

Readiness and Emergency Management for Schools

A Grant Competition to Improve and Strengthen School Emergency Management Plans

(CFDA# 84.184E)

Panhandle Area Educational Consortium (PAEC)

May 15, 2007

I. Need for Project (20 points)

A. Describe the magnitude of the need for the services to be provided or the activities to be carried out by the proposed project (10 points)

The Panhandle Area Educational Consortium (PAEC) is an educational service agency established in 1967 to provide shared services and information to member districts in rural areas, participating districts in more urban areas and communities within those areas. PAEC member districts cover 14 counties and participating school districts cover an additional 8 counties located in the Florida panhandle (see map on cover). Member district counties include: Calhoun, FSU Schools, Inc., Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton and Washington. Hamilton County School District, participates in the Risk Management Program.

The population of the member districts is over 300,000 residing in an area that covers 9585 square miles. Participating districts add 1.1 million people and 6804 square miles. This region is dominated by coastal developments and military bases. For example, Eglin Air Force Base, Hurlburt Field, Whiting Field, Pensacola NAS, and Tyndall Air Force Base are all located in the region.

Four of the most severe hurricanes to hit the United States hit the region served by PAEC during the last 35 years (2005-Dennis, 2004-Ivan, 1995-Opal, and 1975-Eloise). In addition to hurricanes, the region is often affected by severe wildfires. As this submission is being written, the

Panhandle is experiencing a severe drought and, as a result, wildfires threaten several communities in the area.

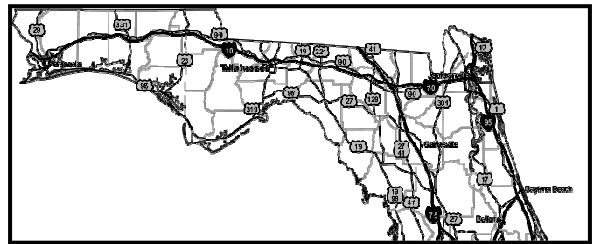
Proposed Readiness and Emergency Management Plan

PAEC's proposed Readiness and Emergency Management Plan will focus on strategies to update and strengthen school emergency response and crisis management plans for 13 of its member districts and Hamilton County School District. By coordinating and engaging local first responders, community partners, parents, and school personnel, PAEC will enable schools and districts to work with each other and emergency preparedness experts to formulate, implement and assess these plans. This will be accomplished by using a multi-step approach: 1) update existing emergency response plans to meet the National Incident Management System (NIMS) and the U.S. National Response Plan guidelines to include contingencies for terrorist attacks and pandemic events; 2) develop security and vulnerability assessments; 3) create a comprehensive training and plan for school personnel, students, and parents in emergency response procedures; 4) create proactive contingency plans, which include plans that address issues faced during hurricanes, terrorism, hazmat, violence, wildfires, floods, pandemic flu and the medical needs of individuals with disabilities; 5) create an effective emergency field exercise plan including orientations, drills, tabletop and functional exercises; 6) incorporate the use of the FEC as a means for dissemination of information; and 7) develop a comprehensive evaluation procedure that incorporates continuous improvement. The evaluation procedure is essential as a means to obtain information that will improve the plans over time and provide long-term sustainability. This approach also ensures that involved parties will meet all current and future, local, state and federal emergency management guidelines including coordination with the State of Florida's Homeland Security Plan

Vulnerability Assessment

The area known as the Florida Panhandle is the northwestern portion of the state that lies on the Gulf of Mexico with Alabama and Georgia as its northern neighbors. Both natural and structural features have the potential for numerous hazards, so it is essential that our school districts have a comprehensive, integrated plan for a wide variety of emergency incidents. Hurricanes, flooding, tornados, drought, lightning, and wildfires are significant natural risks for this area. Districts must be prepared for the physical effects of these natural threats, and for the potential of receiving evacuees from surrounding counties.

A recent Hazards Analysis/Threat Assessment conducted by the Washington County EMA lists hurricanes, tropical storms and chemical release as the top threats to the area. The vulnerability assessment also identified terrorist attacks, infrastructure disruption, drought and wildfires as mid to high probability rates. Interstate 10 runs east-west through the region as does a primary east-west railway route both running through Jacksonville, Tallahassee and Pensacola. There are two nuclear reactors within 50 miles of the region at the Farley Nuclear Power Plant just across the state line in



Alabama. Three major ports also located in the Panhandle include the Port of Pensacola, Port of Panama City and the Port of St. Joe. There are seven airports in the region, located in the cities of Pensacola, Valparaiso, Milton, Crestview, Panama City, Apalachicola and Tallahassee.

LEA Needs Assessment

Although most districts/schools revised their emergency plans following the Columbine incident in 1999 and some even reviewed them after the recent school attacks in Colorado, Pennsylvania and at Virginia Tech, few have been updated to address the types of threats which have been identified since the terrorist attack on September 11, 2001 and the recent Public Health risks – i.e. emergencies related to potential Chemical, Biological, Radiological, Nuclear and

Explosive Devices (CBRNE) or a Pandemic event. Each district/school has a basic emergency response plan, but is lacking an “all-hazard approach”. District plans to respond to regional emergencies are nonexistent. No school districts currently incorporate the National Incident Management System into their plans. Each district/school needs to collaborate with public safety agencies and other resources to 1) integrate proactive emergency response and crisis management plans into their current plans and 2) adopt one all-inclusive approach to effectively respond to emergencies and catastrophic events. Each district also needs assistance in identifying gaps in their current plans and the effectiveness of the plans in the event of a “worst-case” scenario involving multiple districts. Funding for revising school and district emergency response plans and readiness plans is non-existent. Local public safety agencies have received federal homeland security grants, but they were for equipment purchases and not emergency response planning, training and exercising with schools. Developing district emergency response and readiness plans to meet the new national standards is encouraged, but not completed by the schools due to a severe lack of funds.

B. The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)

Gap Analysis

A recent district-wide capabilities and needs assessment was conducted and reviewed by an emergency management consultant. The assessment identified that the districts/schools plans do not reflect all four phases of crisis management; the districts/schools are not prepared to handle large-scale disasters; and the districts/schools have very little communication and interaction with each other and with local public safety agencies when it comes to preparing for emergencies.

Comprehensive training for staff, students, parents and emergency responders to deal with all

types of emergencies is also non-existent. Finally, there is no systemic effort to ensure that plans remain updated to reflect current emergency preparedness strategies. The table below illustrates nine identified gaps and indicates this project will close those gaps and enhance current emergency management plan to meet all four phases of emergency management.

PAEC 2007 Crisis & Emergency Management Capabilities and Needs Assessment		
Gap/Weakness	Project Goal	Phase of Crisis Management
1. Districts, schools and local response agencies do not currently collaborate to develop emergency response plans	Develop partnerships and processes between emergency responders, schools and districts to establish and maintain a collaborative emergency and crisis response plan for local and regional emergencies	Mitigation/Prevention Preparedness Response Recovery
2. Review and revision of crisis response plans are not performed on a regular and consistent basis.	Review and revise current district and school emergency response plans. Establish a process and a schedule to ensure regular review and revision.	Mitigation/Prevention
3. Comprehensive security assessment tools, training and plans for districts and schools do not exist.	Develop and perform a security and vulnerability assessment plan to identify and mitigate exposures and strengthen current security plans. Include training for school ERTs.	Mitigation/Prevention
4. Emergency response plans lack Incident Command System and coordination with Florida's Homeland Security Plan. Plans are not comprehensive.	Incorporate an Incident Command System in a comprehensive emergency response plan coordinated to meet the State of Florida Homeland Security Plan, other state, local, and federal guidelines, and all NIMS standards.	Mitigation/Prevention
5. All stakeholders: staff, students, parents and emergency responders are not properly trained on emergency plans and procedures	Train all school staff (administrative, certificated and classified); students (including special student populations -- i.e. students with disabilities, ESL students), and parents in emergency preparedness & recovery strategies. Involve emergency responders and create emergency preparedness	Preparedness

		flipcharts for stakeholders.	
6.	Communication and involvement of parents during crisis response planning and recovery operations needs improvement	Develop crisis communication plans that include parents and other stakeholders to improve effectiveness	Preparedness
7.	Drills and exercises primarily address tornado and fires and do not include public safety agencies	In addition to current drills and exercises, include intruder lockdown drills and other tabletop and functional exercises with public safety agencies and other community partners	Preparedness Response
8.	ERTs are not trained for each school or district	Train school and district staff on emergency management, security & vulnerability assessments, disaster recovery and other preparedness plans including NIMS and ICS	Preparedness Response Recovery
9.	There is no process to evaluate, test effectiveness and improve plans, preparedness and training	Establish an evaluation process that will provide meaningful information to continually improve crisis and emergency management plans (enhancement, modification, reduction)	Preparedness Recovery

II. Quality of the Project Design (40 points)

a. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices. (15 points)

Up-to-date knowledge from research and effective resources will be used in the development of this project. Sources include the “U.S. Department of Education’s Practical Information on Crisis Planning: A Guide for Schools and Communities,” and *Jane’s Safe Schools Planning Guide for All Hazards*; and The Emergency Management Standard Guidelines developed by FEMA and the National Fire Protection Association (NFPA). PAEC will also engage the services of a consulting firm which is a leader in developing emergency response and crisis management plans for K-12 schools around the U.S. The firm’s consultant will utilize a continuous risk improvement process that benchmarks methods for identifying the problem, analyzing the data,

designing the best solution, implementing the solution, and evaluating the results. Benchmarks will be used from nationally recognized risk assessment plans such as the U.S. Office of Domestic Preparedness' State Homeland Security and Assessment Plan; the U.S. National Response Team's Integrated Contingency Planning Approach (ICP), the Center for Disease Control's (CDC) Pandemic Checklist for Schools, Security, and Texas A&M's Weapons of Mass Destruction Threat & Risk Assessment Program. This ensures coordination and involvement with all community stakeholders and covers the four phases of emergency management defined by the Department of Education.

Phase 1: Mitigation/Prevention When reviewing and revising current school district Emergency Response and Crisis Management plans, PAEC's consulting partner will collaborate with school administrators and state and local government agencies to determine vulnerabilities. The needs of students and parents in the community will be addressed and included in plans. Upon conclusion of these assessments, a review and update of each district's emergency response plan that effectively meets the requirements of Phase 1 for the DOE's Crisis Management will be completed.

Phase 2: Preparedness Local, state and federal officials will participate in orientations, drills, tabletop and functional exercises so that all participants can learn from each other and learn the roles and responsibilities of all stakeholders. Each training exercise practices group problem-solving, illustrates gaps in current plan, studies a specific case, examines manpower contingencies, observes information sharing, assesses inter-departmental coordination, and familiarizes administrators and participants with the four phases of emergency management.

Phase 3: Response Local and state public safety agencies, and other stakeholders will participate in drills and exercises to test their team's effectiveness to responding to an emergency. An evaluation of the exercise will be completed to assess the performance of the teams and the plan. An after-action report will be completed to list how the gaps in performance and the plan will

be closed so that if the teams are ever confronted with this type of emergency they will work under optimal efficiencies. Through training and exercises, response capabilities will be tested and adjustments to the process made in order to provide the highest level of services to our schools and communities.

Phase 4: Recovery PAEC will develop recovery plans to guide recovery teams during the event and post incident which will include aftercare services, damage assessment and disaster management services for students, staff, and the community. This will include templates for informational letters to be developed specific to key category of crisis, which in the event of a crisis will be sent out to parents explaining the actions that the school intends to take to help students recover, along with a list of community mental health agencies and other community resources available to assist their child with recovery issues.

Ongoing: Sustainability Government agencies and the community will play a major role in ensuring that the emergency and crisis management plan remains at the forefront of the community's overall objectives. Government officials will continue to chair positions on the emergency response and crisis management Leadership Team. These officials will provide direction, and acting as subject matter experts, they can advise the team on innovative emergency management techniques and tools as well as update the team and community on threat levels and homeland security awareness.

Upon project completion, the proposed plan will incorporate the four areas of crisis planning-mitigation/prevention, preparedness, response and recovery. PAEC is committed to assist in the development of a process resulting in an emergency and crisis management plan flexible enough to respond to new or emerging threats, while still addressing today's major areas of concerns. Practice, review, and regular revision both planned or as needed combined with key stakeholder

involvement will help create a safer and more secure infrastructure at all schools. This cross-functional involvement of all stakeholders and the Incident Command System model, training and practical exercises will maximize and maintain readiness and continuous improvement of the district's overall emergency response and crisis management plan.

The steps below outline key components of the process that include current best practices aimed at achieving the goals of the project.

- 1. PAEC will create a community-wide Leadership Team to design the plan, oversee its progress and lead it to success.** This team will be formed by a cross section of the community and will ensure that every milestone, goal and objective listed in the grant proposal is achieved. The team's purpose is to ensure the project remains a community-wide effort and that a major emphasis be placed on the specific needs of each individual school including taking care of those with special needs and learning disabilities.
- 2. The PAEC will develop an "all-hazard" emergency response and crisis management plan for all schools.** This plan will be based on FEMA guidelines and the U.S. National Response Team's Integrated Contingency Planning Approach. This "all-hazard" approach will provide every school with an organized, effective method to manage emergencies and crises and recover as quickly as possible with limited or no personal injuries or property damage.
- 3. The National Incident Management System will be implemented into the emergency response and crisis management plan.** This proactive emergency management philosophy will provide schools and public safety agencies with an effective tool to manage all emergency and catastrophic events.
- 4. A comprehensive Threat & Vulnerability Assessment Program (TVAP) will be created.**

The TVAP will identify threats and the strengths and weakness within each school district. The

TVAP will provide a diagnostic report that will provide school administrators with key data. This data will provide administrators with empirical evidence to make decisions on how to reduce exposures, implement new plans, enhance existing countermeasures, and prepare for emergency incidents and catastrophic events.

5. **A comprehensive Training and Emergency Exercise Program will be developed.** A training program will be constructed for all stakeholders including school ERTs, faculty, staff, students, parents, public safety agencies and community members that will increase the awareness and understanding of the school emergency and crisis management plan. This will assist the community in preparing for emergencies and catastrophic events. The exercise program will test the effectiveness of the overall plan as well as that of the emergency responders. How emergency responders meet their roles and responsibilities, how well all stakeholders communicate, and whether resources are managed efficiently will also be considered.
6. **PAEC will partner with a “world-class” consulting firm to develop a comprehensive plan that meets or exceeds state and national criteria.** PAEC will work with an emergency management consulting firm with vast experience working with K-12 school to deliver cutting-edge emergency management plans. The consulting firm will assist in driving the process and benchmarking top school emergency response and crisis management plans.
7. **A Crisis Communication Plan will be developed.** Communicating with emergency responders, the media and other resources is a key element to developing a “best-in-class” emergency management plan. Professional communications experts will develop a Crisis Communications Plan with the assistance of governmental agencies and other stakeholders. The final plan will provide stakeholders with a communications framework that will allow them to successfully drive both internal and external communications.

8. **PAEC will enhance the working relationships with all community stakeholders.** PAEC will collaborate with all partners including local government, law enforcement, public safety, mental & public health agencies, and members of the community to develop a successful emergency management plan. This collaboration will create community “buy-in” from a cross section of citizens and experts who can assist in plan development and implementation.
9. **PAEC will develop a proactive Evaluation Plan.** The evaluation plan will provide the school districts and community stakeholders with valuable information on what is working and what needs to be improved. The evaluation plan will provide assessment tools to measure success.
 - b. **The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (10 points)**

PAEC Readiness and Emergency Management Project will follow The Office of Safe and Drug Free Schools: *Practical Information on Crisis Planning: A Guide for Schools and Communities*. Identifying eleven principles essential to developing an effective approach to emergency management, meeting the needs of the target population and other identified needs. The eleven principals are listed below:

Principal 1: Effective crisis planning begins at the top with Leadership.

District/school leaders support this initiative and will be Leadership Team members.

Principal 2: Crisis plans should not be developed in a vacuum.

Partnerships have been established with the EMA, community health providers, law enforcement, fire departments, and local governments to assist in all phases of the plan.

Principal 3: Schools and districts should open the channels of communication well before a crisis occurs.

This grant application and its execution will enhance communication and relationships with contacts from EMA, regional agencies and emergency management experts.

Principal 4: Crisis plans should be developed in partnership with other community groups including law enforcement, fire safety officials, emergency medical services and mental health professionals.

Safety officials of the various communities, regional providers, and various previously identified agencies will partner to develop plans. (Letters of support are attached.)

Principal 5: A common vocabulary is necessary.

Using a collaborative regional approach to planning and training will establish a common vocabulary and improve communication between schools and community partners.

Principal 6: Schools should tailor district crisis plans to meet individual school needs.

Each district will have assessments performed on selected sites as the basis to develop, adapt and customize plans for both local needs and larger regional emergencies.

Principal 7: Plan for the diverse needs of children and staff.

Special education instructors will be included on the Planning Team to ensure that the needs of that portion of the student population are met.

Principal 8: Include all types of schools where appropriate.

The plan includes public, private and parochial schools.

Principal 9: Provide teachers and staff with ready access to the plan so they can understand its components.

A quick reference guide will be developed and distributed to all staff, parents and students.

Principal 10: Training and practice are essential for the successful implementation of crisis plans.

Training of school staff, parents, students and emergency responders coordinated with EMA and regional agencies is a key component of the proposed plan.

Principal 11: Crisis plans are living documents.

Annual review and revision of emergency plans includes input from stakeholder partners to ensure that the plans meet today's needs and future needs as they change.

c. The extent to which the proposed project encourages parental involvement. (5 points)

Nearly everyone has witnessed what happens when parents don't know what to do when a crisis strikes at their child's school. Parents often rush to the school creating more chaos in a well intended effort to help. Parents don't plan to do the wrong thing; they often simply never knew, looked for or were told of the school's emergency plan. Involving parents and guardians of students throughout all phases of the project is an essential part of the PAEC plan. Parents will be asked to join teams and sub-teams and they will be relied upon to provide input in portions of the plan where parents play a significant role such as the reunification process.

Project officials and partners will also gain insight and guidance to help develop a *PAEC Emergency Procedures Awareness Guide for Parents* that will provide instructions on what to do when a crisis or emergency occurs and will be distributed to every student's home. Guides will include a perforated wallet card that parents can carry with them, so if they hear of the incident via the media, they will be prepared to follow an official, approved plan.

District web-sites will be updated to include emergency preparedness information in a "user-friendly" manner for parents and guardians also allowing for input, and questions to be submitted.

d. The extent to which the proposed activities constitute a coherent, sustained program of training in the field. (10 points)

PAEC Readiness & Emergency Management Program will include a coherent and sustained emergency preparedness training and exercise plan. All stakeholders will be included in training classes that will include tabletop exercises described on the pages that follow.

Emergency Management & CERT Training 101 for all Stakeholders: This course covers the four phases of emergency management; Preparedness, Response, Recovery and Mitigation. The U.S. National Response Team's Integrated Emergency Response Plan, proper training and proactive emergency response measures preparing schools for an emergency or catastrophic event are included. In addition, the course includes instruction in proper mitigation techniques and countermeasures that can be used to decrease the likelihood of a threat occurring. Evacuation, sheltering, lockdown, and parent/student reunification processes are also discussed. Working with county EMA, the districts will also learn how to implement a student CERT plan so they too will be able to assist emergency teams as appropriate.

“National Incident Management System (NIMS) 101” IS-700 Course for District and School Staff ERTs (ERT) Participants will be required to take and score a passing grade on the “National Incident Management System (NIMS), An Introduction” IS-700 course which is developed by FEMA through the Emergency Management Institute. Once this course is passed, participants will be encouraged to take FEMA IS 100 and 200 courses.

Terrorism and Threats toward Schools for ERT: Preparing schools for acts of terrorism is a must for all schools. This course will focus on understanding both domestic and international threats to schools/communities, conducting threat and risk assessments, and responding to CBRNE, Chemical: Biological, Radiological, Nuclear and Explosive.

Crisis Communications for ERT: Since crisis communication begins before an incident occurs, proper planning, training and the establishment of a Public Information Officer (PIO) will reduce the risks of injuries and property damage. This course outlines the role of the school district's PIO to administrators and explains how a PIO can maintain a positive image for the school/district in the community. Pre-designed messages, working with the media and best practices for effective crisis communications are also addressed.

Recovery, the Human Impact for ERT & District Administration: A national expert in dealing with emotional trauma and recovery strategies will provide best practices. This includes the importance of immediate intervention by crisis teams and professionals at the scene as quickly as possible. Proactive measures schools can implement to reduce exposures and increase awareness of appropriate recovery strategies following an emergency will also be provided.

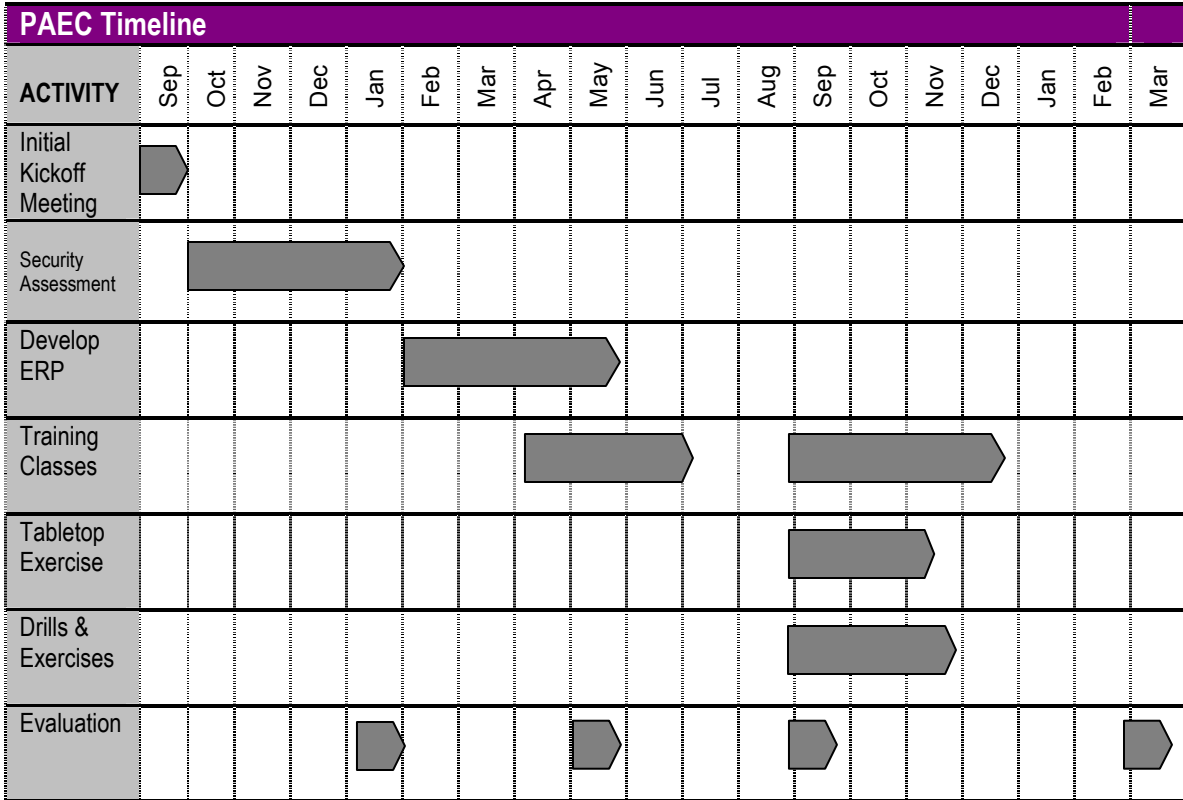
Tabletop Exercises for All stakeholders: All school districts and community partners will participate in tabletop exercises. The exercises test the capabilities of our ERT and validate existing plans, policies, roles & responsibilities and training curriculum. They also allow the school's ERTs to work with local, state and federal agencies in a coordinated effort to prepare for local and regional emergencies including worst-case scenarios.

III. Quality of Management Plan (20 points)

- a) **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (10 points)**

PAEC's Readiness and Emergency Management for Schools (REMS) team will be responsible to ensure all project goals are met on time and within budget. The Leadership Team will include a diverse cross-section of school administrators, public safety professionals, faculty and staff, parents, students, business operators, members of government, civic leaders and other community partners will work together with the common goal of providing high-quality emergency response plans, training and education to schools, districts and communities.

The REMS team will be instrumental in finalizing the plan, mission, vision, goals and objectives. Roles and responsibilities will be clearly defined. The team will remain in position after the 18-month grant cycle to ensure the "vision" is not lost. A Gantt chart is illustrated below to show when the goals and objective will be achieved.



The Gantt Chart provides timelines with milestones to accomplish project tasks and will be available to the community to view progress and results. In addition, updates will be made available to document progress and provide notice of upcoming training and exercise sessions. The Project Director will provide a monthly budget report to the Leadership Team.

Upon project completion, the four phases of crisis planning: mitigation/prevention, preparedness, response and recovery will help to effectively protect schools, students and the community. PAEC will help our members consolidate and maximize resources, develop a readiness and emergency management plan capable of addressing new or emerging threats through a disciplined process of practice, review and revision. Stakeholders and community resources will have working relationships, common language, common understanding, and effective communications. Using the National Incident Management (NIMS) model will ensure

optimum preparedness using training and practical exercises so all stakeholders maintain readiness, evaluate, improve, and participate in revision of the readiness and emergency management plan.

The proposed process will build capacity for school and community partners through the training and consultation services throughout the 18 months. The infrastructure and cooperative work system built during the 18 months of the project will ensure that benefits extend well beyond the period of federal financial assistance. Schedules for review, revision, training, and practice will be in place. The capacity expansion approach includes:

- The new emergency response plan will be given to all internal and external emergency responders. The new “all-hazards” plan will enhance the current plan and integrate public safety, public and mental health agencies and other key stakeholders. Each teacher will receive a new emergency procedure guide (flipchart) providing vital fire/life safety and crime prevention information.
- The National Incident Management System (NIMS) will be implemented. The ICS organized approach reduces the risk of bodily harm and property damage. Once the system is implemented it will be the emergency management method in the community.
- The Threat & Vulnerability Assessment Program (TVAP) will identify gaps and weaknesses in plans and procedures for schools/districts. TVAP provides a valuable tool to quantify exposures and reduces risks.
- Emergency Training and Exercise Programs will prepare responders, teams and the community for disasters. Consultants will establish this for community partners to sustain.

- PAEC will utilize industry experts to stay current on new trends and technology in the emergency/crisis management fields both during and after the grant period.
- PAEC Crisis Communications Plan will be updated annually with the input of both internal and external responders and provide a proactive tool to communicate with all community stakeholders before, during and after an incident.

b) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipient or beneficiaries of service, or others as appropriate

A diversity of perspectives will be ensured by involving an experienced emergency management project director to oversee, lead and to keep the leadership team and all involved members focused on meeting project goals inclusive of ensuring diverse perspectives. A multi-team structure will enable input from a broad cross-section of stakeholders and include a leadership team, a planning team, district/school level teams and sub-teams when appropriate.

Leadership Team: Members will include the PAEC Executive Director, the Project Director, one area Director of EMA, and the fourteen area superintendents (or their designees). Meetings will be held to: monitor grant expenditures, set timelines, organize meetings, ensure adoption and implementation of the NIM System, schedule training sessions as outlined earlier in Section 2.

This team will collect & disseminate evaluation data and release any public information related to the project. The team will produce updates to be posted online. Updates will inform all community stakeholders of plan progress and upcoming training and exercise sessions. The team will continue after the completion of this project in order to ensure sustainability.

Planning Team: The Planning Team will consist of the project director, one representative from each district, at least one representative from each of the counties EMA, and at least one representative from each community partner – law enforcement, fire department, mental health,

public health, regional government, and area civic and business leaders and parents (up to 40 people) will meet a minimum of six times to discuss training plans and revisions to the emergency plans.

Subcommittee: The planning team will form subcommittees to deal with specific topics or tasks. Subcommittees will expand their membership as needed to accomplish the task but will be required to either include community members, teachers, classified staff and parents or develop a process to gain their input. The project director will provide oversight to ensure diverse representation and membership.

District/School Teams: Each district/school team membership will vary based on size and demographics. However, at a minimum, this team will consist of a school administrator, a staff member who deals with special student populations (i.e. students with disabilities, ESL students), a teaching staff member, a community leader, and a parent. The district/school level team will review, suggest revisions to the district/school emergency plan, and provide feedback to the leadership and/or planning Team.

Both the leadership and planning teams will share the responsibility of organizing multi-district training and train-the-trainer programs supported by this proposal. District/school level teams will identify participants for these training opportunities and develop a training schedule for their individual districts/schools. Train-the-trainer opportunities help ensure sustainability.

IV. Adequacy of Resources (5 points)

In determining the adequacy of resources, the following factor is considered:

- a) **The potential for continued support of the project after the federal funding ends, including the demonstrated commitment of the appropriate entities to provide such support**

The PAEC REMS Planning Team will incorporate a continuous improvement program throughout the entire grant period and continue with the program after the grant period ends. Each element of the emergency management program will be scrutinized and tested to ensure it meets current standards and lacks gaps. Benchmarks will be employed to identify issues, analyze data, design solutions, implement solutions, and evaluate results. Once results are posted, districts will be able to make informed decisions to improve current emergency management plans. The planning team will meet periodically each year to discuss new developments in emergency and crisis planning for schools. The team will also discuss issues that directly and indirectly involve their districts and how they can work cooperatively to resolve these issues. A continuous improvement process will ensure that at least one person in each district will be responsible for updating emergency plans and classroom guides, parent guides, evacuation and sheltering diagrams and other emergency management tools. The district representatives will continue to conduct orientations, drills, training and exercises to keep a high awareness and training level among community stakeholders.

V. Quality of the Project Evaluation (15 points)

- a. The extent to which evaluation includes the use of objective performance measures and will produce quantitative and qualitative data to the extent possible.**

Using a combination of quantitative and qualitative data, the project evaluation will be based on the nine goals and objectives of the program. An evaluation timeline based on the project plan will be established to facilitate ongoing analysis throughout the project. The focus of the evaluation program is to determine the effectiveness of each component of the project and to guide plans to improve and sustain the project. Two evaluation methods will be used. The first method, Process Evaluation, will provide information for program improvement, adjustment and management. The second method, Impact Evaluation, determines program results and

effectiveness (merit and value) and provides information to make vital decisions concerning – continuation, expansion, reduction, and funding. The evaluator will collect data on each objective of the plan from participants and stakeholders. The evaluator will then compare that information to predetermined standards and a decision will be made about the program or activity. For each project objective the project director will present the results in narrative and quantified illustrations to assess the degree to which the objective was achieved. PAEC will ensure that the evaluation plan meets the guidelines of the Government Performance and Results Act (GPRA) of 1993 in that the evaluation plan will assess: how this proposal achieves the three performance measures set forth by the Government Performance and Results Act (GPRA) of 1993 and the Department of Education. Those performance objectives are:

- 1. Program must illustrate an increase in the number of hazards addressed with the improved emergency management plan as compared to the baseline plan**
- 2. Program must improve knowledge of school/district emergency management policies and procedures by school staff with responsibility for emergency management functions**
- 3. Program must show commitment to the sustainability and continuous improvement of the school's emergency management plan by the district and community partners beyond the period of federal financial assistance.**

Assessment of outcomes for each goal will be measured by the achievement of specific indicators. Where necessary, evaluation tools will be developed that will present the results of each indicator in both narrative and quantitative format. The focus of the evaluation plan detailed below is to determine the effectiveness of different components of the project, to guide plans to improve and sustain the project and to provide PAEC with empirical evidence to assist administrators in making sound decisions for improving the overall emergency management plan of each district/school.

Goal 1. Develop partnerships and processes between emergency responders and school districts

that will support and sustain meaningful and ongoing emergency planning for local and regional emergencies.

Intended Outcomes	Indicators of Success
<p>Crisis plans will be coordinated with first responders and agencies responsible for emergency prevention and preparedness</p> <p>Crisis plans will include community health and mental health agencies in plans for response and recovery</p>	<ul style="list-style-type: none"> • Community agencies and the EMA will be included in meetings of the partners focused on evaluating and improving emergency plans. Attendance of community partners at meeting will be documented. • Revised, detailed emergency plans for each school/district will be provided to all first responders, the EMA and regional health/mental health agencies • Responsibilities of local school sites in the event of a regional emergency will be clearly delineated • List of community resources that could assist with recovery will be included in all emergency plans

Goal 2: Review and revise district and school emergency response plans. Develop protocols and a schedule to ensure consistent monitoring of plans.

Intended Outcomes	Indicators of Success
<p>Weaknesses and gaps in current emergency plans will be identified</p> <p>Schedule to ensure plans are reviewed on at least a yearly basis will be implemented</p>	<ul style="list-style-type: none"> • In written documents, an outside consultant will: <ul style="list-style-type: none"> ◦ identify gaps in existing emergency plans ◦ identify differences in emergency plans which could impact regional response ◦ provide recommendations to improve emergency plans and emergency preparedness • Identify at least one person in each district responsible for updating emergency plans • After funding expires, period meetings will be scheduled for all partners focused on new developments in emergency and crisis planning • Emergency plans and crisis communication plans will be reviewed and updated annually by each school district

Goal 3. Develop an effective security and vulnerability assessment tool/plan to reduce exposures and strengthen current security plan. Train school emergency response teams to use the security assessment tool.

Intended Outcomes	Indicators of Success
<p>Development of Assessment Tool</p> <p>Risk assessments will be conducted at all school sites and specific risk factors will be identified</p>	<ul style="list-style-type: none"> • Assessment tool will be developed and training in its use will be provided to all districts • Consultant will complete 70 school site Security and Vulnerability Assessments and provide recommendations for preventive measures that will improve site security and emergency preparedness

<p>District personnel will be trained in use of assessment tool</p>	<ul style="list-style-type: none"> Trained school personnel will conduct Security and Vulnerability Assessments for remaining school sites
<p>Goal 4. Develop comprehensive, “all inclusive” emergency response plans that incorporate the National Incident Management System and that reflect the State of Florida Homeland Security Plan and other state, local, and federal guidelines, plans will meet NIMS standard</p>	
<p>Intended Outcomes</p>	<p>Indicators of Success</p>
<p>Emergency plans will be coordinated with local and regional homeland security plans</p> <p>Emergency plans will include the four phases of crisis management</p> <p>Emergency plans will address all potential threats including CBRNE incidents</p> <p>Plans will include a comprehensive section on Pandemic Flu</p> <p>Emergency Plans will incorporate an ICS and meet NIMS standard</p> <p>Revised plans will address identified gaps in site security</p>	<ul style="list-style-type: none"> Partners will hold at least six meetings focused on improved emergency planning. Regional community organizations will be included in these meetings. Attendance will be recorded. Documented by meeting minutes, strengths, weaknesses, and potential risk areas of emergency plans will be discussed Documented by minutes, consensus will be reached on strategies for prevention/mitigation, preparedness, response and recovery Districts will establish emergency Planning Teams to review plans Documented by membership rosters, districts will include a variety of stakeholders (i.e. parents, certificated and classified staff, business leaders, special education advocates) on their emergency Planning Teams Documented by board resolution, detailed emergency plans addressing all potential threats will be adopted by school districts and private/parochial schools Detailed reference guides will be provided to building administrators and at least one copy placed in schools for staff to consult Plans will include accommodations for student populations with special needs – i.e. transportation, communication, and medical needs
<p>Goal 5: Train all school personnel (administrative, certificated and classified); students (including special student populations -- i.e. students with disabilities, ESL students), and parents in emergency response procedures and recovery strategies. Develop emergency flipcharts for all community stakeholders.</p>	
<p>Intended Outcomes</p>	<p>Indicators of Success</p>
<p>Develop a coordinated multi-district training plan</p> <p>Develop a training plan for students and parents focused on appropriate responses to specific</p>	<ul style="list-style-type: none"> Responsibilities of school staff, students, and parents for the four phases of crisis planning will be identified and shared in written form and district sponsored workshops. Attendance data will be documented. Parent-teacher organizations and school newsletters will

<p>incidents</p> <p>Implement a “train the trainer” system</p> <p>Develop a list of resources for school emergency planning and training</p> <p>Develop reference guides for target populations</p>	<p>be utilized to share information with parents.</p> <ul style="list-style-type: none"> • Selected certificated and classified personnel will participate in CERT training organized by EMA • Students will participate in Student CERT trainings organized by EMA and PAEC • Establish a centralized collection of emergency planning resources to lend to schools • Develop a list of local trainers and/or on-line trainings for ongoing support • Develop a coordinated calendar of district training opportunities • Quick reference guides for emergency procedures will be developed • Reference guides will be distributed to school personnel, students, and parents
<p>Goal 6. Develop crisis communication plans and emergency preparedness information that will integrate parents and other stakeholders and provide effective communications.</p>	
<p>Intended Outcomes</p>	<p>Indicators of Success</p>
<p>Develop a communication network</p> <p>Develop a crisis communication plan</p> <p>Preparation of emergency plans will include a variety of stakeholders</p>	<ul style="list-style-type: none"> • Develop an electronic distribution list and website for easy dissemination of information devoted to school emergency and crisis planning issues • Develop training plan and emergency procedures guides for parents and guardians • Develop a crisis communication plan • Annually update list of emergency planning contacts
<p>Goal 7. Conduct drills and exercises beyond tornado and fire drills to include intruder lockdown drills and other tabletop and functional exercises with public safety agencies and other community partners.</p>	
<p>Intended Outcomes</p>	<p>Indicators of Success</p>
<p>Improve response time and quality of response to simulated crises</p>	<ul style="list-style-type: none"> • Emergency simulation sessions will be conducted as either table top exercises, drill and practice exercises, or realistic simulations • Response time and response quality will improve in simulated exercises • Improved quality of response to tabletop exercises
<p>Goal 8. Train school and district level personnel on emergency management, security and vulnerability assessments, disaster recover and other preparedness plans including NIMS and ICS</p>	
<p>Intended Outcomes</p>	<p>Indicators of Success</p>
<p>Train district personnel on emergency management tools</p>	<ul style="list-style-type: none"> • Participants in training workshops will complete a common

including NIMS and ICS	<p>evaluation form to assess knowledge gained</p> <ul style="list-style-type: none"> • In project funded training plans district/school personnel will : <ul style="list-style-type: none"> ◦ Complete FEMA NIMS training ◦ Learn the four phases of crisis management ◦ Complete training in ICS ◦ Trained in recovery strategies ◦ Trained to recognize and assess different threats
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b. The extent to which the methods of the evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes (5 Points)

An evaluation consultant will design, coordinate and monitor the evaluation plan ensuring appropriate documentation and assessment. The Project Director will update the districts and Planning Team on the progress of the plan each month. Project milestones will be implemented to effectively track progress. The evaluation plan will also consist of Lead Evaluator Reports, Written Surveys, Web-Based Surveys (e.g. www.Zoomerang.com), Training and Exercise Evaluations, Post-Incident Critiques, and After Action Reports. All phases of the plan will be evaluated including: Security and Vulnerability Assessments, Emergency Response Plans and the Training & Exercise Plan. Once the survey and assessments are completed, the results will be posted. The Planning Team and districts will make enhancements to the current emergency management plan based on the results of the surveys and all other evaluation tools. For further information, please contact Patrick McDaniel, Project Director at mcdanielp@paec.org or Tony Ganstine, authorized representative at ganstinet@paec.org.