:

It will be the responsibility of the school Crisis Response Team Leader to assign TWO PERSONS capable of identifying students, to remain with E.M.S and complete Mass Casualty Logs as directed by public safety.

These logs are a two-part document, and will be supplied by the E.M.S site supervisor. One part will remain with E.M.S. and the other will be delivered to the Principal/Co-president or their designee for family and or media notification.

All media responses will be forwarded to the Co-President or designee. Do not use the name or names of persons affected over any walkie-talkie or radio.

Floods:

If major flooding occurs within the school;

- Remove all students and staff from the affected areas and open doors to allow unrestricted water flow if necessary.
- Notify Maintenance immediately
- Maintenance will turn off utilities at main switches. Staff will unplug appliances, equipment, and will not touch electrical equipment.
- Maintenance will immediately evaluate the affected area and determine what precautions may be needed at that time.
- Do not allow anyone to drink any tap water until maintenance arrives.
- If moving students and staff outside, be aware of and stay away from downed power lines.

If necessary maintenance will turn off all power, water, and gas to the entire campus

3-7

HAZARDOUS MATERIALS

Hazardous materials near the school could pose a serious threat to the safety of students and staff. Immediate communication with the Co-President/designee and maintenance is necessary.

Steps of action:

- **Do not sound the fire alarm.**
- Identify threats to school.
- Notify the Director. Provide appropriate details of the incident and chemical code number, if visible. The Principal will notify the Co-President who will contact the County Emergency Management Director if necessary.
- The Co-President/Superintendent and County Emergency Management Director will determine if the school needs to be evacuated.
- The Director or designee will provide directions as per the fire department and emergency personnel regarding the evacuation of the building.

If it is not safe to evacuate and the air is not safe to breathe, shut down all a/c units, fans and close all doors and windows. It may become necessary to seal all doors and windows with tape or wet towels to prevent any air infiltration. Stay inside until suitable evacuation arrangements have been made.

3-8

Suspicious Mail and Packages

This information provides guidance issued by The U.S. Department Of Homeland Security, on effective ways to make school buildings safer. Employees should increase awareness of any suspicious activity and report concerns to the building administrator, security and law enforcement personnel. The better we prepare ourselves to respond to emergencies, the better we will be able to care for our students and our co-workers in the event of a real threat or act of violence.

Handling Suspicious Mail

- Examine unopened envelopes and packages and look for suspicious features.
- Handle incoming mail in a designated area.
- Wash your hands after mail is opened.
- Restrict mail access to authorized persons.

Receiving Suspicious Packages

- Remain calm.
- Do not open the package or letter.
- Do not shake or empty the contents of a suspicious package or envelope.
- Do not carry the package or envelope, show it to others or allow others to examine it.
- Put the package or envelope on a stable surface; do not sniff, touch, taste, or look closely at it or any contents that may have spilled.
- Do not touch your eyes, nose or other body parts.
- Shut off window air conditioning units and fans.
- Isolate the package and secure the room by shutting all doors and windows.
- Thoroughly wash hands with soap and water.
- Report to the Principal or their designee and call 911.
- Advise fellow co-workers to avoid the area.
- Don't leave the area until told to by responding officers.

- Ensure that all persons who have touched the letter wash their hands with soap and water.
- Make a list of all persons who touched the letter or package and who were in the area when the letter was opened.
- After examination of the package, shower with soap and water.

Features of Suspect Mail

- Excessive postage, no postage, or non-canceled postage
- No return address or fictitious return address
- Improper spelling of names, titles or locations
- Unexpected envelopes from foreign countries
- Suspicious or threatening messages written on packages
- Postmark with different location than return address
- Distorted handwriting or cut-and-paste lettering
- Unprofessionally wrapped packages or excessive use of tape, strings, or other wrapping
- Packages marked "Fragile: Handle with Care," "Rush: Do Not Delay," "Personal" or "Confidential"
- Rigid, uneven, irregular, or lopsided packages
- Packages discolored, oily or with an unusual odor
- Packages with soft spots, bulges, or excessive weight
- Protruding wires or aluminum foil

3-9

UTILITIES EMERGENCIES

The Director or designee will conduct a visual check of all school areas and assessment will be made if school is to continue.

DO NOT SOUND THE FIRE ALARM!

If the building needs to be evacuated, follow fire drill evacuation procedures with verbal announcement and START EVACUATING THE AREAS AFFECTED FIRST. When there is an emergency, call maintenance immediately.

Emergencies may be:

- *Gas line break*

- *Electrical power failure*
- *Water main or sewer break*

IF A GAS LEAK IS DETECTED;

- Assess wind direction and evacuate upwind so that you are out of danger of an explosion.
- Open all doors in the immediate area to ventilate the school
- If water contamination is suspected, the Principal or Designee will request maintenance to shut off the main water supply

For any after-hours facility emergency that requires school district personnel to be involved procedures will be;

- Call Chief of Operations, Ryan Rewey
- The Chief of Operations will call the Director, and/or Designee.
- Necessary refrigerated food may need to be secured and/or stored in an alternate location as directed by the food & nutrition manager or designee.

3-10

CIVIL DISTURBANCE (On Campus)

Student Disturbances: *Do not put yourself or your staff in harm's way. Let the Guardian and/or School administration handle out of control students. Always work in pairs when approaching any type of civil disturbance. If possible, videotape any disturbances for student identification.*

- Call for the Director and a Guardian if the disruption continues and/or if injury occurs.
- Do not use the name or names of persons affected over any walkie-talkie or radio.
- The Director or designee will notify parents of injuries at an appropriate time.
- Determine what disciplinary action to take.
- School Administration members should discern the basis for the problem and act to address those concerns.
- All media inquiries should be referred to the Co-president.

CIVIL DISTURBANCE (Off Campus)

If civil disturbance occurs or seems imminent in or around the community, move all students that are outside at that time, into the building as soon as possible and announce a **Lockdown**.

Lockdown shall remain in force until an ALL CLEAR is given

STUDENT LEAVING CAMPUS WITHOUT PERMISSION:

Definition: *Student runs away from school building during school hours.*

Step of Action:

- Call the Director or the Superintendent
- The teacher or staff member involved should notify the Director and provide a description of the student(s) and as much information as possible about the incident.
- Follow the student(s) if it seems appropriate.
- Administration should contact the parent(s) or guardian(s).

In the case of a group walk out, have a description of the students' clothing worn that day and a picture of the student/s available for public safety personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks.

Activate the school crisis response team to discuss the problem and restore calm.

3-11

ABDUCTED/MISSING CHILD

Definition: A student is abducted by a stranger or family member during school hours.

Steps of Action:

IF WITNESSED:

- Call 911 and report:
 - Victim: Name, Clothing, Age, Gender, Hair Color, Height
 - Name/Description of suspect
 - Vehicle Information
 - Last known direction they were heading
- Then contact the administration *immediately*.

IF NOT WITNESSED:

- ***Call the administration.*** Administration will contact JSO.
- The teacher or staff member involved should notify the school office and provide a description of the student(s) and as much information as possible about the incident.
- Administration should contact the parent(s) or guardian(s).
- Have a description of student's clothing worn that day and picture of the student available for law enforcement personnel. Check with teachers to obtain clothing description. Pictures may be available from I.D. files or yearbooks, but a picture of every student must be available.
- Activate the School Crisis Response Team to discuss the problem and restore calm.

Note: *School personnel must document all steps in writing.*

Staff members and/or teachers may be asked to search the school and/or grounds and to collect and report relevant information from students about the missing individual, such as friends in and out of school, history or incidents of harassment, family trouble, etc. Reassure other students that they are safe.

3-12

DEATH OR SERIOUS INJURY/ILLNESS

Injury:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio

- Notify the Co-President and Superintendent or their designee. Do not use the name or names of persons affected over any walkie-talkie or radio.
- If death occurs, the Co-Presidents/ Superintendent/ designee will be responsible for securing the scene as soon as possible until law enforcement arrives.
- Move school to a lockdown
- Determine injuries and provide first aid.
- The administration will notify E.M.S if needed. Provide them with all the details of the incident.

- Restore calm and move students away from the scene. Students should not be allowed to leave classrooms and go near the scene.
- Follow your emergency procedures for communication of information to staff and students, evacuation (if necessary), and media plan.
- Follow Crisis Response follow-up plan for necessary counseling or other trauma reduction activities if needed.

Illness:

Steps of Action:

Do not use the names or names of persons affected over any walkie-talkie or radio.

- Staff members should contact the school office and stay with injured/sick person(s), if possible.
- Administration should contact E.M.S if an individual's injury or sickness is determined to be an act of aggression and or of a nature that should be treated immediately by a medical doctor. The priority is the safety and wellbeing of the individual and other students and staff.
- If a qualified individual is available to administer first aid, use him/her appropriately until emergency personnel arrive on the scene.
- The Principal or his or her designee will evaluate the scene and determine if a school wide evacuation is necessary and student transportation will be needed. All student transportation will be scheduled through the administration.
- Contact the individual's parent(s) to notify him/her of the emergency, to advise the parent of the decision to transport for emergency care and request a parent go to the child's location.
- Fax or send medical emergency information to the hospital with the victim(s).

Death/Suicide:

Definition: Staff member, visitor or student terminating their own life at school.

Steps of Action

Do not use the name of the victim(s) over any walkie-talkie or two way radios

- Report the incident to the Director or designee who will assemble the administrative team and the Co-Presidents.
- Keep staff, visitors, students away from area (lock down if necessary)
- Send a note to staff informing them that a medical emergency has occurred. Include any additional instructions.

- Activate system/school level notification plan
- Initiate blood borne pathogens protocols, if necessary
- Initiate Family Reunification Protocol, if necessary

Key points:

- The crisis scene may also be a crime scene. Do not attempt to clear up blood or other evidence without approval of law enforcement
- Notify family members (based on law enforcement recommendations).

Note: Use universal precautions when handling body fluids. All steps must be documented in writing by school staff.

COMMUNICABLE DISEASE

Guidelines for Handling Body Fluids in Schools

DOES CONTACT WITH BODY FLUIDS PRESENT A RISK?

The body fluids of all persons should be considered to contain potentially infectious agents (germs). The term “b fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions, and saliva. Contact with body fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent upon a variety of factors, including the type of fluid with which contact is made and the type of contact made with it.

WHAT SHOULD BE DONE IF DIRECT SKIN CONTACT OCCURS?

Hands and other affected skin areas should be washed with soap and water. Clothing and other non-disposable items that are soaked with body fluids should be rinsed and placed in plastic bags. All items should be handled with disposable gloves.

HAND WASHING PROCEDURES

Proper hand washing requires the use of soap and water and vigorous washing under a stream of running water for ten

seconds to a minute. Use proper towels to thoroughly dry your hands.

DISINFECTION OF RUGS

Apply sanitary absorbent agent, let dry, and vacuum. If necessary, mechanically remove with a dustpan and broom then apply rug shampoo (a germicidal detergent) with a brush and re-vacuum. Rinse the dustpan and broom in disinfectant.

3-13

OFF CAMPUS EMERGENCIES

Definition: Emergencies will be defined as any accident, disturbance, or disruption needing the assistance of E.M.S or law enforcement. This includes personal injury, illnesses, and automobile or bus accidents.

Pre-Trip Planning for all off-campus activities:

- Field trip request form completed and approved
- A roster containing the names of all personnel (students and others) along with contact information of those participating in the field trip will be completed in duplicate. One copy will be maintained at the school and other given to the sponsor prior to departure. The school's copy will be kept for one year. The driver's copy will be returned to the school at the completion of the trip. This information is for school use only, and should not be given to any unauthorized persons.
- Emergency medical information for students shall be carried on trip along with appropriate medication
- All personnel (students and others) riding buses on field trips must have proper identification with them.
- Chaperones are responsible for notifying the school of delays or changes in their itinerary.
- A copy of this page which includes an emergency procedures guide must be carried on all field trips by the trip sponsor and each chaperone.
- All teachers must have an active cell phone with them.

Note:

These rules apply to all facets of transportation of students.

These rules must be a part of any contract with any common carrier for the transportation of students.

School Chaperones are requested to carry cellular phones on all field trips.

Steps of Action:

Upon the occurrence of an off-campus emergency, school personnel will take the following steps.

- Assist in identifying students who require first aid.

- Contact emergency assistance by calling law enforcement, and convey the problem and request EMT as needed.
- Contact Director/Designee right away

3-14

PANDEMIC

Proactive Planning:

In the case of a pandemic influenza outbreak, all staff will be informed and prepared to deal with this emergency. Communicating the possibility that there could be a Pandemic Influenza emergency is essential to an effective response plan. Parents should also be informed of the possibility and be provided with some effective prevention methods for their household. The staff will be informed in a faculty meeting and the parents will be notified.

Parent Notification:

The administrative staff will coordinate with parents for all students who are infected. Parents may pick up their child for increased medical attention. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school. Parents of non-infected students may also pick up their child to avoid being infected.

The data manager will provide a daily report on the number of absent staff and students to the Local Health Official and Incident Commander.

Administration will document all actions taken during the incident.

Administration will direct the recovery efforts for providing educational support and emotional support for staff and students.

Education Support for Level 5/6 Outbreak:

- Student activities will be restricted to classroom activities during normal school hours.
- All activities after school will be suspended until further notice.
- If there is a 30% reduction in the school staffing, classes will be reorganized to facilitate continued education on campus.
- If schools are closed for two or more months, all classes will be suspended until further notice by the school district.
- Isolated or quarantined students will receive educational services using hospital homebound procedures.

- Custodial staff will supply additional soap, masks, gloves, etc. to designated areas in efforts to reduce the spread of disease.

Recovery:

School recovery from an influenza pandemic will begin when school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.

In consultation with the Local Health Official, the school district will recommend specific actions to be taken to return the school district to pre-event status. The school district will assess the economic and educational impact of the pandemic.

The school district’s Safety and Security Department will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Pandemic Response Plan.

Chapter 4

Standard Response Protocols/Active Assailant

San Jose School shall adopt the philosophy established by the U. S. Department of Homeland Security (DHS) of Evacuate, Hide, or Take Action as the standard response for all San Jose students and employees in the event of an active assailant incident. Evacuate if there’s an accessible path, hide if evacuation is not possible and as a last resort, take action against the active shooter. San Jose Schools will also follow the standard response protocol established by The I Love U Guys Foundation.

4-1

Response Protocols:

Hold In Your Room or Area

- Students and staff are to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved or medical emergencies.
- Students are to remain in their classroom or area until they receive a public address from the Director or their designee, stating that the “Hold is released. All Clear. Hold is released. All Clear ”

Secure- Get Inside and Lock Inside Doors

- Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground.
- Staff and students will be instructed by a public address to “Secure! Get Inside, Lock outside doors. Secure! Get Inside, Lock outside doors.”
- “Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day.”
- The Secure Action can be released by Public Address. “The Secure is released. All Clear. The Secure is released. All Clear.”

Lockdown

- A lockdown is when there is a threat or incident immediately near or inside the school (Intruder, active assailant, large scale police activity, outside disruption, shooting within the area, etc.), and the best course of action is to lockdown with no movement and shelter-in-place.
- The public announcement for a lockdown will be, “Lockdown! Locks, Lights, Out of Sight! Lockdown! Locks, Lights, Out of Sight!”

4-2

Active Assailant Procedure:

An active assailant or armed intruder on campus may involve one or more individual’s intent on killing or attempting to kill students, staff, and faculty using firearms or other deadly weapons such as a knife, a bomb, or other harmful devices. The effectiveness of this plan depends greatly on the staff and students ability to quickly recognize the threat, report it and follow the established procedures.

- **BEGIN LOCKDOWN IMMEDIATELY**
- If it is safe to do so, the teachers and staff should gather students into the classroom prior to locking the door.
- Turn off classroom lights/lamps
- Cover windows and door panels
- Move to the hard corner (blue X) and remain quiet

- **Do not unlock the door or leave the room until directed by the Director/designee or on the directions of emergency responders**
- Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured.
- In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area
- As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against him/her
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions
- If safe to do so, a member of the School's Response Team should meet law enforcement and emergency personnel as they arrive on campus.

*If the fire alarm is activated, members of the response team will check the alarm panel and respond to the location where the alarm was pulled to verify. The school will follow the lockdown response and wait for an administrator to announce over the PA/portable radio to evacuate the building or remain in a lockdown.

4-3

INTRUDER

Definition: Individuals who do not receive permission from the school office to be on the school premises.

General Procedures:

Staff should use common sense in stopping strangers and inquire as to their business in the building if a visitor's pass is not visible.

All Visitors must provide proof of identification when requested and issued a visitor's identification badge when signing in at the Main Office.

- Any school personnel who identifies an intruder on school grounds or inside the building, will immediately contact the main office, Guardian, Director or his/her designee

- If any person(s) refuse to obtain a visitor’s pass from the school office, the school will then contact JSO.
- If the intruder refuses to cooperate, refuses to leave the campus when instructed to do so, or their behavior is threatening in any manner, utilize the Raptor mobile app and initiate a **Lockdown Response**
- Give a complete description of location, clothing, race, and actions that may indicate the person is suspicious.

4-4

Hostage Situation

Call:

Emergency 911

Security

Director/Designee

Situation Description

Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.

Procedures:

Immediate response—

- Call 911.
- Contact security.
- Implement School Emergency Response Plan.
- Initiate Lockdown procedures.

- Follow police directions.
- Goal is to de-escalate situation.
- Try not to allow additional hostages to be taken.

What to do

- If a hostage situation develops, call Jacksonville Sheriff's Office (911,) and school security. When talking with police, be sure that the dispatcher understands clearly that there is a hostage situation in progress and if it involves school children.
- Make no attempt to establish contact with the hostage taker. If, however, he/she makes demands, listen carefully and do not attempt to solicit additional information.
- Take no further action. Await the arrival of the police and their Hostage Negotiation Team. Upon arrival, the police will evaluate the situation and give further direction regarding any evacuation attempts.
- Be prepared to give the police officers as much information on the hostage situation as you can (i.e., description of hostage taker; whether he/she displayed a weapon and if so what type; demands made (if any); number of people being held hostage and their approximate age, etc).
- Also, provide a floor plan of the building when the police arrive.
- After notifying the police, advise the Leadership Team.

- Notify the Crisis Response Team as needed.

Note: *If communication is necessary, designate only one person to communicate with the subject(s). However, no one should initiate communication with subject(s)*

Addendum #1

Duval Public School Mental Health Plan

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CRISIS RESPONSE: STUDENT DEATH / SUICIDAL (HOMICIDAL) IDEATION / SELF-HARM / PSYCHOSIS / SCHOOL THREAT																				
Situations in which immediate action must be taken to avoid disaster (or breakdown) or to protect the health and safety of one or more students and staff																				
ALERT Signs	<ul style="list-style-type: none"> • Active suicidal or homicidal ideation/plan/attempt – or – suspicion of suicidal or homicidal ideation/plan/attempt – or – acts of self-harm or the desire to self-harm • Extreme or bizarre behavior (i.e., hallucinations; paranoia; uncontrollable outbursts; delusions, disjointed or nonsensical speech; odd or irrational thoughts or statements; etc.) • Death or serious, sudden injury of a student or teacher impacting significant numbers of students/staff • Natural disaster or threat of disaster, major accident, or acts of violence 																			
IMMEDIATE ACTION REQUIRED	<p><i>In a medical emergency, call 911 IMMEDIATELY – do not seek prior district approval & do not delay!</i> In the event of a student crisis, notify the school counselor or administrator IN-PERSON, IMMEDIATELY! The counselor or administrator must IMMEDIATELY assess the student’s mental status to determine the risk of harm. • <u>Imminent Risk of Harm or Threat of Danger:</u> The counselor/administrator/designee must act IMMEDIATELY by:</p> <ol style="list-style-type: none"> 1. Calling the District Crisis Team Hotline (904-390-2535) to request the student undergo a crisis assessment; AND 2. Contacting the parent to notify her/him/them that the student has been referred for a crisis assessment. <p>• <u>Student Poses a Threat to Others:</u> Contact the School Principal & School Safety Officer IMMEDIATELY; the school will conduct the threat assessment and will follow-up with the Threat Assessment Team and the parent, as needed. • <u>No Imminent Risk or Threat of Danger:</u> Call the parent & complete a referral for mental health services, as needed. Document all actions under the Crisis tab in FOCUS and continue to monitor student progress appropriately.</p>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; padding: 5px;">School Support Team:</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Certified School Counselor</td> <td style="padding: 5px;">District Support Team:</td> </tr> <tr> <td style="padding: 5px;">School Administrator</td> <td style="padding: 5px;">District Crisis Team</td> </tr> <tr> <td style="padding: 5px;">School Safety Officer</td> <td style="padding: 5px;">School Behavioral Health</td> </tr> <tr> <td style="padding: 5px;">School Dean</td> <td style="padding: 5px;">District School Counseling</td> </tr> <tr> <td style="padding: 5px;">School Social Worker</td> <td style="padding: 5px;">District School Social Work</td> </tr> <tr> <td style="padding: 5px;">School Nurse</td> <td style="padding: 5px;">Office of Student Discipline</td> </tr> <tr> <td style="padding: 5px;">School Psychologist</td> <td style="padding: 5px;">Full Service Schools</td> </tr> <tr> <td style="padding: 5px;">Threat Assessment Team</td> <td style="padding: 5px;"></td> </tr> </table>	School Support Team:		Certified School Counselor	District Support Team:	School Administrator	District Crisis Team	School Safety Officer	School Behavioral Health	School Dean	District School Counseling	School Social Worker	District School Social Work	School Nurse	Office of Student Discipline	School Psychologist	Full Service Schools	Threat Assessment Team	
School Support Team:																				
Certified School Counselor	District Support Team:																			
School Administrator	District Crisis Team																			
School Safety Officer	School Behavioral Health																			
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School Psychologist	Full Service Schools																			
Threat Assessment Team																				

<p>Necessary Information</p>	<p>For an Individual Student or School Employee:</p> <ul style="list-style-type: none"> • Student’s name, grade level, sex, ESE or ELL status and any special needs • Description of the behavior(s) exhibited or traumatic event that has occurred • Any history of behavioral difficulties or prior hospitalizations, if known • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>If a student is removed from school for transport to a facility or hospital, in accordance to the Baker Act, the parent or guardian must be notified immediately!</p>	<p>For Significant Numbers of Students:</p> <ul style="list-style-type: none"> • Details of the loss or the traumatic event that has occurred • Number of students/staff members impacted (or an estimate of school-wide impact) • Any special needs or other information that may be relevant to assess the appropriate level of response • Your name, position at the school, and a phone number where you can be reached quickly (for a return call) <p>Consult with the support team to determine the need for parent notification.</p>
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ALL TYPES OF CONCERNS: There are a number of resources and staff experts at each school who can assist in problem-solving. Many of the interventions can and should involve the parent, up front. If you need to make a referral for support services or for supplementary aid – regardless of the service provider – please FOLLOW-UP to see how you can support the student and/or to recommend additional community resources, as needed.

<i>Support Team</i>	<i>School-Based Resources</i>	<i>District Resources</i>	<i>Community Resources</i>
<p>Parent/Guardian/Family Certified School Counselor School Administrator Exceptional Education & Student Services (EE/SS) Attendance Intervention Team (AIT) PBIS/Foundations Team Multi-Tiered System of Support Collaborative Problem-Solving Team School Resource/Safety Officer Threat Assessment Team IEP/ Section 504 Team School Social Worker School Psychologist School Nurse ELL Committee Full-Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>	<p><u>Programs:</u> Restorative Justice CHAMPS District-Approved Mentors Youth Mental Health First Aid Gay Straight Alliance (GSA) Peer Mediation (4-12) Start on Time (6-12) Draw/Respect the Line (6-8) Reducing the Risk (9-12) One Love (9-12) Safe Date (9-12) Bully Free (K-12)* Sources of Strength*</p> <p><u>Curricula:</u> Health Education Curriculum HealthTeacher.com Calm Classroom Mind Up Sanford-Harmony K-12 Second Step (PK-8) Florida Coalition Against Domestic Violence (7-12) GLSEN Anti-Bias Lessons* Child Safety Matters (K-5)* Teen Safety Matters (6-8)*</p> <p><u>Resources Through PBIS:</u> <i>Teacher’s Encyclopedia of Behavior Management Intervention; Discipline in the Secondary Classroom; Behavior Response to Intervention; The Tough Kid Book; Meaningful Work (K-6) https://www.pbis.org/*</i></p>	<p>DCPS Crisis Hotline: 390-2535 Bullying Hotline: 390-2255 ESOL Center for Language & Culture: 904-739-4891 Hospital Homebound Program: 904-381-3840 Homeless Education Program: 904-390-2222 Night-Time Substance Use Prevention & Counseling Education Program (6-12): 904-910-5108 Student Option for Success (SOS): 904-390-2268 Teen Parenting Program: 904-390-2050 Title I Parent Resource Center: 904-390-2123 Full-Service Schools: 904-390-3247 Region Office (Elementary): 904-390-2154 Region Office (Secondary): 924-3722 x264 Region Office (Innovations): 904-390-2490 Exceptional Student Education (EE/SS) EE/SS Main Number: 904-348-7800 ESE Parent Services: 904-348-7614 https://dcps.duvalschools.org/Page/15552*</p>	<p>Child Guidance Center: 904-448-4700 Community Hospice: 904-268-5200 Crisis Text Hotline 741741 Department of Children & Families, NE Region: 904-732-2000 Haven Hospice (Jacksonville): 904-733.9818 Hope Haven Children’s Clinic and Family Center: 904-346-5100 JASMYN: 904-389-3857 ISO Non-Emergency: 904-630-0500 Military School Liaison Office: 904-542-4566 Military Family Life Consultants: 904-270-6289 x1305 (NAS); 904-738-3657 (Mayport) Suicide Prevention Lifeline: 800-273-TALK (8255) Youth Crisis Center: 904-725-6662 United Way Directory of Human Services: 211 or 904-632-0600 (nefl211.org) School Health, Approved Speakers List: 904-390-2315</p>

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

CHILD MALTREATMENT: CHILD ABUSE / CHILD NEGLECT / ABUSE OF A VULNERABLE ADULT / HUMAN TRAFFICKING

Child Abuse means any willful act or threatened act that results in any physical, mental, or sexual abuse, injury, or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child. The same applies to the abuse or neglect of a vulnerable adult. **Child Neglect** means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, education, or health care, although financially able to do so (or offered the financial to support or resources to do so). However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs does not provide specified medical treatment for a child, may not be considered abusive or neglectful for that reason alone; but such an exception does not:

1. Eliminate the requirement that such a case be reported to the Florida Abuse Hotline; nor
2. Prevent the department from investigating such a case; nor
3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section; or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Human Trafficking is a crime involving the exploitation of any person, adult or minor, for the purpose of compelled labor or a commercial sex act through the use of force, fraud, or coercion. It affects a wide range of individuals, including those in the United States and Florida, without regard for age, gender, ethnicity, or socio-economic background. **Sex Trafficking** is the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of any person for the purposes of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such an act has not attained 18 years of age (22 USC § 7102). **Labor Trafficking** is the recruitment, harboring, transportation, provision, or obtaining of any person for labor or services through the use of force, fraud, or coercion for the purposes of subjection to involuntary servitude, peonage, debt bondage, or slavery (22 USC § 7102). **National Human Trafficking Hotline: 1-888-373-7888**

	<p>In Florida, ANY adult who knows or has reason to believe that a child or vulnerable adult has been abused, abandoned or neglected is required to report it within 24 hours. It is NOT your responsibility to investigate or to prove the case; however, you have a legal and ethical responsibility to report suspected abuse or neglect IMMEDIATELY. <i>Failure to report suspected abuse or neglect within 24 hours is a felony crime in the State of Florida!</i></p> <p>Employees are expected to notify the principal that a report has been made; however, notifying the principal and/or other school personnel does not obviate the employee’s responsibility to report suspected abuse or neglect IMMEDIATELY & DIRECTLY. If you are unsure or uncomfortable, you may ask an administrator or school counselor to sit with you while you make the report, but YOU must make the report. <u>Principals cannot prohibit nor discourage an employee from making a report.</u> Other than notifying the principal, employees must keep all reports of suspected abuse or neglect strictly confidential (DCSB Policy 5.5); and unless Florida Department of Children & Families <u>directs</u> you to disclose information, NEVER notify a parent/guardian of the report; NEVER confirm/discuss a report with a parent, guardian or school employee; NEVER record it in the child’s record. Options for reporting child abuse and neglect to the Florida Abuse Hotline: https://www.myflfamilies.com/* 1. Preferred Method: Report by Telephone – 800-962-2873 (Florida Relay 711 – OR – TTY: 800-955-8771) When reporting by phone, always ask if the report has been accepted for investigation before the ending the call. 2. TTY – by calling 1-800-955-8771 3. Complete & send the fax transmittal form to (800) 914-0004: https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf* 4. Complete the online report form: https://reportabuse.dcf.state.fl.us/Child/ChildForm.aspx*</p>		
	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Certified School Counselor</p> <p>School Administrators</p> <p>School Safety Officers/Threat Assessment Teams</p> <p>School Deans</p> <p>Department of Children and Families: 904-723-2000</p> <p>School Counseling Services: 904-390-2090</p> <p>School Behavioral Health: 904-390-2926</p> <p>DCPS Health Education Program (6-12): 904-390-2518</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fl-doe.org/schools/family-community/activities-programs/child-abuse-prevention.shtml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p> <p>National Center for Missing & Exploited Children: 1-800-843-5678</p> <p>The National Runaway Switchboard: 1-800-RUNAWAY</p> <p>JSO Non-Emergency Number: 904-630-0500</p> </td> </tr> </table>	<p>Certified School Counselor</p> <p>School Administrators</p> <p>School Safety Officers/Threat Assessment Teams</p> <p>School Deans</p> <p>Department of Children and Families: 904-723-2000</p> <p>School Counseling Services: 904-390-2090</p> <p>School Behavioral Health: 904-390-2926</p> <p>DCPS Health Education Program (6-12): 904-390-2518</p>	<p>Resources:</p> <p>Online Training Course for Identifying & Reporting Abuse/Neglect: http://www3.fl-dcf.com/rcaan/*</p> <p>FLDOE Resources: http://www.fl-doe.org/schools/family-community/activities-programs/child-abuse-prevention.shtml*</p> <p>National Human Trafficking Resource Center (1-888-373-7888): https://humantraffickinghotline.org/*</p> <p>Human Trafficking in Florida: http://www.myflfamilies.com/service-programs/human-trafficking*</p> <p>Her Song™, Jacksonville (904-513-0203): http://www.hersongjax.org/*</p> <p>National Center for Missing & Exploited Children: 1-800-843-5678</p> <p>The National Runaway Switchboard: 1-800-RUNAWAY</p> <p>JSO Non-Emergency Number: 904-630-0500</p>
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ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

HARASSMENT: BULLYING / CYBERBULLYING / HARASSMENT / SEXUAL HARASSMENT / HAZING / DATING VIOLENCE

It is the policy of Duval County Public Schools that all students and employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment against any student, employee, visitor, volunteer or agent who is subject to the control of school officials. DCSB Anti-Discrimination & Harassment Policy* (Sexual Harassment Policy, 10.1; Anti-Bullying Policy 10.2; Teen Dating Violence Policy, 10.3)

Bullying is defined as *systematically and chronically* inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as *unwanted, purposeful, and repeated* written, verbal, nonverbal, electronic, or physical behavior by a student or adult that is often *characterized by an imbalance of power* and that is *severe or pervasive* enough: a) to create an intimidating, hostile, or offensive educational environment; b) to cause the individual discomfort or humiliation; c) to disrupt the orderly operation of school; or d) to interfere unreasonably with an individual’s school performance or participation. Bullying does not have to occur on school property or in relation to a school event to fall within an educator’s duty to report. Bullying may involve, but is not limited to, the following acts:

Harassment: Any threatening, insulting, or dehumanizing gesture; use of data or computer software; or written, verbal or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his or her person or causes a reasonable fear of damage to her or his property;
- Has the effect of substantially interfering with a student’s educational performance, an employee’s work performance, or either’s opportunities or benefits;
- Has the potential to impact a student’s or employee’s emotional or mental well-being in a negative way; and
- Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: Any unwanted sexual or gender-based speech or action, including any unwanted or unwelcome behavior that is sexual in nature or is related to gender, that occurs within the context of a relationship characterized by either a formal or informal imbalance of power (e.g., a supervisor over a subordinate, a teacher over a student, or one peer over another). **Cyberstalking:** The act of engaging in a course of conduct to communicate, or to cause to be communicated, any words, images, or language by or through the use of electronic mail or electronic communication that is directed at a specific person, that causes substantial emotional distress to the person, and that serves no legitimate purpose. **Cyberbullying:** The willful and repeated harassment and intimidation of a person through the use of digital technologies, which includes, but is not limited to: email; blogs; videos; images; websites; gaming sites, social media platforms (e.g., Facebook, Twitter, Instagram); chat rooms; instant messaging; text messaging; cell phones; or any handheld/mobile technologies. **Teen Dating Violence and Abuse:** A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another, when one or both partners is a teenager. Abuse may include insults, coercion, blackmail, social sabotage, sexual harassment, stalking, threats, and/or acts of physical or sexual abuse. The abusive partner uses the pattern of violence and coercion to gain power and to maintain control over the dating partner. Dating violence includes the following: physical abuse, mental abuse, or both; harassment or stalking via electronic devices, such as cell phones, computers, or other mobile/handheld devices; public humiliation; or harassment carried out through a third party. **Hazing:** Any action or situation that endangers the mental or physical health & safety of a student for the purposes of initiation into, admission to, or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior; proffering inhumane acts, such as sleep deprivation or public humiliation; or pressuring, coercing, or forcing a student to participate in any act of physical brutality, such as whipping, beating, branding, or exposure to the elements.

- Teasing • Social exclusion • Defamation of character • Cyberbullying or cyberstalking • Physical violence • Theft and/or vandalism
- Intimidation or threats of harm • Sexual, racial,
- Public and/or private humiliation • Stalking • Slanderous or libelous speech • Unwanted sexual or gender-based speech/actions
- cultural, religious, or gender-based harassment

When allegations of harassment are reported, the principal or designated administrator is required to investigate within 24 hours. School counselors & teachers **cannot** investigate allegations of bullying, cyberbullying, harassment, sexual harassment, hazing, or teen dating violence. **AT MINIMUM**, the principal, assistant principal, or dean conducting the investigation MUST:

- Ensure the physical and psychological safety of all parties involved. **NEVER** ask a targeted student to speak with or to face an accused student – not even for an apology.
- Investigate each allegation/incident thoroughly; and conduct the investigation – i.e., witness interviews, written statements, video review, etc. – within **24 hours** of the initial complaint.
- Notify the parents of all students involved – if not immediately, then as soon as possible – within the limits of student confidentiality (20 U.S.C. § 1232g; 34 CFR Part 99).
- Report the incident or allegation to the Bullying Hotline: 904-390-2255.
- Inform all parents of the outcome, but **DO NOT** share confidential information about another person’s child (i.e., student’s name, identifying information, disciplinary action, etc.).
- Determine the appropriate follow-up actions (e.g., discipline sanctions, class reassignment, counseling referral, mandated report of abuse or neglect, and/or other appropriate action).

It is highly inappropriate, and potentially harmful, to ask students to resolve an accusation of bullying/harassment via an adult-facilitated, school-based mediation or peer mediation meeting. **DCPS Student Code of Conduct: <https://dcps.duvalschools.org/Page/9868>***

Support Team:	
School Principal or Designee	Office of Student Discipline: 904-390-2443
School Dean	School Behavioral Health: 904-390-2926
School Resource/Safety Officer	School Counseling Services: 904-390-2090

Resources:
http://www.moniqueburrfoundation.org/ * www.stopbullying.gov * http://www.ikeepsafe.org/ * www.pacer.org/bullying * http://safehealthyschoolsfl.org/Page.aspx/Index/Bullying-Prevention * www.jasmyn.org *

District Procedures & Protocols for Assessment, Response and Follow-Up

Duval County Public Schools *Hyperlinks available on the electronic version of the ALERT Guide 2020-2021 v7

ALERT (Assess, Learn, Evaluate, Respond, Take Action!)

District Procedures & Protocols for Assessment, Response and Follow-Up

BEHAVIOR CONCERNS: PATTERNS OF AGGRESSION / HIGH-RISK BEHAVIOR / SCHOOL AVOIDANCE / HOMELESSNESS

Use the following ALERT signs responsibly and with great caution. Educators must avoid inappropriate labeling, hasty conclusions, and/or stigmatization of students, even those who appear to fit a diagnostic profile or to display early warning indicators. Expressing concern is okay; overreacting or behaving prejudicially is unethical. The guidelines below provide schools with the impetus to address concerns, to evaluate students' needs before problems escalate, and to act responsibly in seeking appropriate help (*A Guide to Safe Schools*, USDOE, 1998). There are a number of resources and student support staff at each school to assist in problem-solving & identifying interventions; regardless, most interventions should involve the parent first. If you need to make a referral for support or aid, either within or outside of the school, please continue to monitor the student and to assess the need for additional services.

Behavior	First Step(s) for the Teacher	Possible Next Steps/Resources
<ul style="list-style-type: none"> • Chronic behavior and disciplinary problems • Lying/cheating/stealing/destruction of property • Socially withdrawn/isolated/rejected by peers • Frequent crying/seems sad/flat affect • Student is (or reports) being picked on, teased, singled out or humiliated • Low school interest and poor academic performance • Sudden changes in appearance/behavior/peer groups • Patterns of impulsive and chronic hitting, verbal threats and intimidation, or other intimidating behaviors • Uncontrolled, sustained anger/irritability/aggression that escalates or persists at a dysfunctional level of emotionality – the proverbial, “out-of-control student” 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family 2. Refer to School Administrator, School Safety Officer, or School Counselor as appropriate 3. Follow the MTSS process and/or refer to Collaborative Problem-Solving Team (CPST) <p>Provide constant supervision and attempt to de-escalate by isolating or limiting contact/interaction with the student (give verbal and physical space).</p> <p>If unable to de-escalate the student within a reasonable amount of time, contact administrator or school safety officer (SSO). The administrator/SSO will contact the District Crisis Hotline, if necessary.</p>	<p>School Psychologist or School Social Worker PBIS/Foundations Team Initiate anecdotal recording/log Exceptional Education & Student Services (EE/SS): 904-348-7800 Functional Behavior Assessment (FBA) Multi-Tiered System of Support (MTSS) Behavioral Interventionist IEP/Section 504 Plan/Gifted EP Hospital/Homebound: 904-381-3840 Homeless Program Liaison: 904-390-2222 Student Discipline & Support Services: 904-390-2443 School Behavioral Health: 904-390-2926 Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837*</p>
<ul style="list-style-type: none"> • Excessive or chronic absences • Excessive tardiness • Sudden changes in attendance patterns 	<ol style="list-style-type: none"> 1. Contact parent/guardian/family, per state statute 2. Implement classroom interventions to address absenteeism and/or school avoidance 3. Initiate the PMP & monitor student progress 4. Refer to the Attendance Intervention Team 	<p>School Attendance Intervention Team School Social Worker Certified School Counselor Hospital/Homebound: 381-3840 Homeless Program Liaison: 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected pregnancy 	<p>Refer to the Certified School Counselor (see below)</p>	<p>School Nurse or School Social Worker Teen Parent Program: 904-390-2050</p>

<ul style="list-style-type: none"> • Suspected termination of pregnancy 		
<ul style="list-style-type: none"> • Student reports of family problems • Inappropriate sexual references/language/actions/play • Writing, drawing, or talking about drugs, gangs, weapons, cults, violence, abuse, death, etc. • Intolerance for differences and prejudicial attitudes • Begs, steals, hides, or hoards food • High-risk, dangerous behavior/thrill-seeking/risk-taking • Access to weapons or exposure to violence 	<p>Refer to the Certified School Counselor The School Counselor will assess the student and will contact the parent for a possible referral to:</p> <ul style="list-style-type: none"> • Full Service Schools: 904-390-3247 • Families in Transition (FIT): 904-390-2222 • The School Social Worker • A community service provider • The student’s current private provider/therapist 	<p>School Social Work School Social Work Resource List: https://dcps.duvalschools.org/Page/18847* School Psychologist Behavior Interventionist Full Service Schools: 904-390-3247 https://dcps.duvalschools.org/Page/18837* School Administrator or Dean School Resource/School Safety Officer Homeless Program Liaison (FIT): 904-390-2222</p>
<ul style="list-style-type: none"> • Suspected use of drugs, tobacco and/or alcohol • Student appears to be “high” or otherwise under the influence 	<p>Refer to the:</p> <ol style="list-style-type: none"> 1. Administrator or Dean 2. Certified School Counselor 3. School Nurse 	<p>School Resource/School Safety Officer Night-Time Substance Use Prevention & Counseling Education Program: 904-910-5108 Student Option for Success (SOS): 904-390-2268</p>
<p>Self-injury/mutilation/cutting/desire to self-injure</p>	<p>Refer to the School Counselor IMMEDIATELY, CONFIDENTIALLY, and IN-PERSON. Do <u>NOT</u> initiate the referral by email or by indirect communication, such as an unsecured note or secondary message – refer to the mandatory <i>ALERT Crisis Response</i> procedures & protocols</p>	
<ul style="list-style-type: none"> • Evidence of unexplained injuries • Evidence of a sexually transmitted infection • Verbal/written references to suicide or homicide • Threats of violence • Patterns of bullying behaviors 	<p><i>If ABUSE, BULLYING, HARASSMENT, AND/OR THREAT OF HARM is noted or suspected, refer to the appropriate section(s) of the ALERT Guide.</i></p>	

Addendum #2

Family Reunification Plan

Horizon Institute Schools
NFL Campus

Florida Consortium of Public Charter Schools

Family Reunification Plan Template

2023-2024 School Year

In accordance with Florida House Bill 1421 (2022)

[James Campbell](#)
4131 Sunbeam Rd
Jacksonville, FL
904.425.1725

Adopted:

(Insert date the plan was approved by the governing board)

A Message to Our Valued Member Schools:

Florida House Bill 1421 (2022) requires that each district school board and each charter school governing board adopt a family reunification plan in coordination with local law enforcement agencies and local governments. The Florida Department of Education Office of Safe Schools will be required to confirm the adoption of district and charter school reunification plans through the annual FSSAT review.

The Florida Consortium of Public Charter Schools' Family Reunification Plan Template provides our valued member schools with a guide to assist in developing the school's Family Reunification Plan. It incorporates the necessary flexibility so schools can easily adapt the process to their unique situations for the planning, implementation, and post-reunification phases.

Throughout the plan, you'll notice two symbols:



When you see the lightbulb, look for recommendations you can use for planning.



When you see the red diamond, either insert your school's specific information or consider how to adapt or modify it to your particular situation.

Please note: This plan addresses a Family Reunification scenario in which the entire school must evacuate to an off-site location. There is no transportation. Students and staff will walk to the site.

Introduction

Family reunification - the process of a school returning a student to an authorized parent/guardian or another adult - is an operationally complex and potentially emotional responsibility for school staff. It is the critical bridge between response and recovery for any K-12 campus incident.

There are a variety of emergencies that may require relocation and reunification, including a hazardous materials accident, severe weather, fire, natural gas leak, localized flooding, school violence, or other manmade or natural incident.

When the school develops a well-designed draft reunification plan, first responders and key participants are more likely to engage in the planning process.

When an emergency warrants a school evacuation and/or early school closing, the Family Reunification Plan guides the orderly and coordinated reunification of students and families. Schools are accountable for maintaining the chain of custody for every student during and after a crisis. So,

a well-thought-out plan, proper training, and coordinated implementation are all critical to ensuring the school will return the students in your care to an authorized adult.

The objectives of a school's Reunification Plan should always be:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

(Source: The I Love You Guys Foundation)

Reminders

Transportation

This plan can be easily adapted to charter schools with readily available transportation in case of an emergency evacuation.

Records

- The school must maintain records (logs) of the reunification activities.
- The ICS team will log activities and keep notes. Activity logs should record reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.
- Record costs. All expenses incurred in carrying out reunification must be tracked. The Logistics Officer will be responsible for tracking, reviewing, organizing, and submitting all documentation to the Finance officer.
 - Each charter school should set up their process for documenting and recording expenses based on their financial procedures

Parents/Guardians

- Some parents or guardians will be reluctant to cooperate with the family reunification process.
- They may be emotional when arriving at the school.
- They may attempt to enter unauthorized locations.
- They may use threatening language. Even under stress, this behavior is never acceptable.
- Persons other than those listed on the student's emergency release form may try to pick up the student.
- Law enforcement may have to intercede to assist reunification team members.



Many charter schools already have school reunification technology in their buildings but may not be aware it's there. For example, if your school uses the Raptor Technologies system, did you know it can account for everyone in your building and reunify families and students four times faster than paper/pencil (according to the company)?

Today, many companies offer a digital emergency management reunification system that uses best practices with mobile technology to provide charter schools with a comprehensive solution to reuniting students and families. Parents can check in and complete reunification cards electronically. School staff can process them quickly

Something to keep in mind: While technology-based reunification systems are becoming widely available for schools, purchasing a system does not ensure capacity. Training will still be necessary. And technology has and will fail. Telling a parent, "I can't give you your child because my computer is down." will not be accepted to a frantic parent. If you plan to integrate technology into your reunification plan, have a paper and pencil back-up process in place, just in case.

1. Before Family Reunification is Necessary...PLAN and PREPARE

Planning Assumptions:

1. There is a clear and convincing need for a written operational guide.
2. A basic familiarity with the process is required for everyone involved.
3. A reunification facility must be pre-identified.
4. The manpower required for reunification may be deceptive. A recent school safety report noted that, during a full-scale drill with a school of approximately 300 students and 35 volunteers assigned exclusively to reunification activities, it took between 17 and 23 minutes for a parent to be processed and leave with their student.

The artificiality of the exercise environment ensured that parents were calmer and more compliant while waiting for their students. A larger student population would have significantly increased the processing time. The limiting factor in the process is the number of requests that were processed simultaneously.

5. Following any critical incident, the traumatized school staff may be incapable of providing sufficient manpower for a reunification process. Outside assistance may be needed.

Goal: Prepare the school community to carry out an orderly reunification under high-stress conditions.

Objective 1: Develop full-scale planning for emergency evacuation to an off-site reunification site.

Actions:

1. Identify the primary and secondary reunification sites. Coordinate with your school's crisis response team, first responders, law enforcement, and community partners to identify the locations.

2. What to look for when considering off-campus reunification sites:

- Nearby schools, churches, recreation centers, or other community buildings within walking distance of your school.
- If you have transportation readily available, you can expand your search.
- A safe, secure location while students wait for parents/guardians to arrive.
- A site large enough to accommodate the entire student body, school staff, and parents. You'll need multiple buildings or at least multiple rooms.
- Ideally, the facility will have an entrance and an exit on different ends of the building.
- Restroom facilities and access to water.
- A location with internet access.
- Sufficient parking for parents.
- Enough ingress/egress points to minimize traffic congestion.

Identify Designated "Areas." Identify the areas at the off-campus reunification site that can be used to facilitate the parent-student reunification.

- Command Post
- Parking Area
- Family Check-In
- Family Waiting Area
- Student Assembly Area
- Reunification Area
- Individual Assistance Area
- Consider restroom facilities and the availability of water and food.

3. **Enter into a Memorandum of Understanding (MOU)** between the charter school and the reunification site. (A sample MOU is provided in Attachment G)
4. **Notify officials, in writing, of the reunification site.**
 - The superintendent of schools, district charter school liaison, and district crisis intervention team.
 - Law enforcement and first responder agencies that serve the school.
5. **Adopt the Incident Command System** - (See Table 2)
6. **Review evacuation and reunification logistics and procedures.**
 - Collect student emergency information from families before the start of the school year. A good time is at registration. (See Attachment C for a sample Student Emergency Card)
 - Identify staff roles and responsibilities. (See Attachment B for form)
 - Notify staff of their roles and responsibilities.
 - Hold all-staff meetings during pre-planning week. Review the reunification site, designated “areas” within the site, and staff roles and responsibilities. Set dates for small group training sessions.
 - Notify staff of evacuation and reunification drills. Select teacher planning days to conduct drills.
7. **Designate the Reunification Site “Areas” where parents will be processed and students will be reunited with families.**
 - Where will each “Area” be located within the facility?
 - Is there enough space in each area to accommodate students, staff, and parents?



TABLE 1 – Complete the table based on the charter school’s reunification site.

Table 1 - Designated Areas at the Reunification Site	
<i>Example: Family Waiting Area</i>	<i>School Gym</i>
Parent Parking	
Command Post	
Family Check-In Area	
Individual Assistance - Notification Area	
Family Waiting Area	
Student Assembly Area	
Reunification-Student Release Area	
Family-Student Exit	

8. Incident Commander’s “Go Bag”



At least two weeks before the start of the new school year, the Assistant Principal and PE teacher will verify that the IC Go Bag - a *yellow duffle bag on wheels (insert description of bag)* – is located (*insert location*) and contains the following:

Incident Commander’s Bag



(This is a recommended list. Charter schools can modify.)

- Keys to all school doors – interior and exterior
- Keys to all file cabinets
- Administration Crisis Management Binder, including blueprints; floor plans of the school building(s) that show the entrances, exits, alarms, windows, interior and exterior doors, classrooms, offices, bathrooms, cafeteria, gym, storage closets, electrical closet, phone

closet, internet equipment location; first alarm turn-off procedures, utility shut-off values, sprinkler system turn-off procedures, gas line and utility line layout, cable t.v. satellite feed shut-off, evacuation routes; emergency procedures; aerial view photos (other documents listed here should be inserted into the binder)

- Emergency Flip Chart
- Faculty/staff roster and cell telephone numbers
- Emergency Phone List, including school district contacts, local hospitals, board members, etc.
- List of staff with first aid, CPR and/or EMT training
- Job description checklist for each reunification area
- Staff responsibilities checklist
- Sample communication notifications and social media notifications
- Current list of all students
- Master student schedule
- Class rosters
- The Student Emergency Information Card binder (See Attachment C for form)
- Name tags for ICS and team members
- Signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area)
- 5 signs (Student Last Name starts with A–E, F–I, J–M, N–S, T–Z)
- Sign clips and tape
- 18 yellow vests with placards (4 Family Check-In Gate, 2 Security, 2 Information, and 2 Family Waiting Area, 2 Reunification Area, 2 Student Assembly Area, 4 runners)
- Staff name tags and lanyards
- 1 bullhorn
- 12 whistles
- 18 two-way radios
- 12 clipboards, pads of paper, pens, highlighters
- Flashlight and batteries
- Laptop and charger
- Cell phone charger
- Extension cord
- Forms (the number of enrolled students will determine the number of forms needed)
 - Parent/Guardian Verification and Student Release Form (Attachment D)
 - Injured Student/Staff/Visitor Form (Attachment E)
 - Family Reunification Student Sign-Out Form (Attachment F)

- A USB drive containing essential administrative information, student information, prepared parent/ guardian communications, forms, contact information, plans, etc.

The designated Incident Commander laptop (plugged in) is next to the yellow duffle bag.

The School Secretary is responsible for maintaining and updating the Incident Commander’s Go Bag, laptop, and USB drive, and transporting it from the school to the reunification site. He/she will also be responsible for setting up the Incident Command Post upon arrival at the site.

9. Materials and Supplies



Be sure materials and supplies can be transported to the reunification site.

- Binders with directions for command staff and general staff to include job action sheets, forms (even if the school is using an electronic system, contact information, name badges, and lanyards, etc.
- Reunification Site Signage used to direct parents/guardians at the site (pre-made and laminated) (See the list: Incident Commander’s Bag)
- Parent Reunification Site Information Cards (distribute cards)
- All forms (Forms are listed below and provided in the Attachments section of this document.)
- Pen and paper
- Clipboards
- Assortment of office supplies

10. Prepare Family Reunification Information brochure for distribution

- Create and print the *Family Reunification Information* brochure.
- Distribute two times per year: (1) at registration and (2) inserted with the end of the semester report cards.
- Review information with parents at the first SAC meeting or Parent Orientation.
- Include the brochure in the new family welcome packet for families registering after the start of the school year.
- Prepare a “Parent/Guardian Information Card” to hand out at the Reunification Site. Include information the parent/guardian will need to know about the reunification process, including what to expect in each designated area,

11. Forms for Reunification Process

- Designated staff will prepare all forms required for the family reunification process.
- Templates are provided in the Attachments section of this document, in Word, for each of the following forms. They can be easily modified to meet the needs of the charter school. Schools can also develop their own forms.

A list of forms provided in this template:

Attachment A – Incident Command

- Names, position, phone numbers

Attachment B - Reunification Site Staff Assignments

- To be completed by school administrator and school crisis response team

Attachment C – Student Emergency Information Card

- To be completed by parent/guardian prior to the start of the school year

Attachment D – Parent/Guardian Verification-Student Release Form

- Includes several sections to be completed by parent/guardian/authorized designee and team member

Attachment E – Injured Student/Staff/Visitor Form

- To be completed by team member

Attachment F – Family Reunification Student Sign-Out Record

- To be completed by team member at the Reunification-Student Release Area prior to the student exiting the reunification site

Attachment G – Sample MOU

12. Designate team assignments

- See Attachment Form B -
- Create a flowchart designating the chain of command and reunification team assignments.
- Insert a typed copy in the Incident Commander’s binder located in the yellow duffle bag.
- Copy to the USB drive.
- Transfer to the IC laptop.

13. Update Student Emergency Information Binder

The school secretary and ESE coordinator will update the following:

- Student Emergency Information binder contains the student emergency cards, family contact information, and cell numbers, and at least two additional emergency contacts

- Information on students with special needs, including specific medical needs
- The Secretary will add the names of new students as they enroll throughout the year and remove the names and forms of students who have withdrawn.
- Ensure all Student Emergency Information cards (see Attachment C) are completed during student registration day(s). All cards should be in possession of the school secretary.
 - Make two (2) copies of the Student Emergency Information cards.
 - One set in the yellow duffel bag.
 - One set in the Operation Chief's bag.
 - The original cards will be kept on file at the school.

14. Identify Any Student Needing Additional Assistance or Students with Special Needs

- The ESE coordinator will compile a list of students with special needs who may require special assistance.
- The School Nurse will compile a list of students with medical needs/concerns or who may need medication during an evacuation /reunification situation.
- As new students enroll and withdraw, update the list.

15. Hold a Mandatory Meeting with School Staff at the Beginning of Teacher Planning Week

- Hand out the school staff reunification notebook.
- Review evacuation and reunification procedures with all school staff.
- Review roles and responsibilities of the ICS.
- Review duties of school staff who will serve on the reunification site teams. Provide training.
- Review reunification site layout and 'Areas.'
- Review how the school will communicate with parents.
- Hold a reunification drill during teacher planning week.
- Review crowd management and de-escalation techniques.
- Discuss psychological first aid.
- Discuss the care of students with special needs. Include conversations with the ESE coordinator, school nurse, and mental health professionals.



Note to Charter Schools: This is not intended to be an all-inclusive list. Please add your own topics to cover in your staff meetings and training.



NOTE: The reunification process, from start to finish, may take several hours or longer, depending on the nature of the emergency and the level of disruption the event has caused the surrounding community. All assigned personnel must be prepared to maintain responsibilities until the event has concluded or their responsibilities have been transferred to other personnel.



If there is a community-wide incident, it will require additional coordination and communication working with the (insert name of reunification location, the Duval County emergency operations team, and the Duval County Emergency Operations Center.



16. Develop an Interoperable Communications Plan

Effective communications are critical to successful reunification operations. But communications are a common fail point. Schools, first responding agencies, and communities should collaborate to develop a reunification process tailored to the needs and resources available.

In the planning phase, meet with your local first responding agencies to discuss if an interoperable communications plan is already in place for community incidents to connect all the agencies involved.

17. Communications with Parents/Guardians Before the Start of the School Year



- Prior to the start of the school year, communicate information about the Reunification Plan with parents/guardians.
- *Information will be disseminated via ParentSquare*
- Advise families to monitor established school communication channels, for example, the school's automated phone message system or text messaging apps.
- Include information on reunification in the student-family handbook and send updates and reminders at least every semester.
- Orient new families on the Family Reunification process as part of their school orientation.

Disseminate the following information to families before students return for the new school year:

- If there is an incident at the school, do not go there unless you are notified to do so by the principal or designee, school district, or alerted by the news media.
- If you are notified the students have evacuated and the family reunification plan has been activated, calmly proceed to the reunification site to pick up your child or children.
- You must bring your government-issued photo ID.

- Do not park your car in a manner that would block traffic.
- Look for signage indicating “Family Check-In Area.” You must check in with school staff at the Family Check-In Area and provide your photo ID.
- School staff will direct you to the Family Waiting Area.
- The process of reuniting with your child could be time-consuming. Please be prepared for delays.
- After picking up your child, please leave the Reunification site immediately.
- To ensure student safety, a student who is not picked up at the Reunification site will be transported to another safe location to wait for the parent/guardian. Parents/guardians will receive additional information.
- The school administration will notify parents/guardians about school reopening via phone and text messages.

Let Parents/Guardians Know How the School Will Notify Them in an Emergency

- In the event of a school evacuation, notify parents/guardians as soon as it is safe,
- The school will use the following methods to notify parents/guardians.



Recommendation: *Identify specific communication systems and apps the school will use during the evacuation-reunification process. The following examples are generic.)*

- Automated calling system with a pre-recorded message from the administration. (See sample message below.)
- Text messaging apps
- School website
- Social media apps



Recommendation: Prepare parent/guardian notifications and emergency alerts in advance so they can be transmitted quickly via phone and text or posted to the school website and on social media. *(See sample notification in section II. - During a Campus Evacuation.)*



Table 2 identifies the roles and responsibilities of the Incident Command System under the Family Reunification Plan. Charter schools should modify the positions and duties to meet their needs.

<p>Table 2 Reunification Incident Command System – Roles and Responsibilities</p>
--

Position	Roles and Responsibilities	Identify Name or School Position
Incident Commander	<ul style="list-style-type: none"> ● Has overall decision-making responsibility for managing the incident, establishing objectives, planning strategies, and implementing tactics. ● Determine if there is a need to activate the Family Reunification Team. If yes: Activate the school-based Family Reunification Team and ICS. ● Identify the ICS team members needed to address the emergency and conduct a briefing. ● Ensure overall incident safety. ● Provide notification to local officials and governing board. ● Establish and maintain liaison with other participating agencies ● Authorize/approve the release of all information ● Interface with agencies and parents ● Activate and deactivate functions or positions as needed for the specific incident ● End the family reunification process and demobilize the ICS. 	Jason Holman
Operations Chief	<ul style="list-style-type: none"> ● Report directly to the Incident Commander. ● Analyze school staffing resources to support the Family Reunification Annex. ● Organize, assign, and supervise the response resources. ● Responsible for materials and supplies (located with the IC's Go Bag) and transporting them to the reunification site. ● Oversee the set-up of all areas and personnel responsible for these areas. <ul style="list-style-type: none"> ○ Student Care and Release ○ Student Supervision ○ Health services/First Aid ○ Search and Rescue ○ Student Reunification 	
Public Information Officer (PIO)	<ul style="list-style-type: none"> ● Disseminate emergency information from the School Incident Commander, law enforcement, and/or school superintendent or designee advising the public of reunification actions. ● Act as the official spokesperson for the school during the emergency. 	HQ (Bloom/Kisz)

	<ul style="list-style-type: none"> ● Coordinate with the Incident Commander to prepare parent/guardian communications, including letters, automated phone and text messages, school website updates, social media updates, etc. ● Coordinate with the Incident Commander and Board chair to arrange and hold press conferences with news media. ● During an emergency, post parent notifications ● Oversee the Social Media team. ● Cooperate with school district officials for announcements and press conferences. ● Handle all media requests during the incident. ● When meeting with the media: <ul style="list-style-type: none"> ○ Hold a press conference in a secluded location out of view of students. ○ Consider asking school district officials to participate ○ Do not permit media, parents, or the general to film or interview any students, faculty, or staff while on campus. ○ If a media interview is to take place on campus, request that a "pool reporter and camera-person" be chosen to represent all media. ○ Request the media's cooperation in helping to maintain a calm environment. ● All information released to parents and the media must be based on facts. ● Never release the names or photographs of any persons who are injured or deceased. ● Set a schedule to release information throughout the incident <ul style="list-style-type: none"> ○ Example: Updates will be provided to the media every three hours. ○ Example: Parent/guardian updates will be released hourly. ● Communicate any concerns to the school administrator. ● If a school district official is not present at the reunification site, maintain communication with the superintendent's office. 	
Liaison Officer	<ul style="list-style-type: none"> ● Serve as the primary contact for supporting agencies and response organizations assigned to the incident. ● Brief the Incident Commander and other ICS team 	

	<ul style="list-style-type: none"> ● Brief other agencies involved in the operation. ● Respond to requests from reunification team members. ● Monitor incident operations to identify current or potential problems between the school and response agencies. 	
Logistics Officer	<ul style="list-style-type: none"> ● Assist the Incident Commander and Operations Chief by providing the resources and services required to support incident activities. ● Arrange for and set up communications equipment. ● Arrange for the care of injured students and staff, including on-site first aid and emergency medical services, as needed. ● Determine the supplies needed to support the incident. ● Ensure there are sufficient water, food and sanitation supplies. ● Distribute supplies. ● Set up food services, as needed. ● Maintain inventory of supplies and equipment. ● Maintain security of supplies and equipment. ● Work with finance to contract for and purchase goods and services needed at the incident. ● Arrange for support transportation, if needed. 	
Planning Officer	<ul style="list-style-type: none"> ● Develop materials for evacuation and reunification site, including forms, parent/guardian information, signage, etc. ● Collect and evaluate incident intelligence and information. ● Prepare and document Incident Action Plans. ● Maintain incident documentation. ● Provide resources such as maps and floor plans. ● Track resources assigned to the incident. ● Develop plans for demobilization. ● Record a chronology of incident events for legal, analytical, fiscal, and historical purposes. 	
Safety Officer	<ul style="list-style-type: none"> ● Monitor the safety conditions and develop measures for assuring the safety of all assigned personnel. ● Fully cooperate with emergency personnel and investigators. ● Be visible and available to assist where needed. ● Assist in securing or containing the incident site. ● Meet and direct incoming emergency personnel. ● Provide a building blueprint to incoming emergency personnel. 	Prawl


	<ul style="list-style-type: none"> ● Monitor activity along the school perimeter.  <p>Limit access to all areas of the school. The Safety Officer will need to recruit additional support to accomplish this goal. Law enforcement may be able to assist.</p>	
Finance	<ul style="list-style-type: none"> ● Contract negotiation and monitoring. ● Timekeeping of personnel and equipment. ● Track and analyze expenses related to the critical incident. ● Track damage to property occurring at the incident. ● Work closely with Logistics. 	HQ (Metcalf/Flynn)



Table 3 identifies the key positions and staffing to fulfill the duties of the Family Reunification Process. Charter schools can modify the roles as needed.

Table 3 Key Roles of School Staff During Reunification		
Teachers	<ul style="list-style-type: none"> ● Account for all students ● Supervise students in your care until they are reunited with their families. ● Lead activities to keep students occupied in the Student Assembly Area while awaiting reunification with their families. ● Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.) 	
School Secretary	<ul style="list-style-type: none"> ● Support the Incident Commander ● Set up IC post ● Responsible for <ul style="list-style-type: none"> ○ Student Emergency Cards and all reunification-related forms ○ ICS yellow duffle bag, IC laptop, and USB drive ○ Teacher Go Bags ○ Student rosters 	

	<ul style="list-style-type: none"> o Phone tree o Copies of parent emergency letters and notifications <p>Additional responsibilities are identified in other sections of this document.</p>	
<p>School-Based Mental Health Service Providers (counselor, school psychologist, school social worker)</p>	<ul style="list-style-type: none"> ● Planning before an event: <ul style="list-style-type: none"> o Pre-identify any student who will need special assistance during an evacuation. o Pre-identify psychologically fragile students and staff who may need extra support. o Coordinate with district crisis response teams and community-based mental health service providers. o Create a reunification site sign-in sheet for mental health providers rendering assistance at the reunification site. o Have referral information on hand. ● During evacuation: <ul style="list-style-type: none"> o Escort pre-identified students to the reunification site o Notify the district crisis response team and community-based mental health providers of the emergency ● At Reunification Site <ul style="list-style-type: none"> o Be visible and available o Maintain a sign-in log of all district and community-based mental health providers arriving at the reunification site o Monitor and staff Individual Assistance-Notification Area and support parents who are referred to the Area. o Provide psychological first aid to students, parents and staff ● Organize and prioritize the delivery of counseling services to those: <ul style="list-style-type: none"> o who were victimized or injured in the event o who witnessed the event o emotionally close to the victim(s); and o who have suffered a recent loss or are judged to be at risk. ● Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. <ul style="list-style-type: none"> o Be available to the administration. o Have referral forms available. ● After the event: 	<p>Rapid Response Social Worker</p>

	<ul style="list-style-type: none"> ○ Provide ongoing support to teachers, staff, students, and parents during post-trauma recovery. These may include drop-in support, group or individual counseling sessions, classroom discussions, or bereavement groups ○ Maintain records of students receiving counseling and provide follow-up services. ○ Contact parent(s)/guardian(s) of traumatized students. ○ Provide information on available community-based mental health services. (Prepare handouts that include contact information or obtain brochures from outside service providers.) ○ Evaluate mental health services provided and track the need for follow-up support. ○ Arrange for debriefing and support for counseling professionals who participated in the critical incident response. ○ Review daily absentee list to identify all absent students and staff, particularly those at risk. Provide follow-up. 	
ESE Coordinator	<ul style="list-style-type: none"> ● Pre-identify any student with special needs that will require special care. ● Arrange with teacher(s) to escort student(s) to reunification site. 	Kate Cooley
School Nurse or Health Aide	<ul style="list-style-type: none"> ● Pre-identify students that may need special care. ● Arrange with teacher(s) to escort students that may need special care to reunification site. ● Make copies of all student health and medication cards. ● Place student medication in lockbox and transport medication to reunification site. ● Include small bottles of water and small cups in the “Go Bag.” ● Maintain list of injured. ● Maintain list of injured who are transported to the hospital. (Use Attachment E) 	Nicolette Lanier
First Aid Team	Persons with First Aid certification may be authorized to:	

	<ul style="list-style-type: none"> ● Render first aid to an injured student, staff, or visitor at the school site or reunification site if it is safe to do so. ● Notify Logistics officer of anyone needing emergency medical care and/or transport to the hospital. 	
Safe-School Officer	<p>At School Site, before and during evacuation:</p> <ul style="list-style-type: none"> ● Assist in securing or containing the incident site. ● Monitor the safety conditions and take measures to assure student and staff safety. ● Be visible and available to assist where needed. ● Screen individuals attempting to enter or exit the building or school campus. ● Monitor the school perimeter. ● Monitor the parking area. ● Meet and direct incoming emergency personnel. ● Cooperate with emergency personnel and investigators. ● During a campus evacuation, check all rooms to verify they are not occupied. ● Assist in search and rescue of students and staff, if necessary. ● Assist in school-wide search following a bomb threat. ● Report concerns to the ICS Safety Officer. ● Maintain written notes. <p>At Reunification site:</p> <ul style="list-style-type: none"> ● Follow the ICS Safety Officer instructions. ● Assist law enforcement and first responders, if requested. ● Put up signs to guide parents/guardians to identify locations. 	
Social Media Team	<ul style="list-style-type: none"> ● Work under the direction of the Public Information Officer ● Monitor social media ● Send tweets, Facebook messages, and other social media formats used by your parents. ● Messages are under the direction of the PIO. 	
Custodial	<ul style="list-style-type: none"> ● Be familiar with the operations and infrastructure of the school building. ● Prior to the start of the school year, inventory all hazardous materials stored on campus, known quantities, and their location. Update as necessary. The list should be typed and easily accessible. 	

	<ul style="list-style-type: none"> ● During an incident: <ul style="list-style-type: none"> ○ As requested by the school administrator or designee, shut off water, electricity, and gas. ○ Assist in the management of physical plant operations ○ Provide access to secured areas and/or lockdown entrances, doors, and gates to authorized personnel. ○ Isolate hazardous areas. ○ During building/campus evacuation, check all rooms to assure they are unoccupied. ○ Assist with search and rescue when it is safe to do so. ○ Assist with distributing supplies ○ Survey the damage and structural stability of buildings and utilities; report findings to school administrator. 	
Team Leaders	<ul style="list-style-type: none"> ● Each area will have a team leader who will oversee the activities of the area. Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Set up two-way radios. Keep them tuned to the designated channel provided by ICS. 	
Team Members	<ul style="list-style-type: none"> ● Each area will be staffed with trained team members to facilitate reuniting parents/guardians and their children. Designated Areas include: <ul style="list-style-type: none"> ○ Family Check-In ○ Family Waiting Area ○ Individual Assistance-Notification Area ○ Student Assembly Area ○ Reunification-Student Release Area ● Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges. ● Set up tables, display signs, have forms and materials ready ● Additional description of activities is in section IV - Reunification Process - Designated Areas 	

Runners	<p>After a parent/guardian/authorized designee has been cleared to pick up the student:</p> <ul style="list-style-type: none"> ● The runner will deliver the bottom section of Parent/Guardian Verification-Student Release Form to Student Assembly Area . ● Notify the team member and the teacher that student has been cleared to be released. ● Process will be done with small groups of students ● Runner will return to the Family Check-In Area after delivering the form. 	Justin Dorsey
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Other Types of Reunification Options

Depending upon the impact of the emergency event, family reunification can also occur at the affected school, including on-campus inside (interior) and on-campus outside (exterior).

Reunification may also take place off-campus – outside - at another school or alternate location.

Please note: This plan does not address these locations in detail, but the process and procedures of the off-site reunification plan can easily be applied here.

Examples:

On-Campus Interior Reunification Areas

- Family Check-In Gate: School entrance from playground or field
- Family Waiting Area: Gym
- Student Assembly Area: Cafeteria
- Reunification Area—Main Administrative Office
- Individual Assistance Area—Guidance Office

On-Campus or Off-Campus Exterior Reunification Areas

- Family Check-In Gate—Concession stand
- Family Waiting Area—Football field

- Student Assembly Area—Fenced softball field
- Reunification Area – Basketball court
- Individual Assistance Area—Maintenance building.

II. During a Campus Evacuation

The school staff has been trained and participated in drills to prepare for an off-site evacuation to the reunification site.

The roles and responsibilities of ICS, instructional personnel, student support personnel, and non-instructional support personnel were identified during the planning phase and are included in Tables 2 and 3 above.

Actions:

The Incident Command System will prepare for evacuation and relocation to the reunification site.

- Depending upon the emergency, 9-1-1 and first responders may be notified via the mobile panic alert system or by cell phone.
- The school administrator will activate the Incident Command System (ICS), as outlined in the school’s Crisis Management Plan.
- The Incident Commander [principal or designee] will assess the situation and determine if students and staff will evacuate to the reunification site.
- The Incident Commander will assign ICS responsibilities, as needed, according to the ICS structure. (See ICS roles and responsibilities)
- Notify the emergency contact person at the reunification site.
- Notify the Board chair.
- Notify the school superintendent’s office.

Public Information Officer



School Evacuation and Relocation Message

This is an important message from Horizon institute. Today is (insert day and date). It is (insert time) am/pm. There was an emergency situation at Horizon NFL. The emergency is over. Please listen carefully to this message.

Do not come to the school. All students have been relocated to the (insert name). Please go to insert address) to pick up your child. All students will be released to parents and guardians there. Bring photo identification with you. For your child's safety, school staff will check your ID against a list of individuals approved to sign out each student.

Students can only be released to those individuals you listed on the Student Emergency Release Form.

There will be officials and school staff at (insert name) to direct you and guide you through the family reunification process. Please follow their instructions.

Additional information and updates may be sent to you via (parent Square) and posted on the school website at (insert website address).

Thank you for your patience as we work to reunite you with your child.



The roles and responsibilities and Go Bags provided below should be modified based on the charter school's staffing and how the school wishes to utilize the talents and expertise of its staff members.

Teachers' Role During Notification and Evacuation

- When the administrator announces the emergency, watch for text messages with further instructions. Do not text or call the ICS team unless you have an emergency.
- Account for all students. Notify ICS if any student is missing.
- Assess student needs. Are any students injured? If yes, notify ICS.
- Prepare students to evacuate the building and walk to the reunification site. Allow students to take jackets. Leave all school-related materials behind.
- Grab Teacher Go Bag.
- Close the door but do not lock it.
- Follow the evacuation route and evacuation instructions outlined in the Emergency Flip Chart.
- Continue to watch for text notifications.
- Escort students in your care to the Student Assembly Area at the reunification site.

(Additional responsibilities in Table 3)

Teacher Go Bag (Crisis Response Bag)

- Each classroom should have a "Go Bag" or crisis response bag. Hang the bag from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:
 - Emergency evacuation plan - Flip Chart
 - Teacher instructions for evacuation and relocation to the reunification site

- Class rosters for each class
- Student names, parent names, parent contact information
- Names and cell numbers of ICS
- Staff phone list
- Assigned roles of school personnel (other than teachers)
- Flashlight and spare batteries
- First aid supplies (bandages, gauze, etc.)
- Latex gloves
- Pen and paper
- Coloring Books
- Markers/Colored Pencils
- Movies

Role of School Nurse during Evacuation

- Escort pre-identified students to the Reunification Site.
- Carry School Nurse Go Bag to Reunification Site.

School Nurse “Go Bag”

- List of pre-identified students that may need special care.
- Copies of each student’s health and medication cards.
- Lockbox with student medication. Place in Go Bag just prior to evacuation.
- Water and small cups for students who need medication.

(Additional School Nurse responsibilities in Table 3)

Role of ESE Coordinator during evacuation

- Escort pre-identified students to the Reunification Area.

(Additional ESE Coordinator responsibilities in Table 3)

Role of Safe-School Officer during Evacuation

(Responsibilities in Table 3)

III. Communication During the Reunification Process

It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is safe or to minimize the number of injuries, this First Message not only begins the recovery process, but it could also be evidentiary for purposes of liability. Rather than saying "All students are safe," it may be more accurate to report, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents may be the first to arrive at the school. Prepare for the fact that this may occur before transmitting any official notification.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While notifications written in advance of a crisis may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements should be reviewed by the charter school's legal counsel as part of the planning process. Consider having the school's insurance provider review the statements, as well.

Source: K12 Standard Reunification Method Toolkit, Texas School Safety Center, Texas State University

The Public Information Officer will:

- Use the methods of communication identified in the planning phase.
- Send parent notification as soon as it is safe to do so.
- Send Initial notification via automated phone and text messages.
- Direct the Social Media team to send tweets, and post messages on Facebook and other social media platforms.
- Keep families updated as often as possible.



Charter schools can modify their messages to families according to their preferences and style.

Sample Automated Phone Message – PARENT INSTRUCTIONS

- Parents: All students at Horizon NFL campus have been evacuated to (insert location).
- Please do not attempt to go to Horizon NFL. It will only interfere with public safety emergency responses efforts.

- Students have evacuated to our reunification site at the (insert name).
- To pick up your student, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Follow the instructions of the school staff.
- Please do not contact the school.
- We will continue to update you.



Sample Automated Parent/Guardian Text Message – PARENT INSTRUCTIONS

- Parents: All Horizon Institute NFL students have been evacuated to (insert relocation location).
- Please do not go Horizon Institute NFL campus
- Please do not panic.
- Go to (insert address). to pick up your child. Bring your government-issued photo identification.
- Park in the (insert parking lot location.)
- Follow directions provided at the site.
- We will continue to update you.

Sample message for website homepage:



There has been an emergency at *Horizon institute NFL campus*. All students and staff have been evacuated to the (insert reunification site). Parents/guardians/emergency contacts should pick up students at (insert address). Bring your government-issued photo ID. Upon arrival, please follow the staff's instructions.

Sample News Media Release for Parents



- There has been an emergency at *Horizon institute NFL campus*. All students and staff have relocated to the (insert location)
- Parents: Please do not attempt to go to *Horizon institute NFL campus*. You will only interfere with public safety emergency response efforts.
- To pick up students, please proceed safely to the reunification site located at (insert address). Bring your government-issued photo identification. School staff will conduct verification checks so we can safely return your student to you.
- When you arrive at the Reunification Site, park in the (insert parking lot location.)
- Then, follow the instructions of the school staff.
- Please do not attempt to contact the school.
- We will continue to update you.

For the roles and responsibilities of the Public Information Officer, please refer to Table 2 – Reunification Incident Command System – Roles and Responsibilities.

For the roles and responsibilities of the Social Media Team, please refer to Table 3 – Key Roles of School Staff During Reunification.

IV. Reunification Site



TABLE 4: To be completed by the Charter School:

This table can be modified by the charter school based on the school’s plan and reunification site.

Table 4: Designated Areas at the Reunification Site	
Insert the location that will serve as the “Area”	
<i>Example: Family Waiting Area</i>	<i>Gym</i>
Family parking	
Command Post	
Student Assembly Area	
Family Check-In Gate/Area	
Family Waiting Area	
Reunification-Student Release Area	
Individual Assistance-Notification Area	

Traffic Control

Law enforcement will control traffic in and around the Reunification Site. School-based safety personnel or trained school staff members will assist, if requested.

- Whenever possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles.
- Law enforcement may put up barricades and clear vehicles blocking traffic routes, as needed.

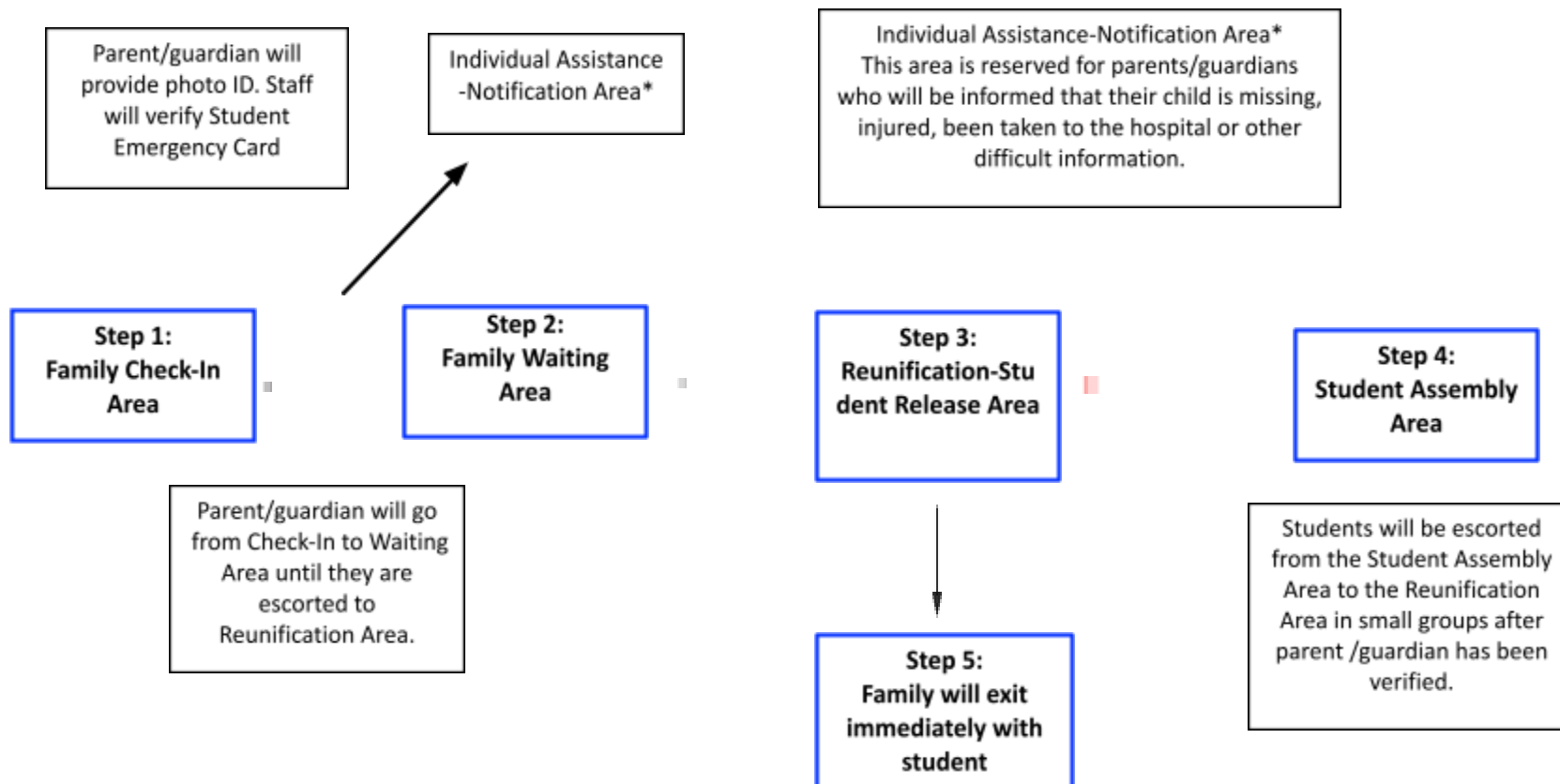
Signage: Assigned school staff will put up signs to delineate parent reporting areas.

Family Arrival at the Reunification Site

- Order must be maintained.
- Parents/guardians will be directed from the parking area to the Family Check-In Area.
- Law enforcement may be available to assist school staff with disgruntled family members.
- When possible, assign school staff who are familiar with the families to the Family Check-In Area

Reunification Areas and System of Reuniting Families and Students

The diagram below represents the flow of parents/guardians at the Reunification Site.



V. Reunification Process

Goal: Reunite students with authorized adults safely and efficiently.

Objective: To utilize a systematic verification and release process that will reunite families and students.

Actions: The following steps outline the Reunification process for parents/guardians/authorized designees from the time they arrive at the site until they depart the site with their child. Each “Area” is identified.

Designated Reunification Areas: TABLE 5 – Family Reunification “Areas” at the Reunification Site provide a process of verifying authorized adult(s) in order to reunite families and students. Team leaders and team support members’ duties and responsibilities, and required forms, are noted.

TABLE 5 – FAMILY REUNIFICATION “AREAS” AT THE SITE



Charter schools can modify the tables below.

Family Check-In Area The first step toward reuniting family and student	
Setup:	<ul style="list-style-type: none"> ● Two to six tables (based on the number of students to be released) with chairs ● Signage identifying Check-In Area and alphabetized last names for tables. ● Parent/Guardian Verification-Student Release Forms ● Student emergency release cards or access to cards online or via USB drive ● Student Rosters ● Office supplies ● Power supply and Internet access ● Two-way radio to communicate with ICS and other Areas ● Team members to facilitate requests / complete paperwork

	<ul style="list-style-type: none"> ● Runners to notify Student Assembly Area team members
Parents/guardians will line up at the Family Check-In Area. Signs will designate line formation based on first initial of last name.	<ul style="list-style-type: none"> ● Staff will hand out the “Parent/Guardian Information” cards. ● Adult will be given the Parent/Guardian Verification-Student Release Form.
<p>Process: How to Complete the Parent/Guardian Verification-Student Release Form Instructions are also on the form.</p>	
<p>1. Parent/guardian/authorized designee will complete PART 1 of the Parent/Guardian Verification-Student Release Form.</p>	
<p>2. Family Check-In team member will complete PART 2 of the Parent/Guardian Verification- Student Release Form.</p> <ul style="list-style-type: none"> ● Verify government-issued photo ID. Confirm identity. ● Verify that the requesting adult is authorized to take custody of the student(s) based on the information on the Student Emergency Card. ● If parent/guardian/authorized designee does NOT have a government-issued photo ID or is not listed on the Student Emergency Information card, notify the ICS Operations Officer. ● Once verification is completed, direct parent/guardian to the Family Waiting Area. ● Give the runner the bottom portion (must be completed) of the Parent/Guardian Verification-Student Release Form. ● Dispatch runner to the Student Assembly Area to notify teacher and team member that the student can be released to the Reunification-Student Release Area. 	
Family Check-In Team Area Leader	
Duties of Family Check-In Team Area Leader	<ul style="list-style-type: none"> ● Ensure signage is in place ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct team activities ● Ensure parent/guardian verification is completed ● Ensure all forms are completed and signed ● Maintain all completed forms and paperwork ● Interact with the Incident Commander to identify problems and report status ● Direct parent/guardian/designee to the Individual Assistance-Notification Area, if required

	<ul style="list-style-type: none"> • Refer all outside requests for information to the Public Information Officer • Maintain order in the Area
Family Check-In Area Team Members	
Duties of Family Check-In Area Team Members:	<ul style="list-style-type: none"> • Greet parents, guardians, and designees • Providing reassurance as needed • Assist in the verification of the parent/guardian/designee and the accurate completion of the Parent/Guardian Verification-Student Release Form
Other Assigned Personnel	<ul style="list-style-type: none"> • ICS Operations Officer will oversee the process • Mental health service providers will be visible • Law enforcement will be visible

Family Waiting Area

Set-up	<ul style="list-style-type: none"> • Area large enough to hold groups of waiting parents/guardians/designees • Signage • Two-way radio to communicate with Incident Command and other Areas • Student Rosters • Pen and paper
Process	
<ul style="list-style-type: none"> • Parent/guardian will go from the Check-In Area to the Family Waiting Area, as instructed by Family Check-In Area team member. They will wait to be notified that the student is being escorted from the Student Assembly Area to the Reunification-Student Release Area. 	
<ul style="list-style-type: none"> • Family Waiting Area team member will double-check parent/guardian/authorized designee verification information. 	
<ul style="list-style-type: none"> • Team members will inform families of the next steps. This will help to reduce parent anxiety. 	
<ul style="list-style-type: none"> • Team members will be notified via two-way radio when parent/guardian/ designee can be escorted to the Reunification-Student Release Area. 	



Recommendation: Whenever possible, staff the Family Waiting Area with school personnel who know the families. This is often the front office clerical staff and PE teacher/Coach.

Duties of Family Waiting Area Team Leader

- Ensure signage is in place
- Set up two-way radio to correct channel
- Be alert to text messages from ICS
- Direct team activities
- Ensure all forms are completed and signed
- Maintain accountability and control of parents/guardians/designees.
- Receive injury or missing student information from team members. Notify Incident Commander
- Interact with the Incident Command to identify problems and report status
- Arrange for parent/guardian/designee to be escorted to the Reunification-Student Release Area

Family Waiting Area Team Leader

Duties of Family Waiting Area Team Members

- Provide reassurance to the parents/guardians/designees
- Help maintain calm and order
- Double-check Parent/Guardian Verification-Student Release Forms
- Provide team leader with information received regarding missing or injured students.
- Interact with the Family Check-In, Student Assembly, and Reunification-Student Release Areas
- Escort parents/guardians/designees to the Reunification – Student Release Area when notified.
- Check off parent/guardian/designee names when leaving Area to go to Reunification-Student Release Area.

Family Waiting Area Team Members	
Other assigned personnel (Mental health service providers may be necessary)	

Individual Assistance – Notification Area	
Setup	Tables and chairs Telephone Internet access Laptop Paper/Pens Student Rosters Copies of all forms
Purpose of this Area: To provide notification to family of missing or injured student, or worse	
Special Considerations	<ul style="list-style-type: none"> ● Only trained professionals will be allowed in the Individual Assistance – Notification Area. All information discussed must remain confidential. No unauthorized personnel will be allowed in the area. ● Mental health professionals will provide parent/guardian with a means to communicate with other family members, friends, clergy, and supporters. ● Family privacy must be protected. ● Shelter family from the media.
Individual Assistance-Notification Area Assigned personnel:	<ul style="list-style-type: none"> ● Incident Commander (on call, as needed) ● Mental health service providers ● Community-based trauma experts ● School nurse, as needed ● District Crisis Intervention Team ● Law enforcement
Identify personnel assigned	
Considerations:	

When reunification is not possible because a child is missing, injured, or worse, how and when this information is provided to families is critical. Before an emergency, teams should discuss how, when, and by whom family will be informed when they cannot reunite with their student. While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Trained personnel play a vital role in providing information in a compassionate manner.

Student Assembly Area	
Setup	<ul style="list-style-type: none"> ● Signage ● Tables and chairs ● Two-way radio (set on proper channel) ● Laptop ● Internet access ● Paper and pens ● Student Rosters ● Games and activities for students, if available
Special Considerations	<ul style="list-style-type: none"> ● The Student Assembly Area will be out of view of the Family Check-In and Family Waiting Areas. ● Students must remain with their teachers. Additional school staff will be assigned to assist with student supervision, as available.
Process	
<ul style="list-style-type: none"> ● Runners will take verified/approved Parent/Guardian Verification-Student Release Forms to the Student Assembly Area. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will verify that the student is in the Area. 	
<ul style="list-style-type: none"> ● Team leader will review Parent/Guardian Verification-Student Release Form. 	
<ul style="list-style-type: none"> ● Runner will return to the Family Check-In Area 	
<ul style="list-style-type: none"> ● Before student is escorted to the Reunification-Student Release Area, the teacher or team member will check off student's names on the roster. 	
<ul style="list-style-type: none"> ● Student Assembly Area team member will escort student to Reunification-Student Release Area. Student must be released to a Reunification team member 	
Duties of Student Assembly Area Team Leader	<ul style="list-style-type: none"> ● Ensure signs are in place

	<ul style="list-style-type: none"> ● Tune two-way radio to correct channel ● Be alert to text messages from ICS ● Direct activities of assigned team members ● Ensure all forms are completed and signed ● Assume responsibility for all forms and paperwork ● Provide reassurance to the teachers and students ● Maintain calm and order
Student Assembly Area Team Leader	
Duties of Student Assembly Area Team Members	<ul style="list-style-type: none"> ● Provide reassurance to the teachers and students ● Help maintain calm and order ● Assist Team Leader at the door ● Assist teachers with students ● Escort student(s) to the Reunification-Student Release Area
Student Assembly Area Team Members	
Teacher responsibilities	<ul style="list-style-type: none"> ● Ensure all students are accounted for. ● Teacher must take roll as soon as class arrives at the Student Assembly Area. ● The student roster is in the Teacher Go Bag. ● Each student's name must be physically checked off ● If any student is missing, notify the Incident Commander immediately via text message. ● If any student is injured, notify the Incident Commander immediately via text message. ● Teacher is responsible to keep his/her students together. ● It will get very noisy in the Student Assembly Area. Showing a movie, reading to students, and drawing/coloring are good options. ● Students are discouraged from using cell phones. ● If any student becomes distraught, notify the Operations Chief via text message. A counselor will be sent to assist as soon as possible.

	<ul style="list-style-type: none"> ● Coordinate restroom breaks with the Student Assembly Team Leader. ● Water and snacks will be distributed as quickly as possible.
Other assigned personnel	<ul style="list-style-type: none"> ● ESE coordinator ● School nurse, if available ● Mental health service providers will be visible

Reunification-Student Release Area	
Setup	Signage Tables and chairs Student Rosters Tune two-way radio to correct channel Set up laptop with Internet connection Paper/Pens Stapler
Process	
<ul style="list-style-type: none"> ● The Reunification-Student Release Area Team will verify parent/guardian/authorized designee photo ID and Student Emergency Card (for the third time). 	
<ul style="list-style-type: none"> ● Parent/guardian/authorized designee will complete PART 4 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● Team member will complete PART 5 of the Parent/Guardian Verification-Student Release Form. ● Signature is required. 	
<ul style="list-style-type: none"> ● A School Assembly Area team member will escort the student to the area. 	
<ul style="list-style-type: none"> ● The parent/guardian and team member will fill out the Family Reunification Student Sign-Out Records (Attachment F) 	
<ul style="list-style-type: none"> ● Team member will notify parent that phone and text messages will be sent later in the day or evening with updates. 	

<ul style="list-style-type: none"> The student and parent/guardian/authorized designee are free to leave. No one is allowed to return to the school to retrieve the student's belongings. 	
<ul style="list-style-type: none"> The Team Leader is responsible for maintaining all completed student release forms. Forms will be turned over to the ICS Planning Officer at the end of the reunification process. The Planning Officer may periodically pick up forms during the reunification process. 	
Duties of Reunification-Student Release Area Team Leader	<ul style="list-style-type: none"> Ensure signs are in place Tune two-way radio to correct channel Set up laptop, if needed Be alert to text message from ICS Direct activities of assigned team members Ensure all forms are completed and signed
Reunification-Student Release Area Team Leader	
Duties of Reunification-Student Release Area Team Members	<ul style="list-style-type: none"> Ensure all forms are completed and signed This includes the Family Reunification Student Sign-Out Records (Attachment F) Give all completed forms to the Team Leader
Reunification-Student Release Area Team Members	
Other assigned personnel	<p>At least one (1) member of the ICS team At least one (1) member of law enforcement Incident Commander, when available Mental health service provider(s)</p>

Student(s) Who Are Not Be Picked Up

Follow these procedures for any student who has not been picked up by an authorized adult.

1. Notify IC immediately. Provide status, including attempts to contact parent/guardian/authorized adults.
2. Assign one senior staff member to call and send urgent text messages.
3. If parent/guardian has a work phone number, call the workplace.
4. Verify custodial parent.

5. Verify student's home address.
6. Verify custodial parent's place of work, company name, and address.
7. Notify governing board chair
8. Request that law enforcement go to the custodial parent's workplace and home.
9. If law enforcement does not have an officer available at the time, the IC will send two (2) available ICS team members. (It is recommended that the school does not send one person to the student's home. Go in pairs.)
10. Consider that it will be unlikely that any member of ICS will have access to his/her vehicle.
Transportation options for ICS: Request transportation assistance from a district crisis intervention team member or take a taxi or Uber.
11. If all efforts have been expended, notify local law enforcement.
12. Identify a safe, centralized location where students can wait for their parents.
13. If the charter school does not have bus transportation, request the superintendent's office to authorize bus transportation for students and accompanying staff members.

VI. Post-Reunification Activities

After all families and students are reunited, the Incident Commander will declare an end to the Family Reunification process and begin demobilizing operations.

Demobilization procedures:

- Initiate comprehensive closing of reunification location (return equipment and unused supplies to Logistic Officer; take down signs; clean up reunification areas)
- Complete all tasks, paperwork, forms, and reports. Submit to the School Secretary.
- Complete initial briefings with ICS
- Transfer operational control from ICS to school administration.
- Maintain incident records, reports, and documentation.
- Determine when students and staff can return to the school.
 - If the school will be closed, begin plans for virtual instruction.
- Communicate with parents/guardians/media
 - Information on the reopening of school
 - Available resources and assistance, as needed
 - Release updates to the news outlets
 - Update the school website

Ensure continued care of all students who are not reunified with families.

- Update the principal on any students who have not been reunited with their families.
- Identify where students and staff will be temporarily housed.
- Mental health professionals will provide continued care to students whose families have been delayed.
- Continue to contact parents.
- The School Nurse will check on students and staff taken to the hospital (if applicable) and update the Principal.

Communicate with all school employees. Check on their welfare.

Verify the reunification site has been cleaned and returned to normal.

- Evaluate and refine the family reunification plan.

Within 24 hours:

- Hold debriefing with ICS Command.
- Meet with school personnel to debrief and answer questions.
- School-based mental health service providers and community mental health partners will implement the plan to support the needs of students, staff, and parents.

Within 48 hours:

- The Principal, Assistant Principal, and the Mental Health team will debrief in small groups with staff, and community partners, including providers of off-campus reunification locations.
- At least one member of the guidance staff should co-facilitate each debriefing group and transcribe notes from any key findings. Debriefing should include information about follow-up support resources.
- Mental health staff trained in post-traumatic stress management will facilitate student coping groups.
- The head custodian will oversee the restocking of reunification supplies as listed.
- The Assistant Principal, ESE Coordinator, and School Secretary will:
 - Review and maintain records indicating that all students were released to their lawful family members; and
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

4. As soon as possible, but within 2-3 days of the incident:

- The principal will convene the school-based Crisis Response Team to review the event and adjust procedures in the Family Reunification Plan; meet with staff to review the event; and schedule staff retraining, as needed.
- The principal will meet with local responding agencies and the school district to debrief.

VII. Practice Exercises and Drills

Schedule practice exercises throughout the school year so staff can “rehearse” procedures.

- Walk through and talk through the procedures.
- Tabletop exercises help to clarify the roles and responsibilities of the crisis response team members, ICS, and school personnel during a reunification event.
- Drills help prepare students for the actions necessary during an evacuation. Practice procedures as part of the drill training.
- Functional exercises involve responding to a simulated event within realistic time frames. Use teddy bears as students to practice.
- Provide training for all staff, including verification of parent/guardian/designee and student release.
- Provide special training to the ICS team

Evaluate the practice exercises and drills to identify areas in need of improvement and determine how to address them.

ATTACHMENTS A – G



The attachments, which serve as the forms referenced in this template, are provided as samples. Charter schools should adapt the forms to fit their needs or adopt their own forms.

ATTACHMENT A

Horizon Institute NFL Campus

Incident Command

SY 2023-2024

Complete the Incident Command contact form during Teacher Planning Week. Provide a copy to all team members and school staff. Post in the teacher's lounge.

Crisis Response Team Contact List			
Name	Title	Cell	Home
	Incident Commander		
	Public Information Officer		
	Operations Chief		
	Liaison Officer		
	Logistics Officer		
	Planning Officer		
	Safety Officer		
	Finance		

By signing this form, you give permission for the emergency contact persons you have listed to pick up your child in case of an emergency, illness, or missed transportation. Should any of the emergency contact information change during the school year, you are responsible to notify the school immediately. You are also consenting that the school can share the information on this form with authorized individuals.

Parent or Legal Guardian Signature: _____ **Date:** ___/___/___

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized school personnel to ensure compliance with HIPAA, FERPA, and individual rights to privacy.

ATTACHMENT D

To Be Completed/Reviewed At All Areas

Parent/Guardian Verification-Student Release Form

- To be completed by both parents/guardians and reunification team personnel.
- Use this form to track students who are being united with their families or others on their emergency contact list.

DATE: _____

PART 1: PARENT/GUARDIAN/AUTHORIZED DESIGNEE – Complete at Family Check-In Area

Family Check-in Area	
<i>To be completed by Parent/Guardian</i>	
Student Name:	Grade:
Name of person requesting student:	Relationship to student:

PART 2: FAMILY CHECK-IN TEAM – Complete Parent/Guardian/Authorized Designee

Family Check-in Area		
<i>Family Check-In Team Must Verify Parent/Guardian ID and Check Student Emergency Card</i>		
Is the person requesting the student listed on the Student Emergency Information?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did you verify government-issued photo ID?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Describe if identification was verified through another means:

PART 3: STUDENT ASSEMBLY AREA TEAM – Complete Part 3.

Student Assembly Area		
<i>Student Assembly Area Team must complete.</i>		
Did you pick up the student from the Student Assembly Area and escort him/her to the Reunification Area?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:
Did the teacher or Student Assembly Area supervisor mark the student as “released” on their checklist?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Staff initials:

PART 4: To be completed by Parent/Guardian/Authorized Designee

Reunification-Student Release Area

To be completed and signed by parent/guardian or authorized emergency contact before student can be released.

Name of person to whom student is released: (print)

Signature of person to whom student is released:

Address: Phone:

Destination after leaving site:

PART 5: Reunification-Student Release Team: Complete Part 5.

Reunification-Student Release Area Team must complete before parent/guardian and student exit the site.

Did you verify the parent/guardian photo ID and Student Emergency Card again?

- YES
 NO

Staff initials:

Was the student successfully released?

- YES
 NO

Time of Release:
Date of Release:

Team member signature:

Cut Along Line

Bottom Section of Parent/Guardian Verification-Student Release Form

GIVE COMPLETED CARD TO THE RUNNER

The Runner will deliver the bottom section of the Parent/Guardian Verification-Student Release form to the Student Assembly Area.

Print student name _____

Student grade _____ Teacher _____

DOB ___ / ___ / ___

Parent/Guardian/Authorized Designee has been verified. YES NO

Absent (student was not at school that day) First Aid Hospital Missing

Already Released

Signature of Student Assembly Team Member _____

Signature of Teacher. _____

Date: _____ Time: _____ A.M. P.M.

Hand-deliver the signed form to the Reunification-Student Release Area Team

ATTACHMENT E

**Horizon Institute NFL Campus
Injured Student/Staff/Visitor Form**

School staff will use this form to track students, staff, or visitors who are injured and transported to the hospital. If you are unable to determine the hospital the individual will be transported to, indicate the ambulance number.

Submit the form to the School Nurse.

DATE: _____

PERSONS INJURED ON SCHOOL GROUNDS					
Time	Name of Student/Staff/Visitor	Name of Staff Accompanying Individual	Hospital	Ambulance Number	Check One:
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff c Visitor
					c Student c Staff

					c Visitor
--	--	--	--	--	-----------

The school will need enough forms on hand to account for every student.

ATTACHMENT G
Sample Memorandum of Understanding

This is provided as a sample MOU. Any partnership agreement between the charter school and host reunification site should be reviewed by an attorney prior to execution.

Memorandum of Understanding

Between Horizon Institute and *(Insert name of organization)*

Date _____

Name and location of relocation site: _____

Reunification Site Contact: _____

Person responsible for reunification effort: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Secondary contact at Reunification Site: _____

Work Phone: _____

Cell Phone: _____

Fax: _____

Email: _____

Buildings, rooms, or other areas on the reunification site property the school will utilize during the reunification process:

Location of Administrator’s Toolbox if stored at reunification site: _____

School Crisis Response Team (Incident Command System) responsibilities for coordinating evacuation to reunification site.

San Jose Primary will:

- Notify the host site of the school evacuation as soon as possible.
- Maintain accountability and control of all students and staff at the host site.
- Operate the student/parent reunification points.
- Request assistance from host site if needed.
- Duration of use. *(To be completed by the charter school)*
- Clean-up agreement to return the location to its original condition. *(To be completed)*
- Address property loss mitigation *(To be completed by the charter school)*

The Host Site will:

- Accept an evacuation request from the principal or designee.
- Notify all host site employees of the situation.
- Designate areas within the facility that can accommodate the school’s reunification needs.
- Provide internet access.
- Provide access to bathroom facilities and water.
- Assign personnel to meet arriving staff and students and direct them to pre-identified space.
- If the site is a school: notify the school nurse and mental health professionals. Have emergency medical services on stand-by.
- Activate host site’s crisis response team to provide support.
- Assist with notifications of all parties, including parents/guardians

Collaborative Actions:

- The Incident Commander and (name of organization) will collaborate and coordinate for the safety and security of all students and staff.
- Take action to control media access and work with the school’s Public Information Officer.
- Coordinate for food services (meals/ snacks/drinks), as needed.

Signatures:

Charter School Principal _____ **Date** _____
Charter School Board Chair _____ **Date** _____

Host Site Signature _____ **Date** _____

Position _____

EXHIBIT B
Behavioral Threat Assessment Policies and Best Practices

[attachment follows]

Florida Department of Education

Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools

Office of Safe Schools
June 2022

ACKNOWLEDGEMENTS

The Florida Department of Education would like to express sincere appreciation to Dr. Dewey Cornell and his colleagues at the University of Virginia’s Curry School of Education and the University’s Virginia Youth Violence Project for their ongoing guidance and support. Dr. Cornell’s extensive contributions and research in this area have made it possible for Florida to establish a statewide standardized approach to behavioral threat assessments in schools.

TABLE OF CONTENTS

Introduction	page 4
Definitions	pages 5-7
Required District Policies	page 8-9
Establishment of the Threat Assessment Team	pages 10-11
Threat Assessment Team Meetings & Responsibilities	page 12
Threat Assessment Documentation	page 13
Conducting a Threat Assessment	pages 14-18
Reviewing Records & The Florida Schools Safety Portal	pages 19-23
Students with Disabilities	pages 24-25
Threats by Adults & Workplace Violence	page 26
Additional Resources	pages 27-28

INTRODUCTION

The threat assessment procedures and guidance contained in this document are based on a synthesis of best practices and established standards that are consistent with Florida law. This document is meant to serve as a guide and resource for school districts and charter school governing boards in the development of individual written policies and procedural decision-making regarding threat assessment. There are some elements noted throughout this document that are required by statute.

Pursuant to Section [\(s.\) 1006.07\(7\)](#), Florida Statutes (F.S.), districts must adopt threat assessment policies that address the following:

- The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to [s. 1006.07\(7\)](#), F.S.;
- The identification of mental health services available in the district, as required by [s. 1012.584\(4\)](#), F.S., and the procedure for referrals to those mental health services; and
- The procedures for behavioral threat assessments using the standardized behavioral threat assessment instrument developed by the Office of Safe Schools pursuant to [s. 1001.212\(12\)](#), F.S.

The Office of Safe Schools adopted the evidence-based threat assessment model established by Dr. Dewey Cornell and the University of Virginia, known as the “Comprehensive School Threat Assessment Guidelines (CSTAG) Threat Assessment and Response Protocol.” Dr. Cornell’s model is viewed nationally as the most thorough and comprehensive model for performing threat assessments in schools. The [CSTAG instrument](#) is required to be used by all school-based threat assessment teams. [s. 1006.07\(7\)\(a\)](#), F.S.

Beginning with the 2022-23 school year, threat assessment teams at each school must be fully staffed, as required by Rule 6A-1.0018(10)(e), F.A.C., and all team members must complete CSTAG training before the start of the school year. Those appointed to threat assessment teams after the start of the school year must complete CSTAG training within ninety (90) days of appointment.

If a district does not have a CSTAG trainer, the Florida Department of Education’s Office of Safe Schools should be contacted at SafeSchools@fldoe.org for information on how to access this training. In addition, each school should have a copy of Dr. Cornell’s [manual](#), “Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence,” which provides greater detail and expands on topics explored during threat assessment training. If a school does not have a copy, the Office of Safe Schools should be contacted at the email address listed above for assistance in accessing these materials.

It is considered a best practice to update the student code of conduct and related policies to be consistent with the district’s threat assessment procedures. Documentation should explain to parents, students and staff that threats to harm others are taken seriously and will be evaluated by the threat assessment team.

Additional resources are available at the end of this document.

DEFINITIONS

1. **Aberrant behavior:**¹ Behavior which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for an individual involves actions, statements, communications or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or are reasonably perceived as threatening or causing concern for the well-being of the person. These can include, but are not limited to:
 - Unusual social distancing or isolation from peers and family members;
 - Sullen or depressed behavior from an otherwise friendly and positive person;
 - Out-of-context outbursts of verbal or physical aggression;
 - Increased levels of agitation, frustration and anger;
 - Confrontational, accusatory or blaming behavior;
 - An unusual interest in or fascination with weapons; and
 - Fixation on violence as means of addressing a grievance.

2. **Baker Act:** Florida’s Mental Health Act, known as the Baker Act (ss. [394.451-394.47892](#), F.S.), provides for voluntary and involuntary admission for mental health examinations and also provides procedures for civil commitment. Generally, when a person says someone “was Baker Acted,” it means that the person was held up to 72 hours for an involuntary examination based on a threat of harm to themselves or others. Involuntary examination can be initiated by a law enforcement officer; by a physician, clinical psychologist, psychiatric nurse, or clinical social worker; or by the court through an ex parte order based on testimony from the person’s friends or family. During that 72 hours, the treating physician at a Baker Act facility will determine whether the person can be released or whether the person meets the criteria for commitment or additional inpatient care.

3. **Baker Act Reporting Center (BARC):** The Baker Act Reporting Center at the University of South Florida receives documents related to involuntary Baker Act examinations on behalf of the Department of Children and Families and enters data into a statewide database from the 125+ Baker Act receiving facilities. Additional information concerning BARC and the limitations of the data available to threat assessment teams can be found in the FAQ section of the Florida Schools Safety Portal.

4. **Education records:** Any records or documents, including information derived from those records or documents, that are directly related to a student and are maintained by an educational agency or institution, or by a party acting for the agency or institution. 34 C.F.R. s. 99.3. In most cases, this includes student health and mental health records maintained by an educational agency or institution. Law enforcement unit records, as defined by 34 C.F.R. ss. 99.3 and 99.8, are not considered education records.

¹ Definition adopted from “Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines” (Second Edition, August 2016, Reprinted May 2019), located at <https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf>.

5. **Individuals with Disabilities Education Act (IDEA):** The IDEA is a federal law that makes an appropriate, free public education available to eligible children with disabilities and ensures that special education and related services are provided to those children.
6. **Individualized Education Plan (IEP):** A written plan for each child eligible under the IDEA that governs how the district will educate that student. The parents, student (if appropriate) and a team of educators and professionals, known as the IEP team, develop the IEP, which details education and related services the student will receive and outlines required modifications, accommodations and behavioral interventions.
7. **Manifestation determination:** When a student receiving special education services is being considered for a change in placement due to a behavioral issue, including a threat to others, the IEP team must determine whether the IEP was being implemented correctly at the time of the behavior, and whether the behavior was a manifestation of the student's disability. A manifestation means that the behavior had a direct and substantial relation to the disability.
8. **Threat:** A threat is a communication of intent to harm someone that may be spoken, written, gestured or expressed in some other form, such as via text messaging, email or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) or whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning or preparing to commit a violent act. Not all types of misbehavior that may warrant discipline or even criminal consequences are threats. It is limited to instances where there is a threat to harm someone else. **If there is doubt, the communication or behavior should be treated as a threat and a threat assessment should be conducted.**
9. **Threat assessment:** A problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence. It is a fact-based process that emphasizes identification, evaluation, intervention and follow-up in order to prevent serious threats of harm or actual acts of violence from occurring.
 - **Threat assessment is not an emergency or crisis response.** If there is an indication that violence is imminent, such as when a person is at school with a gun, a crisis response is indicated. School staff must take immediate action by calling 911 and following local crisis or emergency response plans.
 - **Threat assessment is not a disciplinary process.** District procedures regarding discipline and referral to law enforcement should be followed, no matter the outcome of a threat assessment. Information learned in a threat assessment may be used in disciplinary proceedings, where appropriate.
 - **Threat assessment is not a suicide or self-harm assessment.** While there may be cases where a threat to harm others may be accompanied by a threat to harm oneself, in most cases, a threat assessment should not be completed when someone is threatening suicide or self-harm. The individual still may require intervention and assistance, but it is

a different process than a threat assessment. Threat assessment is focused on threats of harm to others.²

- **Threat assessment is not a means to profile the next school shooter.** There is no known profile of a school shooter or student attacker. The threat assessment process is focused on prevention, not prediction. Because a student has been the subject of a threat assessment does not mean the student is a potential shooter or attacker; it simply means that a threat (whether minor or serious) was reported and evaluated by the threat assessment team.

10. **Transient threats:** Threats where there is not a sustained intent to harm. The critical question is whether the person intends to carry out the threat, or whether the threat was made in the heat of the moment as an expression of anger, frustration or humor without intent to harm. Transient threats can be resolved with an apology, retraction or explanation by the person who made the threat.

11. **Substantive threats:** Threats where the intent to harm is present, or not clear, and require protective action. The question is whether there is an express intent to physically injure someone beyond the immediate situation and there is at least some risk that the person will carry out the threat. **If there is doubt or if the threat cannot clearly be categorized as transient, threats should be treated as substantive.**

- **Serious substantive threats** are threats to hit, fight or beat up another person.
- **Very serious substantive threats** are threats to kill, rape or cause serious injury with a weapon.

² Suicide prevention resources for school districts, including Florida's approved youth suicide risk assessment instruments (The Columbia and SAFE-T) and youth suicide awareness and prevention training resources are available on the FLDOE's Office of Safe School's website: <https://www.fldoe.org/schools/k-12-public-schools/bosss/suicide-prevent.shtml>.

REQUIRED DISTRICT POLICIES

Districts must adopt threat assessment policies that address:

- The coordination of resources and assessment of and intervention with individuals whose behavior may pose a threat to the safety of staff or students, pursuant to [s. 1006.07\(7\)](#), F.S.;
- The identification of mental health services available in the district, as required by [s. 1012.584\(4\)](#), F.S., and the procedure for referrals to those mental health services; and
- The establishment of threat assessment teams at each school, consistent with Rule 6A-1.0018 and these model policies; and
- The procedures for behavioral threat assessments using the instrument, CSTAG, adopted by the Office of Safe Schools. [s. 1006.07\(7\)\(a\)](#), F.S.

Districts must have policies for reporting threats to law enforcement: District school boards are required to adopt policies that define criteria for reporting to a law enforcement agency any act that poses a threat to school safety that occurs whenever or wherever students are within the jurisdiction of the school board. [s. 1006.13\(2\)\(a\)](#), F.S.

- District policies must define acts that pose a threat to school safety and petty acts of misconduct which are not a threat to school safety and do not require law enforcement consultation. [s. 1006.13\(2\)\(b\)-\(c\)](#), F.S.
- District policies must require the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based on previous acts or the severity of the act, which would pose a threat to school safety. [s. 1006.13\(2\)\(f\)](#), F.S.

Districts must have policies for engaging local behavioral crisis resources: If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage behavioral health crisis resources. As provided by [s. 1006.07\(7\)\(e\)](#), F.S., district policies should address the following requirements:

- Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, must provide emergency intervention and assessment, make recommendations and refer the student for appropriate services.
- Onsite school personnel must report all such situations and actions taken to the threat assessment team, which must contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions.
- Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

Districts must have agreements with their local sheriff's office and police department regarding reporting specified actions or behavior to law enforcement. The agreement must:

- Specify guidelines for ensuring that acts that pose a threat to school safety, whether committed by a student or an adult, are reported to a law enforcement agency; and

- Include the role of school resource officers, if applicable, in handling reported incidents and require school personnel to consult with school resource officers concerning appropriate delinquent acts and crimes. [s. 1006.13\(4\)](#), F.S.

Districts must have policies to provide notification to parents of threats and unlawful acts or significant emergencies, as defined in s. 1006.07(4)(b), F.S., that occur on school grounds, during school transportation, or during school-sponsored activities. District policies must address the timing, content, scope, and manner of notification; circumstances when law enforcement must be consulted; the person or entity with responsibility for parental notification; and involvement of the threat assessment team. In making these determinations, district policies must take into consideration the nature of the reported threat or incident, whether the threat or incident is ongoing or resolved, whether the threat is transient or substantive, and whether there is an imminent threat of harm to students and the campus community.

- **In the case of an imminent threat of harm to students, including an active assailant incident or hostage situation, notification to parents must be made as soon as practicable.** Such notification should be made in consultation with local law enforcement and first responders in order to avoid compromising the safety of students and the efficacy of the emergency response and investigation.
- In determining the content of notifications to parents, districts must consider including specific information about the threat or incident necessary to inform parents and safeguard the community as determined by the threat assessment team, or other person or entity responsible for parent notification.
 - Such information may include the date and time of the incident, the location and nature of the threat or incident, how and whether the threat or incident was resolved, a description of the suspect (where applicable), crime prevention and safety tips, and crime and threat reporting information.
- Notifications must be made in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. s. 1232g, 34 C.F.R. Part 99, and s. 1002.22, F.S. Additional information concerning FERPA and information sharing can be found on page 27 of this document.

ESTABLISHMENT OF THE THREAT ASSESSMENT TEAM

Threat assessment teams are required. All public schools in Florida, including charter schools, must establish threat assessment teams, pursuant to ss. [1002.33\(16\)\(b\)9](#). and [1006.07\(7\)](#), F.S.

Composition of the threat assessment team. Each threat assessment team must include persons with expertise in counseling, instruction (teacher or administrator with instructional experience), school administration (principal or other senior administrator), and law enforcement. [s. 1006.07\(7\)\(a\)](#), F.S.

- Guardians, private security guards with guardian training, or other campus security staff may not serve in place of sworn law enforcement on threat assessment teams.
- **The law enforcement team member must be a sworn law enforcement officer, as defined by s. 943.10(1), F.S., including a School Resource Office, school-safety officer, or other active law enforcement officer.** At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information.
- **If there is not an SRO or other sworn law enforcement officer assigned to the school, the district should work with local law enforcement entities in order to ensure the required law enforcement presence on the team.** Having an active, sworn law enforcement officer on the threat assessment team is essential because an officer has unique access to law enforcement databases and resources that inform the threat assessment process.
- **The mental health team member must be a school-based mental health services provider,** which means a school psychologist certified under Rule 6A-4.0311, F.A.C., a school social worker certified under Rule 6A-4.035, F.A.C., a school counselor certified under Rule 6A-4.0181, F.A.C., or a mental health professional licensed under Chapter 490 or 491, F.S., who is employed or contracted by a district to provide mental health services in schools.
- **Other school staff or community partners may also be invited to serve on the team or may be consulted during the threat assessment process, as needed.** Those that may be able to contribute to the threat assessment process include, but are not limited to, school nurses, guidance counselors, teachers, coaches, transportation or bus drivers, and representatives from the IEP team, where appropriate.
- Human resources professionals should also be involved if the threat assessment concerns a threat by faculty or staff.

Each person serves a unique role on the team. Suggested duties for each team member include:

- **Team leader:** Threat assessment teams should have a designated team leader, typically the principal, assistant principal or other school administrator.
- **SRO or law enforcement officer:** Advises team, responds to illegal actions and emergencies and researches criminal history information when needed.

- **Mental health staff:** Conducts mental health assessments, reviews mental health records` and leads provision of follow-up interventions.
- **Teachers, aides, other staff:** Provides additional input to team, reviews education records and IEP documents, assists with interviews and executes other tasks, as assigned.

District threat assessment teams: District teams are not required by statute, but may be established at the discretion of the superintendent. District-level teams typically oversee and provide support for school threat assessment teams within the district. If established, the team should include individuals with expertise in education, school administration, mental health, law enforcement and human resources.

Generally, district-level teams should ensure that procedures are maintained for effective information sharing between the school district, community mental health and law enforcement agencies; evaluate the effectiveness of the threat assessment process throughout the school district; and recommend changes to policies and procedures to maintain an effective threat assessment process.

THREAT ASSESSMENT TEAM MEETINGS & RESPONSIBILITIES

Threat assessment team meetings: Pursuant to Rule 6A-1.0018(10)(f), F.A.C., must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly.

- Districts may explore technological solutions for meetings, such as using Zoom, Skype, Microsoft Teams or other similar programs.
- All members of the threat assessment team must be involved in the threat assessment process and final decision-making.
- All members of the threat assessment team should be involved with the assessment and intervention of individuals whose behavior poses a serious substantive threat.

Best practices for threat assessment teams:

- Threat assessment teams should identify members of the school community to whom threatening behavior should be reported.
- Threat assessment teams should identify all means of reporting threats, including FortifyFL (the statewide mobile suspicious activity reporting tool) and any similar reporting tools or apps used by the school district. Local hotlines, websites or other community-based resources should also be identified.
- Threat assessment teams should provide guidance to students, faculty and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school or self.
 - Remember, behavior that may not meet the definition of a threat or is not indicative of violence may still require intervention and services. Concerning behavior, such as increased absenteeism, withdrawal from friends or activities, changes in habits or appearance and other mental or emotional health concerns should not be ignored.
 - Threat assessment teams should coordinate with other multidisciplinary teams available in the school or district to ensure that all available resources are provided to students in need of support.

THREAT ASSESSMENT DOCUMENTATION

Threat assessment teams must document all reported threats (even those determined not to be a threat), the evaluation process and any resultant action. All districts in Florida are required to use the CSTAG instrument, which is available at <http://www.fldoe.org/safe-schools/threat-assessment.stml>. Documentation is important to the threat assessment process because:

- If a student later carries out a threat that was determined to be transient, districts will need documentation to show the efforts made to assess the threat and to show any resources provided to the student.
- If a student makes multiple threats, documentation may be useful for understanding the student's history.

Threat assessment records are required to be transferred when a student transfers schools. Verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services, must be transferred within three school days when a student transfers from school to school, pursuant to [s. 1003.25](#), F.S., and Rule 6A-1.0955, Florida Administrative Code (F.A.C.). Districts should also ensure that such records are transferred when a student progresses from elementary school to middle school, or from middle school to high school.

All forms that are part of the CSTAG instrument are not required to be used in every threat assessment. The forms used may vary on a case-by-case basis, but general guidelines for use of the forms are:

- Transient cases can be documented with only a few pages, such as the Threat Report, Interview(s), Key Observations and Threat Response. Most cases fall into this category.
- Very serious substantive threats should require completion of all of the CSTAG forms.

Every section of each form is not required to be completed. Threat assessment teams should use their judgment as to what is appropriate to be completed for each assessment and intervention in accordance with district policies.

- Any member of the team can handle the completion of the forms.
- If a threat is resolved, it should not change the classification of the threat to “no threat.” The classification reflects an initial assessment and informs the team's next steps, regardless of how the threat is resolved. The resolution of the threat should be recorded in the Case Plan section of the form.
- Districts can determine how to file and maintain threat assessment records in accordance with Rule 6A-1.0955, F.A.C.

CONDUCTING A THREAT ASSESSMENT

Identifying and Reporting Threats

- When an individual makes a threat, engages in concerning communications or exhibits behavior that suggests the likelihood of a threatening situation, the district procedures for threat assessment must be followed.
- All school employees, volunteers and contractors should be required to report any expressed threats or behaviors that may represent a threat to the school, community or self. Reports can also come from students, parents, community members or others.
- Threat assessment is not part of the disciplinary process. District procedures related to student discipline or referral to law enforcement should be followed, regardless of the outcome of the threat assessment process. Information learned during a threat assessment may be used in a disciplinary proceeding, where appropriate.
- A threat assessment should be conducted if a student or other individual (parent, faculty, staff, etc.) makes an explicit or implicit threat to harm others.
- If a person's behavior poses an imminent threat of serious violence, school security and law enforcement should be notified immediately in accordance with school board policies and local crisis response plans.

Assessing Threats

- **Initial evaluation:** When a threat is reported, the threat assessment team should begin an initial evaluation of the situation pursuant to district policies. It is considered a best practice to begin this evaluation the same day the report is received.
 - Many threat assessment teams employ a triage process, where the school administrator or threat assessment team leader works with at least one other member of the team to complete this initial evaluation.
 - If there is an indication that violence is imminent, a crisis response is required by calling 911 and following local crisis or emergency response plans.
 - If there is not an imminent threat present, or once the imminent threat is contained, the threat assessment team leader should ensure the threat is evaluated using the CSTAG model and in accordance with district policies.
- **Interviews:** All cases, even threats that are determined to be transient, should include an interview of the person who made the threat. Other interviews may also be determined to be useful to the team's evaluation, such as with the target(s) of the threat, witnesses, parents and teachers or other staff involved.

Key questions when conducting a threat assessment (these can be modified for situations involving a non-student):³

- What are the student’s motives and goals? What first brought him or her to someone’s attention?
- Have there been any communications suggesting ideas or intent to attack?
- Has the student shown any inappropriate interest in school attacks/attackers, weapons, incidents of mass violence?
- Has the student engaged in attack-related behaviors?
- Does the student have the capacity to carry out an act of targeted violence?
- Is the student experiencing hopelessness, desperation, or despair?
- Does the student have a trusting relationship with at least one responsible adult?
- Does the student view violence as an acceptable, desirable – or the only – way to solve a problem?
- Are the student’s conversation and “story” consistent with his or her actions?
- Are other people concerned about the student’s potential for violence?
- What circumstances might affect the likelihood of an attack?

Responding to Threats

The CSTAG leads threat assessment teams through a 5-step “School Threat Assessment Decision Tree.” Each step in the process is critical. The decision tree is summarized below:

STEP 1: Analyze information and classify the threat. Once the threat assessment team has interviewed the student and gathered necessary information, the team determines whether a threat is present, and if so, the kind of threat and the response indicated.

- **If there is not a communication of an intent to harm someone or behavior suggesting an intent to harm someone, then there is not a threat.** Remember, even if a threat is not present, the individual may still be expressing anger or exhibiting behavior that merits attention or requires services.
 - **If there is a threat of suicide or self-harm, additional mental health assessments are needed. These are done outside the threat assessment process unless there is also a threat to harm others.** While threat assessment and suicide risk assessment are generally two separate processes, there may be cases where both a threat to others and a threat to self are present. Threat assessment teams should involve mental and behavioral health experts to ensure the correct screenings and referrals are completed.
 - **Even if no threat is present, the student may still be subject to disciplinary consequences as a result of the behavior or statement at issue.** Local procedures regarding student discipline and involvement of law enforcement should be followed.
- **Threats of violence or physical harm to self or others must be reported to the superintendent or his or her designee.** The threat assessment team must immediately report its determination

³ U.S. Secret Service and U.S. Department of Education, Guide to Managing Threatening Situations and Creating Safe School Climates (2002).

that a student poses a threat of violence or physical harm to self or others. [s. 1006.07\(7\)\(b\)](#), F.S. The superintendent or designee must immediately attempt to notify the student's parent or legal guardian. [s. 1006.07\(7\)\(b\)](#), F.S.

- This required reporting does not preclude school personnel from taking immediate action to address an imminent threat, including contacting law enforcement and engaging in local crisis response procedures. [s. 1006.07\(7\)\(b\)](#), F.S.
- If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the threat assessment team to engage local behavioral crisis resources, including, but not limited to, mobile crisis teams and SROs trained in crisis intervention. [s. 1006.07\(7\)\(e\)](#), F.S.
- Nothing precludes the threat assessment team from notifying the superintendent (or designee) of any individual (other than a student) who poses a threat of violence or physical harm to self or others. District policies should address whether such reporting is required. [s. 1006.07\(7\)\(b\)](#), F.S.
- Schools must follow local policies regarding consulting with and reporting or referring to law enforcement. [s. 1006.13](#), F.S.

STEP 2: If a threat is identified, determine if the threat is transient. A transient threat may be an expression of anger, rhetoric, humor or frustration that can be easily resolved with no sustained intent to harm another person.

- Consider whether the person being assessed retracted the threat, offered an explanation or offered an apology that indicates no future intent to harm someone. **When in doubt, treat the threat as substantive.**
- **Determining the appropriate response to a transient threat depends on the context of the threat, whether the threat requires disciplinary action and what is necessary to resolve the situation.** Many transient cases come from a misunderstanding of what was communicated, something taken out of context, or a statement made in the heat of the moment without actions to indicate intent to cause harm. Transient threats can often be resolved with a clarification, explanation, retraction or an apology – all of which (in conjunction with the absence of any other behaviors of concern) indicate that the threat is minimal. Responses to transient threats may include, but are not limited to:
 - **Parent notification:** Transient threats, by definition, do not appear to pose an ongoing threat to safety and should not require protective action. Parents or guardians of the student who made a transient threat, as well as parents or guardians of the target (when the target is a student) may be notified at the discretion of the threat assessment team. Parents should be assured that a threat has been resolved and told of any action taken.
 - **Discipline:** Students making transient threats may be subject to disciplinary action based on school board policy.

- **Additional resources:** Transient threats may be resolved with referral to school-based or community-based resources, as needed.
- **Monitor, as needed:** The case management plan can be reevaluated or amended upon receipt of new information. There may be cases that were determined to be transient that may need to be changed to substantive. This change and the factors that lead to it should be documented on the Key Observations form under “Threat Classification.”

STEP 3: Respond to a substantive threat. A substantive threat is one where an intent to harm someone is present or not clear. Even if a threat appears to be transient, if there is doubt or one does not feel comfortable resolving the threat as transient, then the threat should be considered substantive. Substantive threats may be serious, meaning a threat to hit, fight or beat up someone else, or very serious, meaning a threat to kill, rape or cause very serious injury with a weapon. All substantive threats require protective action.

- **For all substantive threats, the threat assessment team should take immediate action to protect victims, reduce the risk of violence, and manage the situation. Protective actions include:**
 - Taking precautions to protect potential victims;
 - Warning potential victims and their parents;
 - Looking for ways to resolve conflicts; and
 - Disciplining the student, when appropriate.

STEP 4: If the threat is a very serious substantive threat, the team should complete a safety evaluation. In addition to the protective actions listed above, when there is a very serious substantive threat, meaning a threat to kill, rape or cause serious injury with a weapon, the following actions are considered a best practice:

- **Take immediate precautions to protect victims.** This generally includes notifying the potential target(s) of the threat, as well as their parent or guardian if the target is a student. Parents should be made aware of the seriousness of the threat and any responsive action. Schools should take immediate action to monitor and supervise the subject of the threat so that the threat cannot be carried out at school, at a school event or on school transportation.
 - **Screen the student for mental health services and counseling and refer the student for school-based or community-based services as needed.** When a mental health condition is suspected to be the cause of the threat or behavior at issue, a mental health assessment should be conducted. Threat assessment teams should follow local procedures for referrals to community services or health care providers for evaluation or treatment.
 - **Contact law enforcement.** Law enforcement can assist with supervision and monitoring of the student and can determine the need for additional action. When appropriate, law enforcement should conduct an investigation for evidence of planning, preparation or criminal activity. Each district is required to have policies and agreements in place for reporting threatening behavior. [s. 1006.13](#)(4), F.S.

- **Develop a safety plan that reduces risk and addresses student needs.** The plan should include a review of the student’s IEP, if the student is already receiving special education services, and a disability assessment if appropriate.
- **Develop a safety plan for the student to return to school.** Most students are able to return to school following a threat assessment with appropriate services in place.
 - The school administrator should determine the conditions of readmission to school, which may include a required mental health evaluation. Situations where a parent refuses any element of the safety plan should be evaluated on a case-by-case basis in accordance with district policies and direction from legal counsel.

STEP 5: Implement and monitor the safety plan. The safety plan should be documented and should include maintaining contact with the student.

- **Threat assessment does not end after the initial assessment and response.** Threat assessment is a continuous process designed to make sure the student continues to be able to access resources that are needed to be successful. Many cases should be kept open and subject to periodic review until the student is no longer attending that school. If the plan is no longer working, it may need to be revised.
- **Districts can consider the use of alternatives to expulsion or law enforcement involvement where appropriate.** While threat assessment is a separate process from student discipline, the actions and behaviors that bring a student to the attention of a threat assessment team can lead to disciplinary action and law enforcement involvement in some cases. Districts may use alternatives to address disruptive behavior, such as restitution, civil citation, teen court, neighborhood restorative justice or similar programs, unless those alternatives would pose a threat to school safety. [s. 1006.13](#)(1), (8), F.S. It is considered a best practice to report all very serious substantive threats to law enforcement in accordance with district policies.

REVIEWING RECORDS & THE FLORIDA SCHOOLS SAFETY PORTAL (FSSP)

Threat assessment teams will need to determine on a case-by-case basis when it is necessary to review documents and gather additional information in order to get a complete picture of what may be driving a person's behavior and to take appropriate action. District policies should identify local databases where records are kept and how the threat assessment team can obtain access to those records if they do not already have it.

In most cases, locally-kept education records and law enforcement records contain the majority of the information needed to complete a threat assessment. At a minimum, a records review should be conducted in all cases of very serious substantive threats, but may be valuable in other cases as determined by the team. In order to maximize the core competencies of each member of the threat assessment team, each person should have a defined role in gathering and reviewing records based on their expertise.

School administrators/teachers should review education records, such as:

- **Threat assessment records:** These should be stored locally in a place easily searchable by the threat assessment team.
- **Discipline records:** These should be in the student's cumulative file and may also be in various electronic databases in use at the district level. While School Environmental Safety Incident Reporting (SESIR) incidents are searchable in the Florida Schools Safety Portal (FSSP), a review of the student's cumulative file is required to obtain the details of any incident. There may also be disciplinary records related to incidents that did not rise to the level of a SESIR incident.
- **Academic records:** Includes grades, attendance and class assignments. It may be useful to review or discuss these records with the student's teacher(s) in order to understand how the student has been performing in class.
- **Special education records:** Where appropriate, a student's IEP should be reviewed. Special education teachers and others involved with providing educational services to the student (classroom aides, therapists, etc.) should be involved in the threat assessment process.
- **Records from other schools:** If the student has recently moved from another state, district or school, the threat assessment team may need to contact the student's prior school in order to obtain relevant education records and to understand more about the student in question.
- **Employment records:** If the subject of the threat assessment is not a student, but is a member of the faculty or staff, the school administrator should review the individual's employment and personnel records.

Mental health team member(s) should review:

- **Health and mental health records:** These include treatment plans, therapy progress notes, psychological evaluations and any other records available regarding the student's mental and emotional health. These records are typically maintained at the school.

- **Baker Act records:** The mental health team member is the only one who can access Baker Act data on the FSSP according to the parameters set forth in the FSSP user agreement.
- **Records from other agencies:** In some cases, threat assessment teams may know of other agencies or local providers that are involved with a particular student’s mental health care. The mental health professional on the team may be able to access this additional information with consent, a court order or where another exception to the Health Insurance Portability and Accountability Act (HIPAA) is present.

The Florida Schools Safety Portal: The FSSP is a tool that allows threat assessment teams access to information from a variety of data sources that can assist in evaluating the seriousness of a reported or identified threat. Use of the FSSP should be determined on a case-by-case basis, but is not likely needed in all cases, especially where the threat is transient.

Currently, the FSSP contains several data sources that are accessible by those assigned to specific user roles within the system:

Role	Description
Education	Users assigned this role have access to SESIR, FortifyFL and Social Media Monitoring Data. Those assigned to this role may include teachers, school administrators and others on the threat assessment team that meet the definition of school officials with legitimate educational interests under 34 C.F.R. s. 99.31(a)(1)(i)(A) or (B).
Mental Health	Users assigned this role have access to DCF Baker Act data, which contains records protected by HIPAA. This role should only be assigned to a team member that is experienced in behavioral health, such as a school counselor, social worker, psychologist or other mental health professional on a threat assessment team.
Law Enforcement	Users assigned this role have access to Criminal Justice Data. This user role may only be assigned to sworn law enforcement with access to CJNet.

Questions concerning access to the FSSP should be sent to: flsafetyportal@fldoe.org.

Access to and disclosure of records: Questions regarding access to and disclosure of records by the threat assessment team are often fact-specific and should be discussed with local counsel. Such discussions should involve careful review of the district and individual access agreements for the FSSP, which govern access to and sharing of records. In general, education and Baker Act records should be handled as follows:

Type of Record	Access to Records	Sharing/Disclosure of Records
Education Records (incl. health and mental health records)	Threat assessment team members may access education records if:	Threat assessment team members may re-disclose education records to:
	1. They have consent of the parent or eligible student (over age 18 or attending postsecondary school); or	1. Anyone, with consent of a parent or eligible student;
	2. They are a school official with a legitimate educational interest in the information. 34 C.F.R. s. 99.31(a)(1)(i)(A) or (B).	2. Other school officials, including threat assessment team members, with a legitimate education interest; or to
		3. Appropriate parties, including to parents and law enforcement, if the disclosure is in connection with an articulable and significant threat to the health or safety of a student or others and knowledge of the information is necessary to protect the health or safety of the student or other individuals, provided that there is an actual, impending or imminent emergency such as a natural disaster, terrorist attack, campus shooting or epidemic;
		4. In order to comply with a subpoena or court order; or
		5. If another exception listed in 34 C.F.R. s. 99.31 is present.
Law Enforcement Unit Records	Records created and maintained by a law enforcement unit for a law enforcement purpose are <u>excluded</u> from the definition of education records under the Family Educational Rights and Privacy Act (FERPA). Districts should have policies to address access to law enforcement unit records.	Records that meet the law enforcement unit exception may be disclosed without consent, as they are not considered education records. Consult local policies on this issue.
Baker Act Records	The mental health provider may access Baker Act data with approved access to the FSSP, as a mental health user:	Baker Act data may only be shared if:
	1. With consent from the parent/guardian or subject individual (if over 18); or	1. There is consent from the parent/guardian or subject individual (if over 18); or
	2. There is a court order granting access to the subject individual's Baker Act records; or	2. There has been a preliminary determination that the individual poses a threat of violence to himself or herself or others or exhibits significantly disruptive behavior or need for assistance; or
	3. The threat assessment team has determined that a serious and imminent threat to the health and safety of the subject individual or others exists and that access to Baker Act records is necessary to prevent or lessen that threat. 45 C.F.R. s. 164.512(j).	3. The disclosure is for the purpose of providing or coordinating care or treatment for the individual.

Records Available to Law Enforcement Officers

Local RMS/CAD Information: Records maintained in local law enforcement databases, such as local Records Management Systems and Computer-Aided Dispatch (RMS/CAD), are often the best source of information when conducting a school-based threat assessment, as they show all law enforcement contact with a particular individual or those that live with them, rather than focusing solely on criminal history. Law enforcement officers conducting a threat assessment investigation should start with these records and should contact their local employing agencies for access requirements and instructions.

Access to additional law enforcement information through the FSSP: Law enforcement officers serving on threat assessment teams have access to a Law Enforcement landing page within the Portal. This landing page contains a link to the Florida Criminal Justice Network (CJNet), the Comprehensive Case Information System (CCIS), FortifyFL, and the Driver and Vehicle Information Database (DAVID).

Law enforcement officers serving on threat assessment teams should already have access to CJNet, which provides access to resources that may be of value when conducting a threat assessment, including:

- **Florida Safe Families Network (FSFN):** FSFN is the Department of Children and Families' child welfare database.
- **Department of Corrections (FDC):** While FDC has a public website, law enforcement officers have access to additional information via CJNet.
- **Juvenile Justice Information System (JJIS):** Department of Juvenile Justice information on juvenile offenders.
- **Law Enforcement Exchange (LInX):** LInX is a data-sharing system that allows law enforcement agencies to input and share their RMS data with others.
- **Florida Intelligence System (InSite):** InSite is the state's criminal intelligence information sharing platform.
- **Florida Crime Information Center/National Crime Information Center (FCIC/NCIC):** Law enforcement officers can search FCIC/NCIC which enable officers to search for criminal justice information and criminal history record information such as arrest records, judicial records, incarceration information, juvenile record, and expunged or sealed information.

Access to and Sharing of Criminal Justice Information and Criminal History Record Information (CJI/CHRI)

Many of the databases listed above contain Criminal Justice Information (CJI) and Criminal History Record Information (CHRI), which are governed by federal regulations, including the FBI's CJIS Security Policy. Law enforcement officers serving on threat assessment teams with access to these databases should contact their local employing agencies with questions concerning the standards and requirements for accessing and sharing these records.

Guidance concerning sharing CJI/CHRI with the threat assessment team members depends on whether the records concern juveniles or adults:

CJI/CHRI concerning juveniles: Upon a preliminary determination by the threat assessment team that a student poses a threat of violence to himself or others, or exhibits significantly disruptive behavior or need for assistance, authorized members of the threat assessment team may obtain criminal history record information pursuant to [s. 985.04\(1\)](#), F.S. A member of threat assessment team may not disclose

any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team. [s. 1006.07](#)(7)(c), F.S.

CJI/CHRI concerning juveniles may be shared with:

- The superintendent and others as permitted in the local school district’s agreement created in compliance with [s. 985.04](#), F.S., and
- Appropriate members of the threat assessment team, if the local district’s interagency agreement under [s. 985.04](#), F.S., authorizes such sharing of information; and only if
 - There has been a preliminary determination that the individual poses a threat of violence to himself or herself or others or exhibits significantly disruptive behavior or need for assistance, and
 - If the information is limited to Florida records regarding Florida juveniles.

The agreement required by [s. 985.04](#), F.S., should allow sharing of Florida records concerning juveniles, should address how such information may be shared, and should identify which school personnel may receive this information. Such personnel must undergo a fingerprint-based background check under the criminal justice agency’s Originating Reporting Identifier (ORI) and must complete level 2 security awareness training.

CJI/CHRI concerning adults: There is not a similar statute that permits sharing CJI on adult subjects in the same manner as is permitted for juvenile information. In cases where the subject of a criminal history search is an adult, the law enforcement officer can only share information with the threat assessment team that would otherwise be available to the public. Officers may also be able to obtain information from police reports, court records, or other sources that do not have the same limitations as the FCIC/NCIC databases, and then share that information with the threat assessment team.

STUDENTS WITH DISABILITIES

A determination that a student poses a threat of violence cannot be based on generalizations or stereotypes about a person with a disability, but must be based on an individualized threat assessment.

Threat assessment teams must consider the relationship between the behavior at issue and the student's disability, and should involve parents, members of the IEP team, special education teachers and other professionals (classroom aides, etc.) in order to understand the situation. While students with disabilities cannot be punished for behavior that is caused by a disability, school officials must maintain the safety of the school, students and staff above other considerations.

Issues involving students with disabilities and threat assessment should be discussed with the local counsel. A summary of federal regulations implementing IDEA follows:

- **Removal for less than 10 days:** School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or may suspend the student for not more than 10 consecutive school days (to the extent those consequences are also applied to students without disabilities). Students with disabilities may be subject to removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct. 34 C.F.R. s. 300.530(b)(1).
- **Change in placement:** If a student with a disability is removed from his or her current placement for 10 school days in the same school year, it is considered a change in placement. 34 C.F.R. 300.536. During any subsequent days of removal, the local education agency (LEA) must provide services as required under 34 C.F.R. s. 300.530(d).
 - Services may be required when a student with a disability is removed from his or her current placement for less than 10 school days, if those services are also provided to a student without a disability that is similarly removed. 34 C.F.R. s. 300.530(d)(3).
- **Manifestation determination:** Within 10 school days of a change in placement of a student with a disability based on a violation of the code of student conduct, the LEA, parent and other members of the IEP team must review all relevant information and must determine:
 - If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
 - If the conduct in question was the direct result of a failure to implement the student's IEP, and if so, take steps to remedy the issue. 34 C.F.R. s. 300.530(e).
- **If the behavior is determined to be a manifestation of the student's disability:** The IEP team is required to conduct a functional behavioral assessment and implement a behavioral intervention plan, or if one is already in place, the plan must be reviewed and modified as needed to address the behavior. The parent and LEA may agree to a change in placement as part of the modification to the behavioral intervention plan. 34 C.F.R. 300.530(f).
- **If the behavior is determined not to be a manifestation of the student's disability:** Disciplinary procedures may be applied in a same manner as they would to students without disabilities,

except that students with disabilities must continue to receive educational services. 34 C.F.R. 300.530(c)-(d). The IEP team may also consider whether the student's IEP needs to be revised. A change in placement is also permitted with parental consent.

- **Alternative placements are allowed for 45 days in certain circumstances:** If the threat assessment team and school administration determine that it is not safe for a student to remain in his or her current placement, IDEA allows for a temporary alternative placement of up to 45 school days, even where the behavior in question was determined to be a manifestation of the student's disability. A temporary alternative placement is available only if the student:
 - Carries a weapon to or possesses a weapon at school, on school premises or at a school function;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises or at a school function; or
 - Has inflicted serious bodily injury on another person while at school, on school premises or at a school function. 34 C.F.R. 300.530(g).

- **The 45-day alternative placement can be ordered or extended by a hearing officer:** If an LEA believes that maintaining the current placement of a student with a disability is substantially likely to result in injury to the student or others, the LEA may request a hearing, where a hearing officer will determine whether the student should be returned to their previous placement (if removal was improper or that the behavior at issue was a manifestation of the student's disability) or can order a change in placement for up to 45 days. 34 C.F.R. s. 300.532(a)-(b).
 - These procedures may be repeated, if the LEA believes returning the student to the original placement is substantially likely to result in injury to self or others. 34 C.F.R. s. 300.532(b)(3).

THREATS BY ADULTS & WORKPLACE VIOLENCE

While the focus of the CSTAG protocol is on threats made by students, there may be times when a threat comes from someone else, such as a parent, sibling or other family member of a current student; a former student; a member of the faculty or staff; a significant other of a student; a member of the faculty or staff; or someone not connected to the school. In such cases, the CSTAG decision tree should be followed with adjustments made to fit the situation at issue.

In cases involving a non-student, greater reliance on law enforcement may be required, given the lack of authority schools have over adults or non-students. Representatives from human resources or personnel should be included in the threat assessment process where appropriate.

ADDITIONAL RESOURCES

Florida Department of Education, Office of Safe Schools:

<http://www.fl DOE.org/safe-schools/index.shtml>

Legislation:

- SB 7026 (2018): [Marjory Stoneman Douglas High School Public Safety Act](#)
- SB 7030 (2019): [Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission](#)
- SB 590 (2021): [An Act Relating to School Safety](#)

Information on the CSTAG Threat Assessment: <https://www.schoolta.com/>

Dr. Cornell provides short educational videos geared toward parents, students, and staff to learn more about the threat assessment process. Districts can contact Dr. Maeng at the University of Virginia to obtain access codes and instructions, which will be unique for each district, at (434) 924-0837 or jl c7d@virginia.edu.

Marjory Stoneman Douglas High School Public Safety Commission:

- [Marjory Stoneman Douglas High School Public Safety Commission Report](#)
- [Marjory Stoneman Douglas High School Public Safety Commission \(Second Report\)](#)
- [Meeting Materials and Presentations](#)

School Violence and Threat Assessment:

- [Final Report of the Federal Commission on School Safety](#)
- [A U.S. Secret Service Analysis of Targeted School Violence \(2019\)](#)
- [U.S. Secret Service - Making Schools Safer: Quick Reference Guide \(2018\)](#)
- [U.S. Secret Service - National Threat Assessment Center: Enhancing School Safety Using a Threat Assessment Model \(Full Report\)](#)
- [U.S. Secret Service - National Threat Assessment Center: Enhancing School Safety Using a Threat Assessment Model Brief \(Brief\)](#)
- [Prior Knowledge of Potential School-Based Violence \(The Bystander Study\)](#)
- [Virginia Student Threat Assessment Guidelines](#)
- [Prior Knowledge of Potential School-Based Violence](#)
- [DHS: K-12 School Security Guide](#)
- [DHS: Planning and Response to an Active Shooter](#)
- [FBI: Violence Prevention in Schools](#)

Guidance Concerning Privacy and Data Sharing:

- [School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\), February 2019](#). Guidance concerning threat assessment and law enforcement in schools and data sharing permitted under FERPA.
- [Joint Guidance on the Application of the Family Educational Rights and Privacy Act \(FERPA\) and the Health Insurance Portability and Accountability Act of 1996 \(HIPAA\) to Student Health Records, December 2019 Update](#).
- [Addressing Emergencies on Campus, June 2011](#).
- [FBI CJIS Security Policy Resource Center](#).

Other related resources:

- [SchoolSafety.gov](#)
- [DJJ: Resource Guide on School Threats](#)
- [FBI: Developing Emergency Operations Plans for Schools](#)
- [Readiness and Emergency Management for Schools](#)
 - [REMS: Online Courses](#)
- [DHS: Exercise Starter Kits](#)
- [Guide for Developing High-Quality School Emergency Operations Plans](#) (School Guide)
- [The Role of Districts in Developing High-Quality School Emergency Operations Plans](#) (District Guide)

Mental Health Resources:

- [Florida AWARE - Training for Youth Mental Health First Aid](#)
- [Florida AWARE Program Model](#)
- [The PREPaRE School Crisis Prevention & Intervention Curriculum](#)
- [A Framework for Safe and Successful Schools](#)

Statutes and Rules Related to Threat Assessment:

- ss. [394.451-394.47892](#), F.S. (Baker Act)
- [s. 943.082](#), F.S. (FortifyFL)
- [s. 985.04](#), F.S. (Confidentiality of information relating to juveniles)
- [s. 1001.212](#), F.S. (Office of Safe Schools)
- [s. 1002.22](#), F.S. (Education records of K-12 students)
- [s. 1002.221](#), F.S. (K-12 education records, public records exemption)
- [s. 1002.222](#), F.S. (Limitations on collection of information and disclosure of confidential and exempt student records)
- [s. 1002.33](#), F.S. (Charter Schools)
- [s. 1003.25](#), F.S. (Maintenance and transfer of student records)
- [s. 1006.07](#), F.S. (School board duties relating to student discipline and school safety)
- [s. 1006.08](#), F.S. (Superintendent duties relating to student discipline and school safety)
- [s. 1006.09](#), F.S. (School principal duties relating to student discipline and school safety)
- [s. 1006.12](#), F.S. (Safe-School Officers at each public schools)
- [s. 1006.13](#), F.S. (Policy of zero tolerance for crime and victimization)
- [s. 1012.583](#), F.S. (Continuing education and inservice training for youth suicide awareness and prevention)
- [s. 1012.584](#), F.S. (Continuing education and inservice training for youth mental health awareness and assistance)
- Rule 6A-1.0955, F.A.C. (Student records)
- FERPA: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- HIPAA Privacy Rule: 45 C.F.R. Part 160 and Subparts A and E of Part 164
- IDEA: 20 U.S.C. § 1400 et seq., 34 C.F.R. Part 300

EXHIBIT C
Guardian Policy

[attachment follows]



Revised 08/2/2023

Agency Policy

Goal

To protect the students and staff, secure the school grounds, assist with the enforcement of school policies and build a trusting relationship with Bold City Education, Inc.'s students and staff.

Responsibility

Proactively detect, deter, deny, delay, or defeat any Intruder on the assigned campus, whether an internal or external threat.

The Guardian/School Safe Officer should not be assigned any tasks or duties, outside of their core function, that will delay or obstruct their ability to respond to an active or perceived threat.

Chain of Command and Notification Procedures

Director of Security or his/her designee, Chief Legal Officer, President of Operations.

Important Florida Statute

Guardians

30.15, 1006.12

No law enforcement powers except to the extent necessary to prevent or abate an active assailant incident (an individual actively engaged in killing or attempting to kill people in a confined and populated area) on San Jose Schools premises.

Security Officer

A school security guard serving in the capacity of a safe-school officer pursuant to this subsection are in support of school-sanctioned activities for purposes of s. 790.115, and must aid in the prevention or abatement of active assailant incidents on school premises.

Search

1006.09 A school principal or a school employee designated by the principal, if she or he has reasonable suspicion that a prohibited or illegally possessed substance or object is contained within a student's locker or other storage area, may search the locker or storage area. The district school board shall require and each school principal shall cause to be posted in each public K-12 school, in a place readily seen by students, a notice stating that a student's locker or other storage area is subject to search, upon

reasonable suspicion, for prohibited or illegally possessed substances or objects. This subsection does not prohibit the use of metal detectors or specially trained animals in the course of a search for illegally possessed substances or objects.

This subsection does not prohibit the use of metal detectors or specially trained animals in the course of a search for illegally possessed substances or objects. Metal detectors in schools are, therefore, considered administrative searches and may provide reasonable suspicion for further individualized searches.

Search of Student - A search of the student is also permissible with the use of a wand metal detector. Guardians can assist with the search if requested by an administrator. Such search should be performed with care to avoid any physical contact against the body, especially the breast, buttocks and genitals, of the subject being searched. When possible, searches should be conducted in a controlled area where it can be recorded.

Vehicle - Vehicle searches are permissible by Guardians if there is a reasonable belief that it contains a weapon on school property. When circumstances allow, the search should be conducted in the presence of law enforcement personnel.

Backpack- Permissible with or without consent if there is a reasonable belief that it contains illegal items.

Use of Force

Definitions:

- A. Lethal Force- Physical force, which can be reasonably expected to cause death or serious physical injury of a human being.
- B. Less Lethal Force – That force which has the potential to cause bodily harm (physical injury) or hurt.
- C. Physical Force – Force used upon or directed toward the body of another person
- D. Choke Hold- A method of restraint applied to the neck area of another person. This form of restraint is prohibited
- E. Imminent – On the point of happening
- F. De-escalation – Taking action or communicating verbally or nonverbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the use of force or with a reduction in the force necessary. De-escalation may include the use of such techniques as command presence, warnings, verbal persuasion, and tactical repositioning.

Policy

- A. The policy of the Storm Security Agency is to provide for the reasonable use of lethal force by authorized personnel of the Storm Security Agency within the parameters of the State of Florida Statutes and Federal laws. Lethal force is authorized to the extent necessary to prevent or abate an active assailant incident (an individual actively engaged in killing or attempting to kill people in a confined and populated area) on Bold City Education premises.
- B. Guardian shall use de-escalation techniques and other alternatives to higher levels of force consistent with his or her training whenever possible and appropriate before resorting to force and to reduce the need for force.
- C. Guardians are authorized to use physical force only in self defense of imminent use of force against him or herself.
- D. Guardians should refrain from using physical restraints on a person or directly getting involved in a fight. The Guardian should use verbal commands to prevent or de-escalate the situation. Threatened use of physical force by the Guardian should not be used as a means to prevent or de-escalate an incident. Other intervention strategies may be deemed appropriate, if the fight becomes so violent that if allowed to continue, may result in the death of an individual.
- E. Employees of the Storm Security Group **are not allowed** to use Choke hold to restrain an individual.
- F. Your supervisor or their designee (Principal, Vice principal or Dean of Student) should be notified immediately whenever there is an incident involving the use of force or restraints.
- G. Authorized Storm Security Group personnel will constantly weigh the advantages and disadvantages of the use of lethal force and will ensure that any use of lethal force meets the test of reasonableness.
- H. If the opportunity presents itself, verbal commands should be given before the use of lethal force.
- I. Immediately following a lethal or less lethal incident involving the use of a weapon, **when safe to do so**, Storm Security Group personnel should place their weapon in a safe and non threatening place. Personnel should also have their badge clearly visible for others to see and both hands displayed in the air in a non threatening manner prior to the arrival of law enforcement officers.
- J. Medical aid may be rendered after the subject's ability to inflict less lethal or lethal force, has been neutralized and it is safe to render medical aid or request medical assistance. All injury and medical aid given, should be clearly documented in an incident report.

K. THE USE OF WARNING SHOTS IS DISCOURAGED

Professional Conduct

- Avoid using profanity or abusive language
- Avoid using excessive force
- Not be under the influence of alcohol or drugs while on duty.
- Meet the professional needs of the client
- Conduct yourself in an exemplary fashion
- Maintain confidentiality, keep the workplace safe and secure

Discipline

Storm Security Group personnel must exercise good discipline in their personal life and in the performance of their professional duties. Failure to do so may result in poor job performance, loss of certification and termination. It is imperative that you exercise exemplary habits and avoid the behaviors listed below:

1. Violation of the use of force policy
2. Failure to report to work with your issued duty equipment
3. Failure to secure/safely store your weapon
4. Inappropriately displaying your weapon
5. Inappropriate relationship with staff/students
6. Misplacing/losing equipment/failure to report lost or stolen equipment
7. Excessive absence/Tardiness
8. Involvement in criminal activity
9. Reporting to work while under the influence of alcohol/narcotics/controlled substance
10. Leaving duty post without notification or the approval of your supervisor
11. Excessive socializing on duty
12. Arguing with staff/students/visitors
13. Being inattentive to your duties
14. Listening to music/social media while on duty

Forms

The Storm Security Incident Report form is not intended to replace the school's student/staff/visitor accident report . The report should be completed within 24 business days or prior to extended days off.

**The names of students should be excluded from the report, use ID numbers instead.
The form is stored on the document drive.

Some example of when a security incident report should be completed are:

Alarm activations

Disputes/Disturbances

Damage/lost/stolen/missing equipment

Suspicious person

Suspicious vehicles

Suspicious activities

Unusual event

Department Issued Equipment

All personnel must report for duty fit and prepared to assume their assigned post.

Duty Weapon

- Any weapon used in the performance of your duty, must be approved by the Chief Legal Officer or the Director of Security.
- The weapon worn on duty must be the same make and model used during your Guardian certification and requalification.
- While in the performance of your duty, you must have your: (1) FL Concealed Weapon or Firearm License; (2) JSO Guardian Certification Card; and (3) FL Drivers License.
- Your weapon should be secured at all times except when necessary to address a potential/active threat.
- Your weapon must be cleaned regularly
- Authorized duty weapons: Glock G17, Glock G19 and Glock G45.
- Authorized duty ammo: 9 mm 124 Grain + P JHP, 9 mm 124 Grain JHP Hydra-Shok, 9 mm 147 Grain JHP Hydra-Shok

Body Armor- Employees may choose to wear their personally owned body armor if it meets NIJ level 3 standards or above.

Motorola Portable Radio 3550e

Flashlight

Tourniquet

*All uniforms and equipment not issued by Storm Security Group must be authorized prior to worn or carried on duty.

Daily Procedures

Prior to Reporting for Duty

- Abstain from consumption of alcoholic beverages within 8 hours of duty or an additional amount of time if the alcohol influences the member's capability to perform their duties.
- Inform supervisor of prescription and non-prescription drugs that might impair duty performance.
- Inform supervisor of any mental distractions caused by unusual stress or crisis.

Report To Duty

A. *Be On Time*

1. Be ready to start your shift properly dressed and wearing your issued equipment (Uniform pants, shirts with agency emblem badge, body armor, duty belt, etc);
2. If you are running late for work, call your supervisor immediately;
3. Never leave the property/campus during your work hours without permission. The Director of Security or a member of the administration should be notified immediately if the need arises.

B. *Morning Procedures*

1. Conduct a security sweep of the building prior to students arriving on campus. Ensure that the doors are properly functioning and secured. Check the exterior of the building for anything that appears to be out of place.
2. Conduct random checks of the facility and campus, including monitoring parking lots for stalking, IED/weapons, cache, storage, or pre-attack indicators.
3. Monitor students, drivers and staff as they arrive on site.
4. Assist the administration with any **related** duty or task that might be required.

C. *Daily Process*

1. Always, be vigilant and mindful of your safety and the safety of others.
2. Engage students and staff in a positive and respectful manner.
3. Random checks of interior/exterior doors, classrooms and patrol the grounds.
4. Monitor guests coming onto our property and escort guests to their destination.
5. Assist the administration with searches, investigations, etc, but be mindful that it doesn't take away from your ability to secure the school or affect your ability to respond to a threat.
6. Assist with emergency drill and threat assessment.
7. Monitor transmissions over your radio and respond when called.
8. Monitor and review video cameras when necessary.
9. Be familiar with the emergency notification system, the school emergency plans, and building access procedures.
10. Use proper radio communication protocols.

EMERGENCY NUMBERS

San Jose Schools HQ	(904) 337-4090
San Jose Preparatory	(904) 425-1725
San Jose Primary	(904) 425-1723
Horizon Institutes Beach	(904) 902-6568
Horizon Institutes NFL	(904) 659-9053
Horizon Institute Youngerman	(904) 739-2376
Jacksonville Sheriff's Office	(904) 630-0500
Jacksonville Fire Rescue	(904) 630-0434
Jacksonville Transportation Authority	(904) 632-5530
Department of Family and Children Services	(866) 762-2237
Jacksonville Utilities	(904) 665-6000
Florida Department of Law Enforcement	(904) 209-3180

FDLE Sex Offender Search <https://offender.fdle.state.fl.us/offender/sops/search.jsf>

Emergency Websites

Homeland Security	www.whitehouse.gov/homeland
National Weather Service	www.wrh.noaa.gov
Federal Emergency Management Agency	www.fema.gov
Florida Department of Law Enforcement	www.fdle.state.fl.us

Notification Chain / Protocol

Class 1 Incidents

Contact: Dean of Students / Assistant Principal / Director of Security

- Disorderly Conduct / Fight
- Minor Theft
- Child Left on Property
- Minor Facility Damage
- Sexual Harassment Complaint
- Minor Student Discipline Issue
- Weapon Possession
- Minor Student Injury
- Minor Staff Injury

Class 2 Incidents

Contact: Dean of Students / Assistant Principal / Principal / Director of Security / Chief Legal Officer / President of Operations

- Major Facility Damage
- Major Student Discipline Issue
- Child Left on Campus / Unable to Contact Parent
- Missing Student

Class 3 Incidents: Contact: Assistant Principal/ Principal / Director of Security / Law Enforcement / Rescue

- Extensive Student / Staff Injury or Illness
- Active Shooter
- Firearm located on campus
- Bomb Threat
- Controlled Substance Incidents
- Criminal Sexual Incidents
- Death on Campus
- Intruder