<SCHOOL NAME>

EMERGENCY OPERATIONS PLAN

<Format Title Page as Desired>

"Crises have the potential to affect every student and staff member in a school building. Despite everyone's best efforts at crisis prevention, it is a certainty that crises will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Being well prepared involves an investment of time and resources—but the potential to reduce injury and save lives is well worth the effort."

- Practical Information for Crisis Planning: A Guide for Schools and Communities, January 2007

This Emergency Operations Plan (EOP) template is the result of collaboration between education and first response agencies and based on guidelines from the Federal Emergency Management Agency (FEMA) and the Department of Education. Information presented in this document (e.g., procedures, tasks, assignments) are for your consideration and implementation may differ at your local jurisdictional level; therefore, this template is not all-inclusive nor is it intended to be adopted as merely a "fill in the blanks plan." Planners should refer to the *All-Hazards Emergency Operations Planning Guidance for Schools 2014* for samples to be included, additional information, and references.

Furthermore, planners should coordinate with local law enforcement, fire, and emergency managers when refining these procedures. It is important to tailor all EOPs to the specific hazards and needs of your jurisdiction and school district guidelines.

Planners should feel free to edit/modify <u>any</u> aspect of this document – as necessary – to meet local jurisdictional needs and requirements.

<Modify *Table of Contents* as needed>

Section 1:   General Information

Section 2:   Concept of Operations

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Appendices

Table of Contents

→ The title of this document is *<Insert School Name> Emergency Operations Plan (EOP)*.

→ The information presented in this document is classified as **For Official Use Only**, and is exempted from disclosure under Section 13(1)(y) of the Michigan Freedom of Information Act (FOIA) Act 442 of 1976, (15.2 MCL)[1]. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate district security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The information contained in this document is for official emergency preparedness use only.

→ Reproduction or distribution of this document, in whole or in part, without prior approval from <Insert proper authority> is prohibited.

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[1] Section 13(1)(y) of the Michigan Freedom of Information Act (FOIA) Act 442 of 1976, (15.2 MCL) states: "Records or information of measures designed to protect the security or safety of persons or property, whether public or private, including, but not limited to, building, public works, and public water supply designs to the extent that those designs relate to the ongoing security measures of a public body, capabilities and plans for responding to a violation of the Michigan anti-terrorism act, chapter LXXXIII-A of the Michigan penal code, 1931 PA 328, MCL 750.543 to 750.543z, emergency response plans, risk planning documents, threat assessments, and domestic preparedness strategies, unless disclosure would not impair a public body's ability to protect the security or safety of persons or property or unless the public interest in disclosure outweighs the public interest in nondisclosure in the particular instance."

Administrative Handling Instructions

The <Insert School Name> Emergency Operations Plan (EOP) has been completed and approved through a collaboration of effort throughout the community, including:

<Examples – edit table to meet the needs of your jurisdiction and school district guidelines>

Please sign above your name:

<Name>	<Name>
School Superintendent	**School Board President**
<Name>	<Name>
School Principal	**Assistant School Principal**
<Name>	<Name>
School Nurse	**School Counselor**
<Name>	<Name>
Athletic Director	**Fire Chief**
<Name>	<Name>
Police Chief	**Emergency Manager**
<Name>	<Name>
<Insert position as needed>	**<Insert position as needed>**
<Name>	<Name>
<Insert position as needed>	**<Insert position as needed>**
<Name>	<Name>
<Insert position as needed>	**<Insert position as needed>**

Signatory Page

Date	Section	Description of Change	Updated By

Record of Changes

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<Insert Applicable Glossary of Terms>

Glossary of Terms

The following are key references used during the development of this guidance. They may also provide a future benefit to schools and districts in supporting the development of local emergency response plans.

<Modify references as needed>

Michigan Department of Community Health (MDCH)

- MI HEARTSafe School: www.migrc.org/miheartsafe

Michigan Department of Education (MDE)

- MI Ready Schools Emergency Planning Toolkit

United States Department of Education (DOE)

- A Guide to School Vulnerability Assessments: Key Principles for Safe Schools, 2008

United States Department of Homeland Security (DHS)

- K-12 School Security Checklist, April 2013
- National Preparedness Goal, September 2011
- Homeland Security Exercise and Evaluation Program (HSEEP)
- www.dhs.gov

Federal Emergency Management Agency (FEMA)

- Guide for Developing High-Quality School Emergency Operations Plans, 2013
- Post-Disaster Reunification of Children: A Nationwide Approach, November 2013
- Risk Management Series, Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings (FEMA 426), December 2003
- IS-100.b: Introduction to the Incident Command System
- IS-100.sca: Introduction to the Incident Command System for Schools
- IS-120.a: An Introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning

- IS-139: Exercise Design

- IS-200.b: ICS for Single Resources and Initial Action Incidents

- ICS-300: Intermediate Incident Command System

- IS-362.a: Multi-Hazard Emergency Planning for Schools

- IS-366: Planning for the Needs of Children in Disasters

- IS-393.a: Introduction to Hazard Mitigation

- ICS-400: Advanced Incident Command System

- IS-547.a: Introduction to Continuity of Operations

- IS-700.a: National Incident Management System (NIMS), an Introduction

- IS-701.a: NIMS Multiagency Coordination System (MACS) Course

- IS-702.a: National Incident Management System (NIMS) Public Information Systems

- IS-703.a: NIMS Resource Management

- IS-704: NIMS Communications and Information Management

- IS-706: NIMS Intrastate Mutual Aid - An Introduction

- IS-800.b: National Response Framework (NRF), an Introduction

- IS-907: Active Shooter: What You Can Do

- IS-914: Surveillance Awareness: What You Can Do

- www.fema.gov

- http://training.fema.gov/is/

References

General Information

Section 1

The purpose of the <Insert School Name> Emergency Operations Plan (EOP) is to identify and respond to incidents by outlining the responsibilities and duties of <Insert School Name> and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. In addition, the plan educates students/staff, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians, etc., and other members of the community with assurances that <Insert School Name> has established guidelines and procedures to respond to incidents/hazards in an effective way.

The following plan outlines guidelines and procedures for dealing with present and/or potential incidents or hazards facing students and schools. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty/staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. <Insert School Name> regularly schedules in-service training events for faculty and staff.

Lastly, developing, maintaining, and exercising the school EOP increases <Insert School Name>'s legal protection. In the past, schools without incident management procedures have been found liable. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines based on common professional practices provides a margin of protection against liability.

Scope of the Plan

The <Insert School Name> EOP outlines the expectations of the faculty/staff, the roles and responsibilities, direction and control systems, internal and external communications plans, training and sustainability plans, and authority and references as defined by local, tribal, state, and federal government mandates. It also outlines common and specialized procedures as well as specific hazard vulnerabilities and response/recovery.

School Board Policy Statement

The <Insert School Name> EOP operates within the framework of <Insert School District> policies.

Situation Overview

School Population

<Edit table as needed>

<#>	Students
<#>	Administrators
<#>	Office/Support Staff
<#>	Teachers/Specialists
<#>	Instructional Assistants
<#>	Cafeteria Staff
<#>	Maintenance/Custodial Staff
<#>	Bus Drivers
<#>	<Other>

Functional Needs, as Well as Deaf, Deaf/Blind and Hard-of-Hearing Population

<Insert School Name> is committed to the safe evacuation and transport of students/staff with access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff. The access and functional needs, as well as deaf, deaf/blind and hard-of-hearing population includes students/staff with:

<Modify as needed>

- Limited English proficiency (LEP) (see next page).
- Blindness or visual disabilities.
- Cognitive or emotional disabilities.
- Deafness or hearing loss.
- Mobility/physical disabilities (permanent and temporary).
- Medically-fragile health (including asthma, diabetes, and severe allergies).

General Information

Translation Services

Many <Insert School Name> students and volunteers may use English as a Second Language (ESL), or English Language Learners (ELL), and may require the following translation services in the event of an emergency:

<Examples provided – modify as needed>

Translation Services Required
Arabic
Chinese
Japanese
Russian
Spanish
<Insert other>

Hazard Analysis Summary

<Insert School Name> is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The following table briefly discusses <Insert School Name>'s high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism:

<Example Hazards – edit table based upon conducted hazard/vulnerability assessments>

Hazard Type	FREQUENCY	SEVERITY	WARNING TIME	DURATION	RISK PRIORITY
NATURAL					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

General Information

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Hazard Type	Frequency	Severity	Warning Time	Duration	Risk Priority
Flooding (flash flood, river, or tidal)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Tornado	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Winter Storm	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Human Made					
Chemical / Hazardous Materials	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Fire	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Nuclear Facility Incident	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Power Outage	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Water System Failure	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Accidents (transportation)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

General Information

Hazard Type	Frequency	Severity	Warning Time	Duration	Risk Priority
Medical Emergency (Including Cardiac Arrest)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Mass Contamination	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Apparent Suicide	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Bomb Threat	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Civil Disorder	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Death on Campus	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Explosion	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Hostage Situation	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
Intruder	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

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Hazard Type	Frequency	Severity	Warning Time	Duration	Risk Priority
KIDNAPPING / ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low
<Insert Additional Hazards as Applicable>	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 24+ hours 3 12-24 hours 2 3-12 hours 1 <3 hours	High Medium Low

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows <Insert School Name> to deviate from the plan if certain assumptions prove not to be true during operations. The <Insert School Name> EOP assumes:

○ The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.

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○ A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

○ A single site incident (e.g., fire, gas main breakage, etc.) could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

○ As outlined in the FEMA national standards, schools may have to rely on their own resources to be self-sustaining for up to 72 hours.

○ There may be a number of injuries of varying degrees of seriousness to faculty, visitors, and/or students/staff. Rapid and appropriate response will reduce the number and severity of injuries.

○ Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive.

○ Proper prevention and mitigation actions, such as creating a safe school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.

○ Maintaining the school EOP and providing frequent opportunities for stakeholders (students/staff, parents/guardians, etc., first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

○ A spirit of volunteerism among students/staff and families will result in their providing assistance and support to incident management efforts.

Limitations

It is the policy of <Insert School Name> that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, <Insert School Name> can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

General Information

Authorities and References

The following regulations are the authorizations and mandates upon which are the basis for this EOP. These authorities and references provide a legal basis for incident management operations and activities.

- ○ <Insert Authorities and References applicable to Jurisdiction/District guidelines as needed>

Additional Planning References

- ○ All-Hazards Emergency Operations Planning Guidance for Schools 2014.
- ○ MI HEARTSafe Schools: www.migrc.org/miheartsafe
- ○ <Insert additional references applicable to emergency response planning>

General Information

Concept of Operations

Section 2

During the initial response, school personnel are usually first on the scene.

Staff and faculty will take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff and faculty will seek guidance and direction from local officials and may seek technical assistance from local, state, and federal agencies and industry where applicable.

The principal or designee is responsible for activating the <Insert School Name> EOP, including common and specialized procedures, as well as hazard-specific procedures. These immediate actions may include:

Lockdown

- When a person or situation presents an immediate threat to students/staff in or near the building. All exterior doors and classroom doors are locked and students/staff stay in their offices, work areas, and classrooms.

Evacuation

- When conditions are safer outside than inside a building. Requires all staff/students to leave the building immediately.

Shelter-in-place

- When conditions are safer inside the building than outside. For severe weather sheltering, students/staff are held in the building safe areas, such as interior rooms or a basement, away from windows. For hazardous material release outdoors with toxic vapors, students/staff are to remain in their classrooms, with windows and doors sealed and all ventilation systems shut off. Limited movement may be allowed. Taking shelter inside a sealed building is highly effective in keeping students/staff safe.

Notification Procedures

In case of an emergency at <Insert School Name>, the flow of information *after calling 9-1-1* shall be from the school to the District Office. Information will include the nature of the incident and the impact on the school building and students/staff.

In the event of a fire, the individual discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter-in-place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

In the event <Insert School Name> is in receipt of information, such as a weather warning that may affect any school within the district, the information shall be provided to the District Office.

Notification During Summer or Other School Breaks

If a school administrator or other crisis response team member is notified of an emergency during the summer (or other break period), the response usually will be one of limited school involvement. In that case, the following steps will be taken:

- Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members. *See Appendix 1 for Emergency Contact Rosters*.
- Notify general faculty/staff and families of students with appropriate information.
- Schedule a faculty/staff meeting for an update the week before students return to school.
- Be alert for repercussions among students/staff.
- When school reconvenes, institute appropriate support mechanisms and referral procedures, if necessary.

Assignment of Responsibilities

<Insert specific incident responsibilities – modify positions and add/delete rows as needed>

District Office
<Insert responsibility #1>
<Insert responsibility #2>
<Insert responsibility #3>
<Insert responsibility #4>
<Insert responsibility #5>

Principal

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Office Staff

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Crisis Response Team

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Teachers/Instructional Assistants

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

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Counselors, Social Workers, and Psychologists

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

School Nurses/Health Assistants

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Custodians/Maintenance Personnel

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Food Service/Cafeteria Workers

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

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Bus Drivers

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Other Staff

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Students

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

Parents/Guardians, Etc.

<Insert responsibility #1>

<Insert responsibility #2>

<Insert responsibility #3>

<Insert responsibility #4>

<Insert responsibility #5>

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Direction and Control

The designated Site Incident Commander is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations within their building.

During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment necessary to carry out the responsibilities and assignments of the Crisis Response Team may be directed by the Crisis Team Coordinator.

If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, and/or the state will be requested.

Emergency Facilities/Crisis Response Team Post

This post will be established on-scene, away from risk of damage from the emergency, most likely in the main office or conference room. If needed, however, alternate locations may be identified. Pre-determined sites for command posts outside the school building will be identified, in cooperation with local emergency responder agencies.

An off-site post will be established in the vicinity of the incident site should an emergency situation threaten, but not yet occur, or if there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage).

Primary Post Location:	<Insert location>
Alternate Post Location:	<Insert location>

Continuity of School Administration

The line of succession for the principal is: <Example Only – Modify as Needed>

1.	Assistant Principal
2.	Crisis Response Team Leader

Concept of Operations

| 3. | Site Incident Commander |

School Incident Command System

<Insert School Name> **Incident Command Team** <Modify chart as needed>

```
                Policy Group          Site Incident
                                       Commander

      Operations        Planning         Logistics       Finance/Admin
       Section           Section          Section          Section

     <Team Member>    <Team Member>     <Team Member>    <Team Member>

     <Team Member>    <Team Member>     <Team Member>    <Team Member>

     <Team Member>    <Team Member>     <Team Member>    <Team Member>
```
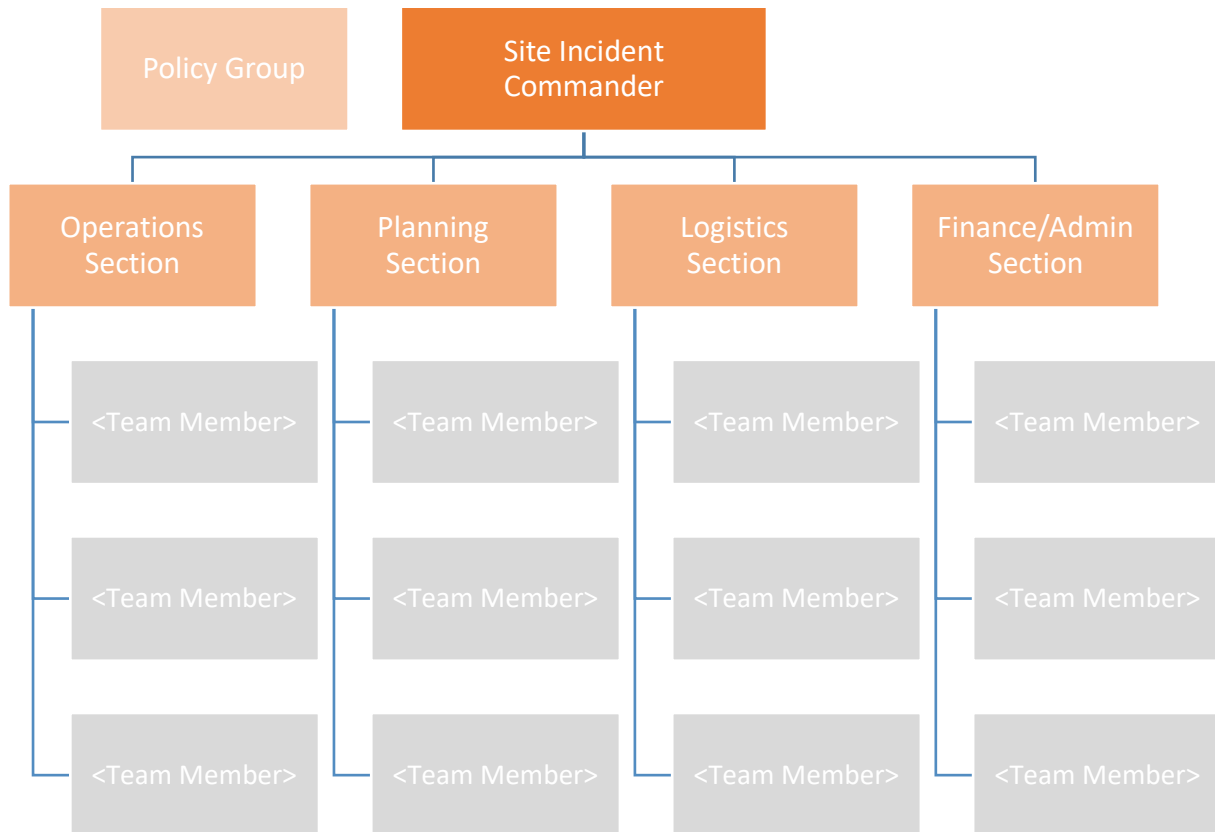
Coordination

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will convene at the school district operations center. The role of the Policy/Coordination Group is to:

- ○ Support the on-scene Site Incident Commander.
- ○ Provide policy and strategic guidance.

○ Help ensure that adequate resources are available.

○ Identify and resolve issues common to all organizations.

○ Keep elected officials and other executives informed of the situation and decisions.

The <Insert School Name> principal and Site Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the <Insert School Name> EOP is a set of interagency agreements between various local and county agencies to aid in timely communication. These agreements help coordinate services between the agencies and <Insert School Name>.

Various agencies and services include, but are not limited to, local and county government, such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements may also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

Upon arrival of qualified first responders, command will be transferred, and a transfer of command briefing shall occur. The school's Site Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Communications

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

Internal Communications

Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information *internally* when appropriate:

< Modify as Needed>

○ Telephone tree.

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- E-mail and SMS text message.
- Regularly-scheduled faculty meetings.

Communication with the District Office

The Site Incident Commander will notify the principal of the school's status/needs. The principal will notify the District Office. The District Office will notify the <Insert ESD/ISD > of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

External Communications

Communicating with the larger school community begins before an incident occurs. Parents/guardians, etc., media, and first responders will require clear and concise messages from <Insert School Name> about what is being done, and the safety of the students/staff.

Communication with Parents/Guardians, Etc.

Before an incident occurs, <Insert School Name> will:

< Modify as Needed>

- Develop a trusting relationship with parents/guardians, etc.
- Educate them on how to access alerts and incident information.
- Identify parents/guardians, etc., who are willing to volunteer in case of an incident. Include them in preparation efforts and training.
- Be prepared with translation services for limited English or non-English-speaking families and students.

In the event of an incident, <Insert School Name> will:

<Modify as Needed>

- Disseminate information via text messages, radio announcements, and e-mails to inform parents/guardians, etc., about exactly what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians, etc., who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide reunification procedures.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where

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parents/guardians, etc., can receive updated incident information.

○ Inform parents/guardians, etc., and students/staff about when and where school will resume.

Communication with the Media

In the event of an incident, the Site Incident Commander will:

< Modify as Needed>

- ○ Designate a Public Information Officer (PIO) (if necessary).
- ○ Establish an off-campus briefing area for media representatives.
- ○ Determine the need to establish or participate in a Joint Information Center.
- ○ Coordinate messages with the principal and Policy Group.

<Insert School Name> staff members are to refer all questions and requests for information to the designated spokesperson. The district PIO maintains media contacts at the major television, Internet, and radio stations. In the case of an incident, these media contacts will broadcast <Insert School Name>'s external communications plans, including the information hotline for parents/guardians, etc.

Communication with First Responders

The Site Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. <Insert School Name> frequently exercises the EOP with first responders to practice effective coordination and transfer of command.

Communication after an Incident

After the safety and status of students/staff have been assured, and emergency conditions have abated, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

<Modify as Needed>

- ○ Conduct a comprehensive assessment of the physical and operational recovery needs.
- ○ Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).

- Examine information technology assets and personnel resources. Determine the impact on the school operations for each asset and resource that is unavailable or damaged.

- Document damaged structures, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.

- Provide detailed facilities data to the school district office so temporary space reallocation needs and strategies can be estimated.

- Arrange for ongoing status reports during the recovery activities to:

  - Estimate when the educational program can be fully operational.

  - Identify special building, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate students/staff and parents/guardians, etc., on available crisis counseling services.

- Inform the district of recovery status.

The school district will:

<Modify as Needed>

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.

- Establish absentee policies for teachers/students after an incident.

- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

- Develop alternative teaching methods for students unable to return immediately to classes (e.g., correspondence classes, videoconferencing, tele-group tutoring, etc.).

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Administration, Finance, and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, <Insert School Name> will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are in writing and entered into by authorized school officials. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

Pre-negotiated agreements and contracts are included in *Appendix J: Memorandums of Agreement/Understanding.*

Finance

<Insert School Name> is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be completed in accordance with the established local fiscal policies and standard cost accounting procedures.

Recordkeeping

Activity Logs

The ICS Section Chiefs will maintain accurate logs, recording key incident management activities, including:

< Modify as Needed>

- ○ Issuance of protective action recommendations to the students/staff.
- ○ Evacuations.
- ○ Casualties.
- ○ Mitigation or termination of the incident.

Preservation of Records

Vital records must be protected in order to continue normal school operations following an incident. These include legal documents and student files, as well as property and tax records. The main causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of the *All-Hazards Emergency Operations Planning Guidance for Schools 2014,* and should be inserted into Appendix F of this plan.

The <Insert School Name> school's Crisis Response Team is responsible for the overall

maintenance and revision of the EOP. The Exercise Planning Team is responsible for coordinating training and exercising the EOP. Both teams are expected to work cooperatively to make recommendations for revising and enhancing the plan.

The school board and the superintendent are responsible for approving and promulgating this plan. Local fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Plan Development, Maintenance, and Distribution

Approval and Dissemination of the Plan

The school board, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- ○ Review and validate the plan.
- ○ Present the plan (for comment or suggestion).
- ○ Obtain plan approval (school board).
- ○ Distribute the plan.

Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format (Page 8 of this EOP) and maintained by the School Crisis Response Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The school Crisis Response Team will indicate the title and name of the person receiving the plan, the date of delivery, and the number of copies delivered.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the school Crisis Response Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The school EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Training and Exercising the Plan

<Insert School Name> understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The designated planning team will coordinate training and exercising efforts in accordance with state law.

Basic and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory EOP training will include:

<Modify as needed>

- ○ Orientation to the EOP.
- ○ Hazard and incident awareness training for all staff.
- ○ First aid, CPR, and AED (if applicable) training for all staff.
- ○ Team training to address specific incident response or recovery activities, such as parents/guardian, etc., student reunification, access and functional needs, as well as deaf, deaf/blind and hard-of-hearing students/staff, and relocation.
- ○ Two online FEMA courses: IS-100.sca and IS-700 (both courses are free at FEMA's Emergency Management Institute (EMI) Web site).

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted throughout the school year per state and district requirements. Exercises will occur at least once per school year. Approved parent volunteers and community members will also be incorporated into larger training efforts.

All <Insert School Name> staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle

the situation will enable school staff to do their jobs more effectively.

Emergency Contact Rosters

Appendix A

<Edit tables as needed to meet jurisdiction and school district guidelines >

School Crisis Response Team			
Name / Position	Office Phone	Cell Phone	E-mail

Other School Staff Members			
Name / Position	Office Phone	Cell Phone	E-mail

District Staff			
Name / Position	Office Phone	Cell Phone	E-mail

Emergency Contact Rosters

Other District Facilities (e.g., schools, portables, etc.)		
School / Facility	Primary Phone	Alternate Phone

General Contact Numbers		
	Contact	Phone Number
First Responders - Public Safety Agencies - Hospitals	General Emergency	**9-1-1**
	Emergency Manager	
	Police Department	
	Fire Department	
	Poison Control	
	Local Hospital	
	Child Protective Services	
	<Insert Other>	
	<Insert Other>	

Emergency Contact Rosters

General Contact Numbers		
	Contact	Phone Number
	<Insert Other>	
Utilities	Phone Company	
	Gas Company	
	Electric Company	
	Heating, Ventilation, Air Conditioning	
	<Insert Other>	
	<Insert Other>	
	<Insert Other>	

Emergency Contact Rosters

FOR OFFICIAL USE ONLY

Class Rosters and Schedules

Appendix B

<Insert Applicable Class Rosters and Schedules>

Class Rosters and Schedules

FOR OFFICIAL USE ONLY

School Maps and Floor Plans

Appendix C

<Insert Applicable School Maps and/or Floor Plans>

School Maps and Floor Plans

Specific Response Actions

Appendix D

<Insert Applicable Specific Response Actions>

Specific Response Actions

Hazard-Specific Procedures

Appendix E

<Insert Applicable Procedures>

Hazard-Specific Procedures

Continuity of Operations Plan

Appendix F

<Insert Applicable Continuity of Operation Plan>

Continuity of Operations Plan

FOR OFFICIAL USE ONLY

Incident Command System Job Action Sheets

Appendix G

<Insert Applicable ICS Job Action Sheets>

Incident Command System Job Action Sheet

FOR OFFICIAL USE ONLY

Resource Inventory

Appendix H

Resource/Material	Location/Source

In the above table, identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies, as they may be in different locations in each building.

Sample lists may include:

- ○ Communications equipment.
- ○ First aid supplies (including AEDs).
- ○ Firefighting equipment.
- ○ Lighting.
- ○ Classroom emergency kits.
- ○ Food, water, blankets, etc.
- ○ Maintenance supplies, tools, etc.

Resource Inventory

FOR OFFICIAL USE ONLY

Go-Kit and Emergency Supplies Checklists

Appendix I

<Complete the Following Tables as Applicable>

Go-Kit Checklist: Administration/Main Office

Go-Kit Checklist

Go-Kit Checklist: Classroom

Go-Kit Checklist

Emergency Supplies: Administration/Main Office

Emergency Supplies Checklist

Emergency Supplies: Classroom

Emergency Supplies Checklist

FOR OFFICIAL USE ONLY

Memorandums of Agreement/Understanding

Appendix J

<Insert applicable MOA/MOUs and/or modify table as needed>

Agency	Resources Agreed to Provide

Memorandums of Agreement/Understanding

FOR OFFICIAL USE ONLY

Law Enforcement Command Posts

Appendix K

<Insert Applicable Command Post Information from Template>

Emergency Utility Shut-Off Procedures

Appendix L

Electricity

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Emergency Utility Shut-Off Procedures

FOR OFFICIAL USE ONLY

Natural Gas

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Emergency Utility Shut-Off Procedures

Water

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Emergency Utility Shut-Off Procedures

Heating, Ventilation, Air Conditioning (HVAC)

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Emergency Utility Shut-Off Procedures

<Insert Other Utility, If Applicable>

Shut-off location:	<Insert shut-off location (e.g., room number, hallway, etc.)>
Key location:	<Insert key location, if required, to access room/area>
Tools required:	<Insert tools required to shut-off utility>
Instructions:	<Insert detailed shut-off instructions>

<Insert a digital photo of the shut-off>

Emergency Utility Shut-Off Procedures

Cardiac Emergency Response Plan

Appendix M

<Insert Applicable Cardiac Emergency Response Plan Template.>

Samples can be found at: www.migrc.org/miheartsafe