

EMERGENCY OPERATIONS PLAN

[DISTRICT/SCHOOL]

Promulgation Statement

[District/School] is committed to the safety and security of students, faculty, staff, and visitors on its [campus(es)]. In order to support that commitment, the School Board has asked for a thorough review of [district/school's] emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Emergency Operations Plan that follows is the official policy of [district/school]. It is a result of a comprehensive review and update of school policies in the context of its location in [city and state] and in the current world situation. We support its recommendations and commit the [district/school's] resources to ongoing training, exercises, and maintenance required to keep it current.

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the [district/school] community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

SCHOOL BOARD

DATE

LOCAL EMERGENCY MANAGEMENT

DATE

APPROVAL AND IMPLEMENTATION

Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

PRINCIPAL

DATE

SUPERINTENDENT

DATE

SCHOOL BOARD

DATE

RECORD OF CHANGES

Basic Plan

Change #	Date of Change	Change Entered By	Date Entered

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BASIC PLAN

I. AUTHORITY

- A. Federal
- B. State
 - 1. Senate Bill11
- C. Local
- D. School Board

II. PURPOSE

This Basic Plan outlines [district/school's] approach to emergency management and operations. It provides general guidance for emergency management activities and an overview of [district/school's] methods of mitigation, preparedness, response, and recovery. The plan describes [district/school's] emergency response organization and assigns responsibilities for various emergency tasks. This plan is intended to empower employees in an emergency and clarify emergency roles and response. It is also intended to provide a framework for more specific functional annexes that describe in more detail who does what, when, and how. This plan applies to all local [district/school's] officials, staff, and students. The primary audience for the document includes the school board, school district, school administrators, staff tasked within the document or annexes, emergency management staff, leaders of local volunteer organizations that support emergency operations, and others who may participate in mitigation, preparedness, response, and recovery efforts.

This Basic Plan outlines [district/school's] approach to emergency management and operations. It has been developed to assist [district/school] protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

1. The mission of [district/school] in an emergency/disaster is to:
 - a. Protect lives and property
 - b. Mitigate the effects of a disaster
 - c. Prepare for emergencies and disasters
 - d. Respond to emergencies promptly and properly
 - e. Aid in recovery from disasters

2. The goals of [district/school]

- a. Provide emergency response plans, services, and supplies for all facilities and employees
- b. Coordinate the use of school personnel and facilities within the school
- c. Restore normal services as quickly as possible
- d. Provide detailed and accurate documentation of emergencies to aid in the recovery process

III. EXPLANATION OF TERMS

A. Acronyms

ARC	American Red Cross
CFR	Code of Federal Regulations
DEM	Division of Emergency Management
EOC	Emergency Operations Center
EPI	Emergency Public information
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
Hazmat	Hazardous Material
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
SOPs	Standard Operating Procedures
TSA	The Salvation Army

B. Definitions

1. Emergency Public Information (EPI)

Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

a. Incident

An incident is a situation that is limited in scope and potential effects. Characteristics of an incident include:

- 1) Involves a limited area and/or limited population.
- 2) Evacuation or in-place sheltering is typically limited to the immediate area of the incident.
- 3) Warning and public instructions are provided in the immediate area, not community-wide.
- 4) One or two local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- 5) May require limited external assistance from other local response agencies or contractors.

b. Emergency

An emergency is a situation is larger in scope and more severe in terms of actual or potential effects than an incident. Characteristics include:

- 1) Involves a large area, significant population, or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) May require community-wide warning and public instructions.
- 4) Requires a sizable multi-agency response operating under an IC.
- 5) May require some external assistance from other local response agencies, contractors, and limited assistance from state or federal agencies.
- 6) The EOC will be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

c. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- 1) Involves a large area, a sizable population, and/or important facilities.
- 2) May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- 3) Requires community-wide warning and public instructions.

- 4) Requires a response by all local response agencies operating under one or more ICs.
- 5) Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- 6) The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

3. Hazard Analysis

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

4. Hazardous Material (Hazmat)

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmats include toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

5. Inter-local agreements

Arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

6. Standard Operating Procedures (SOP)

Approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

IV. SITUATION AND ASSUMPTIONS

A. Situation

[District/School] 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. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. Describe the enrollment and employment figures

District

The district's current enrollment is approximately [] students of which [] attend the district's high schools, [] attend the district's middle schools and [] attend the district's elementary schools. The district's staff is comprised of [] district office staff, [] teachers and [] administrators. Additionally there are [] office/support staff, [] aides, [] cafeteria and [] custodial staff.

School

The school's current enrollment is approximately [] students. The school's staff is comprised, [] teachers and [] administrators. Additionally there are [] office/support staff, [] aides, [] cafeteria and [] custodial staff.

C. [District/School] is made up of [number] buildings. [Explanation of buildings].

a. The [district/school] consist of a(n) [administration building/main campus] located at [street address, city and state]. [For district plan, list the name and location of all schools in the district.] [For school plans, list any other buildings that are on the school property or that the school is responsible for]

b. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is Appendix [#]

D. Explain geographical location

Geographically, the [district/school] encompasses [] square miles of [rural/suburban/urban] territory. The [census year] census reported the population for the district as [#].

A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for [district/school]. After reviewing the [district/school's] hazard analysis and security audit, it appears that the [district/school] is most likely to be affected by [list of hazards and vulnerabilities. This should include school, neighborhood and community hazards.]

FIGURE 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
HAZARD TYPE:					
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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLASH FLOODING	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HURRICANE	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HUMANMADE					
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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM 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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TRAIN DERAILMENT	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SUSPICIOUS PACKAGE/DEVICE	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	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 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

1 – 7 = Low Risk

8 – 13 = Medium Risk

14 – 16 = High Risk

NOTE: All hazards with a risk priority rating of high or medium should be considered in your school's plan.

E. Assumptions

1. [District/School] will continue to be exposed to and subject to the impact of those hazards described above, as well as, lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to 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.
3. A single site emergency, i.e. 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 your local response agencies. Action is required immediately to save lives and protect school property.
4. Following a major or catastrophic event, the [district/school] will have to rely on its own resources to be self-sustaining for up to 72 hours.
5. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
6. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this district/school to be prepared to carry out the initial emergency response on an independent basis.
7. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this district/school's readiness to deal with emergency situations.

8. A spirit of volunteerism among [district/school] employees, students and families will result in their providing assistance and support to emergency response efforts

F. Limitations:

It is the policy of [district/school] that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, [district/school] can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time

V. CONCEPT OF OPERATIONS

A. Objectives

The objectives of [district/school] emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the [district/school] shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

B. General

1. It is the responsibility of [district/school] officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect [district/school].
2. It is the responsibility of the [school district] to provide in-service emergency response education for all school and office personnel
3. It is the responsibility of the [school principal] to conduct drills and exercises to prepare school personnel as well as students for an emergency situation
4. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
5. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. For example, the warning annex addresses techniques that can be used to warn staff, students and parents during any emergency situation, whatever the cause.

6. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All key district and site personnel will be trained in ICS.
7. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The [district/school] is charged with insuring the training and equipment necessary for an appropriate response are in place.
8. This plan is based upon the concept that the emergency functions that must be performed by the [district/school] generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.
9. Local government is responsible for organizing, training, and equipping local emergency responders and emergency management personnel, providing appropriate emergency facilities, providing suitable warning and communications systems, and for contracting for emergency services. The state and federal governments offer programs that provide some assistance with portions of these responsibilities.

C. Operational Guidance

1. Initial Response

[District/School] personnel are likely to be first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the incident until it is resolved or others who have legal authority to do so assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate.

- a. The [superintendent/principal or designee] will be responsible for activating the [district/school] emergency operations plan and the initial response:
 - 1) Evacuation – Requires all staff and students to leave the building. Evacuation can be highly effective if it can be completed before the arrival of the hazard.
 - 2) Reverse Evacuation – Requires all staff and student to go to safe places in the building from outside the building.
 - 3) Lock down – All exterior doors and classroom doors are locked and students and staff stay in their classrooms
 - 4) Shelter-in-place – Students and staff are held in the building, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is most effective during emergencies involving hazardous materials which produce toxic vapors outside of the facility. Taking

shelter inside a sealed building is highly effective in keeping students and staff safe.

- 5) Drop, and cover – Students and staff Move to a designated safe area, drop to the floor and cover eyes and protect internal organs

2. Notification Procedures

- a. In case of an incident at any district facility, the flow of information shall be from the school [principal/designee] to the district office. Information should include the nature of the incident and the impact, on the facility, students and staff.
- b. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the school [principal/designee]. Specific guidelines are found in the individual annexes and appendices.

3. Training and Exercise

- a. [District/school] understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the [district/school] plan and the most current procedures, the following training, drill and exercise actions will occur:
 - 1) Training and refresher training sessions shall be conducted for all [district/school] personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance
 - 2) Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
 - 3) [District/school] will plan for at least 12 drills and exercises during the school year. The types of drills and exercises will be determined by the [superintendent/district emergency management coordinator/principal].
 - 4) [District/school] will participate in any external drills or exercises sponsored by local emergency responders. Availability of [district/school] personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the [district/school's] ability to respond to and deal with emergencies.

4. Implementation of the Incident Command System (ICS)

- a. The designated incident commander (IC) for the [district/school] will implement the ICS and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of

the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

- b. For disaster situations, a specific incident scene may not exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

5. Source and Use of Resources

- a. [District/school] will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - 1) Request assistance from volunteer groups active in disasters.
 - 2) Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

D. Incident Command System

1. [District/school] intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
2. The incident commander is responsible for carrying out the ICS function of command—managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
3. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

E. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

1. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
2. The IC is generally responsible for field operations, including:

- a. Isolating the scene.
 - b. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
 - c. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
 - d. Determining and implementing protective measures (evacuation or in-place sheltering) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
 - e. Implementing traffic control arrangements in and around the incident scene.
 - f. Requesting additional resources from the EOC.
3. The EOC is generally responsible for:
- a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
 - e. Organizing and implementing shelter and mass arrangements for evacuees.
4. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

F. Activities by Phases of Emergency Management

This plan addresses emergency actions that are conducted during all four phases of emergency management.

1. Mitigation/Prevention

[District/school] will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

- a. Hazard Analysis

- 1) Identifying hazards
 - 2) Recording hazards
 - 3) Analyzing hazards
 - 4) Mitigating/preventing hazards
 - 5) Monitoring hazards
- b. Security Audit
- 1) Texas School Safety Center Safety and Security Audit Toolkit

2. Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this [district/school] during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies
- f. Revise plan as necessary

3. Response

[District/school] will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

4. Recovery

If a disaster occurs, [district/school] will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the [district/school(s)] and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students,

families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

G. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified in #2 and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

VI. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

A. Organization

1. General

Most [districts/schools] have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. [District/school] organization for emergencies includes an executive group, emergency operations planning team, emergency response teams, emergency services, and support services.

Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the [school board, superintendent, and district emergency management coordinator(s) or designees]

Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates district/school's planning activities and recruits members of the [district/school's] emergency response teams. There will be an EOPT at the district level and EOPTs at each school. The Emergency Operations Planning Team at the district level includes [superintendent/district emergency management coordinator/and designees]. The Emergency Operations Planning Team at the school level includes [principal, assistant principal, school resource officer, counselor, nurse, selected staff and community resources].

Emergency Response Teams

Emergency Response Teams assists the Incident Commander in managing an emergency and providing care for [district/school], employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include [selected district/school staff, volunteers and students]

Emergency Services

Emergency Services include the IC and those departments, agencies, and groups with primary emergency response actions. The IC is the person in charge at an incident site.

Emergency Support Services

This group includes departments and agencies that support and sustain emergency responders and also coordinate emergency assistance provided by organized volunteer organizations, business and industry, and other sources.

Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

B. Assignment of Responsibilities

1. General

For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the [district/school] who possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.

2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general responsibilities assigned to the Executive Group, Emergency Operations Planning Team, Emergency

Response Teams, Teachers, Emergency Services, Support Services, Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

3. Executive Group Responsibilities

a. The [School Board] will

- 1) Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- 2) Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans
- 3) Review school construction and renovation projects for safety

b. The [Superintendent or designee] will:

- 1) Appoint a district Emergency Management Coordinator to assist in planning and review
- 2) Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans
- 3) Develop and coordinate in-service emergency response education for all [district/school] personnel
- 4) Obtain a resolution from the local school board giving needed authority and support to develop school emergency operations programs and plans
- 5) Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system
- 6) Authorize implementation of emergency preparedness curriculum
- 7) Gather information from all aspects of the emergency for use in making decisions about the management of the emergency
- 8) Have overall decision-making authority in the event of an emergency until emergency services arrive
- 9) Monitor the emergency response during emergency situations and provide direction where appropriate
- 10) With the assistance of the Public Information Officer, keep the public informed during emergency situations
- 11) Stay in contact with the leaders of the emergency service agencies working with the emergency
- 12) Keep school board informed of emergency status

- 13) Request assistance from local emergency services when necessary
 - 14) Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
 - 15) Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
 - 16) Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- c. The [District Emergency Management Coordinator] will:
- 1) Serve as the staff advisor to the [superintendent and principal] on emergency management matters.
 - 2) Keep the [superintendent and principal] appraised of the preparedness status and emergency management needs.
 - 3) Coordinate local planning and preparedness activities and the maintenance of this plan.
 - 4) Prepare and maintain a resource inventory.
 - 5) Arrange appropriate training for district emergency management personnel and emergency responders.
 - 6) Coordinate periodic emergency exercises to test emergency plans and training.
 - 7) Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
 - 8) Coordinate with organized volunteer groups and businesses regarding emergency operations.
- d. The [principal or designee] will:
- 1) Act as the school's Emergency Management Coordinator
 - 2) Implement the policies and decisions of the governing body relating to emergency management.
 - 3) Organize the school's emergency management program and identify personnel, equipment, and facility needs.
 - 4) Ensure that the plan is coordinated with the district's plans and policies
 - 5) Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan

- 6) Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
- 7) Conduct drills and initiate needed plan revisions based on After Action Reports
- 8) Encourage incorporation of emergency preparedness material into regular curriculum
- 9) Provide copies of the school plan to the district superintendent and local Emergency Management office
- 10) Monitor developing situations such as weather conditions or incidents in the community that may impact the school
- 11) Establish an Incident Command Post
- 12) Act as Incident Commander until superintendent or emergency services arrives
- 13) Assign school emergency responsibilities to staff as required
- 14) Coordinate use of building as public shelter for major emergencies occurring in the city or county
- 15) Coordinate emergency assistance and recovery

4. Emergency Operations Planning Team will:

- 1) In conjunction with the district and local emergency services create and maintain the Emergency Operations Plan
- 2) In conjunction with the district and local emergency management officials, conduct a hazard analysis
- 3) Organize Emergency Response Teams
- 4) Recommend training for the Emergency Response Teams
- 5) Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties
- 6) Provide information to staff, student and community on emergency procedures
- 7) Provide assistance during an emergency in accordance with designated roles
- 8) Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan

5. Emergency Response Teams will:

- 1) Participate in the Community Emergency Response Team (CERT) program
- 2) Create annexes for their specific emergency function

- 3) Assist the superintendent and principal during an emergency by providing support and care for [district/school] employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
- 4) Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - a) Facility evacuation – The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once an evacuation has taken place
 - b) First aid – The First Aid team will be trained to provide basic first aid to injured students and/or staff
 - c) Search and rescue – The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders
 - d) Limited fire suppression – The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary
 - e) Damage assessment – The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation
 - f) Student/Parent Reunification – The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents
 - g) Student supervision – The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring
 - h) Support and security – The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them

6. Teachers will:

- 1) Prepare classroom emergency kits
- 2) Participate in trainings, drills and exercises
- 3) Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter
- 4) Maintain order while in student assembly area

- 5) Verify the location and status of every student. Report to the incident commander or designee on the condition of any student needing additional assistance
- 6) Establish a partner system for students and teachers with disabilities
- 7) Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process"

7. Technology/Information Services Role

- 1) Coordinate use of technology.
- 2) Assist in establishment/maintenance of emergency communications network.
- 3) Assist in obtaining needed student and staff information from the computer files.
- 4) Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- 5) Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- 6) Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
- 7) As needed, report various sites involved in the communication system if there are problems in that system.

8. Transportation Role

- 1) Establish and maintain school division protocols for transportation-related emergencies.
- 2) Provide division-wide transportation for bus drivers.
- 3) Establish and maintain plans for the emergency transport of [district/school] personnel and students
- 4) Coordinate transportation plans with State Police and other law enforcement personnel, as appropriate.

9. Common Responsibilities for Emergency and Support Services

All emergency services and support services will:

- 1) Provide personnel, equipment, and supplies to support emergency operations upon request.
- 2) Provide trained personnel to staff the ICP and EOC and conduct emergency operations.

- 3) Report information regarding emergency situations and damage to facilities and equipment to the IC or the EOC.

10. Emergency Services Responsibilities

a. The IC will:

- 1) Manage emergency response resources and operations at the incident site command post to resolve the emergency situation.
- 2) Determine and implement required protective actions for response personnel and the public at an incident site.

VII. DIRECTION AND CONTROL

A. General

1. The [superintendent/district emergency management coordinator] is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. During disasters, he/she may carry out those responsibilities from the ICP.
2. The [superintendent/ district emergency management coordinator/principal] will provide overall direction of the response activities of the [district/school]. During major emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.
3. The [superintendent/ district emergency management coordinator/principal or designee] will manage the Incident Command Post.
4. The Incident Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.
5. During emergency operations, the [district/school] administration retains administrative and policy control over their employees and equipment. However, personnel and equipment will carry out mission assignments directed by the Incident Commander. Each department and agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol, may be adopted to facilitate coordinated effort.
6. If the [district/school's] own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

B. Emergency Facilities

1. Incident Command Post.

Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

C. Continuity of School Administration

1. The line of succession for the [superintendent] is:

- a. _____
- b. _____
- c. _____

2. The line of succession for the [district emergency management coordinator] is:

- a. _____
- b. _____
- c. _____

3. The line of succession for the is: [principal]

- a. _____
- b. _____
- c. _____

4. The lines of succession for each position shall be in accordance with the SOPs established by the district/school.

VIII. READINESS LEVELS

A. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the [school board/superintendent/district emergency management coordinator/principal]. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

B. Readiness Action Level Descriptions

The following readiness action levels will be used as a means of increasing the [district's/school's] alert posture. (Based on the Department of Homeland Security. Suggested by Department of Education)

1. Green—Low

- a. Assess and update emergency operations plans and procedures
- b. Discuss updates to school and local emergency operations plans with emergency responders
- c. Review duties and responsibilities of emergency response team members
- d. Provide CPR and first aid training for staff
- e. Conduct training and drills
- f. Conduct 100% visitor ID check

2. Blue—Increased Readiness

- a. Review and upgrade security measures
- b. Review emergency communication plan
- c. Inventory, test, and repair communication equipment
- d. Inventory and restock emergency supplies
- e. Conduct emergency operations training and drills

3. Yellow—Elevated

- a. Inspect school buildings and grounds for suspicious activities
- b. Assess increased risk with public safety officials
- c. Review crisis response plans with school staff
- d. Test alternative communications capabilities

4. Orange—High

- a. Assign staff to monitor entrances at all times
- b. Assess facility security measures
- c. Update parents on preparedness efforts
- d. Update media on preparedness efforts
- e. Address student fears concerning possible emergency

- f. Place school and district emergency response teams on standby alert status
- 5. Red—Severe
 - a. Follow local and/or federal government instructions (listen to radio/TV)
 - b. Activate emergency operations plan
 - c. Restrict school access to essential personnel
 - d. Cancel outside activities and field trips
 - e. Provide mental health services to anxious students and staff

IX. ADMINISTRATION AND SUPPORT

A. Agreements and Contracts

1. Should [district/school] resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
2. The agreements and contracts pertinent to emergency management that this [district/school] is party to are summarized in Appendix.

B. Reports

1. Initial Emergency Report

This short report should be prepared and transmitted by the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

2. Situation Report

A daily situation report should be prepared and distributed by the Incident Command Post during major emergencies or disasters.

3. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

C. Records

1. Record Keeping for Emergency Operations

[District/schools] 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 emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

a. Activity Logs

The ICP and the district office shall maintain accurate logs recording key response activities, including:

- 1) Activation or deactivation of emergency facilities.
- 2) Emergency notifications to local emergency services
- 3) Significant changes in the emergency situation.
- 4) Major commitments of resources or requests for additional resources from external sources.
- 5) Issuance of protective action recommendations to the staff and students.
- 6) Evacuations.
- 7) Casualties.
- 8) Containment or termination of the incident.

b. Incident Costs. The [district/school] shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future district/school budgets.

c. Emergency or Disaster Costs. For major emergencies or disasters, the [district/school] participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

- 1) Personnel costs, especially overtime costs
- 2) Equipment operations costs
- 3) Costs for leased or rented equipment
- 4) Costs for contract services to support emergency operations
- 5) Costs of specialized supplies expended for emergency operations

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

2. Preservation of Records

- a. In order to continue normal [district/school] operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.
- b. If records are damaged during an emergency situation, this [district/school] will seek professional assistance to preserve and restore them.

D. Consumer Protection

Consumer complaints regarding alleged unfair or illegal business practices often occur in the aftermath of a disaster. Such complaints will be referred to the [District's] Attorney, who will pass such complaints to the Consumer Protection Division of the Office of the Attorney General.

E. Post-Incident and Exercise Review

The [superintendent/district emergency management coordinator/emergency operations planning team and emergency response teams] are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, [district/school] personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

X. PLAN DEVELOPMENT AND MAINTENANCE

A. Plan Development

The [emergency operations planning team] is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The [superintendent/school board] is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The [superintendent/school board/principal] shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.
2. The Basic Plan should include a distribution list (See Appendix 14 to this plan) that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

C. Review

The Basic Plan and its annexes shall be reviewed annually by [district/school] officials. The [emergency operations planning team/or designee] will establish a schedule for annual review of planning documents by those tasked in them.

D. Update

1. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or district/school structure occur.
2. The Basic Plan and its annexes must be revised or updated by a formal change at least **every Three years**. Responsibility for revising or updating the Basic Plan is assigned to the [emergency operations planning team or designee].
3. The [superintendent/principal] is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

XI. REFERENCES

Office for Domestic Preparedness *Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program*

Arizona Department of Education *School Safety Plans and Resources*

FEMA Independent Study Program: IS 362 – *Multi-Hazard Emergency Planning for Schools*
Washington State Emergency Management Division in Partnership *Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools*

U.S. Department of Education *Practical Information on Crisis Planning A Guide for Schools and Communities*

Alaska Division of Homeland Security and Emergency Management: *Safe Schools Training*

Missouri State Emergency Management Agency *Missouri All-Hazards Planning Guide for Schools*

Jane's Safe Schools Planning Guide for All Hazards

Juniata County School District *All-Hazard Emergency Response Plan and Procedures*

APPENDIX 1 SUMMARY OF AGREEMENTS AND CONTRACTS

AGREEMENTS

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

CONTRACTS

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

DESCRIPTION:

SUMMARY OF PROVISIONS:

OFFICIALS AUTHORIZED TO IMPLEMENT:

COSTS:

COPIES HELD BY:

APPENDIX 2 INCIDENT COMMAND SYSTEM SUMMARY

A. Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

B. Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions.
 - a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.
 - b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
 - c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
 - d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support
 - e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the IC has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, and provide operational guidance—select tactics appropriate to the strategy and direct available resources.
4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization.
5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in

some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

C. Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

Incident Command Structure

**APPENDIX 3
DISTRICT MAP**

APPENDIX 4 SCHOOL MAPS

-INSERT MAPS OF SCHOOL AND SURROUNDING AREA-

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(PRIMARY AND ALTERNATE EVACUATION ROUTE MAPS SHALL BE PLACED IN EACH ROOM)

- ☐ Primary evacuation routes
- ☐ Alternate evacuation routes
- ☐ Handicap evacuation areas
- ☐ Utility access/shut-off for
 - Gas
 - WATER
 - Electricity
 - HVAC System
 - Telephone system
- ☐ Site assignments and Staging Areas identified on page 2
- ☐ Haz Mat storage areas
- ☐ Heat plants/boilers
- ☐ Room numbers
- ☐ Door/window locations
- ☐ Any other information deemed appropriate by your planning committee

NOTE:

IT IS RECOMMENDED THAT YOU DEVELOP A DIAGRAM OF THE ENTIRE SCHOOL SITE AND SURROUNDING AREAS. IN AN EMERGENCY A DIAGRAM MAY BE EASIER TO READ THAN BLUE PRINTS. CONSULT WITH LOCAL EMERGENCY RESPONDER AGENCIES ON WHAT TYPE OF MAPS OR DIAGRAMS THEY PREFER. BLUE PRINTS OF THE SITE SHOULD BE AVAILABLE IN ADDITION TO THE MAP OR DIAGRAM. BLUE PRINTS MAY BE NECESSARY IN CERTAIN FIRE OR TACTICAL SITUATIONS.

APPENDIX 5 CLASSROOM TEACHER BUDDY LIST
--

APPENDIX 6 PHONE TREE
--

APPENDIX 7 EMERGENCY OPERATIONS PLANNING TEAM
--

Name	Phone Number	E-Mail Address	Other

APPENDIX 8 EMERGENCY CONTACT NUMBERS

Public Safety Agencies	Number
General Emergency	9-911*
Police/Sheriff/Fire	9-911*
Poison Control	1-800-362-0101
Local Hospital	
District Contacts	Number
Superintendent	
School Safety	
Transportation	
Operations	
Food Services	
Health Services	

*** Determine the appropriate sequence required to dial 911 from your sites phone system.**

APPENDIX 9 RESOURCE INVENTORY
--

**-INSERT RESOURCE
INVENTORY OF EMERGENCY EQUIPMENT-**

INCLUDE:

- ☐ Communications equipment
- ☐ First aid supplies
- ☐ Fire fighting equipment
- ☐ Lighting
- ☐ Classroom emergency kits
- ☐ Food
- ☐ Water
- ☐ Blankets
- ☐ Maintenance supplies
- ☐ Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE
NEEDED IN THE EVENT OF AN EMERGENCY**

APPENDIX 10 SAMPLE SCHOOL-PARENT LETTER
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[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the [district/school] emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District cable on Channel [redacted]. In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

SAMPLE SCHOOL-PARENT LETTER (CONTINUED)

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal
School

During any emergency situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any emergency incident. These will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

☐ First Aid (current card yes/no)	☐ CPR (current yes/no)	☐ Triage	☐ Firefighting
☐ Construction (electrical, plumbing, carpentry, etc.)		☐ Running/Jogging	
☐ Emergency Planning	☐ Emergency Management	☐ Search & Rescue	
☐ Law Enforcement	Bi/Multi-lingual (what language (s)) _____		
☐ Mechanical Ability	☐ Structural Engineering	☐ Bus/Truck Driver (Class 1 or 2 license yes/no)	
☐ Shelter Management	☐ Survival Training & Techniques	☐ Food Preparation	
☐ Ham Radio Operator	☐ CB Radio	☐ Journalism	
☐ Camping	☐ Waste Disposal	☐ Recreational Leader	

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT COULD BE USED IN AN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 12 MASTER SCHEDULE
--

APPENDIX 13

EMERGENCY RESPONSE DRILL LOG

School:

District:[illegible]

APPENDIX 14 DISTRIBUTION LIST
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APPENDIX 15 SECURITY AUDIT

INSERT SECURITY AUDIT INFORMATION