



Safety & Crisis Plan

2019-2020

The Hope Center for Autism, Inc.

The Hope Center for Autism

The Hope Academy for Autism

Next Step

Opening doors for people affected by autism spectrum disorder.

SAFETY

The Hope Center for Autism (HCFA) and The Hope Academy for Autism (THAA) is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for administration. HCFA provides information to employees about workplace safety and health issues through regular internal communication such as:

- Training sessions
- Staff meetings
- Bulletin board postings
- Memorandums
- Other written communications

Each employee is expected to obey safety rules and exercise caution and common sense in all work activities. Employees must immediately report any unsafe conditions to their supervisor. Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report, or where appropriate, remedy such situations, may be subject to disciplinary action up to and including termination of employment.

In the event of an accident and/or injury of an employee, regardless of how insignificant the accident or injury may seem, employees must notify the Executive Director and complete an incident report.

In the event of an accident and/or injury of a student, regardless of how insignificant the accident or injury may seem, employees notify the Executive Director and the parent, and complete an incident report.

HEALTH RELATED ISSUES

Employees, who become aware of any health-related issue, including pregnancy, must notify the Executive Director of their health status. This policy has been instituted strictly to protect the employee.

A written “*permission to work*” from the employee’s doctor may be required at the time or shortly after notice has been given. The doctor’s note should specify whether the employee is able to perform regular duties as outlined in his/her job description.

A leave of absence may be granted on a case-by- case basis. If the need arises for a leave of absence, employees should notify the Executive Director. A physician’s “return to work” notice will be required clearly stating

EMPLOYEE REQUIRING MEDICAL ATTENTION

In the event an employee requires medical attention, whether by being injured or becoming ill while at work, the employee’s personal physician should be notified immediately. If it is necessary for the employee to be seen by the doctor or go to the hospital, a family member will be called to transport the employee to the appropriate facility. Another employee may not transport the ill or injured employee due to liability issues that may arise. If an emergency arises requiring Emergency Medical Services to evaluate the injury/illness of an employee on-site, the employee will be responsible for any charges.

BUILDING SECURITY

All employees who are issued keys to the building, offices and storage areas are responsible for the safekeeping of the keys. These employees will sign a Building Key Disbursement form upon receiving a key. The last employee, or a designated employee,

who leaves the building at the end of the business day assumes the responsibility to ensure all doors are securely locked, the alarm system is armed, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. All visitors to the building will be screened against the sexual predator and sex offender database using the Raptor software, a visitor management system.

ALERTS

The Hope Center receives alerts through the emergency system currently used by the Martin County School District.

INSURANCE ON PERSONAL EFFECTS

All employees should be sure their own personal insurance policies cover the loss of anything that may be left at the school. HCFA/THAA assumes no risk for any loss or damage to personal property. It is recommended staff keep personal property in a locked location.

EXPENDITURES AND REIMBURSEMENT

Purchasing materials personally for school use must be pre-approved for reimbursement to occur. Under no circumstances will the purchase of educational supplies and materials be reimbursed without the pre-approval of the Executive Director.

Once permission has been granted for purchases and reimbursement, the purchase can be made. The receipt for the item should not reflect personal purchases. (i.e. do not purchase personal items and school items on the same receipt) A request for reimbursement form must be completed accompanied with the original receipt.

HCFA/THAA is a nonprofit organization and not subject to pay taxes on purchases. The employee will be provided with proof of tax-exempt status when the pre-approval for a purchase is given. The employee will not be reimbursed for any taxes paid for a purchase. Reimbursement requests will be processed like an invoice. All completed reimbursement request forms should be submitted to the bookkeeper.

SUPPLIES

All employees shall monitor the availability of supplies necessary for the performance of their duties. The Executive Director should be notified of the necessity to replenish any supplies in sufficient time for delivery. Each fiscal year HCFA has a specific budget for the acquisition of educational items, office supplies, and any other necessary items.

Some items used for a student's program and in a student's work area are provided by the family. These include, but are not limited to, construction paper, scissors, crayons, batteries, wipes, tissue, Velcro, laminating sheets, sheet protectors, edible rewards, film, notebooks/binders, zip lock bags, pencils, and hand sanitizers.

HCFA/THAA purchases the following on a regular basis: paper plates, plastic utensils, toilet paper, paper towels, napkins, cleaning supplies, soap, copy machine paper, garbage bags, and necessary office supplies.

Supplies will be ordered monthly. If an item is needed the supervisor will complete the necessary documentation for the Executive Director.

When a teacher receives adopt a class funds that money should be used to purchase items used in that classroom prior to requesting additional supplies from administration.

PARKING

Employees must park their cars in areas indicated and provided by HCFA/THAA.

VISITORS IN THE WORKPLACE

To provide for the safety and security of employees at HCFA/THAA, only authorized visitors are

allowed in the workplace. Restricting unauthorized visitors helps ensure security, decreases insurance liability, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors will provide photo identification upon arriving at the school which will be scanned using RAPTOR, is a visitor management system. Every visitor is instantly screened against the registered sex offender databases in all fifty states. Authorized visitors will wear a badge and be escorted to their destination and must be accompanied by an employee at all times.

IMMIGRATION LAW COMPLIANCE

HCFA employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired must also complete the form if they have not completed an I-9 with HCFA within the past three years or if their previous I-9 is no longer retained or valid.

VOLUNTEERS

Volunteers are a very important part of the Hope Center for Autism. Volunteer opportunities are available for parents, community members and students of various ages. See the volunteer handbook for more information. All volunteers must have attended volunteer training (see volunteer handbook). Volunteers will always be supervised by staff and should never be left alone with a student.

SUBSTITUTE TEACHERS

Staff members who require substitutes are responsible for making arrangements for substitutes themselves. A list of potential substitutes will be supplied to staff members annually.

Substitute teachers shall meet all legal requirements for substitute teachers. The rate of compensation shall be according to the annual school budget approved by the Board of Directors. Records shall be kept by the Executive Director concerning number of days taught by substitutes and the amount of funds expended. The rate of compensation for the 2017-2018 school year for a full day substitute teacher will be \$100.

EMERGENCY PROCEDURES CRISIS PLAN

LAWS RELATING TO EMERGENCY PLANNING FOR SCHOOLS

1006.07, Florida Statutes Emergency drills and emergency procedures

Formulate and prescribe policies and procedures for emergency drills and for actual emergencies, including, but not limited to, fires, natural disasters, and bomb threats, for all the public schools of the district which comprise grades K-12. District school board policies shall include commonly used alarm system responses for specific types of emergencies and verification by each school that drills have been provided as required by law and fire protection codes.

The district school board shall establish model emergency management and emergency preparedness procedures for the following life-threatening emergencies:

- Weapon-use and hostage situations.
- Hazardous materials or toxic chemical spills.
- Weather emergencies, including hurricanes, tornadoes, and severe storms.
- Exposure as a result of a manmade emergency.

SAFETY AND SECURITY BEST PRACTICES

Use the Safety and Security Best Practices developed by the Office of Program Policy Analysis and Government Accountability to conduct a self-assessment of the school districts' current safety and security practices. Based on these self-assessment findings, the district school superintendent shall provide recommendations to the district school board who identifies strategies and activities that the district school board should implement in order to improve school safety and security. Annually each district school board must receive the self-assessment results at a publicly noticed district school board meeting to provide the public an opportunity to hear the district school board members discuss and take action on the report findings. Each district school superintendent shall report the self-assessment results and school board action to the commissioner within 30 days after the district school board meeting.

1013.13, COORDINATION OF SCHOOL SAFETY INFORMATION: CONSTRUCTION DESIGN DOCUMENTS

Each district school superintendent must provide to the law enforcement agency and fire department that has jurisdiction over each educational facility a copy of the floor plans and other relevant documents for each educational facility in the district, as defined in s. 1013.01. After the initial submission of the floor plans and other relevant documents, the district

superintendent of schools shall submit, by October 1 of each year, revised floor plans and other relevant documents for each educational facility in the district that was modified during the preceding year.

775.30 Florida Statutes Terrorism; defined.

As used in the Florida Criminal Code, the term "terrorism" means an activity that:

- Involves a violent act or an act dangerous to human life which is a violation of the criminal laws of this state or of the United States; or
- Involves a violation of s. 815.06; and
- Is intended to:
 - Intimidate, injure, or coerce a civilian population;
 - Influence the policy of a government by intimidation or coercion; or
- Affect the conduct of government through destruction of property, assassination, murder, kidnapping, or aircraft piracy.

119.071 FLORIDA STATUTES GENERAL EXEMPTIONS FROM INSPECTION OR COPYING OF PUBLIC RECORDS

A security system plan or portion thereof for:

- Any property owned by or leased to the state or any of its political subdivisions; or
- Any privately owned or leased property which plan, or portion thereof is in the possession of any agency, as defined in s. 119.011, is confidential and exempt from the provisions of s. 119.07(1) and s. 24(a), Art. I of the State Constitution. As used in this section, the term a "security system plan" includes all records, information, photographs, audio and visual presentations, schematic diagrams, surveys, recommendations, or consultations or portions thereof relating directly to the physical security of the facility or revealing security systems; threat assessments conducted by any agency as defined in s. 119.011 or any private entity; threat response plans; emergency evacuation plans; sheltering arrangements; or manuals for security personnel, emergency equipment, or security training. This exemption is remedial in nature and it is the intent of the Legislature that this exemption be applied to security system plans received by an agency before, on, or after the effective date of this section. Information made confidential and exempt by this section may be disclosed by the custodial agency to another state or federal agency to prevent, detect, guard against, respond to, investigate, or manage the consequences of any attempted or actual act of terrorism, or to prosecute those persons who are responsible for such attempts or acts, and the confidential and exempt status of such information shall be retained while in the possession of the receiving agency. This section is subject to the Open Government Sunset Review Act of 1995, in accordance with s. 119.15, and shall stand repealed on October 2, 2006, unless reviewed and saved from repeal through reenactment by the Legislature

GENERAL SAFETY

The safety of our students is the first priority of the Hope Center. All the staff at the Hope Center/Hope Academy will be trained in safety procedures before they begin their employment.

DOORS

All doors will remain locked and secured at all times. All guests will enter through one point of entry (being the front south door) and sign-in with the receptionist. Guests will never be allowed beyond the first interior door unattended by a Hope Center for Autism/Hope Academy staff member.

EMERGENCY PHONE NUMBERS

AGENCY	PHONE NUMBER
Martin County Sheriff's Department	911 OR 220-7000
Fire/Ambulance	911
Martin Memorial Medical Center	287-5200
Poison Control	1-800-283-3171
Abuse Hotline	1-800-96-ABUSE (2-28730)
Martin County Public Health	221-4037
Superintendent's Office	219-1200 X 30200

ALL TEACHERS MUST HAVE A SCHEDULE POSTED IN EACH CLASSROOM WITH THE STAFF ASSIGNMENTS FOR EACH PERSON IN THAT ROOM THROUGUHOUT THE SCHOOL DAY! IF A SUBSTUTITE IS IN THE ROOM THEN THAT PERSON WILL ASSUME THE RESPONSIBILITIES OF THE PERSON HE/SHE IS REPLACING FOR THE DAY.

DRILLS - GENERAL

Each Teacher must take their attendance book with them during any drill. This is to ensure an accurate count of all students in attendance.

BUS DRILL INFORMATION FOR STUDENTS

Bus Evacuation Drill






We are going to have a bus evacuation drill.
what to do if there is an emergency on the bus.





This drill teaches me




The next day I will practice evacuating from the back door  of the bus.



The driver  will tell me we are having a drill . I might



here a buzzing sound. I will leave my back pack  on my seat. I will walk

to the back  of the bus. I will sit on my bottom and scooch off the bus.



Someone will be there to help me. 

When the bus  the driver says that the drill is over  I will get

back on the bus  and get my backpack . The bus driver



The next day we will practice an evacuation drill using the front



and back door



of the bus. I will leave my backpack



on the

bus



When the bus the driver says that the drill is over



I will get

back on the bus



and get my backpack



. The bus driver



will tell me that I am finished



and I will get off the bus

and go inside the school



5

Bus evacuation drill





Bus evacuation drills

teach me how to be safe if there is an



emergency on the bus.



will tell me that I am finished



and I will get off the bus

and go inside the school



FIRE DRILLS

Procedures/roll call

Two fire drills are to be practiced within the first 30 days of school year and one fire drill every other month that the school is in session for the remainder of the year. Drills for the disabled should be conducted with regular practice drills for the entire school.

Fire rescue assistance

Contact the local fire rescue departments for their assistance in establishing individual evacuation plans and procedures. They may be invited to attend drills involving evacuation of the disabled.

The Hope Center has regularly scheduled fire drills.

When the fire alarm sounds (or drill is initialed), please adhere to the following procedure.

1. At the teacher's direction, paraprofessionals will take the child/children they are working with, or assigned to, by the hand and lead them to designated exit.
2. The teacher will take the child/children he/she is working with, or assigned to, by the hand and lead them to the designated exit.
3. The Teacher will take the role/grade book to ensure all students are accounted for.

4. All contracted Therapist/Specialist will take will take the child/children he/she is working with, or is assigned to, by the hand and lead them to the designated exit.
5. Evacuation maps with written directions must be posted in every classroom.
6. Teachers /students will evacuate the building according to the fire evacuation map, or the best possible route.
7. The Director will complete a walk thru of each classroom and restroom to ensure complete evacuation, and then leave thru the closest exit.
8. A speedy evacuation is of the utmost importance, but not at the risk of injuring students. Pushing, shoving, running etc. are not appropriate behaviors.
9. All teachers/students will meet in the southeast corner of the property at which time teachers will continually account for all students.
10. When “ALL CLEAR” sign is given, classes will return to their class rooms in an orderly manner. Teachers will again account for all students. If any student is not accounted for, Lead teacher and/or Director must be notified immediately.
11. If the building needs to be evacuated, students will go to southeast corner of the property. Teachers will continually account for all students.
12. School Secretary will take emergency cards.
13. Students will be dismissed to their Parents or designated person listed on Yellow Emergency cards.
14. No one but the Director or designee may talk to the media.
15. Each Teacher will complete a Hope Center Fire Drill form and submit to Director.

SEVERE WEATHER

Weather Warning Definitions

Severe weather statement

This indicates the approach of the development of severe thunderstorms, which may be accompanied by heavy rain, high winds and the possibility of hail. This statement may be updated to a Severe Thunderstorm Watch or Warning.

All PE classes and children at recess must come inside immediate

Tornado Watch

This defines an area of 250 miles along and 12 miles wide that has a high probability of forming at least one tornado. There is no cause for alarm unless the sky becomes threatening or a tornado warning is issued.

1. An announcement will be made that we are under a tornado watch.
2. Office staff will listen to local radio and monitor.
3. Teachers should review the Tornado Procedure.

Tornado Warning

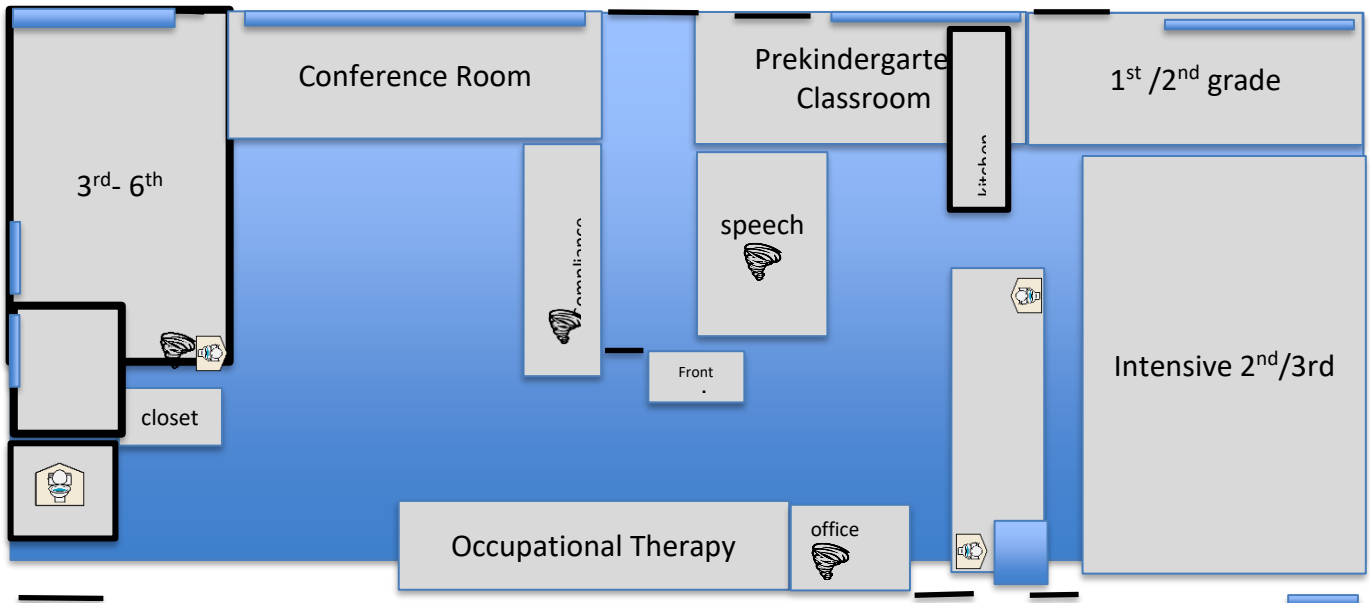
This means that a tornado has been spotted on the ground in the county, moving toward the county or that the weather radar indicates a high probability of a tornado forming. This is the time to relocate your students to the sites located on the Tornado Drill Map. Conditions normally associated with a Tornado are:

1. Very dark, ominous clouds
2. High winds and hail
3. Frequent, almost continuous lightning and thunder

4. A continuous low roar or rumble

Tornado Drill: The Hope Center will have regularly scheduled tornado drills. When the tornado drill message/signal is given, please adhere to the following procedures:

1. Staff members not with a student will report to the classroom to assist with transporting children to designated area.
2. Paraprofessionals will take the child /children that they are working with, or assigned to, by the hand and lead them to the designated area



- 3.
4. The Teachers will take the child/children that they are working with, or assigned to by the hand and lead them to designated area
5. Designated areas are marked on the map above. The same areas to be used for tornados will also be used
6. The Teacher will take the attendance sheet to ensure all students are accounted for.
7. When all staff and students are in the designated area, Teacher will continually account for all students.
8. Students and teachers should sit away from windows and glass. Teachers should encourage students to sit on their bottoms with their heels down; however, due to the nature of our student population, the priority of the staff is to contain the children within the safety area. Behavioral procedures should be followed.
9. Teacher with students on the playground should take child/children by the hand to the designated Tornado Safety area. If time does not permit reentering the building, teachers will instruct and physically prompt students to lay flat on the ground with hands protecting neck.
10. If any child refuses to comply with verbal prompting, physical assistance may be required.
11. All doors and windows should be closed.
12. When “all clear” signal is given, teachers will return to the classroom and take role. If any students are not accounted for, Lead Teacher and Director will be immediately notified.

LIGHTNING SAFETY

Lightning behavior random and unpredictable. Preparedness and quick response are the best defense toward the lighting hazard. Eighty percent of lighting strike victims survives but twenty percent of those survivors suffer major aftereffects.

The following are personal lighting safety tips- courtesy of the National Safety Institute.

Plan

- When thunder is first heard, curtail outdoor activities and seek shelter indoors. Avoid puddles/water. Open spaces, all metal objects when coming indoors. Stay away from trees.
- If Lightning strikes nearby
 - *OUTDOORS: Crouch down, Put Feet together. Place hands over ears to minimize hearing damage. Avoid proximity to other people (minimum 15 feet)*
 - *INDOORS: Avoid water. Stay away from all doors and windows. Do not use the telephone. Turn off, unplug, and stay away from TV's., computers, and appliances.*
 - *DISMISSAL: Dismissal Procedures may be changed is unsafe weather conditions are present.*

SECURITY DRILLS (LOCKDOWN)

These procedures are necessary when there is a need to secure the building because of an intruder on campus, danger in the immediate area, etc.

The message, "This is a Security Drill. We will now secure the campus."

When this message is heard, the following actions will be in place:

1. Teachers will lock doors.
2. Teachers will move students away from windows, doors, glass, etc.
3. Teachers will close all blinds and turn lights off.
4. Teachers will start a circle time with students/read a book/ a quiet, calming activity.

WEAPONS ON CAMPUS

If a weapon is noticed on campus, the staff person will immediately call 911 and notify the deputy on campus.

NUCLEAR DISASTER

In the unlikely event of a nuclear disaster; please adhere to the following procedures:

- The Director or designee will announce that the building is being evacuated.
- The Director or Lead Teacher will secure all doors, lock all gates, and turn off air condition.
- Do not allow students to leave the room unsupervised.
- School Secretary Teacher will account for all students prior to loading into vehicles along with EMERGENCY CARDS.
- All students/personnel will be transported to Martin County High School by teachers, paraprofessionals, or other full time paid staff.
- When students arrive at MCHS, teachers will gather children and keep in one secure location, preferably a small classroom.
- Lead Teacher will again account for all students. In the event of a missing student, Lead Teacher will notify Director immediately.
- The Director will secure the facility before leaving, and go to MCSH to assist.
- Lead Teacher will make phone calls to parents/guardians from MCHS.

- Students will be released to parents / guardians from MCHS.
- ALL students will remain under the supervision of the teacher, paraprofessionals, and Director while at MCHS.
- Lead Teacher will have all parents **sign-out** their Child.
- Director will release personnel from supervision as students are released.

BOMB THREATS

All threats to the safety of the school shall be identified and reported to the proper authorities immediately. In order to minimize the interruption of school and, at the same time recognize the possibility that a bomb may be present.

The following procedure shall be used:

- Person Receiving the Call:
 - Keep the caller on the line as long as possible (ask them to repeat, stall, etc.)
 - Listen closely to the voice and sounds (male/female, youthful, background sounds)
 - Ask the caller where the bomb is located and the expected time of the explosion.
 - Obtain caller's name, if possible.
 - Notify Director or designee who will notify authorities.
 - Use the "Bomb Threat Checklist" sheet while talking to caller.
- Organization for Bomb Search
 - Organize a VOLUNTARY search Committee
 - Examine the rooms for suspicious objects.
 - ***DO NOT TOUCH ANY SUSPICIOUS OBJECTS!***
 - Inspect ALL rooms.
 - Examine the entire school grounds, parking lots, garbage cans, etc.
 - ***DO NOT USE-INTERCOM, WALKIE TALKIES, FIRE ALARMS, OR CELL PHONES-***
 - ***As these use, Electrical Frequencies- could DETONATE a Bomb.***
- Teachers
 - Open all windows, leave doors open, and lights switches as they are.
 - A "runner" will notify teachers to evacuate classrooms and proceed to their fire drill evacuation area or other designated area- at LEAST 300 YARDS from the building.
 - While exiting building check bathrooms for students.
 - Take attendance sheets and account for all students. Notify Director immediately if any students are missing.
 - When "*all clear*" signal is given, reenter and take student role again.

SUSPICIOUS ITEM LOCATED

It is imperative that all personnel in the search be instructed that their purpose is only to search for suspicious objects, NOT to remove/touch the object or anything attached to it.

The removal of suspicious object MUST be done by a professional bomb Squad.

If a suspicious object is located, the following procedure will be followed:

- Activate evacuation procedure
- Teachers/students must be at least 300 yards from danger area
- Reentry is not permitted until the device/object is cleared by the bomb squad.

KIDNAPPING

Though almost exclusively an elementary school problem, kidnapping has occurred in middle and high schools. A child napping normally occurs when a divorce or separation is occurring in the family. Typically, a non-custodial parent is denied access to the child by the court or the custodial parent refuses to comply with a court order to allow access to the child.

ANY NON-CUSTODIAL ADULT WHO TAKES A CHILD FROM THE CAMPUS WITHOUT PERMISSION OF THE COURT ORDERED PARENT/GAURIAN MAY BE GUILTY OF A FELONY.

Procedures to follow when releasing a child

- All adults entering the school must sign in and be screened using RAPTOR
- The name of the parent/guardian shall be indicated on the Emergency card.
- A copy of the parent/guardian's ID, indicated on Emergency card, shall be on-file with the Emergency card.
- Parents are responsible to provide current court orders, which are kept in the cumulative folder at school.
- Teachers will be notified of student's court orders.
- Parent/guardian must sign out student
- Parents who have court orders and feel that their child is in any danger should complete a
 - *DO NOT RELEASE* form. This form will be distributed to all personnel that come in contact with that child.
- IF A PERSON'S NAME DOES NOT APPEAR ON THE EMERGENCY CARD, THE STUDENT MAY NOT BE RELEASED TO THAT PERSON.

Administrative Action

If a child is kidnapped/child napped from school:

- Call 911 and report
- Call custodial parent
- Obtain witness statements
- Assist law enforcement

MISSING STUDENT

If any time a teacher, paraprofessional, or contracted therapist cannot account for a student's whereabouts, the Lead Teacher and Director shall be notified immediately.

The following procedure will occur:

- Director will be notified immediately.
- Lead Teacher will inform staff.
- Lead teacher will reassign paraprofessional to group activities so that additional staffs are available for search.
- Directors or Lead Teacher will assign search areas for each person available, including entire building, playground, campus and surrounding areas.
- Each staff will take a communication device when they search (walkie-talkies, 2-way radio)
- Staff will commence search.
- If a student is not located within 15 minutes, Director will call 911, and the parent/guardian.
- Director or Lead Teacher will communicate with law enforcement.
- All available staff will assist law enforcement.

- Lead Teacher will complete incident report and submit to Director. A copy will go into students file.

MEDICAL EMERGENCY

In the event of a medical emergency, the following procedure of notification will be followed:

- Designated staff will be notified of student's name and symptoms.
- Designated staff will call parent.
- If an ambulance is needed, Designated staff will call 911 and relay message.
- First Aid should not be attempted unless the situation demands it.
- No child should be moved if there is a possibility of internal injury, bone fracture, or neck/spinal cord injuries.
- Accident form will be completed immediately.
- Director will be informed of outcome.

HAZARD IDENTIFICATION

HAZARD IDENTIFICATION GUIDELINES

A hazard analysis requires looking for hazards or potential hazards in and around the:

- Community outside the school property (including transportation routes such as roads, railroads, airports etc.).
- School neighborhood. (Businesses).
- School and surrounding building(s) (e.t., maintenance sheds, etc.).

The local emergency management agency should have information about community and neighborhood hazards.

Hazards will be identified throughout the year as they are observed and through a bi-annual inspection.

As you identify potential hazards, remember that many hazards can be reduced substantially or eliminated with little effort and no cost. Other hazard mitigation measures might be phased into the routine maintenance schedule. Because the costlier measures are likely to compete

with other budget items, it may be desirable to develop a long-term hazard reduction plan. At any rate, as you identify potential hazards, record hazards that you can eliminate, those that you can reduce, and those that you can only anticipate.

PREPARING FOR HAZARD IDENTIFICATION

There are several tasks that you should accomplish to help you prepare for the formal hazard identification. Use the checklist below to help you complete these tasks.

Check	Activity
□	<p data-bbox="415 642 1101 674">Obtain or draw a map of the school/sites and grounds.</p> <p data-bbox="513 680 1409 856">This map will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. It will also provide a basis for establishing evacuation routes, identifying a safe, open-space assembly area, and developing procedures for conducting emergency response activities.</p> <p data-bbox="477 898 764 926">Mark the location of:</p> <ul data-bbox="565 949 1052 1241" style="list-style-type: none"> ● All classrooms/offices. ● The library and other activity rooms. ● Restrooms. ● Cooling/Heating Plant. ● Hallways. ● Door closets. <p data-bbox="420 1249 922 1276">Locate the following items on the map:</p> <ul data-bbox="565 1299 1328 1906" style="list-style-type: none"> ● Main shut-off valves for water and gas. ● Master electrical breaker. ● Heating and air-conditioning equipment. ● Stoves. ● Chemical storage and gas lines in laboratories. ● Hazardous materials stored by custodians and gardeners. ● Emergency lighting units. ● Fire extinguishers. ● First-aid equipment. ● Outside water faucets and hoses. ● Overhead power lines. ● Underground gas lines. <p data-bbox="477 1913 743 1940">Mark the location of:</p>

- All classrooms/offices.
- The library and other activity rooms.
- Restrooms.
- Cooling/Heating Plant.
- Hallways.
- Door closets.

SCHOOL/SITE GROUNDS HAZARD ASSESSMENT

This checklist will help you identify hazards that exist on school/site property. Identifying these potential hazards will provide useful information for planning evacuation routes and assembly areas.

Begin your assessment of the school/site grounds with the school building itself. Then assess other structures on the property. Finally, complete your assessment by surveying the grounds itself.

Date Surveyed: _____

Surveyed By: _____

School/Site Building:

- ☐ Long, unsupported roof spans
- ☐ Large, window panes (especially over exits)
- ☐ Heating and air conditioning units
- ☐ Overhangs
- ☐ Trees or shrubs that require pruning
- ☐ Other (List)

Other Structures:

- ☐ Unsecured portable structures
- ☐ Unsecured siding or roofing materials
- ☐ Incompatible chemical storage
- ☐ Inadequate ventilation
- ☐ Other fire hazards (List)

Playground:

- ☐ Equipment in need of repair
- ☐ Rocks or other material that could cause injury
- ☐ Fences in need of repair
- ☐ Exposed nails, screws, or bolts
- ☐ Other (List)

School/Site Grounds:

- ☐ Trees or shrubs that present a fire hazard or wind hazard or provide areas for an intruder to hide
 - ☐ Streams in close proximity
 - ☐ Electric wires
 - ☐ Gasoline or propane tanks
 - ☐ Natural gas lines
 - ☐ Fences in need of repair
 - ☐ Other (List)
-
- ☐ Toxic, corrosive, and flammable materials not stored to withstand falling and breaking (Note: be sure to check for cleaning compounds, art supplies, chemistry and science materials, swimming pool chemicals, etc.)
 - ☐ Unsecured appliances (water heaters, space heaters, ovens, etc.)
 - ☐ Hazardous materials located in areas that do not have warning signs
 - ☐ Unsecured fire extinguishers or fire extinguishers that require recharging
 - ☐ Unsecured filing cabinets or cabinets with inadequate drawer latches
 - ☐ Inadequately supported light fixtures
 - ☐ Unanchored table lamps
 - ☐ Extended, unsupported roof spans
 - ☐ Unsecured athletic equipment
 - ☐ Windows not composed of safety glass, especially near exits

CLASSROOM/OFFICE HAZARD CHECKLIST

The checklist can be used by administrators, teachers, or staff to assess classroom hazards that can be eliminated at little or no cost. Complete this form for each classroom surveyed. Use the information gathered during the classroom hazard assessment to determine the scope of classroom hazards throughout the school/site and to develop a plan and schedule to reduce the hazards.

Room: _____ **Date** _____ **Surveyed:** _____

- ☐ bookcases, and wall shelves
- ☐ Heavy objects on high shelves
- ☐ Aquariums and other potentially hazardous displays located near seating areas
- ☐ Unsecured TV monitors
- ☐ Unsecured wall-mounted objects
- ☐ Hanging plants above or near seating areas

- ❑ Incompatible chemicals stored in close proximity (e.g. window cleaner and ammonia)
- ❑ Paper or other combustibles (e.g., greasy rags) stored near heat source
- ❑ Other hazards (list):

IDENTIFYING POTENTIAL HAZARDS ALONG EVACUATION ROUTES

One key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered en route from classrooms and other activity rooms to safe, open-space areas. Use this form to review the evacuation routes from your school, marking hazards along the routes. It may be helpful to ask your local fire department to send an inspector to complete the survey with you.

Hazard Location

- ❑ Hallways and/or doors containing glass panels that are other than tempered glass or Plexiglas
- ❑ Lockers, bookshelves, or other storage units along Hallways.
- ❑ Hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.
- ❑ Lighting that is dependent on electricity rather than sunlight.
- ❑ Elevators
- ❑ Elevators are vulnerable to damage from fires, earthquakes, and other hazards. Signs should be posted near elevators prohibiting their use during emergencies.
- ❑ Building exit routes that pass-through arcades, canopies or porch-like structures
- ❑ Roofs with clay or slate tiles
- ❑ Building facings that include parapets, balconies, or cornices
- ❑ Gas, sewer, or power lines near the outdoor assembly area
- ❑ Other _____

IDENTIFYING POTENTIAL HAZARDS IN THE NEIGHBORHOOD AND COMMUNITY

Being aware of the potential hazards in the community can affect your school planning process. For example, knowing that a facility uses toxic chemicals in processing helps you plan for a hazardous materials emergency. Locate the potential hazards shown below on a street map of your community. Then contact your local INTERCEPT TEAM member to verify that you have identified all potential major hazards.

- ❑ Facilities containing toxic, chemically reactive, and/or radioactive materials).

- ❑ Be sure to include both manufactures and users (e.g., gas stations).
- ❑ High-voltage power lines.
- ❑ Transportation routes of vehicles carrying hazardous materials (e.g., truck routes and railroad right of ways.
- ❑ Underground gas and oil pipelines.
- ❑ Underground utility vaults and aboveground transformers.
- ❑ Multi-story buildings vulnerable to damage or collapse (e.g., unreinforced masonry construction).
- ❑ Water towers and tanks.

**INTERCEPT
COMMUNITY BASED FIRST RESPONDERS/RESOURCE LIST
CONTACT NUMBERS**

Accident Prevention/ Risk Assessment	Donald White, MCSD	219-1200 x 30206	whited1@martin.k12.fl.us
	Mark Cocco, MCSD	219-1200 x 30364	cocom@martin.k12.fl.us
Bomb Threat & Search Training	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO	342-4656 260-0636	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us
	Dale Howard, MCSO Bill Jones, MCSO	220-7140, 260-5541 220-7060	dhoward@sheriff.martin.fl.us wjones@sheriff.martin.fl.us

Crime Statistics (by neighborhood)	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO	342-4656 260-0636	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us
	Asst. Chief, David Dyess, SPD	220-3925	ddyess@ci.stuart.fl.us
Crime and Violence Prevention Programs	Michelle Villwock, MCSD	219-1200 x 30255	villwom@martin.k12.fl.us
	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO Lt. Tom Harmer, SPD	342-4656 260-0636 220-3926	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us tharmer@ci.stuart.fl.us
Evacuation Procedures/ Staging Areas	Mark Cocco, MCSD	219-1200 x 30364	cocom@martin.k12.fl.us
	Doug Killane, MCFR	260-9280	dkillane@martin.fl.us
	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO LT. Tom Harmer, SPD	342-4656 260-0636 220-3926	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us tharmer@ci.stuart.fl.us
Fire Prevention and Response	Jon Belding, MCFR	419-4573	jbelding@martin.fl.us
	Doug Killane, MCFR David Dyal, SFR (Response) Frank Lasaga, SFR	260-9280 600-1287 288-5353	dkillane@martin.fl.us ddyal@ci.stuart.fl.us flasaga@ci.stuart.fl.us
Health Emergencies	Todd Reinhold, DOH Maureen Ryan, DOH	221-4090 221-4000	Todd_reinhold@doh.state.fl.us maureen_ryan@doh.state.fl.us
Incident Command System	Mark Cocco, MCSD	219-1200 x 30364	cocom@martin.k12.fl.us
	Jon Belding George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO Sgt. Heather Rothe	419-4573 342-4656 260-0636 220-3923	jbelding@martin.fl.us gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us hrothe@ci.stuart.fl.us
Lockdown Procedures	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO	342-4656 260-0636	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us
	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO Michelle Villwock, MCSD	342-4656 260-0636 219-1200 x 30255	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us villwom@martin.k12.fl.us

Nuclear Incident Response	Bill Pecci, MCES	463-2852	wpecci@martin.fl.us
	Dan Wouters, MCES	219-4943	dwouters@martin.fl.us
Psychological Support Services (Emergency)	Michelle Villwock, MCSD	219-1200 x 30255	villwom@martin.k12.fl.us
Red Cross	Jim Hagen, MC Chapter	287-2002	disasterdir@martinredcross.org
Security Evaluations	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO Mark Cocco, MCSD	342-4656 260-0636 219-1200 x30364	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us cocom@martin.k12.fl.us
Student Dismissal Procedures	George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO	342-4656 260-0636	gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us
Transportation Emergencies	Kayleen Watts, MCSD George Yacobellis, MCSO Alt. Lt. Micah Skowronski, MCSO	219-1287 342-4656 260-0636	wattsk@martin.k12.fl.us gdyacobellis@sheriff.martin.fl.us mjskowronski@sheriff.martin.fl.us
Utility Service	John Polley, MC Dave Peters PW Jim Hewitt, Indiantown Gas	221-1442 288-5300 597-2201	jpolley@martin.fl.us N/A N/A
Weather Emergencies	Mark Cocco, MCSD Debbie McCaughey, MCES	219-1200 x 30364 219-4943	cocom@martin.k12.fl.us dmccauch@martin.fl.us

800 mhz Safety Radio

Each school and department will be issued at least one Public Safety Radio (PSR). Schools that serve shelters for disasters will also be issued a PSR for the Food Service and Kitchen Staff. These radios will be used to communicate between schools and departments as well as with

Administration in responding to crises and disasters. Follow the guidelines for keeping the radios on at all times so that immediate communication can be made in the event of a crisis.

1. The PSR must be turned on at all times during the school day.
2. The PSR must be attended by a staff member at all times during the day to respond to any event.
3. If a staff member needs to be relieved from monitoring the radio, ensure that you have a plan to have another staff member monitor the radio.
4. Do NOT leave the radio in the charger while monitoring the radio during the day. This will adversely affect the battery life.
5. Ensure that the radio is placed in the charger and turned off at the end of each day while in the charger.
6. The radio must be on Channel 5 at all times. Do not scan or use other channels unless instructed otherwise by District Administration, Law Enforcement, Risk Management or Educational Technology.

Monthly Test: The PSR radios will be tested through Risk Management. This monthly test is to exercise the radio and to ensure that it is working properly and being monitored. A roll call will be followed naming each school or department in succession. The following is a sample of the acknowledgement is as follows:

Risk: "Anderson Middle School"

Anderson Middle School: "Anderson Middle here".

Risk: "Thank you".

(If you do not hear the "thank you" response or you do not respond at all, you will be contacted that you did not respond and there may be an issue with your radio or battery)

Use of the Radio: Other than the monthly test, follow the protocol below:

When calling another radio, the basic protocol is to identify yourself, then announce who you are calling. For example, Jensen Beach Elementary is calling the Risk department:

1. Listen for a moment to make sure the channel is clear.
2. Press the **PTT** button; wait for the "chirp", then say "This is Jensen Beach Elementary calling Risk".
3. Release the **PTT** button and wait for a response.
4. Conduct your conversation as quickly as practical. Do not ramble or monopolize the channel, others may be waiting.
5. When you have finished your conversation, you should "clear the channel". Press the **PTT** button and say, "Jensen Beach Elementary, clear". Release the **PTT** button.
6. The other party should do the same by saying "Risk clear".

"Clearing" the channel makes it obvious to other users that you have finished your conversation and the channel is available for another conversation.

Before you transmit, make sure the channel is not in use by listening for a moment or two. When you are ready to transmit, press and hold the **Push-To-Talk (PTT)** button. You will hear a series of chirps and the **Small Status light** on the top of the radio will blink red. Do not begin speaking until after the series of chirps and the **Small Status light** shows steady red. Hold the radio vertical with the antenna pointed up. Position the radio 5-6 inches from your mouth and speak

clearly, there is no need to shout. Release the **PTT** button when you are done speaking. If you hear a continuous tone when you press the **PTT** button, the system is busy. Wait a few moments and try again.

This radio system is a shared resource. Anyone with this type of radio and anyone near the radio will be able to hear your broadcast. Keep this in mind as you communicate.

For other information regarding the use, buttons, display, charging, other channels and buttons or support, check the [Using the Motorola APX Public Safety \(800 MHz\) Portable Radio](#) guide provided with your radio or contact Educational Technology for assistance.

EMERGENCY MANAGEMENT KIT

This list is intended to provide essential items for responding to emergencies in the school or outside of the school should you be evacuated. Informational items in the kit should be updated each semester and equipment inspected, tested and inventoried at least annually.

The Emergency Management Kit will be on the site wherever the command post is established and removed from the building during all evacuations. For mobility purposes, items should be kept in an easily movable container such as a cart, wagon or wheeled container.

The Command Post *Emergency Kit* includes:

- A map of the school including evacuation routes, location of fire extinguisher and location of utilities shut off valves and hazardous materials.
- School Crisis Plan
- Site Plan/Aerial Photo
- Emergency Files
 - A current list of enrolled students
 - Student class schedules and class lists
 - Daily absence report
 - Sufficient copies of student release forms for each student
 - Student contact/release information
 - Medical needs of students
- First Aid supplies and Emergency Medical Forms
- Current phone list for all community-based emergency responders, support agencies, area hospitals, media contacts, and volunteer and parent organizations.
- Current and complete phone list for school staff (office, cell, home)
- Guidelines for canceling events
- Bullhorn
- Flashlights, Large heavy duty
- Photographs/CD, Cafeteria ID, Student photos
- Command Post Flag with flag pole and stand to identify area.
- Basic office supplies
 - Ballpoint pens
 - Clip Board

- Legal pads
- Magic markers/Sharpies
- Stickers, peel off
- Social stories
- Sensory items
- Chewing gum
- Communication book
- Playdough
- Magazines, puzzles, Legos
- List of allergies/medications for each student

Note: The emergency kit should be inspected at least yearly to ensure all items are provided and batteries are charged, etc.

Each facility is required to have a Knox Box near the main entrance to the facility. This is a fireproof box that contains a key for Fire/Rescue to access the facility.

PREPARE FOR IMMEDIATE RESPONSE

When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios.

EVACUATION requires all students and staff to leave the building. While evacuating to the school's field makes sense for a fire drill that only lasts a few minutes, it may not be an appropriate location for a longer period of time. The evacuation plan should include backup buildings to serve as emergency shelters, such as nearby community centers, religious institutions, businesses, or other schools. Agreements for using these spaces should be negotiated or reconfirmed prior to the beginning of each school year. Evacuation plans should include contingencies for weather conditions such as rain, and extreme hot or cold. While most students with disabilities may have more restricted mobility, your plan should include transportation options for these students.

If an incident occurs while students are outside, you will need to return them to the building quickly. This is a *reverse evacuation*. Once staff and students are safely in the building, you may find the situation calls for a lockdown.

LOCKDOWNS are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All classroom doors are required to be locked at all times to prevent the need to enter the hallway to lock the doors. Exterior doors are maintained in a locked position and students and staff need to stay in their classrooms. Windows may need to be covered.

SHELTER-IN-PLACE is used when there is not time to evacuate or when it may be harmful to leave the building. Shelter-in-place is commonly used during hazardous material spills. Students and staff are held in the building and windows and doors are sealed. There may be limited movement within the building.

LOCKDOWN PROCEDURES

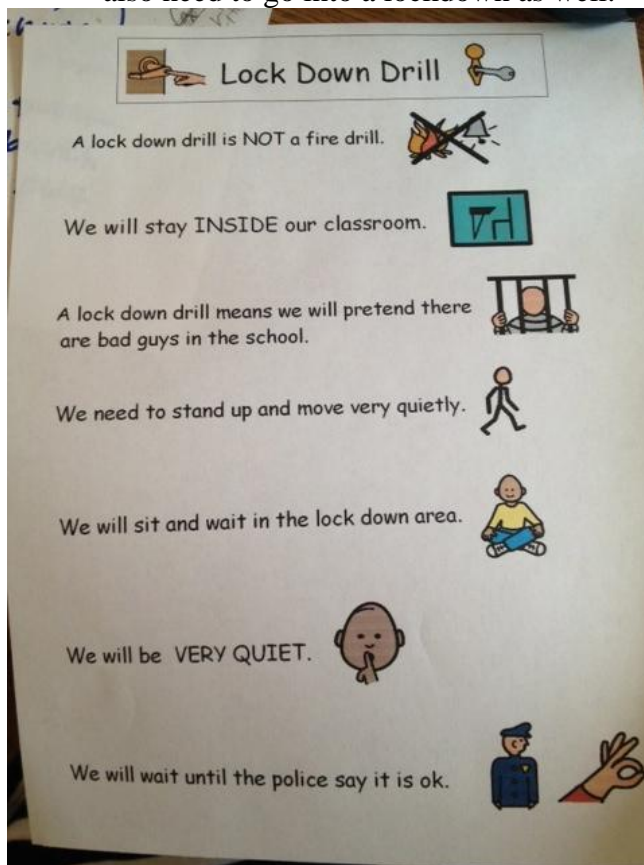
If a threatening or otherwise dangerous situation arises that necessitates the quick securing of the school, the following procedures will be employed:

NOTE: All classroom doors are to remain locked at all times.

1. Students and staff will be called to attention via the public-address system. The announcer will state calmly: "Secure the school, **LOCKDOWN IN EFFECT**". **DO NOT USE CODE WORDS**
2. Staff and students will implement the ALICE protocol in responding to a lockdown.
3. Teachers and/or students will fortify classroom doors, close and lock windows and close blinds.
4. Teachers will check class rolls and account for all students. Teachers will only report to the office the names of students unaccounted for or additional students found using Crisis Go.
6. If a teacher is not assigned to a classroom at the time of the LOCKDOWN, they will check the immediate area for students and then proceed to the nearest safe room.
7. Once the threat has subsided, students and staff will be called to attention via the intercom. The announcer will state: "**ALL CLEAR**", resume normal procedures. **Do not open doors at any time for anyone until the "ALL CLEAR" has been announced.**
8. After the resolution of the emergency situation, students will be assured that the situation has been resolved. Other information will be given, as appropriate.

COMMUNITY LOCKDOWN

- There likely will be situations where a complete or full lockdown of a school or facility may not be necessary. However, circumstances and proximity of event such as a bank robbery or an escaped prisoner or other threatening event may require a school or facility to go into a “partial” or Community Lockdown. This type of Lockdown would allow the school or facility to continue to operate within the confines of the buildings or facility. However, the event and the proximity of the event to the school or facility may dictate that limited or no outside activity be permitted. Outside activities such as Physical Education, sports events or practices, Extended Day and field trips should stop immediately, and all activities brought indoors.
- Class changes will have to be carefully evaluated depending on the event and after discussion with law enforcement, SROs or Deputy Superintendent. Until it has been determined that it is safe to change classes during a Community Lockdown by one of the authorized personnel noted above, these activities (other than in one building schools) are not permitted.
- To effectively and quickly alert other schools or facilities, use Crisis Go.
- The Community Lockdown is a possible precursor to a full Lockdown depending on the circumstances of the event. One school or site in a region may go into a full Lockdown while the others are may not be affected or are in a Community Lockdown. They may also need to go into a lockdown as well.



SHELTER-IN-PLACE

What Shelter-in-Place Means:

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off your entire building. If you are told to shelter-in-place, follow the instructions provided in this Fact Sheet.

Why You Might Need to Shelter-in-Place:

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, local authorities on television and radio stations will provide information on how to protect you and your family. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

At School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public-address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
- If the school has voice mail or an automated attendant, change the recording to indicate that the school is closed, students and staff are remaining in the building until authorities advise that it is safe to leave.
- Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with your building's mechanical systems turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if

there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.

- It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public-address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water, and clean-up methods is your safest choice.

Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen.

* "Offsite" means off the school campus but in the vicinity.

^ "Remote" means a location further from the school than offsite location

** Be sure to prepare primary and secondary evacuation routes in advance.

GENERAL EMERGENCY

Upon receiving notification of **General Emergency** at the St. Lucie Nuclear Power Plant: Prepare for an evacuation of the general public.

1. Complete all actions for Alert and Site Area Emergency and brief Operations Chief.
2. Brief Superintendent or his/her Deputy of status.
3. Coordinate with the Operations Chief on actions needed for evacuation of the general public. (Public in need of transportation.)
4. Standby for re-entry operations.
5. Prepare and issue EAS messages as needed through the PIO.

THREE WAYS TO MINIMIZE RADIATION EXPOSURE

There are three factors that minimize radiation exposure to your body: Time, Distance, and Shielding.

Time – Most radioactivity loses its strength fairly quickly. Limiting the time spent near the source of radiation reduces the amount of radiation exposure you will receive. Following an accident, local authorities will monitor any release of radiation and determine the level of protective actions and when the threat has passed.

Distance – The most distance between you and the source of the radiation, the less radiation you will receive. In the most serious nuclear power plant accident, local officials will likely call for an evacuation, thereby increasing the distance between you and the radiation.

Shielding – Like distance, the more heavy, dense materials between you and the source of the radiation, the better. This is why officials could advise you to remain indoors if an accident occurs. In some cases, the walls in your home or workplace will be sufficient shielding to protect you for a short period of time.

WHAT CAN YOU DO TO STAY INFORMED?

- Attend public information meetings. You may also want to attend post exercise meetings that include the media and the public.
- Contact local emergency management officials, who can provide information about radioactivity, safety precautions, and state, local, industry and federal plans.
- Ask about the hazards radiation may pose to your family, especially with respect to younger children, pregnant women and the elderly.
- Ask where nuclear power plants are located.
- Learn your community's warning system.
- Learn emergency plans for schools, day care centers, nursing homes – anywhere family members might be.

- Be familiar with emergency information materials that are regularly disseminated to your home (via brochures, the phone book, calendars, utility bills, etc.) These materials contain education information on radiation, instructions for evacuation and sheltering, special arrangements for the handicapped, contacts for additional information, etc.

MEDIA RELATIONS

The Purpose of this section is to provide a uniform approach to working with the local media.

DISTRICT LEVEL

1. All requests by the media for information should be directed to the **Superintendent**.
2. While no one is obligated to talk to reporters, all administrators, when directed, should provide factual information to their area of expertise.
3. Most news reporters work against deadlines; it is important that media responses be made in a timely manner.
4. Once media contact has been made, all staff members should notify the **Superintendent**.
5. If the information requested is of an emergency nature or represents a special release, notification to the **Superintendent** should occur prior to the release. It is the responsibility of the School Board, the Superintendent or their designee to issue any necessary statements concerning issues of immediate public interest.

SCHOOL LEVEL

1. The principal of each school is the official spokesperson for the programs, activities and incidents that occur at that school, but information concerning emergencies or of a special nature should be shared with the **Superintendent** first.
2. Decisions concerning media access to personnel, students, programs and activities on school campuses, will be made by the principal.
3. Principals are also encouraged to respond to media request in a timely manner.
4. Media intervention should be arranged in ways and at times that would minimize, in the opinion of the principal, any disruption of the educational process.

GENERAL INFORMATION FOR DEALING WITH THE MEDIA

1. Inform the Superintendent's office prior to the interview.
2. Choose a comfortable location, such as your office.
3. Require all reporters check in with the front office. Have an administrator accompany the media during all interviews. Don't hesitate to interfere if the questioning becomes inappropriate.
4. Anticipate and plan for the interview. Determine in advance the two or three major points that you must emphasize to get your story across.

5. Keep your answers brief and to the point. Don't feel obligated to fill the reporter's silence; when you have completed your answer, it is appropriate to remain quiet until the next question.
6. Give yourself time to answer questions. Don't repeat the negative words from the question in your response; rather, turn your answer into a simple, positive comment.
7. Don't be defensive. Even if the questions appear negatively slanted, stay calm and offer your answers in a positive manner.
8. Don't try to cover up a bad situation. If a judgment error has occurred, admit it. Don't however, acknowledge liability or try to discuss legal ramifications.
9. Bridge from your answer a major, positive point that you want to emphasize. Discuss positive steps that are being taken to solve or counteract the problem.
10. Don't say "**no comment.**" If you can't answer the question or discuss an issue, inform the reporter of when you will be able to discuss it or as to why you can't currently discuss it (e.g. involves litigation, under investigation, involves a personnel or privacy issue, etc.)
11. Don't go "off the record" – there is no such thing!
12. When interviewed, relax. You are the expert.
13. Don't let a reporter put words into your mouth. Try to assure the reporter understands your views and represents them as true and factual. Reinforce major points.
14. Don't speculate. Send the reporter on to a more appropriate or knowledgeable source.
15. Don't bluff. If you don't know the answer, offer to get the information and call back.

Frequently Asked Questions/Answers

1. *Do I have to get permission slips signed to allow a newspaper/radio/TV reporter to photograph/interview my students?*

Yes

2. *Is a yearbook considered public information?*

Yes, if it is part of a public collection in the school library. However, you do not have to go to the school in the middle of the night to make it available.

3. *Do I have the right to refuse a media request?*

Yes. Your first duty is to ensure the safety and well-being of your students. If honoring a media request would be disruptive, you may decline.

4. *Should I answer specific questions about an employee who is under investigation?*

You should refer these questions to the Executive Director or school attorney if an investigation is ongoing.

5. *Should I confirm that someone is a student or employee at my school?*

Yes. If the media asks for an interview, try to contact that person (or, in case of students, the parents or guardians) to let them know that the media wants to talk with him or her. Then, let the individual contact the media and make arrangements for the interview.

6. *What is the benefit of answering media questions?*

Answering media questions offers us the opportunity to tell our side of the story, which is very important because most education issues are very complex and require explanation.

7. *Directory information – Should I volunteer everything listed in the policy, or just give what is requested?*

Give what is requested, if it is allowed in the policy.

8. *Can I request the media to leave my campus? Can I keep them from interviewing students from across the street?*

Yes, you can require them to leave your campus. No, you cannot keep media from interviewing across the street, but it never hurts to explain why you have a concern about allowing them access to the campus.

9. *What material has to be turned over to a reporter? When does a document become public information?*

Almost any document, other than your working notes, is considered public information. Public Record Requests shall be in accordance with School Board Rule 6Gx43-1.31.

MEDIA PROCEDURES DURING A CRISIS

During a crisis, the primary goal in working with the media is to keep the public informed while maintaining the learning environment and protecting student privacy. It is important that the media receives prompt, accurate information from a designated spokesperson who is fully informed about the circumstances of the crisis. Isolated quotes from individuals can be incomplete or misleading and should be avoided.

In advance of a crisis:

- Build rapport with the media prior to a crisis;

- Be familiar with the school district's crisis intervention policy;
- Have a list of key media personnel (include all formats: radio, TV, print)
 - names
 - phone numbers
 - deadlines;
- Identify who will be the designated spokesperson; and
- Determine how information related to the crisis will be given out and who will receive it.

First thirty minutes

- Designate a spokesperson to be in charge
- Verify the circumstances of the crisis;
- Notify District Superintendent of plans to work with the media and determine if assistance from the Instructional Center is required;
- Prepare a statement for the media that provides a factual statement on what has occurred, what steps are being taken and a schedule of when media updates will occur; and
- Advise office staff that calls may be received from the media and provide directions as to the procedures to be followed.

Additional media procedures during a crisis

Establish guidelines for the media that include...

- where they are permitted
- when they are permitted
- how long they may remain;
- Provide the media with regular bulletins;
- Seek media assistance in requesting that parents refrain from calling the school so that telephone lines can remain open for emergency purposes;
- Advise staff and students that all contacts with the media will be handled by the school's spokesperson;
- Keep the entire staff informed about the facts and information that is being disseminated to the community;
- Update students, and in most instances, decline to permit interviews with students unless written parental permission has been obtained; and
- Develop a plan to inform parents by letter at the close of the school day.

TERRORISM AND SCHOOL SAFETY

Heightened school security procedures during terrorist threats Many potential terrorist threats have been discussed ranging from the potential use of car/truck bombs to biological attacks. In addition to the recommendations above, schools should give serious consideration to additional heightened security procedures during times of terrorist threats including:

- Prepared schools will train teachers and support staff, evaluate and refine security plans, and test/exercise school crisis plans.
- Encourage school personnel to maintain a "heightened awareness" for suspicious activity and to report same. This may include suspicious vehicles on and around campus, suspicious persons in and around school buildings including those taking photographs or videotaping, suspicious packages around the building perimeter and/or in the school, and suspicious information seeking efforts by phone or by unknown "visitors."
- Provide special attention to perimeter security and access control issues. Have clearly defined perimeters for schools through the use of fences, gates, environmental design, signage, and other professional security measures. Use designated parking areas especially for visitors and register staff and student vehicles. Provide supervision and monitoring of parking lots and outside areas as appropriate. Train custodial, maintenance, and grounds personnel on identifying and handling suspicious packages and items found on campus. Establish routine inspections of the building and grounds by trained facility personnel. Secure roof hatches and eliminate structural items that facilitate easy access to school roofs. Make sure that classroom windows are secured at the end of the school day. Utilize security technology and devices for monitoring and controlling exterior facilities as defined by professional security assessments.
- Review staffing and supervision plans. Stress the importance of adult supervision before, during, and after school, both inside school buildings and on campus, and in common areas such as hallways, stairwells, restrooms, cafeterias, bus areas, and other high-traffic areas. Encourage staff to maintain a heightened awareness during recess, physical education classes, drop-off and dismissal, and other outside activities. Examine staffing levels and procedures for security personnel, school resource officers and other police personnel, and associated protection personnel.
- Maintain a proactive effort of visitor access and control. Reduce the number of doors accessible from the outside to one designated entrance. Stress the importance of staff greeting and challenging strangers, and reporting suspicious individuals. Review security procedures for after-school and evening activities and building use. Utilize security technology and devices for monitoring and controlling interior facility access as defined by professional security assessments.
- Verify the identity of service personnel and vendors visiting the school, including those seeking access to utilities, alarm systems, communications systems, maintenance areas, and related locations. Do not permit access and report suspicious individuals representing themselves as service or delivery personnel who cannot be verified. Maintain detailed and accurate records of service and delivery personnel including a log (signed in by school personnel) of the full names, organization name, vehicle information (as appropriate), and other identification information.

- Evaluate security measures at school transportation facilities. Assess emergency plans involving buses and other transportation issues.

MULTI-HAZARD

Africanized Honeybees Response

The response for an Africanized Honey Bees (AHB) threat or attack response will be to initiate indoor activities only. It is much safer to be in the protection of a building than to remain outside. See attached Africanized Honey Bee fact sheet.

Principal

1. Upon notification of attack, initiate indoor activities only.
2. Call 911.
3. Do not permit students or staff to release from school or to parents until danger has passed.

Teachers and Staff

1. Follow indoor activities when instructed to do so.
2. Close all doors and windows.
3. Place towels or similar object along door thresholds.
4. Do not take any further action until told to do so by Administrator or Fire Rescue.
5. Remain in rooms until notified that it is safe to exit.

Bus Drivers & Bus Aides

1. If students are currently on bus, do not allow them to exit in the event of a bee attack.
2. If students are waiting to enter the bus, instruct students to enter bus and shut windows and bus door behind them.
3. Do not take any further action until told to do so by Administrator or Fire Rescue.

Africanized Honey Bees Information Sheet

In recent years the proliferation of Africanized Honey Bees (AHB) has increased such that the Martin County School District in conjunction with Martin County and Martin County Fire/Rescue has developed a response plan in the event that there is an incident involving students and/or staff and AHB.

AHB were the by-product of researchers' attempts in Brazil to develop a hardier honey bee for tropical climates such as Brazil. It was expected that when mated with European Honey Bees (EHB) the AHB would lose their more defensive nature and also develop a bee that could produce more honey. In 1957, 26 African queen bees escaped from a breeding program and since that time they have slowly migrated to the southern United States with the first appearance in Texas in 1990. Now, unmanaged EHB are subject to being interbred with AHB and the traits of the AHB are more dominant in this process and the bees become much more aggressive and territorial.

It is important to understand that honey bee colonies are often referred to as **swarms**. In reality, a *swarm* is a dispersal stage when honey bees are looking for a new home or nest site. Because there is no nest to defend, swarming bees are not likely to attack. It is established colonies where bees are producing wax, honey and young that present potential sting attacks.

A natural response to a sting attack is to swat at the bees, but it **extremely** important that this not be done as the AHB will be provoked even more. When bees attack or are threatened they release an "alarm pheromone" which signals others to come and attack. When there are very large numbers of bees in an established hive many of these bees may be foraging and they will eventually come in response to the signal. This means that the bees may be in an attack mode for up to an entire day. For schools, this may mean that students and staff may need to stay in the school at all times.

It is very difficult to visually distinguish AHB from EHB and only through DNA testing can the species be verified. Some key differences between AHB and EHB are as follows:

AHB are more defensive and will defend their nests with less provocation in greater numbers and for longer distances (up to ¼ mile).

AHB may swarm up to sixteen times a year whereas EHB only swarm 1 – 2 times per year. Swarming is the reproductive behavior that occurs when bees are looking for a new nest site.

AHB are NOT selective of nesting sites. They will quickly inhabit empty spaces, holes or cavities. EHB are more selective and prefer drier sites 3 – 4 feet above ground.

Precautions:

- Have a plan and communicate it with your family for avoiding/responding to stinging insects.
- In case of possible allergic reaction, have a bee sting kit available. Notify your children's school if your child is allergic to bee stings.
- Eliminate potential nesting sites. Check walls and eaves of structures and plug any holes. AHB will penetrate an opening as small as 1/8 inch.

- Remain alert for bees. Look for bees in work/play areas before using power equipment such as weed eaters, lawnmowers and chain saws...noise excites bees.
- If bees begin to chase you, run away in a straight line, cover your face, particularly your nose and mouth and hide in a car, house or other building. Even if a few bees get in with you, it is better than remaining outside where there is a greater potential for larger numbers of bees and stings.
- Do **not** jump into a pool, pond or other body of water. AHB will hover above the surface for extended periods of time and wait until you surface to attack and sting. In this case drowning becomes a distinct possibility.
- Contact a local pest control operator to remove any nest you find. **Do NOT disturb the nest in any way.**
- Remove any stinger by **scraping** it with a fingernail or credit card. *Grasping the end of the stinger to pull it out will release more venom.*
- See a doctor if breathing is difficult, if you are stung several times, or you are allergic to bee stings.

Principals, Plant Operators and teachers and staff have been informed of the response to one of these incidents. The schools will go into an indoor activity only condition. This will ensure that all students and staff are kept in the school buildings and classrooms until the threat is over. It will also require any students outside the buildings to be recalled into the school for protection. If a group of students on a play field is attacked, the teachers supervising these students must be directed back inside the buildings. The bees that enter the building can be dealt with later.

Martin County Fire/Rescue has been extremely proactive with the school district in determining the response to these types of attacks and in the event of an attack at a school, firefighters and rescue personnel, will respond to the site and attempt to mitigate the situation.

Please note that in the event of an AHB attack at a school site, as in other lockdown procedures, parents will not be permitted to enter the building except as instructed by Martin County Fire Rescue. This may mean that drop-off and/or pick-up can be delayed for extended periods of time. The School District and Martin County Fire/Rescue will work to provide the maximum level of safety to the students and staff during this time.

AIRCRAFT DISASTER

Crash at the school site affecting operation of the School.

Principal

- Call 911
- Make an announcement to staff and students to evacuate the building. Evacuate upwind and away from the crash site. Use building exits that will maximize the safety of persons being evacuated.
- Identify all injured persons and administer first aid as necessary.
- Notify:
 - Superintendent
 - Risk Management

- Operations Services
- Facilities
- Transportation
- Account for all building occupants.
- Initiate procedures for sheltering students off property.

Teachers

- Evacuate the building exiting away from the crash site.
- Reassemble class and account for all students.
- Report any injuries to the principal.

Plant Operator

- Shut down all major utilities if possible after the evacuation.
- Assist security personnel as needed.

BOMB THREATS

Bomb threats create a peculiar dilemma for those in charge of a school. If a principal does not take them seriously enough, over a long period of time he/she runs the risk that a device might eventually explode after a warning was discounted as a prank. On the other hand, if a principal becomes too reactive to bomb threats, then every threat can be a reason for evacuating a school and disrupting the educational process while time-consuming searches of the building takes place.

The main concern in managing a bomb threat is to make a correct judgment between two inherently contradictory constructs:

1. Should a principal evacuate a school and guarantee the safety of students and staff at the price of disrupting a significant part of the school day?
2. Should a principal keep a school in regular session, avoiding an immediate disruption (and possible future disruption by example) at the price of possibly endangering everyone in the school?

Bomb Threat Recipient

1. Keep the caller on as long as possible. Ask caller to repeat the message. Refer to Bomb Threat Checklist.
2. Listen to voice for male or female, approximate age, accent or speech impediments.
3. Ask caller for location of bomb and time of possible explosion.
4. Ask reason caller has placed the bomb in the school.
5. Listen for background noises or voices.
6. Ask caller for his/her name.
7. Do not hang up the phone. The line may be traceable if you leave the line open.
8. Notify Principal.

Principal

1. Notify Superintendent and School Resource Officer.

2. Determine, based on caller information, need for immediate evacuation or whether to proceed with Voluntary Search Team.
3. If evacuating, evacuate all students at least 300 feet from the school and upwind if possible. The evacuation should be done with a predetermined signal as discretely as possible.
4. If a search is conducted prior to possible evacuation, determine all clear areas. Do not use portable radios, cellular phones or computers.
5. If a suspicious object has been found, notify law enforcement and evacuate the building of all personnel. Do not allow anyone other than the bomb squad to touch or move the suspicious object.
6. Follow all instructions of bomb squad.
7. When the building is determined to be safe, sound an ALL CLEAR signal and return to normal operations.

Voluntary Search Committee

1. Use a two-man team approach.
2. Instruct students and staff to not use cell phones.
3. Examine assigned rooms, looking for suspicious objects.
4. Ensure entire facility and grounds are searched.
5. Use the “two level search method,” searching above the waist, then below the waist.
6. Do not use two-way radios, intercoms, bell systems or cellular phones to communicate. Do not turn on any additional lights.
7. If a suspicious object is found, note its appearance and exact location and leave the area to report it to the Principal/SRO. Do not touch or move the object for any reason.

Teachers

1. For a bomb threat, leave doors and windows open and light switches as they were.
2. Take attendance master with you when you evacuate.
3. Instruct students to walk quickly and quietly to the designated exit. Follow the last student from the area.
4. Note any unusual items as you exit.
5. Direct students to an area at least 300 feet from the building and away from traffic.
6. Check class roll once students are assembled outside.
7. Notify Principal of any students that are missing.
8. Return students to classroom only after the ALL CLEAR signal has been given.

School Psychologists

1. Provide support to staff and students after ALL CLEAR as needed and soon as practical.

Attachment: Bomb Threat Checklist (next page)

THE SCHOOL DISTRICT OF MARTIN COUNTY, FLORIDA

Bomb Threat Recording Form

Date: _____ Time: _____ Phone number/line received on: _____

Call taker: _____

Exact words of caller: _____

Voice description: Sex: Male / Female / Unknown Possible age: _____

Voice characteristics: _____

Background noises: _____

Interview: When exactly does the bomb explode? _____

Where exactly, is the bomb? _____

What does it look like? _____

How does it work? _____

Why did you do this? _____

Who are you? _____

Additional comments of the caller: _____

Signature of call taker: _____

IMMEDIATELY FAX completed form to Asst. Superintendent's office # (772) 219-1250

.....

Police use: Reporting Officer _____ Case # _____

At a bus accident scene, Fire and Police personnel are in charge. Educators on the scene must comply with their directives and assist with students as appropriate and requested.

Principal

- Access list of Students riding the bus in question.
- Notify parents of students on the bus.
- Dispatch a staff member to the hospital with copies of the emergency cards for students transported to the hospital.

Bus Driver

- Secure vehicle and display proper warning devices.
- Survey all individuals involved in the accident for extent of injuries.
- Call Transportation Dispatch or Supervisor, via radio, and report bus location, bus and route number, number of injuries if applicable and need for another bus.
- Keep all students on the bus unless safety conditions warrant removal. **In threat of fire**, move students 100 feet or more from roadside if possible.
- Attend to injured students until emergency medical assistance arrives.
- Collect names, addresses and phone numbers of witnesses.
- Recruit volunteers to flag approaching vehicles.
- Collect name, address, driver's license number, insurance card and vehicle number from others involved in accident. Provide the same information to those drivers.
- Do not move vehicle until instructed to do so.
- Make no statements to media or bystanders. Give information to investigating officers and school officials only!

Transportation Dispatcher or Supervisor

- Call 911 if injuries are reported.
- Call the police non-emergency number to report the accident if there is no emergency.
- Notify Superintendent and Risk Management.
- Have Transportation Supervisor report to scene if possible.
- Dispatch a back-up bus to scene if necessary.

Safety Officer/Manager

- Report to scene.
- Assist with injured students until emergency medical assistance arrives.
- Photograph the accident scene and any damage.
- Assist bus driver with his/her duties and collection of information.
- If students are transported to the hospital, go to the hospital as the school liaison.
- Complete a detailed accident investigation report.

CHEMICAL SPILL/HAZARDOUS MATERIAL

The purpose of this section is to establish guidelines for hazardous material spills that could occur on school property or in the vicinity of schools. Information is also included on proper storage of chemicals.

General Information

- A. Schools or facilities located along major highways, the railroad corridor and those near water treatment plants or chemical/gas storage areas are obviously susceptible to these dangers. These schools should include local fire/rescue planning specialists in their pre-planning.
- B. Whenever an incident of this type occurs, the first notification to the school will generally come from law enforcement or fire/rescue officials.
- C. The direction of evacuation will be determined by the speed and direction of the wind, type of chemical or gas involved in the release and other factors. In some instances, it will be safer to remain in the building.

PRE-PLANNING WHEN EVACUATION IS REQUIRED

- A. Pre-planning for hazardous chemical spills shall consist of the following minimum requirements when evacuation is necessary:
- B. Identify at least four assembly points (north, south, east and west), a minimum of 200 yards away from the site of the spill in the event it becomes necessary to evacuate from the assembly point.
- C. Establish the evacuation plan and the desired evacuation routes to the four assembly points.
- D. Provide for the special evacuation needs of the disabled in the Evacuation of the Disabled section.
- E. Maintain a copy of the hazardous chemical spill evacuation plan to be readily available in the school administration office.
- F. Orient staff, faculty and students on their specific duties, requirements and responsibilities should it become necessary to put the plan into effect.
- G. **PROVIDE FOR THE USE OF THE PUBLIC-ADDRESS SYSTEM AS THE PRIMARY MEANS OF NOTIFYING BUILDING OCCUPANTS.**
- H. Determine an alternate means of announcing an evacuation in the event of a public-address system failure.
- I. Include a plan for after school events and programs (Extended Day for example).

PRE-PLANNING WHEN EVACUATION CAN NOT BE MADE: SHELTER-IN-PLACE

NOTE: A hazardous chemical spill may occur so close to a school that the best decision would be to stay inside for the protection the buildings can offer. Pre-planning for such an event will include the following:

- A. Notify Fire/Rescue – Telephone 911.
- B. Notify District Office – Extension 30200.
- C. Require persons located outside to go inside.
- D. Close all doors and windows in all buildings. Shut down all air conditioning and ventilation units.
- E. Activate the public-address system and make the appropriate remarks.

CHEMICAL SPILL/HAZARDOUS MATERIAL RELEASE IN SCHOOL

In order to reduce the exposure to hazardous materials, the appropriate school staff should annually inspect all chemicals on site and dispose of those chemicals that are expired or are no longer in use. Contact the Risk Management Department for additional assistance as required.

Many schools are located near major transportation routes where hazardous material spills and accidents could easily become a serious problem. Most often, the cause of injuries in this type of incident is the fumes that are generated by the hazardous materials.

Staff, Students and Visitors

- Evacuate the area immediately.
- Close doors when exiting to contain the hazardous material to one area if possible.
- Report the release of the hazardous material and the type of material, if known, to the Principal

Principal

- Evacuate the immediate area around the release of a hazardous material.
- Advise the Plant Operator to shut down the HVAC system.
- Obtain a Material Safety Data Sheet (MSDS) for the hazardous material that has been released.
- *If the material is known to be threatening or the characteristics are unknown, call 911 and evacuate the rest of the building.*
- *If the material is non-threatening, open windows and doors to ventilate the area.*
- Notify Superintendent, Risk Management and Facilities
- Determine if any staff or students are in need of medical assistance due to the exposure of the hazardous material. Consult the MSDS on ways to treat exposure until further medical assistance arrives.
- Have staff available to brief the Fire Department and Hazardous Response Unit.

Teachers and Staff

- Escort class from the school using fire exit routes.
- Assemble students outside the building and take roll
- Promptly report any medical or exposure problems to the Principal.

Plant Operator

- Be prepared to shut down the HVAC system and any other utilities as instructed before exiting the building.

CHEMICAL SPILL/ HAZARDOUS

MATERIAL

RELEASE IN VICINITY OF SCHOOL

A decision must be made to shelter in place or to evacuate during a hazardous material release. Factors include wind direction, weather conditions and density of the spill.

Principal

- Contact the Fire Department to determine whether to evacuate or to shelter in place.
- Ask the Fire Department what exposure symptoms to expect.
- Shut down the HVAC system and block all outside ventilation.
- Notify Superintendent and Risk Management.

If advised to shelter in place:

- Advise staff and students of the situation.
- Allow no one to leave until the ALL CLEAR signal is given by the Fire Department.
- Call 911 if anyone shows any symptoms.
- Advise anyone affected that breathing through a wet cloth may act as a filter.

If advised to evacuate:

- Notify Transportation.
- Advise staff and students of the situation.
- Evacuate the building moving upwind from the release.
- Consider using the building as a buffer by evacuating through exits on the opposite side of the building from the release.
- Consider alternate shelter for staff and students.

Crisis Assistance Team for Counseling

Rationale

Because tragedies occur in life that can have a profound impact on students and staff. This action plan has been developed to provide a methodology for meeting a crisis and providing the optimum support for those involved, with minimal disruption of the educational process.

Definitions

- A. *Crisis* - Any traumatic occurrence to include but not necessarily limited to:
1. Death of student(s), faculty, staff or community member(s):
 - a. Accidental
 - b. Suicide
 - c. Homicide

- d. Natural causes
- 2. Bus Accident
- 3. Assault
- 4. Gang/Racial Incident
- 5. Rape
- 6. Terrorist attack
- 7. Act of war

B. *Crisis Assistance Team*

- 1. **Immediate Assessment Team (I.A.T.):** A designated group of Martin County School Board employees assigned to determine initial impact of the incident and to make recommendations regarding need for further intervention.
- 2. **Response Team (R.T.):** Teams established to provide interventions as related to specific traumatic events and as recommended by the **Immediate Assessment Team**.

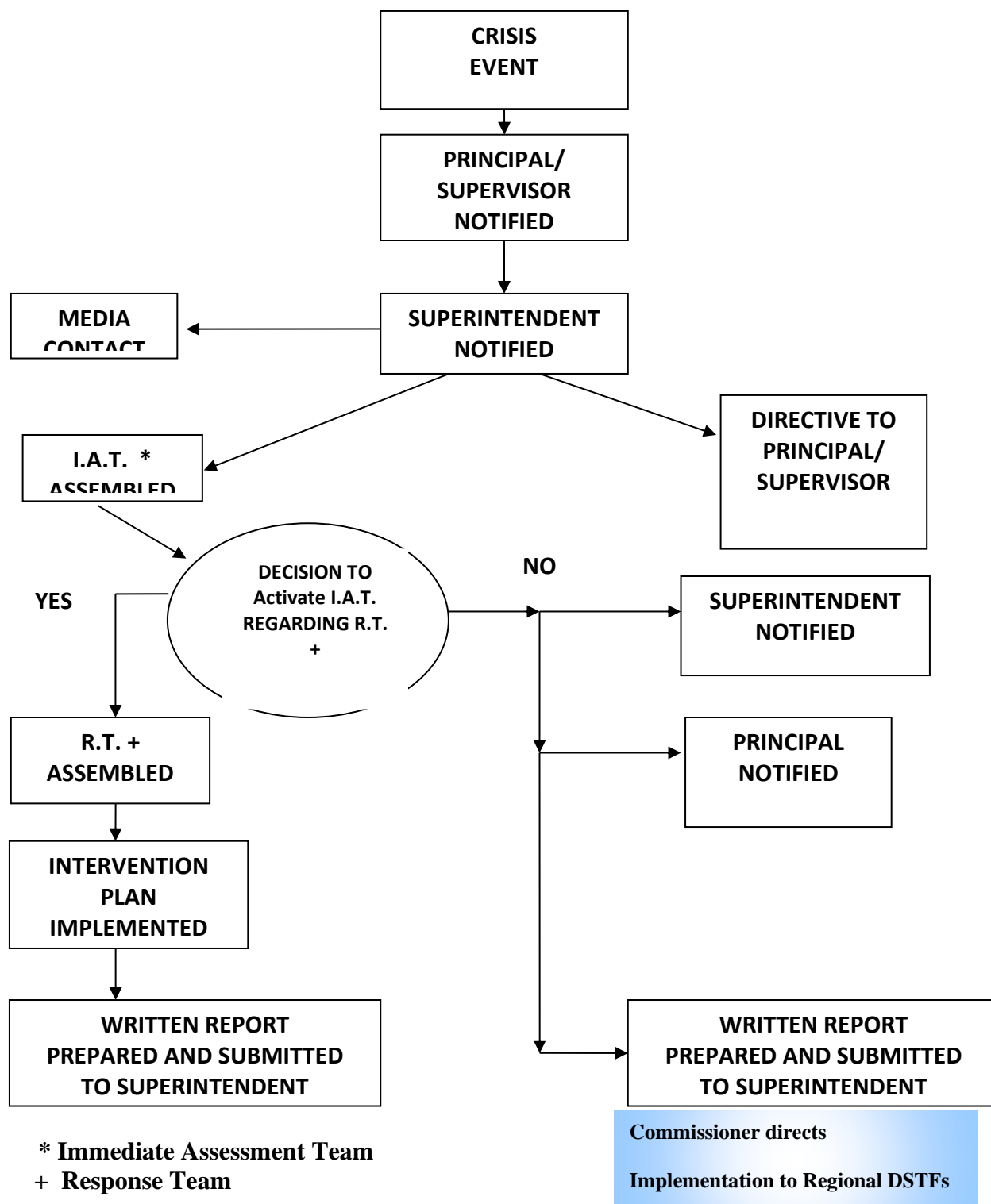
Implementation

Notification

- 1. Any person who learns of a crisis event that may affect the school community should immediately report such knowledge to the principal/site supervisor.
- 2. The principal/site supervisor should immediately notify the Superintendent who will in turn notify members of the School Board and the Director of ESE/Student Services in those situations determined by the Superintendent to require the assembly of the **Immediate Assessment Team**.
- 3. The Superintendent will communicate with members of the School Board.

Response

When it is determined by the Immediate Assessment Team that the Response Team should be activated at a school/site the RT will be contacted by the IAT team leader. The Response Team will follow the procedures listed in the supplemental manual titled “Crisis Assistance Plan for Crisis Counseling” (RED BOOK) to design and deliver the appropriate intervention.



DANGEROUS PERSONS / ESCAPEES IN VICINITY OF SCHOOL

Occasionally it is reported that an escapee or perpetrator of a violent crime may be in the vicinity of the school. The following procedures apply to this type of situation. It

may be necessary to keep these procedures in place for several days if there is a continuing search for an escapee or perpetrator.

Principal

1. Secure all doors and window to the school. All entries into the school should be made at the main entrance.
2. Advise staff of the situation & initiate a community lockdown.
3. Notify the Superintendent and Risk Management.
4. Post staff where they can observe all areas of the grounds if appropriate.
5. Bring all classes in portables or on the playground inside the building and cancel all outside activities.
6. Call 911 if advised by staff of any unusual activity or suspicious persons.
7. Maintain a heightened security status until advised of ALL CLEAR law enforcement.
8. Consider additional security or police presence if ALL CLEAR is not received by dismissal.

Teachers and Staff

1. Close and lock all windows and doors.
2. Report any unusual activity or suspicious persons to the Principal's office/SRO immediately.
3. Direct any persons seeking to enter the building to the main entrance. Advise the main office to expect a visitor and give a physical description

DEATH /SUICIDE OF STAFF MEMBER/STUDENT

Principal

- Assess the situation.
- Call 911.
- Gather information:
 - Student/employee schedule and emergency contact information.
 - Names of siblings, family members and close friends.
 - Names of witnesses if any.
- Notify parent/family member in person if possible.
- Notify Superintendent.
- Convene school crisis team.
- Cooperate with investigations by authorities.
- Adjust scheduled activities.
- Update school personnel on events and circumstances.
- Stop any notifications that may be sent to the deceased's family.
- Procure personal items from locker, desk, etc.

Teacher

- Notify Principal and Health Assistant.
- Call 911 if appropriate/feasible.
- Await public officials and administrative personnel.

- Return students to classroom when advised.
- Complete incident report as soon as possible.
- Identify students in need of counseling.

Health Assistant

- Provide privacy for victim.
- Document approximate time and specific observations.
- Provide copy of documented information to EMS for hospital personnel.

DIKE BREACH

In the event of a breach of the Herbert Hoover Dike (follow instructions and responsibilities for FLOODING).

Evacuations

1. At the Superintendent's direction, schools, if open, will be evacuated prior to the arrival of flood waters.

Shelters

1. At the direction of the Emergency Operations Center (EOC), shelters will be opened based upon projections of evacuees from Martin County and counties surrounding Lake Okeechobee.
2. Shelters operations will be staffed and maintained the same as during a hurricane event. Schools used as shelters and District personnel (principals, plant operators, custodial staff, and food service staff) may be different from those originally designated for use in the shelter agreement.

DRUG /ALCOHOL OVERDOSE

Principal

- Call 911
- Notify Superintendent.
- Appoint administrator, counselor or social worker to contact a parent.
- Notify law enforcement per School Board rules.
- Convene school crisis team.
- Complete an incident report.

Teacher

- Keep student as stable as possible.
- Send for Health Assistant with name of student or call 911.
- Notify Principal's office.
- Isolate witnesses.
- Complete incident report as soon as possible.

Health Assistant

- Conduct an emergency assessment.
- Call 911.
- Administer first aid until emergency medical assistance arrives.
- Appoint staff member to secure emergency information. Accompany student to hospital and act as liaison.
- Document findings.
- If student is alert, obtain name of drug, how administered, the dose and when administered.
- Provide a copy of document information to Emergency Medical Service for hospital personnel.
- File an incident report.

ELECTRICAL STORM

Protective Action

School Grounds

1. Get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm.
2. DO NOT seek shelter under isolated trees or close to wire fences, playground equipment or shelters located in exposed areas.

School Buildings

1. Stay indoors and do not venture outside until necessary.
2. Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed.
3. Keep telephone use to a minimum during storms.
4. Do not handle flammable materials in open containers.
5. TV sets, appliances and other electrical equipment should be unplugged to the extent possible.

Swimming Areas

1. Leave the water and go the nearest enclosed shelter.

Athletic Events

1. Seek shelter in buildings
2. Avoid open fields and high objects in the area when there is no shelter.
3. Keep twice as far from isolated trees and objects as the trees/objects are high and get into a crouching position when caught in the open.
4. Avoid open spaces, wire fences, sheds or shelters not fully enclosed and any electrically elevated objects such as overhead wires.
5. Leave the water during swimming events and go to the nearest enclosed shelter.
6. Do not use metal objects like fishing rods and golf clubs.

In Transit

1. Stay inside of vehicles. DO NOT TOUCH EXPOSED METAL PARTS.

2. DO NOT park vehicles under electrical lines or isolated trees.
3. Persons using scooters, motorcycles, bicycles and other open vehicles should seek immediate shelter.

Field Trips

1. Move away from high ground as quickly as possible and avoid lone trees and small sheds.
2. Stay away from metal fences.
3. Seek shelter in an enclosed vehicle or building when possible.

EMERGENCY DISMISSAL PROCEDURES

Early dismissals will occur only after careful consideration is given to the impact on the community and the safety and welfare of our students.

This could happen at any time during the day for one of the following reasons:

- A. Severe or dangerous weather
- B. Loss of water or electricity
- C. Any unsafe condition

When such an emergency occurs, the Superintendent will notify local radio and television stations and conduct Alert Now call with of the details of an early dismissal. This will include the status of Extended Day program and the Adult Education Program.

Parents must assume the responsibility for providing safe home supervision if an emergency occurs. The following are suggestions for planning for this situation:

- A. Parents should inform children of what to do if they are sent home early.
- B. Parents should pre-arrange to have a neighbor meet child at the bus stop and watch them until they can get home.
- C. Parents should establish a neighborhood phone network in the event school is dismissed early.
- D. Parents should develop an individual network to use when they hear the news of an early dismissal.

FIRE AND EXPLOSION





The curriculum at all grade levels should stress fire prevention and safety. Teachers and staff should work closely with the Martin County Fire Department to instill safe habits in students and to teach them skills to act quickly and decisively in a fire emergency.

Schools are required to conduct 2 fire drills within the first 30 days of each new school year and at least one fire drill every month that the school is in session thereafter. Various scenarios should be introduced to allow students and staff to adapt to different situations.

Below are some visual supports/social stories to assist students in understanding the situation and following directions.

Name: _____

Fire Safety Sequencing

1	2	3	4
<p>crawl under smoke</p> 	<p>touch door</p> 	<p>go to meeting place</p> 	<p>smoke detector</p> 

Fire Drill Schedule



The fire alarm
bell rings.



It is very very
loud.



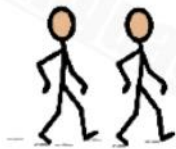
stop



line up



follow teacher



wait outside



listen to teacher



no playing



no talking



no pushing



Principal

1. Activate the fire alarm system.
2. Use intercom to initiate evacuation if alarm is disabled.
3. Call 911 even if alarm sounds.
4. Evacuate the building.
5. Assign a professional to act as liaison to fire crew on the scene.
6. Notify the Superintendent, Risk Management and Facilities.
7. Ensure appointed caretakers assist handicapped students.
8. Ensure Plant Operator and cafeteria workers have turned off all power equipment.
9. Ensure injured students and staff are identified immediately and receive appropriate medical attention.
10. Assess situation and make decisions about whether to keep students in place outside, transport to another school for shelter or initiate early release procedures.
11. Account for release of any students or staff who were taken to a hospital for medical attention.
12. Develop a plan to locate and account for missing students and staff.
13. Activate procedure for parent notification.
14. Assess damage to building and initiate requests to appropriate departments for repair.
15. Debrief staff, students and parents as needed
16. Signal ALL CLEAR in the event of a false alarm or fire drill when it is safe to re-enter the building.

Teachers and Staff

1. Evacuate the building using the emergency exit routes.
2. Close all doors, turn out the lights and take attendance book.
3. Be prepared to use secondary routes if necessary.
4. Reassemble the class in a safe area and take roll.
5. Report missing students to Principal immediately.
6. Identify any students in need of medical attention.
7. Note students who are released to parents.
8. Return to classroom only when instructed to do so or when the ALL CLEAR is given.

Plant Operator / Cafeteria Workers

1. Turn off all equipment.
2. Evacuate the building to a pre-determined assembly area.
3. Close the door and turn off all lights when exiting a room or area.
4. Report any missing staff to the Principal.

Health Assistant

1. Administer first aid as necessary.

SMALL FIRES- *Fight or Flight*

Attempt to use a fire extinguisher **only if all** of the following apply:

- The Principal is being notified.

- The Fire Department is being called.
- The building is being evacuated.
- The fire is small and contained.
- An exit is clear and the person using the extinguisher can fight the fire with his/her back to an exit.
- A proper extinguisher is available.
- The person using the extinguisher is trained and confident about using the extinguisher.
- The individual using the extinguisher can stay low and avoid breathing smoke.

FLOODING

Principal

Before School Opens

1. During heavy rains, consult Superintendent's Office on whether school will be open.

If School Is Open

1. Assign staff member to monitor TV and radio weather advisories.
2. Assign staff member to monitor entry road conditions for inaccessibility.

If School Must Evacuate

1. Consult with Superintendent to arrange early dismissal and transportation.
2. Activate procedure for parent notification.
3. Protect contents of building by moving materials from the floor and bottom shelves.

Bus Driver

1. In advance, locate high ground along bus route
2. Watch for flooding in highway dips, low areas and bridges.
3. Water flowing across roadway is very dangerous. Extreme caution must be exercised.
4. If you come upon a flowing stream where water is above ankle depth, **STOP!** Turn around and go another way.
5. Do not attempt to drive over a flooded road. The depth of the water is not always obvious. The roadbed may be washed out under the road, and you could be stranded or trapped.

If vehicle stalls:

1. Call for assistance.
2. In mildly flowing water and water not flowing above children's knees, abandon bus to higher ground. **FLASH FLOOD MAY BE IMMINENT.**

FOODBORNE ILLNESS

In the event of a food borne illness, the Health Department will be notified by the Director of Food Services. The Health Department will then dispatch a health inspector to the school to investigate.

Principal

1. Notify cafeteria staff to discontinue food service operations.
2. Dispatch Health Assistant and any additional staff to assist the Health Assistant to the cafeteria.
3. Notify Superintendent and Risk Management.
4. Direct a staff member to contact parents of all ill students.
5. Assign a staff member to track students transported to the hospital and those released to parents.
6. Convene crisis team.
7. Follow directions from public health agencies.
8. Complete appropriate reports with district and public health agencies.

Cafeteria Staff

1. Close the cafeteria and discontinue food service.
2. Notify the Director of Food Services.
3. Store all food and food stuffs used in menu preparation for inspection by the Health Department.
4. Follow directions from the Health Department.

Health Assistant

1. Identify all ill students and administer first aid as necessary.
2. Determine scope and severity of illness.
3. Call 911 if necessary.
4. Have assigned staff member list the names of ill students and submit the list to the Principal in order to contact parents.
5. Assign staff to document what each student ate before becoming ill.

GAS LEAK

Principal

1. Call 911.
2. Notify building occupants by intercom, bullhorn or oral announcement to evacuate whenever a gas odor is reported.
3. Do not operate any electrical switches.
4. Do not use fire alarms, two-way radios, cellular phones or telephones (in gas leak area).

5. Notify Superintendent, Risk Management, Facilities and the gas company.
6. Oversee the evacuation to the designated assembly point approximately 1500 feet away from the building.
7. Re-enter the building only after the fire department has determined it is safe for re-occupancy.
8. Complete an incident report.

Teacher

1. When instructed, evacuate students to the assembly point approximately 1500 from the building.
2. Use fire exit routes for evacuation. Do not pull alarms. Go upwind of building.
3. Route students away from and around strong odors.
4. Take roll call at assembly point.
5. Ensure medical care is given to anyone injured or overcome by gas.
6. Notify Principal of any injuries immediately.

Plant Operator and Cafeteria Staff

1. Operate manual controls to shut off any open flame devices and remote gas valves.
2. Do not operate electrical switches.
3. Assist emergency personnel in locating shut off valves.

Cafeteria Staff

Note: It is important for each Principal to illustrate on the floor plan exactly where these shut off valves are located.

THREATENING PERSON WITH A WEAPON / HOSTAGE SITUATION

Principal

1. Call 911 and notify SRO
2. Initiate ALICE protocol for Active Shooter.
3. If known announce location and type of threat through all communication methods available.
4. Notify Superintendent and Risk Management.
5. Secure the main office and secure the blinds.
6. Establish a command post using available staff.
7. Assemble a fact sheet on the person with a weapon, if possible.
8. Consider evacuation of some students if person with a weapon is “holed up.”
9. Use police assistance in the evacuation of students and only if it is safe to do so.
10. No school personnel should circulate through the school.
11. Brief the law enforcement upon arrival and be prepared to assist when requested.
12. Have available building maps and personnel who are familiar with the building.
13. Disable the bell system for class changes.

Teachers and Staff

1. Initiate ALICE protocol
2. Fortify classroom/office doors and close all windows and blinds.
3. Report any information via Crisis Go or intercom if safe to do so.
4. Move students to wall adjacent to the door or area of least visibility. Follow ALICE protocol.

HURRICANES

PRINCIPAL

Hurricane Preparedness

1. Track the hurricane position and predicted path whenever a storm enters the Gulf of Mexico or threatens the Atlantic Coast.
2. Review hurricane shutdown plans and school closing with staff.

Hurricane Watch

1. Make preparation to close down the school when an official WATCH has been issued.
2. Ensure safe storage of all vital and expensive equipment.
3. Advise transportation of any special needs prior to school closing and dismissal of students.
4. Dismiss students and close school when directed by the Superintendent.
5. Direct staff and other employees to close down their area and leave the school after the students have left school.
6. If school is a designated shelter, ensure that shelter team members remain available to perform their assigned duties at designated shelter locations.

Post Storm

1. Do not open the school until instructed to do so by the Superintendent.
2. There will be a time certain meeting for all Principals if telephones are not operational.
3. Assess damage to buildings after storm has passed.
4. Assess each of the following with the assistance of Facilities;
 - Availability of water
 - Availability of gas
 - Availability of electricity
 - Functioning of sanitation systems
 - Functioning of HVAC
 - Functioning of boilers
 - Roof leaks
 - Fallen trees
 - Fallen electrical wires (do not touch or approach fallen wires of any type- stay 30' away)
 - Damaged windows and doors
 - Damaged water lines and plumbing
 - Flooding
5. Prepare a list of damages (take pictures to document damages).
6. Identify all rooms and buildings that are so severely damaged as to make them non-usable.
7. Submit damage report to Superintendent, Risk Management and Facilities.

8. Meet with Facilities and Risk Management

TEACHERS

Hurricane Preparedness

1. Assist in dismissal of students, if necessary.
2. Store all books, papers and other equipment away from windows and off of floors.
3. Move audio-visual equipment to a secure, central location.
4. Protect computers and other expensive equipment as directed by Educational Technology Department.
5. If school is a designated public shelter, and an emergency status has been declared, remain available to perform duties and responsibilities as a member of the emergency shelter team.
6. Check with families to see what supports they may need to help their child during the storm.

Post Storm

1. Assist the Principal on all duties that may be assigned in order to get the school back into the educational process.

PLANT OPERATOR

Hurricane Watch

1. Secure or move all portable and loose outside items inside.
2. Secure all windows and glass.
3. Start and test emergency generators to make sure they are operational.

Hurricane Warning

1. Turn off all boilers, gas and electrical devices except in buildings designated as potential public shelters.
2. Take any additional precautions considered necessary for the protection of the facility.
3. If the school is a designated public shelter, and an emergency status has been declared, remain available to perform duties and responsibilities as a member of the emergency shelter team.

Post Storm

1. Accompany Principal to assist in damage assessment.
2. Assist Principal in filling out checklist assessment of building's operability.
3. Assist Maintenance, Facilities and Safety personnel in scheduling and overseeing repair work.

HEALTH ASSISTANT

Preparedness

1. Ensure the complete inventory of first aid supplies is available.

2. Make inventory and location of first aid supplies known to appropriate staff.
3. If school is designated as a public shelter, and an emergency has been declared, remain available to perform duties and responsibilities as a member of the emergency shelter team.

Post Storm

1. Assist Principal on all duties that may be assigned in order to get school back into educational process.

INFECTIOUS DISEASE PROTOCOL (Norovirus, Rotavirus and Adenovirus)

COMMON INDICATORS OF DISEASE IN CHILDREN

Norovirus is the term used for the group of viruses previously called Norwalk virus and related viruses causing similar symptoms. Illness is an acute viral infection of the gastrointestinal system characterized by nausea, vomiting, non-bloody diarrhea, and abdominal cramps and can include a low-grade fever, chills, headache, muscle aches, and lethargy. Some persons might experience only vomiting or diarrhea and up to 30 percent of infections are asymptomatic. Symptoms typically resolve without treatment after 1–3 days, but in young children the course could be 4–6 days.

The CDC estimates that 21 million cases of acute gastrointestinal infections are due to norovirus each year, and that at least 50 percent of all foodborne outbreaks of gastrointestinal infections can be attributed to noroviruses. There are many different strains of the viruses and no persisting immunity after infection, so people can and do develop repeated similar illnesses, particularly during childhood. Treatment consists of supportive care, primarily fluid and electrolyte replacement.

MODE OF TRANSMISSION

Norovirus is primarily shed in stools and is easily spread person-to-person by hands, toys, bathroom surfaces, and contaminated food. It can also be transmitted by aerosolized vomitus to persons nearby. The viruses can persist on surfaces, so infection can occur several days after the initial contamination unless thorough cleaning is done.

INCUBATION PERIOD

24–48 hours typically, but can occur within 12 hours of exposure.

INFECTIOUS PERIOD

Peak viral shedding is 2–5 days after infection, and may continue for 2 weeks or more. Noroviruses are highly contagious and as few as 10 viral particles may be sufficient for infection.

SCHOOL STAFF RESPONSIBILITIES

TEACHERS AND OTHER SCHOOL STAFF

- Notify Health Assistant immediately if students have a vomiting episode in the classroom. While one incident is not a reason to suspect norovirus, the notification will help identify possible trends should other episodes with other students occur. These outbreaks usually begin in specific groups or classrooms (particularly elementary students that remain together all day) before spreading beyond a certain area.
- If parents notify, call or email teachers or staff that a child has a sudden episode of vomiting or diarrhea; this should also be reported to the Health Assistant.
- Notify custodial staff for immediate cleaning and sanitation of any bodily fluids from any vomiting or diarrhea.
- Continue to notify Health Assistant of any further episodes.
- Encourage use of recommended hand washing procedures with liquid hand soap and water. See Appendix I. Do not use hand sanitizers as they are ineffective against norovirus.

CUSTODIAL STAFF

- Immediately clean and disinfect contaminated surfaces. Use a disinfectant registered as effective against norovirus by the Environmental Protection Agency (EPA). For more information, see [EPA's Registered Antimicrobial Products Effective Against Norovirus \(Norwalk-like virus\) \[3 pages\]](#).
- Move children and staff away from vomit before cleaning.
- Wear personal protective equipment to prevent spreading of the virus. Wear protective clothing, such as disposable gloves, apron and/or mask, wipe up vomit or diarrhea with paper towels.
- Perform routine cleaning and disinfection of frequently touched environmental surfaces and equipment in the affected area(s), as well as high traffic areas. Frequently touched surfaces include, but are not limited to, commodes, toilets, faucets, hand railing, telephones, door handles, computer equipment, and kitchen preparation surfaces.
- Remove and wash all clothing or fabric that may have touched vomit or diarrhea
- Machine wash these items with detergent, hot water and bleach if recommended, choosing the longest wash cycle and machine dry.
- Steam cleaning may be preferable for carpets and upholstery.
- Wash your hands thoroughly with soap and water. Hand sanitizers are not effective against norovirus.
- Remove vomit or diarrhea right away!
- Wipe up vomit or diarrhea with paper towels.
- Use kitty litter, baking soda or other absorbent material on carpets and upholstery to absorb liquid; do not vacuum material: pick up using paper towels.
- Dispose of paper towel/waste in a plastic trash bag or biohazard bag.

EXECUTIVE DIRECTOR

- Ensure suspected outbreaks of norovirus are reported to the Florida Department of Health Epidemiology Department/ Public Information Officer and Risk Management immediately.
- During outbreaks inform parents through all-calls, district/school websites, newsletters and letters home with the students that there may be a suspected outbreak of norovirus and to keep children home until at least 24 hours after symptoms resolve.

- Direct Custodial Staff to follow protocol for cleaning and sanitizing upon suspicion of norovirus outbreak.
- Inform staff to be vigilant of other students that exhibit possible symptoms of norovirus and send them to the clinic
- If students have otherwise unexplained episodes of vomiting or diarrhea episodes during a suspected outbreak, keep them in the clinic or other easily cleaned (no carpet) area until they can be taken home by the parent or guardian.
- Inform Transportation that a possible outbreak may be affecting the school.

HEALTH ASSISTANT

- Report any suspected clusters or outbreaks of norovirus to your assigned Florida Department of Health school nurse.
- Monitor students evaluated in the clinic to determine if a possible trend of similar symptoms (vomiting, diarrhea or fever) is developing from clinic visits and teacher reports of illnesses of similar symptoms.
- Maintain accurate and detailed clinic log/FOCUS entries for Epidemiology review and data collection.

TRANSPORTATION

- Follow proper protocol for cleaning buses if vomiting occurs on a bus that services a school with a suspected norovirus outbreak.
- Move children away from vomit before cleaning.
- Immediately clean and disinfect contaminated surfaces. Use a disinfectant registered as effective against norovirus by the Environmental Protection Agency (EPA). For more information, see [EPA's Registered Antimicrobial Products Effective Against Norovirus \(Norwalk-like virus\)](#) [3 pages]
- Wear personal protective equipment to prevent spreading of the virus. Wear protective clothing, such as disposable gloves, apron and/or mask, wipe up vomit or diarrhea with paper towels.
- Dispose of paper towel/waste in a plastic trash bag or biohazard bag.
- Notify the school Health Assistant if a student has a vomiting episode on the bus. While one incident is not a reason to suspect norovirus, the notification will help identify possible trends should other episodes with other students occur.

DIRECTOR

- Ensure adequate supply of a disinfectant registered as effective against norovirus by the Environmental Protection Agency (EPA). For more information, see [EPA's Registered Antimicrobial Products Effective Against Norovirus \(Norwalk-like virus\)](#) [3 pages] is available at the Warehouse for immediate distribution.

PURCHASING

- Reorder the selected disinfectant for norovirus to maintain the recommended minimum supply and restock. Ensure product is restored prior to expiration date of the product provided by the manufacturer.

EXECUTIVE DIRECTOR/PUBLIC INFORMATION

- Provide updates on Hope Academy website regarding possible outbreaks and requests for parents to keep children exhibiting norovirus symptoms home until at least 24 hours after symptoms resolve as recommended by the FLDOH Epidemiology Department/Public Information Officer.
- Provide information to parents on prevention and control at home.

HANDWASHING AND HAND SANITIZERS

Frequent hand washing is the most important technique for preventing the transmission of disease. Proper hand washing requires the use of soap and water and vigorous washing under a stream of temperate (warm), running water. Dry with single use disposable towels.

Hand sanitizers are not as effective as washing with soap and water and should not be used as a replacement for standard hand washing with soap and water. When hand washing facilities are not available, a non-alcohol based hand sanitizer can be used, preferably in fragrance-free gel or foaming form. Hands must be washed with soap and running water as soon as feasible. Hand sanitizers are never appropriate when there is significant contamination such as occurs during a visit to a petting zoo or farm, after handling an animal, after changing a diaper, after playing outside, before preparing food or eating, after touching an infected wound, or after using the bathroom. Hand sanitizers have not been shown to be effective against norovirus or *Clostridium difficile* spores or for soiled hands

GUIDELINES FOR HANDLING BODILY FLUIDS IN SCHOOL

The following guidelines are meant to provide simple and effective precautions against transmission of disease for all persons potentially exposed to the blood or body fluids of any student. No distinction is made between body fluids from students with a known disease or those from students without symptoms or with an undiagnosed or unreported disease.

STANDARD PRECAUTIONS (includes universal precautions)

Standard precautions are a newer approach to infection control. Broader than universal precautions (many state laws refer to this term); standard precautions are recommended practice for protection against transmission of bloodborne pathogens and other infectious diseases in the workplace. They combine the major features of universal precautions, and body substance isolation, and are based on the principle that all blood, body fluids, secretions (including respiratory secretions), excretions (except sweat), non-intact skin, and mucous membranes may contain transmissible infectious agents. Standard precautions include a group of infection prevention practices that apply to all persons, regardless of suspected or confirmed infection status, in any setting with delivery of healthcare, including first aid. These precautions address hand hygiene, use of personal protective equipment depending on the anticipated exposure, and safe injection practices. Also, equipment or items in the environment likely to have been contaminated with infectious body fluids must be handled in a manner to prevent transmission of infectious agents (e.g., wear gloves for direct contact, contain heavily soiled equipment, properly clean and disinfect or sterilize reusable equipment).

The key steps to preventing spread of disease related to body fluids at school include:

- Frequent hand washing;
- Using gloves when providing direct health care;
- Washing hands after removing gloves and before working with the next person.

GENERAL PRECAUTIONS

- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of occupational body fluid exposure.
- Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, or on countertops or bench tops where blood or other potentially infectious materials are present.

HAND WASHING PROCEDURES

1. Recommend hand washing procedure:
2. Use a plain (non-antimicrobial) liquid soap for routine hand washing with temperate (warm) water, scrub vigorously for at least 20 seconds and then rinse under a stream of warm water. Soap suspends soil and microorganisms, allowing them to be washed off. Running water is necessary to carry away dirt and debris.
3. Use paper towels to turn off the water faucet.
4. Use fresh paper towels to thoroughly dry hands.
5. Use paper towels to open any exit door.
6. Use paper towels to turn off bathroom lights.
7. Wash hands after touching any bodily fluid or contaminated object.
8. Wash hands after gloves are removed and between patients.
9. Take means to avoid chapped or cracked skin on hands if providing healthcare.
10. Facilities must provide an adequate supply of running potable water at a temperate temperature, soap and single-use towels or hot-air drying machines.
11. Bar soap should not be used. Disposable, non-refillable liquid soap dispensers are preferred. Antimicrobial soaps have no benefit over plain soap and water. Hand sanitizers should only be used in addition to washing hands with soap and water.

For updated hand washing guidance from the CDC, consult:

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

The Hope Center/The Hope Academy
Emergency Procedures and Crisis Plan
Staff Training Form

I, _____, have read The Hope Center Emergency Procedures and Crisis Plan. I am aware of my responsibilities as an employee of The Hope Center for Autism, Inc., and understand that the safety of our students is our first priority. I

understand that failing to comply with this procedure set forth in the Emergency and Crisis Procedure is grounds for termination.

Staff Name: _____ Date: _____

Staff Signature: _____

Director Signature: _____