Louisiana RS 17:416.16 requires the public school principal to update the emergency operations plan at least once annually and keep a copy of the approved plan in his office. Each principal will provide a copy to the following individuals, each of whom shall be responsible for keeping in his respective office a copy of the plan that is readily accessible in the event of a school shooting or other violent incident or emergency situation:

1. The president of the local school board
2. The local school superintendent
3. The chief of police of the municipality or the sheriff of the Parish where the school is located, as applicable, as well as the local fire chief whose office is in closest geographic proximity to the school

In order to remain in compliance with RS 17:416.16 (B(1)), the superintendent needs to make an annual report to the public school governing authority on the status of the plan of each school under the governing authority's jurisdiction

To provide the best information to first responders coming to the aid of a school during an emergency or critical incident, school safety plans contain the following three (3) sections:

- **Incident Response Plan** – The Incident Response Plan template was developed by the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) to provide critical information to first responders during their immediate response to an incident. This template should be provided as the first few pages of the school's safety plan, so that it may be prominently displayed to responders when retrieving the information from the GOHSEP Virtual Louisiana software or Parish Office of Homeland Security and Emergency Preparedness (OHSEP).

Schools are advised to update the Incident Response Plan whenever information on the plan changes and resubmit the updated plan to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief as per RS 17.416.16 (G.1-3). It is recommended that updated copies of the plan also be given to the Parish OHSEP.

- **Floor Plans** – It is recommended that school floor plans (not a building blueprint) are submitted to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief.

- **School Safety Plan Protocols** – The larger school safety plan provides the more comprehensive information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning. This plan should be customized to meet your school's specific needs and circumstances. Meeting with emergency first responders and other community stakeholders is recommended as you develop and customize your plan.
Incident Response Plan

SCHOOL NAME: ________________________________
School Building Street Address: ________________________________
City: ____________________________
Parish: ______________________________
School Type: ______________________________
School District: __________________________
Submitting Official’s Name: ____________________________
Position: ________________________________
Date of Submission: __________________________

Key Contact Information

School Decision-Maker’s Name: ____________________________
Cell: ________________________________
Secondary School Decision-Maker’s Name: ____________________________
Cell: ________________________________
Maintenance Staff Name: ____________________________
Cell: ________________________________
Custodial Staff Name: ____________________________
Cell: ________________________________
Keyholder’s Name: ____________________________
Cell: ________________________________
Key Knox Box Location (where applicable): ____________________________

Primary Jurisdiction of Responding Agencies

Police Department: ____________________________
Contact Number: ________________________________
Fire Department: ____________________________
Contact Number: ________________________________
EMS/Ambulance Service: ____________________________
Contact Number: ________________________________
Parish OHSEP Director: ____________________________
Contact Number: ________________________________
Communications

Name of Louisiana Wireless Information Network (LWIN) Radio Talk Group:

________________________________________________________________________________

Description of Communication Platform/Capabilities:

________________________________________________________________________________

Location of School Safety Plan Documents

Location of Full-size Floor Plans (hard copy)

On-scene: _______________________________________________________________

Off-site: ________________________________________________________________

Location of Approved School Safety Plan Documents (hard copy)

On-scene: _______________________________________________________________

Off-site: ________________________________________________________________

Details on How to Access Listed Locations:

________________________________________________________________________________
Emergency Operations Plan

Floor Plan Checklist

The following checklist was developed by the Governor’s Office of Homeland Security and Emergency Preparedness (GOHSEP) to aid your school in preparing floor plans. Louisiana Revised Statute 29:726.3.C.(1) requires the Superintendent of each local school district and the Recovery School District (RSD) to submit building floor plans to GOHSEP.

You are encouraged to use this checklist in reviewing and updating your floor plans. Along with your approved emergency operations plan, it is recommended that you submit this checklist to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief along with the floor plans.

SCHOOL NAME: ____________________________________________________________

School Building Street Address: ____________________________________________

City: _________________________________________________________________

Parish: _______________________________________________________________

School Type: ___________________________________________________________

School District: _________________________________________________________

Submitting Official’s Name: _____________________________________________

Position: ______________________________________________________________

Date of Submission: _____________________________________________________
### FLOOR PLANS:

<table>
<thead>
<tr>
<th>School Review</th>
<th>LSS*</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>[SCHOOL NAME]. address and phone numbers</strong> for both the school office and for emergency maintenance included on each page of the floor plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submitted <strong>electronically</strong> (this is preferable) or hard copy on white letter, legal or 11” x 17” (tabloid) paper only (no blueprints).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Typed</strong>: no shading; minimal or no handwriting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Include a <strong>key</strong> to define any symbols used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Compass</strong> directions (at a minimum North) clearly noted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each floor should be on a <strong>separate page</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Street names</strong> that surround the facility clearly identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Building <strong>entrances/ exits</strong> marked and numbered with service entrances clearly identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Windows</strong> shall be graphically shown on the floor plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All rooms labeled by <strong>room number</strong> with common areas and administrative offices labeled by use.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location of <strong>water, gas and electrical</strong> shutoffs clearly noted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, knox box and camera locations clearly noted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The areas where floor plans and/or building blueprints are stored are clearly identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exterior alpha phonetic identification of building sides (<strong>Alpha, Bravo, Charlie, Delta</strong>) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.</td>
</tr>
</tbody>
</table>

*NOTE: Local school superintendent (LSS)*
Floor Plans

Must Be Provided For Each Building

[INSERT SCHOOL FLOOR PLANS HERE]

(Example Model Floor Plans Provided as Attachment A)
High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL ________________________________________________________________

ADDRESS ____________________________________________________________

SCHOOL POINT OF CONTACT (POC) _______________________________________

POC PHONE ___________________________ CELL ____________________________

POC EMAIL ____________________________________________________________

<table>
<thead>
<tr>
<th>ITEMS TO INCLUDE</th>
<th>[SCHOOL NAME] EOP</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cover Page</td>
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</tr>
<tr>
<td>• Promulgation Document Signature Page</td>
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<td>17</td>
</tr>
<tr>
<td>• Approval + Implementation Page</td>
<td>✔</td>
<td>19</td>
</tr>
<tr>
<td>• Record of Changes</td>
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<td>21</td>
</tr>
<tr>
<td>• Record of Distribution (including school personnel and</td>
<td>✔</td>
<td>23</td>
</tr>
<tr>
<td>community partners)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Schematics</td>
<td></td>
<td>131 + 132</td>
</tr>
<tr>
<td>o Campus Map</td>
<td></td>
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<tr>
<td>o Floor Plans</td>
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<tr>
<td>o Annotated Evacuation Routes</td>
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<td></td>
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<tr>
<td>o Shelter Locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Fire Alarm Pull Stations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Fire Hydrants</td>
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<tr>
<td>o Fire Extinguishers</td>
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<tr>
<td>o First-aid Kits</td>
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<td>o Hazardous Materials Storage</td>
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<td>o Utility Shutoffs</td>
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<tr>
<td>o Administration</td>
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<td>o Teachers + Specialists</td>
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<td>o Office + Support Staff</td>
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<td>o Instructional Assistants</td>
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<td>o Cafeteria Workers</td>
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<td>o Maintenance + Custodial Staff</td>
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<td>o Other (specify)</td>
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<tr>
<td>Statement of Compliance</td>
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</table>

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## [SCHOOL NAME] Emergency Operations Plan

### Table of Contents (TOC)

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<th>Section</th>
<th>Page</th>
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<td>Organization + Assignment of Responsibilities</td>
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<tr>
<td>Concept of Operations (CONOPs)</td>
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<td>Direction + Control + Coordination</td>
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<tr>
<td>Administration + Finance + Logistics</td>
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<tr>
<td>Plan Development + Maintenance</td>
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<td>Authorities + References</td>
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<td>Basic Plan</td>
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<td>Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance</td>
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<td>Direction + Control + Coordination</td>
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<tr>
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<tr>
<td>Administration + Finance + Logistics</td>
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<tr>
<td>Plan Development + Maintenance</td>
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<tr>
<td>Authorities + References</td>
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### Functional Annexes

**NOTE:** Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.

<table>
<thead>
<tr>
<th>Annex</th>
<th>Page</th>
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<tbody>
<tr>
<td>Accounting For All Persons Annex</td>
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<tr>
<td>Communications + Warnings Annex</td>
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<tr>
<td>COOP Annex</td>
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<tr>
<td>Evacuation Annex</td>
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<tr>
<td>Family Reunification Annex</td>
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</tr>
<tr>
<td>Lockdown Annex</td>
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<tr>
<td>Public Health + Medical + Mental Health</td>
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<tr>
<td>Psychological First Aid for Schools (PFA-S) Annex</td>
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<tr>
<td>Recovery Annex</td>
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<tr>
<td>Security Annex</td>
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<tr>
<td>Shelter-in-Place Annex</td>
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</tr>
<tr>
<td>Other(s) – Please Specify</td>
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</tr>
<tr>
<td>Drop + Cover + Hold Annex</td>
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<tr>
<td>Reverse Evacuation Procedure Annex</td>
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</tbody>
</table>

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### Notes

- Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance
- Table of Contents (TOC)
- Purpose + Situation Overview
  - Risk Assessment Worksheet
- Concept of Operations (CONOPs) (including who has authority to activate the plan)
- Organization + Assignment of Responsibilities (including memorandums of understanding [MOUs])
- Direction + Control + Coordination
  - ICS Structure Used
  - Who has Control of Equipment, Resources and Supplies
  - Relationship between School EOP and District and/or Parish EOP
- Information Collection + Analysis + Dissemination
  - Communications Plan
- Training + Exercise Plan/Schedule
- Administration + Finance + Logistics
- Plan Development + Maintenance
- Authorities + References

---

**NOTE:** Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.
### Threat- + Hazard- Specific Annexes

<table>
<thead>
<tr>
<th>Category</th>
<th>Hazard Examples</th>
<th>Annexes</th>
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<tr>
<td><strong>Natural Hazards</strong></td>
<td>o Earthquake</td>
<td>115 (Flood Annex); 125 (Severe Weather Annex)</td>
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<tr>
<td></td>
<td>o Tornado</td>
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<tr>
<td></td>
<td>o Lightning</td>
<td></td>
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<td></td>
<td>o Severe Wind</td>
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<tr>
<td></td>
<td>o Hurricane</td>
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<td></td>
<td>o Flood</td>
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<tr>
<td></td>
<td>o Wildfires</td>
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<tr>
<td></td>
<td>o Extreme Temperature</td>
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<td></td>
<td>o Landslides or Mudslide</td>
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<tr>
<td></td>
<td>o Tsunami</td>
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<td></td>
<td>o Volcanic Eruption</td>
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<td></td>
<td>o Winter Precipitation</td>
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<tr>
<td><strong>Technological Hazards</strong></td>
<td>o Explosions or Accidental Release of Toxins From an Industrial Plant</td>
<td>105 (Chemical or Hazardous Materials Spill Annex)</td>
</tr>
<tr>
<td></td>
<td>o Accidental Release of Hazardous Materials within the School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Hazardous Materials Releases from Major Highways or Railroads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Industrial Plant or Other External Source</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Radiological Release from Nuclear Power Stations</td>
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<tr>
<td></td>
<td>o Dam Failure</td>
<td></td>
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<td></td>
<td>o Power Failure</td>
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<td>o Water Failure</td>
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<tr>
<td><strong>Biological Hazards</strong></td>
<td>o Infectious Diseases</td>
<td>105 (Chemical or Hazardous Materials Spill Annex)</td>
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<tr>
<td></td>
<td>o Contaminated Food Outbreaks</td>
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<td></td>
<td>o Toxic Materials in School Labs</td>
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</tr>
<tr>
<td><strong>Adversarial Incidental + Human-caused Threats</strong></td>
<td>o Active Shooter</td>
<td>93 + 97 (Active Shooter Annex)</td>
</tr>
<tr>
<td></td>
<td>o Bomb Threats</td>
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<tr>
<td></td>
<td>o Cyber Attacks</td>
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<tr>
<td></td>
<td>o Domestic Violence or Abuse</td>
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<tr>
<td></td>
<td>o Hostage Situation</td>
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<td>o Suspicious Package</td>
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<td></td>
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<td>o Criminal Threats or Actions</td>
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<td>o Gang Violence</td>
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<td>o Suicide</td>
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<td><strong>Other(s) – Please Specify</strong></td>
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<td>o Explosion Annex</td>
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<td>o Intruder/Hostage Annex</td>
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<td>o Medical Emergency Annex</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>o Terrorism Annex</td>
<td>127</td>
</tr>
</tbody>
</table>

Although not required by State or Federal law, it is recommended as a best practice for the school superintendent to review the school EOP with the Parish OHSEP Director.

---

Superintendent: ____________________________  OHSEP Director: ____________________________

Date of Review: ____________________________  Date of Review: ____________________________
The Emergency Operations Plan (EOP) is prepared by each public school principal jointly with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials consider and include, if appropriate, input from students enrolled in the school and their parents, teachers at the school, other school employees and community leaders described in RS 17:416.16 (A.2).

The EOP should be consistent with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies. The EOP clearly identifies the latest revision date and the community members involved in its creation.

**Authorized School Authority:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Title</th>
</tr>
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</table>

**Primary Community Law Enforcement:**

<table>
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<tr>
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<th>Title</th>
</tr>
</thead>
</table>

**Safety (Fire/EMS/EMA) Official:**

<table>
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<tr>
<th>Signature</th>
<th>Title</th>
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</table>

**Parent Representative:**

<table>
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<th>Signature</th>
<th>Affiliation</th>
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**Teacher Representative:**

<table>
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<th>Title</th>
<th>Affiliation</th>
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**Non-teaching Employee Representative (may include school board members, school nurse):**

<table>
<thead>
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<th>Title</th>
<th>Affiliation</th>
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</table>

**Revision Date Here**
The [SCHOOL NAME] Emergency Operations Plan (EOP) and contents within is a guide to how [SCHOOL NAME] conducts all-hazard response. The EOP is written in support of emergency management and is built upon the National Response Framework (NRF) as scalable, flexible and adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all [SCHOOL NAME] school personnel participating in mitigation, preparedness, response and recovery efforts.

The EOP is intended to capture specific authorities and best practices for managing incidents of any size or scope.

The EOP was prepared by [SCHOOL NAME] staff and approved by senior administration personnel, thereby enabling activities contained within this document to be performed within the school’s capability. This EOP is available within the [SCHOOL NAME] system and with external agencies that may be affected by its implementation.

APPROVED: ____________________________ DATE: ________________

Signature

Name: ____________________________

Title: ____________________________
Approval + Implementation

This Emergency Operations Plan (EOP) was prepared by the [SCHOOL NAME] to develop, implement and maintain a viable all-hazards response capability and to establish a comprehensive approach to providing consistent, effective and efficient coordination across a spectrum of activities.

This plan applies to all [SCHOOL NAME] personnel participating in mitigation, preparedness, response and recovery efforts. The EOP applies to any [SCHOOL NAME] – sponsored events, on or off campus, and to all public and private [SCHOOL NAME] sanctioned activities.

The [RESPONSIBLE INDIVIDUAL TITLE] is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by [SCHOOL NAME] senior leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: ______________________________ DATE: ___________________
Signature
Name:
Title:

APPROVED: ______________________________ DATE: ___________________
Signature
Name:
Title:

APPROVED: ______________________________ DATE: ___________________
Signature
Name:
Title:
## Record Of Changes

<table>
<thead>
<tr>
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# Emergency Operations Plan

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School Emergency Management Planning Glossary

**Hazard**s: Situations involving threats of harm to students, personnel and/or facilities. Hazards include, but are not limited to, natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

**Incident**: An occurrence – natural, technological or human-caused – that requires a response to protect life or property.

**Incident Command System (ICS)**: The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) predesignating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer of command and backup of resources.

**Incident Commander**: The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site that has legal jurisdiction over the incident.

**Key Knox Box**: A device where emergency keys to all parts of the school facility are stored.

**Keyholder**: An individual identified by the school with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.

**Lockdown**: The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves barricading the door and readying a plan of evacuation or counter tactics should the need arise.

**National Incident Management System (NIMS)**: A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

**School Decision-maker**: Individual identified by the school at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual is reachable at the contact number listed in the event of an emergency.
school decision-maker may or may not serve as the incident commander during a critical incident or emergency.

**School Incident Commander**: The school official who has been designated by the school decision-maker, if not the same, who is *authorized* to make decisions for the school in the event of a critical incident or hazard. The school incident commander may transfer command to the *emergency responder* incident commander, such as law enforcement, fire or other safety officials who assumes control of the incident. The school incident commander usually continues to operate within the overall ICS structure.

**Secondary School Decision-maker**: A secondary individual identified by the school who is *authorized* to make decisions for the school in the event that the *primary school decision maker* is not available during an emergency situation. This individual is reachable at the contact number listed in the event of an emergency. The secondary school decision-maker may or may not serve as the incident commander during a critical incident or emergency.
School Emergency Management Authorities + References


FEMA EMI School Program: http://training.fema.gov/EMIWeb/EMI/emischool/


Louisiana Revised Statute 17:416.16, School Crisis Management and Response Plans.

Louisiana School and Campus Safety Planning Guide


I. Introduction

A. Purpose Of The Plan

The purpose of the [SCHOOL NAME] Emergency Operations Plan (School EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of [SCHOOL NAME] and its employees. Customization of this plan to meet [SCHOOL NAME] needs and circumstances is important. Developing, maintaining and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students and other key stakeholders on their roles and responsibilities before, during and after an incident. This plan provides parents and other members of the community with assurances that [SCHOOL NAME] has established guidelines and procedures to respond to incidents/hazards in an effective way.

Developing, maintaining and exercising the School EOP increases legal protection. Schools without established incident management procedures may be found liable for their absence. While no set of policies eliminates the potential for legal problems, establishing procedures and guidelines using the best professional practices provides a margin of protection against liability.

B. Scope Of The Plan

The School EOP provides guidelines and procedures for dealing with existing and potential school incidents. 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. The plan discusses:

- Expectations of staff; roles and responsibilities
- Direction and control systems
- Internal and external communications
- Training and sustainability
- Authority and references as defined by local, State and Federal government mandates
- Common and specialized procedures
- Specific hazard vulnerabilities and responses/recovery

C. Coordination With Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire and emergency agencies, as well as mental health and other community organizations. An important component of the School EOP is advanced planning with various agencies and community service providers to aid in timely communication and response to an incident.
Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy is maintained with other important documents related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

D. Situation Overview/Hazard Analysis Summary

1. School Population
   a. General Population

Current enrollment at [SCHOOL NAME] is approximately [NUMBER OF STUDENTS] [ELEMENTARY, MIDDLE-SCHOOL OR HIGH-SCHOOL] students located in [BRIEF DESCRIPTION OF THE BUILDING(S)]. These students are supported by a committed staff and faculty consisting of:

- [NUMBER] Teachers and specialists
- [NUMBER] Administrators
- [NUMBER] Office/support staff
- [NUMBER] Instructional Assistants
- [NUMBER] Cafeteria staff
- [NUMBER] Maintenance and custodial staff

A master schedule of where classes, grade levels and staff are located during the day is provided to each classroom and is available [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

b. Functional Needs Population

[SCHOOL NAME] is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

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

The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability, and generally prohibits unnecessary disclosures of disability status or information related to that disability, to third parties. Disclosures may be necessary when the student presents a significant, articulable threat to others.

The school’s current enrollment of students with functional needs is approximately [NUMBER OF STUDENTS], however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident are noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is
available [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

A list of staff members that have been trained and are assigned to assist the functional needs population during drills, exercises and incidents is also available [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

[SCHOOL NAME] has reviewed the applicable Americans with Disabilities Act (ADA) laws, and all applicable State laws with our community partners to ensure that all parties have a strong understanding of these laws pertaining to information disclosure. All school employees, including contractors have been trained on applicable laws to ensure that [SCHOOL NAME] officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

_____________________________  __________________________
Signature                        Date

2. Building Information

[SCHOOL NAME] is located on a [NUMBER] acre lot and includes [NUMBER] buildings, [DESCRIBE ATHLETIC AND PARKING AND/OR OTHER FACILITIES]. All classes take place in [DESCRIBE BUILDING(S)].

A campus map/site plan and/or floor plans 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 shutoffs is included at the beginning of this plan. All staff members are required to know these locations as well as how to operate the utility shutoffs.

3. Hazard Analysis Summary

[SCHOOL NAME] is exposed to many hazards that have the potential for disrupting the school community, causing casualties and damaging or destroying public or private property. Understanding that the [NAME OF YOUR PARISH] Office of Homeland Security and Emergency Preparedness (OHSEP) maintains an Emergency Operations Plan (EOP) to address hazards and incidents, the [SCHOOL NAME] EOP has been developed to fit into the larger [NAME OF YOUR PARISH] EOP in the event of a large-scale incident.

Table 1 on the following page briefly discusses high-priority hazards that [SCHOOL NAME] has identified through a hazards assessment of each school building and its surrounding area, conducted either by school officials or in conjunction with officials of the [NAME OF YOUR PARISH] OHSEP and the Parish’s EOP, local law enforcement, fire and other community safety partners.

For example, a school may be located near railroads where numerous hazardous materials are transported. A derailment could force an evacuation and implementation of other emergency procedures. The high-priority hazards table should be customized to include content specific to your school community.
Table 1. HIGH-PRIORITY HAZARDS (To Be Customized to Meet School Circumstances)

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Description</th>
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<tbody>
<tr>
<td>Flood</td>
<td>Flooding is a natural feature of the climate, topography and hydrology of [SCHOOL NAME] and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice and rainy weather. [IDENTIFY SPECIFIC INFORMATION SUCH AS BUILDING “A” IS LOCATED 50 FEET FROM A WATERWAY AND CUSTOMIZE THE BEST PRACTICE FLOOD ANNEX IN YOUR PLAN TO ACCOUNT FOR CIRCUMSTANCES UNIQUE TO YOUR SCHOOL AND FLOODING HAZARDS].</td>
</tr>
<tr>
<td>Severe Weather</td>
<td>[IDENTIFY THE TYPE OF WEATHER CONDITIONS TYPICAL TO YOUR SCHOOL, I.E. HIGH WINDS, TORNADOS, HEAVY SNOW AND/OR ICE AND SPECIFIC INFORMATION THAT IS CRITICAL TO YOUR SAFETY PLAN AND EMERGENCY OPERATIONS; CUSTOMIZE THE SEVERE WEATHER ANNEX IN YOUR PLAN TO ACCOUNT FOR CIRCUMSTANCES UNIQUE TO YOUR SCHOOL AND WEATHER HAZARDS].</td>
</tr>
<tr>
<td>Intruder/Hostage</td>
<td>[CONTINUE TO IDENTIFY ANY SPECIFIC HAZARDS INFORMATION AND CUSTOMIZE THE RELEVANT ANNEX TO YOUR PLAN ON THESE AND/OR OTHER TOPICS].</td>
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<td>Active Shooter</td>
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<td>Bomb Threat</td>
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<td>Bus Accident</td>
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<td>Fire/Explosion</td>
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E. Planning Assumptions + Limitations

1. Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are standard assumptions. Additional assumptions may be needed depending on your school's circumstances:

- The school community continues 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.
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) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.

Following a major or catastrophic incident, the school may have to rely on its 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, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

Outside assistance from local fire, law enforcement and emergency managers are available in most serious incidents. 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 at the incident scene.

Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.

Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and TableTop exercises can improve the school’s readiness to respond to incidents.

A spirit of volunteerism among school employees, students and families results in their providing assistance and support to incident management efforts.

2. Planning Limitations

It is the policy of [SCHOOL NAME] that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, [SCHOOL NAME] can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.
II. Concept Of Operations (CONOPS)

The overall strategy of a School EOP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities are employed in responding to an incident in the school. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment and supplies that are typically required for those routine functions are redirected to accomplish assigned incident management tasks.

In addition, the incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school’s command of the incident and the school’s incident management structure may change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be best equipped to command the response to a specific incident. If this is to occur, the school transitions command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations (NGOs) and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.

[SCHOOL NAME] recognizes that staff and students are first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination and communication among school officials, first responders and emergency managers.
As part of its NIMS implementation, [SCHOOL NAME] participates in the local government’s NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan receive IS-100 training.
- Complete NIMS awareness course IS-700 NIMS: An Introduction.
- Participate in local government’s NIMS preparedness program and incorporate the School EOP into the [NAME OF YOUR PARISH] EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Initial Response + Implementation Of The Incident Command System (ICS)

In a major emergency or disaster, [SCHOOL NAME] may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility. School personnel seek guidance and direction from local officials and technical assistance from State and Federal agencies where appropriate.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The Incident Command System (ICS) is used to manage all incidents.

Until non-school emergency responders arrive on-scene, the school decision-maker (usually the principal or his/her designee) is responsible for activating the School EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The school decision-maker designates a school incident commander with authority to direct all incident activities. The designated school incident commander should be the person most qualified to manage the specific type of incident.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the school incident commander transitions command to that incident commander and moves to serving within the Incident Command Structure.

Again, it is critical that school officials and all segments of the community emergency response system work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.
III. Organization + Assignment Of Responsibilities

This section establishes the operational organization relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization
- An overview of who does what

A school principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles are pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. School staff may be required to remain at school to assist in an incident.

A. Principal/Building Administrator

The principal/designee may serve as the school incident commander or delegate that authority to a qualified individual. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal coordinates between the superintendent’s office and the school incident commander.

B. School Incident Commander

The school incident commander establishes an Incident Command Post (ICP) and provides an assessment of the situation to the principal/designee or other officials, identifies resources required and directs the on-scene incident management activities. The incident commander’s responsibilities include:

- Assuming overall direction of all incident management activities based on procedures outlined in the School EOP.
- Taking steps necessary to ensure the safety of students, staff and other individuals.
- Determining whether to implement incident management protocols established in the School EOP (e.g., evacuation, reverse evacuation, shelter-in-place, etc., as described more fully in the annexes).
• Arranging for transfer of students, staff and other individuals when safety is threatened by a disaster.

• Working with and ensuring communication with emergency services personnel. Keeping the principal and other officials informed of the situation.

• Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene.

C. Teachers

Teachers are responsible for the supervision of students and remain with students until directed otherwise. Responsibilities include:

• **Supervising** students under their charge.

• Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.

• Directing students in their charge to inside or outside assembly areas in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School EOP.

• Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.

• Reporting missing students to the incident commander.

• Executing assignments as directed by the incident commander.

• Obtaining first aid services for injured students from the school nurse or person trained in first-aid.

• Arranging first aid for those unable to be moved.

• Rendering first aid if necessary. School staff are to be trained and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors + Social Workers + Psychologists

Counselors, social workers and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

• Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.

• Rendering first aid if necessary.
• Assisting in the transfer of students, staff and other individuals when their safety is threatened by a disaster.

• Executing assignments as directed by the incident commander.

• Assisting with crisis intervention and recovery processes.

F. School Nurses/Health Assistants

Responsibilities include:

• Administering first aid or emergency treatment as needed.
• Supervising administration of first aid by those trained to provide it.
• Organizing first aid and medical supplies.

G. Custodians/Maintenance Personnel

Responsibilities include:

• Surveying and reporting building damage to the incident commander.
• Controlling main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
• Providing damage control as needed.
• Assisting in the conservation, use and disbursement of supplies and equipment.
• Keeping the incident commander informed of school conditions.

H. School Secretary/Office Staff

Responsibilities include:

• Answering phones and assisting in receiving and providing consistent information to callers.
• Providing for the safety of essential school records and documents. Executing assignments as directed by the incident commander.
• Providing assistance to the principal. Monitoring emergency radio broadcasts.
• Assisting with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

• Using, preparing and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
• Executing assignments as directed by the incident commander.
J. Bus Drivers
Responsibilities include:

- Supervising the care of students if disaster occurs while students are on a bus.
- Transferring students to new location when directed.
- Executing assignments as directed by the incident commander.
- Transporting individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff + Substitute Teachers)
Responsibilities include reporting to the incident commander for assignments, if requested to do so.

L. Students
Responsibilities include:

- Cooperating during emergency drills and exercises and during an incident. Learning to be responsible for themselves and others in an incident.
- Understanding the importance of not being a bystander by reporting situations of concern.
- Developing an awareness of natural, technological and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Taking an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians
Responsibilities include:

- Encouraging and supporting school safety, violence prevention and incident preparedness programs within the school.
- Participating in volunteer service projects for promoting school incident preparedness.
- Providing the school with requested information concerning the incident, early and late dismissals and other related release information.
- Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
IV. Direction + Control + Coordination

A. School Incident Command System (ICS)

A school’s command system can be used to manage emergency incidents or nonemergency events such as graduations, athletic events or celebrations. The system is flexible to meet the school’s needs. See Figure 1 below.

Figure 1. SCHOOL INCIDENT COMMAND SYSTEM

As previously noted, staff are assigned to serve within the Incident Command System (ICS) based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification. The School ICS is organized into the following functional areas:
1. School Incident Commander

- Directs **tactical on-scene operations** until/unless a coordinated ICS is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:
  - **Supports** the on-scene incident commander. Provide **policy** and **strategic guidance**.
  - Helps ensure that **adequate resources** are available. Identify and resolve issues common to all organizations.
- Keeps **elected officials** and **other executives informed** of the situation and decisions.
- Provides **factual information**, both internally and externally. See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The [SCHOOL NAME] principal/designee and/or school incident commander keeps the Policy/Coordination Group informed.

2. Operations Section

When activated, the Operations Section **coordinates** all **tactical operations** including implementation of response/recovery activities according to procedures and protocols established by [SCHOOL NAME] in an incident action plan. Procedures and protocols address care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations and the release of students to parents. Specific responsibilities include:

- Analyzing **school staffing** to develop a Family Reunification Plan and implementation.
- Monitoring **site utilities** (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off **only** if danger exists or if **directed** by the incident commander and assisting in securing facility.
- Establishing **medical triage** with staff trained in first aid and CPR, providing and overseeing care given to **injured persons**, **distributing supplies**, and requesting additional supplies.
- Providing and accessing **psychological first-aid services** for those in need and accessing local/regional providers for **ongoing crisis counseling** for students, staff and parents.
- Coordinating the **rationed distribution** of **food** and **water**, establishing secondary **toilet facilities** in the event of water or plumbing failure and requesting needed supplies.
- Documenting all **activities**.

See Table 2 on the next page for the **types** of Strike Teams that may be established within the Operations Section.
Table 2. OPERATIONS SECTION TEAMS

**Search and Rescue Teams** search the entire school facility, entering only after they have checked the outside for signs of **structural damage** and determined that it is **safe** to enter. Search and Rescue Teams are responsible for ensuring that all students and staff **evacuate** the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:

- Identifying and marking **unsafe areas**.
- Conducting initial **damage assessment**.
- Obtaining **injury** and **missing student reports** from teachers.

**First-Aid Teams** provide **triage**, **treatment** and **psychological** first-aid services. First-Aid Teams are responsible for:

- Setting up **first-aid area** for students.
- Assessing and treating injuries.
- Completing **master injury report**.

**Evacuation/Shelter/Care Team.** Evacuation, shelter and student care in an incident are among the **most important** tasks faced by schools. These tasks include **student accounting**, protection from weather, providing for **sanitation** needs and providing for **food** and **water**. This team is responsible for:

- **Accounting** for the whereabouts of **all** students, staff and volunteers.
- Setting up a **secure assembly area**.
- Managing **sheltering** and **sanitation** operations.
- Managing **student feeding** and **hydration**.
- **Coordinating** with the **Student Release Team**.
- Coordinating with the Logistics Section to secure the needed **space** and **supplies**.

**Facility and Security Response Team** is responsible for:

- Locating all utilities and turning them off, if necessary.
- Securing and isolating fire/Hazardous Material (HAZMAT).
- Assessing and notifying officials of fire/HAZMAT.
- Conducting perimeter control.
Crisis Intervention Team is responsible for:

- Assessing need for onsite mental health support.
- Determining need for outside agency assistance.
- Providing onsite intervention/counseling resources.
- Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

Student Release/Reunification Team. Responsible for getting students **reunited** with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- Setting up **secure** reunion area.
- Checking student **emergency cards** for **authorized releases** and completing **release logs**.
- Coordinating **information** officers on internal and external communications and messages.

3. Planning Section

When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- Assisting the incident commander in the collection and evaluation of information.
- Assisting with ongoing planning efforts and maintaining the incident time log.
- Documenting all activities.

4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
- Establishing and maintaining school and classroom first-aid kits, coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.
- Documenting all activities.
5. Finance + Administration Section

When activated, the Finance and Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing or videotaping damage to property.
- Developing a system to monitor and track expenses and financial losses and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties off-site.

Table 3 on the following page provides example titles for specific roles within the School ICS. This Table can be completed for each of the various hazards in the annexes of this plan with specific staff assigned to each role along with emergency contact information. Each of these assignments is maintained with other important plan documents [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].
Table 3. SCHOOL INCIDENT COMMAND SYSTEM

<table>
<thead>
<tr>
<th>Principal or Designee</th>
<th>School Incident Commander</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>2. ______________________</td>
</tr>
<tr>
<td>Alternate School Commander(s)</td>
<td></td>
</tr>
</tbody>
</table>
| *Please include current contact information for every person listed on this chart.*

<table>
<thead>
<tr>
<th>Public Information Officer (PIO)</th>
<th>Policy Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications Director</td>
<td>1. Superintendent</td>
</tr>
<tr>
<td></td>
<td>2. Communications Director/PIO</td>
</tr>
<tr>
<td></td>
<td>3. School Attorney or other key staff</td>
</tr>
<tr>
<td>Alternates</td>
<td>Support Incident Commander, provide guidance on policy, help resolve find resources, assist with communications.</td>
</tr>
<tr>
<td>1. Assistant PIO</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td>Acts as a liaison between school and public.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operations</th>
<th>Planning</th>
<th>Logistics</th>
<th>Finance and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
<td>Chief Custodian</td>
<td>Budget/Finance Director</td>
</tr>
<tr>
<td>Alternates</td>
<td>Alternates</td>
<td></td>
<td>Alternates</td>
</tr>
<tr>
<td>2. _____________________</td>
<td>2. _____________________</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>Handle all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.</td>
<td>Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response and managing the large site map at the command post.</td>
<td>Manages personnel, supplies and equipment. During a response, responsible for handing out supplies, equipment and deploying unassigned people for work.</td>
<td>Responsible for buying materials and keeping financial records of expenditures and employee hours.</td>
</tr>
</tbody>
</table>
B. Source + Use Of Resources

[SCHOOL NAME] uses its own resources and equipment to respond to incidents until emergency response personnel arrive. Parent volunteers and community members who have been trained to assist, if called upon, and are available after an incident occurs. The following organizations or agencies [LIST SHOULD BE CUSTOMIZED TO YOUR SCHOOL AND COMMUNITY RESOURCES] have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: [INSERT PROVIDER NAME].
- Cots and bedding supplies will be provided by: [INSERT PROVIDER NAME].
- Food/water supplies will be provided by: [INSERT PROVIDER NAME].
- Security will be provided by: [INSERT PROVIDER NAME].
- Counseling services will be provided by: [INSERT PROVIDER NAME].
V. Information Collection + Analysis + Dissemination

Communication is a critical part of incident management. This section outlines [SCHOOL NAME]’s communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

The School EOP includes policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/releases to the media, and a detailed communications plan including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/media releases, the communication plan and media contacts at major television, Internet and radio stations are maintained by [INSERT POSITION] and located [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

A. Communication Between School + Law Enforcement + Emergency Responders

[SCHOOL NAME] utilizes the Communication Platform/Capabilities described in the beginning of the School EOP to contact and maintain communications with law enforcement and other emergency responders during an incident. The school incident commander transfers command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The incident commander uses the communication platform [AND/OR OTHER MEANS] described in the School EOP to notify the principal/designee of the school’s status/needs. [SCHOOL NAME] and emergency responders coordinate the release of information to ensure that information is consistent, accurate and timely.

B. Internal Communications

[SCHOOL NAME] has identified a school spokesperson or Public Information Officer (PIO) who is responsible for [ADD ADDITIONAL DUTIES, AS APPROPRIATE]:

- Helping create policies and plans for communicating emergency information internally and to the public.
- Following the communications policies and procedures established by [SCHOOL NAME].
- Helping establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
• Developing materials for use in media briefings.
• Acting as the contact for emergency responders and assist in coordination of media communications.

1. Communication Between School Officials + Staff Members

School personnel are notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices [THE LIST SHOULD BE CUSTOMIZED TO FIT YOUR SCHOOL’S COMMUNICATION OPTIONS] will be utilized to disseminate information internally when appropriate:

• Telephone Tree. A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal/designee who contacts the members of the school incident command team. Team members then in turn contact groups of staff (teachers, administrators and support staff).

• Text-Messaging System/Email System. A text-messaging or email system is available to provide those who are registered to receive messages with updates during an incident.

• Morning Faculty Meeting. As appropriate, updated information about an incident is presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

• End-of-Day Faculty Meeting. As appropriate, updated information and a review of the day’s events is presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

C. External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require clear and concise messages from [SCHOOL NAME] about the incident, what is being done and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, [SCHOOL NAME]:

• Develops a relationship with parents so that they trust and know how to access alerts and incident information.

• Informs parents about the School’s EOP, its purpose and its objectives. Detailed response tactics should not be shared if they impede the safe response to an incident.

• Information is in [DESCRIBE YOUR SCHOOL’S METHOD, I.E. SCHOOL NEWSLETTER, PRESENTATION DELIVERED AT BACK-TO-SCHOOL EVENT, ETC.].

• Identifies parents who are willing to volunteer in case of an incident and includes them in preparation efforts and training.
Is prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, [SCHOOL NAME] will:

- Disseminate information [IDENTIFY MEANS SUCH AS VIA TEXT MESSAGES, E-MAIL, RADIO ANNOUNCEMENTS, HOT-LINE, ETC.] to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at school and describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, [SCHOOL NAME] administrators schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication With The Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), coordinates with the school PIO and/or participates in a joint information effort to [LIST SHOULD BE CUSTOMIZED BY SCHOOL]:

- Establish a media site and reception area away from the school and any established Incident Command Post.
- Provide regular updates to media and school community.
- Provide only information that has been approved for release by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation. Coordinate messages with the principal/designee.

All [SCHOOL NAME] employees are to refer all requests for information and questions to the designated PIO [OR JOINT INFORMATIONAL PERSONNEL].

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, [SCHOOL NAME] will:

- Provide appropriate information to internal groups, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.

Designate and brief personnel answering calls to help control misinformation. Conducts briefings for community representatives directly associated with the school.

Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, [SCHOOL NAME] will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

D. Communications Tools

Some common internal and external communications tools that [SCHOOL NAME] uses include the following: [CUSTOMIZE TO YOUR SCHOOL’S RESOURCES]:

- **Standard telephone.** [SCHOOL NAME] has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.

- **Cellular telephones.** These phones may be the only tool working when electric service is out; they are useful to school personnel en route to or from a site.

- **Intercom systems.** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.

- **Bullhorns and megaphones.** A battery-powered bullhorn to address students and staff who are assembling outside the school. Procedures governing storage and use help ensure readiness for use.

- **Two-way radio.** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff are trained to understand how to operate the two-way radio.

- **Computers.** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the district superintendent. An assigned staff member(s) posts information such as school evacuation, closure or relocation on the home page of the school and district website.

- **Fax machines.** Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.

- **Alarm systems.** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown or special alert (with instructions to follow). All school staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
• Whistles. Whistles should be provided to staff in order to signal a need for immediate attention or assistance.

E. Family Educational Rights and Privacy Act (FERPA) + Health Insurance Portability and Accountability Act (HIPAA)

[SCHOOL NAME] has reviewed the applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) laws, and all applicable State laws with our community partners to ensure that all parties have a strong understanding of these laws pertaining to information disclosure. All school employees, including contractors have been trained on applicable laws to ensure that [SCHOOL NAME] officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation or gender identity.

_____________________________________________  ________________________________
Signature                                      Date
VI. Recovery After An Incident

After the safety and status of staff and students is assured and emergency conditions abated following an incident, staff, teachers and school officials should assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and disseminating information facilitates the recovery process.

[SCHOOL NAME] and the [NAME OF SCHOOL DISTRICT] designate appropriate personnel and collaborate with external resources to work in teams to: [IDENTIFY PERSONNEL AND ACTIVITIES, DEPENDING ON YOUR SCHOOL’S RESOURCES AND TYPE OF INCIDENT AT ISSUE]:

- Conduct a comprehensive assessment of physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that required for insurance claims and requests for State and Federal assistance.
- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Provide detailed facilities data to the school District Office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that facilitate the resumption of classes.
- Educate school personnel, students and parents on available crisis counseling services.
- Establish absentee policies for teachers and 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: correspondence classes, videoconferencing, telegroup tutoring, etc.
  
  o 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; incorporate as appropriate into short- and long-term recovery plans.
A. Agreements + Contracts

If school resources prove to be inadequate during an incident, [SCHOOL NAME] requests assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements (MAAs) and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

B. Recordkeeping

1. Administrative Controls

[SCHOOL NAME] is responsible for establishing 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 are done in accordance with established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

Staff assigned within the school ICS maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident policies, procedures and resources.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.
C. Incident Costs

School ICS finance and administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. Detailed records of costs for incident management and operations include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records are 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.

D. Preservation Of Records

To continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].
VIII. Plan Development + Maintenance + Distribution

A. Approval + Dissemination Of The Plan

The school EOP for each building is prepared by each public school principal jointly with local law enforcement, fire, public safety and emergency preparedness officials. In preparing the plan, the principal and such officials shall consider and include, if appropriate, input from students enrolled in the school and their parents, teachers at the school, other school employees and community leaders as described in RS 17:416.16 (A.2). The school EOP clearly identifies the latest revision date and the signature of individuals involved in its creation and/or revision.

B. Record Of Distribution

Copies of the school EOP and floor plans are distributed to emergency organizations with a role in responding to an incident. A record of distribution is kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE].

School emergency planning documents should not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the school EOP may be made available to the public and media without sensitive information at the discretion of the school board.

C. Review + Updates To The Plan

To remain in compliance with RS 17:416.16 (B.1), the school updates the comprehensive safety plan at least once every year and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. The school should, however, ensure an update to the plan is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local Fire Chief whenever any critical information in the plan changes.

Each update or change to the plan is tracked. The record of changes includes: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the school EOP, the school board or governing authority establishes a schedule for an annual review of planning documents. The basic plan and its annexes are to be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration.
The school EOP is updated based upon:

- Changes in information.
- Deficiencies identified during incident management activities and exercises.
- When changes in threat hazards, resources and capabilities or school structure occur.

Whenever the school EOP is updated, an updated copy is filed with the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the Parish, and local fire chief, as well as distributed in accordance with the guidelines stated above. It is recommended that the school EOP also be filed with local OHSEP.

D. Training + Exercising The Plan

[SCHOOL NAME] understands the importance of training and exercises in planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training and exercise actions will occur. School officials will coordinate training efforts with guidance from [YOUR PARISH] OHSEP.

Basic training and refresher training sessions are conducted [INSERT SCHEDULE SPECIFICS, SUCH AS ANNUALLY, ETC.] for [IDENTIFY APPROPRIATE SCHOOL PERSONNEL] in coordination with local, law enforcement, fire and emergency managers.

School EOP training includes:

- Hazard and incident awareness training for [IDENTIFY STAFF AND METHOD OF TRAINING].
- Orientation to the School EOP provided to [IDENTIFY STAFF AND METHOD OF TRAINING].
- First aid and CPR for [IDENTIFY STAFF AND METHOD OF TRAINING].
- Team training to address specific incident response or recovery activities such as family reunification.

Four (4) online FEMA courses - IS-100.b, IS-100SCa, IS-362.a and IS-700 - are to be taken, with documentation, by [IDENTIFY STAFF AND METHODS/LOCATION OF DOCUMENTATION]. All four (4) courses are available for FREE at FEMA’s Emergency Management Institute:

- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b
- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a
- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.SCa
- http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-362.a

Additional measures include drills and tabletop exercises. Drills are to be conducted [INSERT TIME INTERVALS]. Exercises are to occur [INSERT TIME INTERVALS].
Records of the training provided including date(s), type of training and participant rosters maintained and are located [IDENTIFY MANNER KEPT: HARD COPY AND/OR ELECTRONIC AND LOCATION: IN MAIN OFFICE AND/OR SOME OTHER SAFE AND READILY AVAILABLE PLACE]. Approved parent volunteers and community members are incorporated into larger training efforts.

All [SCHOOL NAME] staff members are encouraged 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 enables school staff to do their jobs more effectively.
Functional Annexes

Functional protocols are common procedures that are implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building.

Each functional protocol describes the purpose and responsibilities for that function. Schools customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials assist in development of effective procedures and protocols.

All functional annexes should address:

- **Situations** under which the procedures are to be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

- All staff and students should undergo training and participate in drills.
- Staff and bus drivers assigned to work with special needs students should undergo in depth training and drills.
- Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This helps evaluate the appropriateness of the procedures in the plan and assists with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

Functional annexes do not repeat but build upon the information, guidance and processes/procedures within the basic School EOP.

Functional annexes include:

- Continuity Of Operations Plan (COOP) Annex 67
- Drop + Cover + Hold Annex 71
- Evacuation Procedure Annex 73
- Family Reunification Annex 79
- Lockdown Procedure Annex 81
- Mental Health + Healing Annex 83
- Reverse Evacuation Procedure Annex 87
- Shelter-In-Place Annex 89
Continuity Of Operations Plan
(COOP) Annex

I. Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice.

The plan anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

II. Responsibilities

Delegation of authority and management responsibilities is determined by school officials prior to an incident. COOP procedures address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services are developed so that resources are readily available if needed. Legal counsel reviews delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the principal/school decision-maker, performs the essential functions listed in Table 4 on next page.

III. Specific Procedures

A. Activation + Relocation

The principal/school decision-maker determines when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The principal/school decision-maker activates COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office is notified and provided information and details regarding a relocation of operations.

B. Alert + Notification + Implementation Process

The principal/school decision-maker activates the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and
school personnel of COOP activation and provide situation information, as available. Parents and/or guardians are also alerted and notified of COOP activation and as important information becomes available.

Table 4. ESSENTIAL FUNCTIONS PERFORMED BY COOP PERSONNEL

<table>
<thead>
<tr>
<th>Position</th>
<th>Functions and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Superintendent</td>
<td>• Determine when to close schools, and/or send students/staff to alternate locations.</td>
</tr>
<tr>
<td></td>
<td>• Disseminate information internally to students and staff.</td>
</tr>
<tr>
<td></td>
<td>• Communicate with parents, media and the larger school community.</td>
</tr>
<tr>
<td></td>
<td>• Identify a line of succession, including who is responsible for restoring business functions for school.</td>
</tr>
<tr>
<td>Principal/Assistant Principal and/or Department Heads</td>
<td>• Ensure systems are in place for rapid contract execution after an incident.</td>
</tr>
<tr>
<td></td>
<td>• Identify relocation areas for classrooms and administrative operations.</td>
</tr>
<tr>
<td></td>
<td>• Create a system for registering students (out of district or into alternative schools).</td>
</tr>
<tr>
<td></td>
<td>• Brief and train staff regarding their additional responsibilities.</td>
</tr>
<tr>
<td></td>
<td>• Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations.</td>
</tr>
<tr>
<td></td>
<td>• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</td>
</tr>
<tr>
<td></td>
<td>• Re-evaluate the curriculum.</td>
</tr>
<tr>
<td>Custodians/Maintenance Personnel</td>
<td>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</td>
</tr>
<tr>
<td></td>
<td>• Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re landscaping).</td>
</tr>
<tr>
<td>School Secretary/Office Staff</td>
<td>• Maintain inventory.</td>
</tr>
<tr>
<td></td>
<td>• Maintain essential records (and copies of records) including school’s insurance policy.</td>
</tr>
<tr>
<td></td>
<td>• Ensure redundancy of records (records are kept at a different physical location).</td>
</tr>
<tr>
<td></td>
<td>• Secure classroom equipment, books and materials.</td>
</tr>
<tr>
<td></td>
<td>• Restore administrative and record-keeping functions such as payroll, accounting and personnel records.</td>
</tr>
<tr>
<td></td>
<td>• Retrieve, collect and maintain personnel data.</td>
</tr>
<tr>
<td></td>
<td>• Provide account payable and cash management services.</td>
</tr>
<tr>
<td>Counselors, Social Workers, and School Nurses/Health Assistants</td>
<td>• Establish academic and support services for students and faculty/staff.</td>
</tr>
<tr>
<td></td>
<td>• Implement additional response and recovery activities according to established protocols.</td>
</tr>
<tr>
<td>Food Service/Cafeteria/ Bus Drivers</td>
<td>• Determine how transportation and food services will resume.</td>
</tr>
</tbody>
</table>
C. Relocation Sites

The principal/school decision-maker identifies relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to 30 days.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

D. Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be [IDENTIFY NAME AND LOCATION OF THE FACILITY]. For a longer-term relocation of operations and essential functions, alternative facilities are listed below:

<table>
<thead>
<tr>
<th>Alternative Facility</th>
<th>Can Replace this Primary Facility</th>
<th>Street Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>[NAME]</td>
<td>Personnel/Admin Offices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NAME]</td>
<td>School Building A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NAME]</td>
<td>School Building B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each alternate facility, all essential resources, equipment and software that are necessary for resumption of operations at the site is identified and plans developed for securing those resources. IT systems available at the site need to be tested for compatibility with school’s backup data.

E. Interoperable Communications/Backup Sites

As noted above, the [IDENTIFY THE CHOSEN FACILITY] is used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites are identified as noted above. [INCLUDE SPECIFIC INFORMATION ABOUT THE INFRASTRUCTURE CAPACITIES AND CAPABILITIES OF THE ALTERNATIVE SITES, FOR EXAMPLE]:

- At alternative site [IDENTIFY NAME AND LOCATION], the lines and services for telephones and computers are maintained, protected and backed up offsite by the district office.
- Hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls and electrical generating capacity of the building itself.
- Telephone lines work even during power failures.
- The building also has a generator for emergency power.
• The main computer room housing the servers on the third floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners and temperature controls.

[ALSO INCLUDE ANY CONCERNS ABOUT CHOSEN ALTERNATIVE SITES, FOR EXAMPLE]:

• The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity.

• The building has no sprinkler system and the placement of thermostats does not match the current office configuration, resulting in wide variations of temperature depending on location.

F. Vital Records + Retention File

Vital records are archived and/or retained on backup data systems stored [IDENTIFY OFFSITE LOCATION AND ANY IMPORTANT DETAILS, AS APPROPRIATE]. Vital records are electronic and hard copy documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

G. Human Capital Management

School personnel responsible for essential functions are to be cross-trained to ensure effective implementation of COOP procedures:

• All COOP designated personnel as well as senior staff undergo annual training on executing COOP procedures. Training is designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training includes specific protocols for identifying and assisting employees with disabilities.

• Designated COOP personnel participate in exercises to test academic, physical and business systems. Training includes testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.

• All school personnel are to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

H. Reconstitution

In most instances of COOP implementation, reconstitution is a reverse execution of those duties and procedures listed above, including:

• Informing staff that the threat or incident no longer exists, providing instructions for the resumption of normal operations.

• Supervising an orderly return to the school building.

• Conducting an after action review (AAR) of COOP operations and effectiveness of plans and procedures.
I. Purpose

Drop + Cover + Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the development, implementation and evaluation of this procedure.

III. Procedures

A. Indoor Procedure

When indoors, students/staff:

- **Drop** to the floor.
- **Cover** by getting under a sturdy table, desk or other piece of furniture. If there is no suitable furniture nearby, students/staff cover their face and head with their arms.
- **Hold on** to the table or desk until directed to stop.
- When directed by the principal/designee and/or when it is safe to do so, staff members **evacuate** students to pre-assigned locations.

**NOTE:** Staff and students do not use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, students/staff:

- **Move away** from buildings, streetlights and utility wires. **Drop** to the ground.
- **Cover** their face and head with their arms.
- When directed by the principal/designee and/or when it is safe to do so, staff members **evacuate** students to pre-assigned locations.
C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff:

- **Stop** as **quickly** as **safety permits**.
- Instruct **all** students and staff to **stay** in the vehicle.
- When it is safe to do so, proceed **cautiously** or **evacuate** the vehicle.
Evacuation Procedure Annex

I. Purpose

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

Individuals with disabilities who are self-sufficient under normal circumstances may have to rely on the help of others in an emergency. The quick, safe and efficient evacuation of an entire school during an emergency can only be accomplished through careful planning and preparation. When planning and implementing your building’s Emergency Evacuation Plan, incorporate the following suggested procedures to address any special needs of disabled individuals.

II. Responsibilities

Designated staff members, including teachers and bus drivers, participate in the development, implementation and evaluation of this procedure.

III. Procedures

A. Actions To Take Prior To Emergency Situations

At the beginning of each school year, each school administration should compile a list of those disabled individuals who may require assistance in evacuating the building. Update this list at least monthly to reflect any changes that occur during the school year.

- Compile a list of all students and employees with disabilities that might affect their ability to evacuate safely.
- Prepare schedules and classroom assignments that locate individuals with mobility impairments in areas closest to an accessible exit or an area of rescue assistance. Institute other scheduling changes that will increase the safety of evacuations.
- Develop a master schedule showing the location(s) of those disabled students and employees who require evacuation assistance.

Each school should maintain a master schedule showing the assigned locations of all persons with disabilities who require assistance to evacuate the building. Mark the locations of each affected student and employee on a floor plan diagram. Update this schedule to reflect any changes that occur during the course of the year. This schedule should be maintained in the main office or at any other assigned locations for emergency preparedness records.
1. Determine Special Needs

Determine what assistance, if any, each disabled individual may require to safely evacuate the building. When determining the most effective methods of evacuation, consideration should be given to the size and weight of the individual, distance required to reach the assembly area, and obstacles such as steps, curbs, streets, intersections, traffic, etc.

- Determine the number of people needed to provide the necessary assistance for every disabled individual.
- Determine any special medical needs that students and employees may require. Determine if any special equipment or apparatus must accompany the students or employees when evacuated from the building. Compile a list of these special needs and update it as necessary.
- Inform staff members of their responsibilities.
- Inform staff members of their responsibilities for assisting with the evacuation of disabled individuals. Consider the nature and degree of the disabling condition when determining the most appropriate assisting staff members.

For students—In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student. School administrators and/or the school nurse may also be appropriate staff members to assist in evacuations.

For employees—Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee. Again, this responsibility will shift as the employee works in different locations of the building throughout the day.

For visitors—Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure that all areas are clear during an emergency. Given unpredictable visitors, those assisting them may not be able to evacuate them on their own. In such cases, the staff member should assist the visitor to an Area of Rescue Assistance and seek assistance from other staff members or from professional rescue personnel.

- Assign an administrative staff member to inform any emergency responders (fire fighters, police, etc.) of the number, identity and locations of any disabled individuals who could not be evacuated from the building and/or those who require special medical attention. Representatives of the school and emergency responders should meet at a prearranged location.
- Assign backup staff members for each of these responsibilities.
2. Practice Emergency Evacuation Procedures

When conducting monthly evacuation drills, incorporate all aspects of your evacuation plan for the disabled in at least during two (2) drills a year.

During these drills, it may not be advisable to evacuate all disabled persons from the building. In certain cases, the potential risk of injury may outweigh the benefits of conducting the drill. Discuss these health or safety concerns with local fire department representatives. Under these special circumstances, during drills only evacuate those individuals to the appropriate designated Areas of Rescue Assistance.

- Evaluate the effectiveness of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate crisis agencies.
- Discuss and review this evacuation procedure frequently with all staff members.
- Review and update your building’s evacuation plan.
- Keep your plan current to reflect changes in your building that might impact on the safe evacuation of your building. At minimum, building administrators must review and update their building’s evacuation plan on an annual basis.

A. Actions To Take During Emergency Situations

1. School Incident Commander/Principal

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate district staff that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

  YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING.

  TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.

  TEACHERS, TAKE YOUR CLASS ROSTER AND

  TAKE A HEADCOUNT AT THE ASSEMBLY AREA.

- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Monitor the situation and provide updates and additional instructions as needed.

During inclement weather, consider requesting buses for sheltering students.

Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff or bullhorn.

2. Teachers + Staff

Instruct students to exit the building using the designated emergency exit routes or as directed by the school incident commander/principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.

Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the school incident commander/principal at the time of the emergency and the evacuation.

Help those needing special assistance.

Do not lock classroom doors when leaving, close door and turn off lights. Do not stop for student or staff belongings.

Take class roster, phone lists, first-aid kit and other emergency supplies with you.

Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.

Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 1000 feet from building for bomb threat, chemical spill inside building or other directed evacuations).

When outside the building or inside the building evacuation location, check for injuries.

Account for all students. Immediately report any missing or injured students to the school incident commander/principal.

Wait for additional instructions.

3. Office Staff

Take visitor log and student sign-out sheet to evacuation assembly area.

Gather headcount information from teachers and inform the school incident commander/principal.
4. Executing Emergency Evacuation Procedures

- Never use elevators, chair lifts or any other system requiring electrical power in an emergency.

- In most cases, delay exiting persons with disabilities until the exit route is clear of traffic. This is for the disabled person’s safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of quicker moving traffic.

- Ensure that appropriate staff members account for all individuals with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.

- Ensure that appropriate staff members assist individuals with disabilities in moving to their predetermined Areas of Rescue Assistance and assist them in exiting the building.

- Ensure that appropriate staff members assisting individuals with disabilities remain with them until the emergency is over.

- Upon arrival of emergency responders, ensure that an administrative staff member meets with them at a prearranged location with information on number, identity and locations of individuals with disabilities who are still in the building. Also, provide a copy of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.
Family Reunification Annex

I. Purpose

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

II. Responsibilities

A. School Incident Commander/Principal
   
   - After consulting with an emergency incident commander (local law enforcement, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
   
   - Follow pre-determined procedures for releasing students.
   
   - Notify a contact person at the relocation site(s) to prepare for arrival of students. Designate a Reunification Site Commander.
   
   - Request the district office to send personnel to staff the reunification site(s). Follow predetermined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Commander

   - Establish a command post.
   
   - Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
   
   - Check identification of all non-uniformed personnel who arrive to assist.
     
     - Secure a holding area for arriving students and staff away from waiting family members.
   
   - Set up an adult report area for parents/guardians to sign in and to check identification.

   - Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
• Set up a **mental health area** and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.

• Set up a **media staging area** and notify the school media liaison of the location.
  - Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.

• **Only release students to authorized persons after checking proof of identity and signing a student release form.**

• Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

C. Teachers + Staff

• Provide a list of **evacuated students** to the reunification site staff upon arrival.

• Ensure **special needs students** and staff are assisted.

• Request help if needed.
  - Follow the **instructions** of the reunification site commander or designated staff and/or assist in staffing the site.

III. Other Procedures

• Outline procedures for **releasing students**.

• Maintain current student and staff **emergency information** that details special needs, such as medical or custody issues.

• Store information in a **secure and readily accessible** location.

• Outline parental notification methods.
I. Purpose

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves barricading the door and readying a plan of evacuation or counter tactics should the need arise.

II. Responsibilities

A. School Incident Commander/Principal

- Make the following announcement using the building Public Address (PA) system, two-way radio, telephone or megaphone:

  YOUR ATTENTION PLEASE.
  WE ARE EXPERIENCING EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- Designate staff to call 9-1-1.
  - Identify the name and address of the school and describe the emergency.
  - State the school is locking down.
  - Provide intruder description and weapon(s) if known.
  - Identify the location of the school command post.
- Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
  - Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
B. Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors.
- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to notify incident commander of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that a shooter or intruder gains entry, students should consider exiting by running past the shooter/intruder.
- Staff and students may utilize methods to distract the shooter/intruder’s ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder’s face or person.
- Allow no one outside of the classroom until the incident commander gives the “All Clear” signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

C. Office Staff

- Stay by the phones to wait for additional procedures from district office and incident commander.
- Remotely check status of classrooms via PA, telephone, computer or other method.
- Assist the principal or incident commander to establish the school command post.

D. Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

If students and school personnel are outside of the school building at the time of a lockdown, teachers or other school personnel are to move students to the designated off-site assembly location.
I. Purpose
Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff and their families need a healing process. As soon as the safety of all involved has been addressed, attention turns to the healing process.

Mental health professionals available in the school community, such as nurses and social workers, should participate in the development, implementation and evaluation of the school EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. Responsibilities
A. Principal Or District Authority Should Implement The Following Actions

- Staff are to be trained to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team are to undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents and guardians are offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts review and provide input into the plan.
- A media or public information officer (PIO) is available and trained to prepare announcements and media releases on the incident and actions taken.
- Principal or designated staff do the following immediately after a serious injury or death and/or major incident:
  - Make an initial announcement to the entire school, including minimum details and indicating that additional information will be provided.
  - Issue prepared statements for media, parents and other community inquiries.
    - Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students and families.
• Set up crisis centers, designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.

• Provide guidelines to and encourage teachers to facilitate class discussions about the incident, allowing students to openly discuss feelings, fears and concerns shortly after the incident.
  o Any students who are excessively distraught should be referred to the crisis response team for counseling.

• Restore regular school functions as efficiently and as quickly as possible.

• Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers diminish considerably as time passes. Donations given and not used can always be returned.

• Designate a place for staff, students and community members to leave well-wishes, messages and items.

B. Teachers + Staff

• Seek counseling services if experiencing difficulty coping with the incident.

• Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.

• Be prepared for outbursts and disruptive behaviors. Refer students experiencing stress to counseling.

• Allow for changes in normal routine activities and test schedules.

III. Other Special Procedures

A. Hospital/Funeral Arrangements

• Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available.
  o If the funeral is scheduled during a school day, all students and staff should be excused from school.

• Encourage staff and students to attend the funeral to provide support for the family, bringing closure to the incident.

• Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.
B. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.

- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

- Discuss and approve memorials with the school board’s consent. Donate all remaining memorial items to charity.
Reverse Evacuation
Procedure Annex

I. Purpose

Reverse evacuation should occur when conditions are safter inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity or a hazardous material release outside of the school building.

II. Responsibilities

A. School Incident Commander/Principal

• Order a reverse evacuation for students and staff outside to move inside the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to gather students and staff inside.

• Notify the district office of the situation.

• Notify public safety by calling 9-1-1: local law enforcement, fire and emergency services responders, as appropriate.

• Designate staff to monitor radio, Internet, and other media for information on incident conditions.

• Close and lock all exterior doors and windows.

• Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as DROP + COVER + HOLD or SHELTER-IN-PLACE.

B. Teachers + Staff

• Immediately move students back to classrooms or safe areas using the closest entry.

• No students or staff should be outside the building. Close and lock all exterior doors and windows.

• If movement into the building presents a danger, teachers and staff outside direct students to designated assembly areas or off-site assembly areas.
• Teachers take **attendance** and **account** for students; reporting any **missing students** to the school incident commander/principal.

• Wait for **further instructions** from the school incident commander/principal or from a public safety official. Monitor the main entries until the “**All Clear**” is given.
I. Purpose

The shelter-in-place procedure provides a **refuge** for students, staff and the public **inside** the school building during an emergency. Shelters are located in areas of the building that **maximize** the **safety** of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

II. Responsibilities

A. School Incident Commander/Principal

- Make the **following announcement** using the building public address system, two-way radio, telephone or megaphone:

```
YOUR ATTENTION, PLEASE.
WE ARE EXPERIENCING AN EMERGENCY SITUATION AND
NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES.
STUDENTS AND STAFF ARE DIRECTED TO MOVE TO
THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS.
ALL STAFF AND STUDENTS OUTSIDE ARE TO
IMMEDIATELY MOVE TO AN INSIDE ROOM.
```

- Order a reverse evacuation for students and staff outside to **move inside** the building. Use the building Public Address (PA) system, megaphone, two-way radio, telephones or runners to **gather staff** and **students** inside.

- Direct staff to **close** all windows and doors.

- If warranted, order the **shut-off** of heating, ventilation and air conditioning systems to **stop** the inflow of outside air into the building.

- Notify **district office** the school is sheltering-in-place.

- Designate staff to monitor radio, Internet and other media for **information** on incident conditions that caused the SHELTER-IN-PLACE.
• Contact and consult with public safety officials as appropriate.

• Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP + COVER + HOLD or to announce an “All Clear.”

B. Teachers + Staff

• Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.

• Close classroom doors and windows when leaving.

• Have everyone kneel down and ready to cover their heads to protect from debris, if appropriate.

• If outside, teachers direct students into the nearest school building interior safe area or other appropriate shelter.

• For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power lines.

• If movement into the building exposes persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.

• Move students from mobile classrooms to an interior safe area in a permanent structure.

• All persons must remain in the shelter until notified by the school incident commander/principal or public safety official that it is safe to exit.

C. Custodians

• Shut off utilities as directed by school incident commander/principal or public safety official.

• Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.

• Post SHELTER-IN-PLACE cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.
Hazard- + Threat-Specific Annexes

Hazard-and-threat specific annexes provide unique procedures, roles and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard-specific annexes present only hazard-unique information. Repeating procedures increases the possibility of inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Schools customize hazard-and-threat specific protocols to fit their unique circumstances. Planning, training, drills and TableTop exercises conducted with local emergency and safety officials assists in the development of effective procedures and protocols. These activities also help a school evaluate the appropriateness of the procedures in the plan, and assists with modifications or updating as necessary to ensure that procedures are sufficient to provide a safe environment for students, staff and visitors.

**Hazard- + Threat Specific Annexes include:**

- Active Shooter Annex
- Bomb Threat Annex
- Bus Accident Annex
- Chemical Or Hazardous Materials Spill Annex
- Explosion Annex
- Fire Annex
- Flood Annex
- Intruder/Hostage Annex
- Medical Emergency Annex
- Severe Weather Annex
- Terrorism Annex
Active Shooter Annex

I. Purpose

An active shooter or armed assailant on school property involves one or more individual’s intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, knife, bomb or other harmful device. An active shooter situation results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival - becomes the incident commander with jurisdiction over the scene. The school is a crime scene and requires a thorough search and processing.

II. Responsibilities

A. School Incident Commander/Principal

- Direct staff to call 9-1-1 [INSERT THE ACTUAL SEQUENCE TO DIAL 9-1-1 FROM YOUR PHONE SYSTEM]
  - Give the name and exact location of the school
  - Nature of the emergency
  - Number and description of intruders (if known)
  - Type of weapon(s)
  - Area of the school where last seen
  - Actions taken by the school
  - Whether there are on-site security or law enforcement officers (e.g. DARE, school resource officer)
  - Caller remains on the line to provide updates

- Secure the administration office as a command post and retrieve critical information and data about the school’s emergency systems, including:
  - Communications.
  - Staff and student locations.
  - Detailed floor plans.
O Other important information.

O Documents.

O Items and supplies that are prepared and readily available for use during the incident.

O If the incident is occurring at the administration office, designate an alternate command post.

• Direct office staff to maintain contact with teachers reporting pertinent emergency information via [IDENTIFY MEANS – PHONE, EMAIL, TEXTING – USED BY SCHOOL].

• Notify the superintendent’s office and request activation of the communications plan for media and parent notification protocols.

• Refer media to:

<table>
<thead>
<tr>
<th>District Spokesperson</th>
<th>Telephone Numbers (home, work, mobile)</th>
</tr>
</thead>
</table>

• Determine appropriate procedure(s): (LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE).

• Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to EVACUATE to an off-site relocation center.

• Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

• Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Teachers + Staff

• Initiate LOCKDOWN procedure if instructed by school incident commander/principal or law enforcement incident commander.

• If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the school incident commander/principal and go to LOCKDOWN.

• Gather information about your classroom’s immediate situation. Account for all students or other individuals sheltered in your room.

• Assess your ability to EVACUATE the building.
• If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the “All Clear” by the incident commander or a law enforcement officer in uniform.

• If an active shooter or intruder enters the classroom use whatever means necessary to keep your students safe. This may include any and all forms of resistance to the threat.

• If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out any way possible and move to another location.

III. Other Procedures

• After the active shooter/intruder(s) is subdued, the school incident commander/principal in consultation with the law enforcement incident commander announces an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.

• If staff or students are injured, emergency medical personnel takes control of the scene and directs services as appropriate.

• The school incident commander notifies officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.

• The school incident commander requests bus transportation or alternate transportation to the relocation site.

• The school incident commander activates the communications plan to deal with media and parent notification protocols, and directs parents to the relocation site.

• Teachers EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.

• The school incident commander activates the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notifies area mental health agencies to provide counseling and mental health services at the relocation site.

• The school incident commander debriefs appropriate school personnel.

• The superintendent or designee, in consultation with law enforcement officials, determines when the school can resume normal activities and communicates the information to parents and the public.
I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of improvised exploding devises (IED) on school property. This may include any explosive device of an incendiary, chemical, biological or radioactive nature. A bomb threat results in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who – upon arrival – becomes the Incident Commander with jurisdiction over the scene. The school is a crime scene and requires a thorough search and processing.

II. Responsibilities

A. Staff Who Received A Message That A Bomb Has Been Placed In School

- Ref DHS BOMB threat call procedures and bomb threat checklist brochure: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

- Make a record of the exact wording of the threat.

- Ask in a clear and calm voice:
  - Where is the bomb located?
  - What kind of bomb is it?
  - What will make it explode?
  - When will the bomb explode?
  - Who is calling (name and address)?
  - Did you place the bomb?
  - Why are you doing this?

- If the threat is made by phone, listen closely to caller’s voice and speech patterns and to noises in background. Make a record of that information.
• If the threat is made by phone and the caller hangs up, immediately dial *69 [or the appropriate number] to trace the call.

• Notify the incident commander/principal or designee and/or call 9-1-1.

B. School Incident Commander/Principal

• Notify law enforcement, fire and emergency services by calling 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system] if not already notified. Assign staff to meet and brief emergency responder agencies.

• Notify staff through the Public Address system:

  YOUR ATTENTION PLEASE:
  A BUILDING EMERGENCY IS IN EFFECT.
  ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE.

• If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.

• If EVACUATION occurs, students and staff must be evacuated to a safe distance outside of school building(s) Minimum 1,000 feet is the general rule. [Consult with local law enforcement and fire officials.]

• Arrange for person who found a suspicious item to talk with law enforcement official.

• Notify the superintendent.

• Active communications plan to inform parents, media and community of incident as determined in consultation with law enforcement.

C. Teachers + Staff

• Check classrooms, offices and work area for suspicious items and report any findings to the school incident commander/principal.

• If a suspicious item is found – DO NOT TOUCH IT. Secure the area where the item is located.

• Account for students and be prepared to EVACUATE if ordered. EVACUATE using standard procedures and exit routes to assembly area.
  o Open classroom windows and leave classroom doors open when exiting.

• Take attendance after being EVACUATED. Be prepared to report the names of any missing persons to school administration.

• Keep students together at the assembly area until given further instructions.
• Be prepared to go to off-site relocation if ordered.

• If given the “All Clear” signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement + Fire + Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

• EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.

• Speak to staff who received the threat and obtain information. Search the building.

• If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.

• If a suspicious item is located, order an EVACUATION if that has not already occurred.

• No one may re-enter the building(s) until fire or law enforcement personnel declare it is safe to do so.

• After consulting with the superintendent and school incident commander/principal, determine if staff and students are to be relocated to an alternative safe site.

• If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.
I. Purpose

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight and batteries and emergency warning devices (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

• Provide a standardized approach in the management of school bus accidents.
• Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

II. Responsibilities

A. Bus Driver

• Call bus garage or appropriate school personnel [by radio or other established means per policy] and 9-1-1 emergency services (local law enforcement, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, hazards and resources needed.
• Set parking brake, turn off ignition switch and activate hazard lights. Remain calm and reassure students and/or other passengers.
• Be alert to the potential for, and check conditions that could cause, a fire or other hazardous situation.
• Use or deploy warning devices as appropriate.
• Determine if evacuation of the bus is warranted. All passengers remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location.
  o It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
• Provide first aid as needed.
• Regularly update school or emergency personnel on situation and conditions. If students/passengers are transferred to another location (hospital, shelters, another bus),
record and report information, including who was transported and location, to bus garage or appropriate school personnel.

- Protect passengers and the vehicle from further accident and injuries. Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.

- Cooperate with directions of emergency responders. Complete an incident report after incident is resolved.

**B. Principal/School Incident Commander**

- Dispatch appropriate transportation or other staff to the accident location. Assess level of support or resources needed and make it available.

- Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or others, as appropriate

- Ensure that special health or medical information is provided to appropriate medical providers.

- Instruct designated staff to accompany injured students to hospital, if needed. Determine if FAMILY REUNIFICATION procedures are to be activated.

- Determine if MENTAL HEALTH AND HEALING procedures are needed.

**III. Other Procedures Of General Operations**

- Emergency services agencies (law enforcement, fire, EMS), if called, take charge of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) is dispatched to the accident scene (distance and time permitting)

- Communication with parents and child care providers is critical since a late school bus always arouses some anxiety. The incident commander in charge of the incident decides when the school can begin individual parental notification.

- All injured and potentially injured persons (as determined by EMS personnel) are transported to area hospitals. The number of ambulances used and hospital destinations are determined by on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

<table>
<thead>
<tr>
<th>Triage</th>
<th>Priority</th>
<th>Mode of Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Immediate</td>
<td>Ambulance/Helicopter</td>
</tr>
<tr>
<td>Yellow</td>
<td>Delayed</td>
<td>Ambulance</td>
</tr>
<tr>
<td>Green</td>
<td>Walking Wounded</td>
<td>Bus or Other</td>
</tr>
<tr>
<td>Black</td>
<td>Deceased</td>
<td>Coroner</td>
</tr>
</tbody>
</table>
NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- If emergency response authorities at the scene determine that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints or signs of injury), every effort is made to avoid unnecessary transport of the children to area hospitals. In that event, the school representative at the scene has to have custody and control of the children (under 18 years of age) and has the option to sign a release form declining hospital transport.
  - The form utilized lists the names of all children evaluated by EMS personnel, and found to lack mechanism of injury, signs of injury AND have no complaints of injury. The school provides, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the school’s designee at the accident scene. No bus drivers are to be included on the list.
  - In the event that a list has not been provided, the Incident Commander may verify the authority of any representative by contacting the appropriate school/District Office. Anyone claiming to be the school designee but whose name is not included on the list, or whose authority cannot be verified, is not permitted to sign the refusal. Any child not listed on the release form is transported to a hospital for further evaluation.

- In the event that the school representative signs the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident is dispatched to the scene to continue student transportation.

- In the event that the school representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, all passengers are transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance is transported in the following manner:
  - A driver and school bus not involved in the accident is dispatched to the scene on the request of the Incident Commander and School.
  - EMS personnel, with at least one (1) or more EMTs, is placed on the bus with the passengers and an ambulance follows the bus to the hospital.
  - If a passenger’s condition suddenly deteriorates, the bus is stopped, and the passenger receives emergency care and is placed in the ambulance for further care and transport to the hospital.
  - The bus then continues to the hospital with the remainder of the passengers.
  - Additional ambulances may be assigned to the bus based on need and available resources.
Chemical Or Hazardous Materials Spill Annex

I. Purpose

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

II. Specific School Information

Currently, [list chemical used on the premises] are all used and stored on school grounds as follows: [provide locations and specific information as relevant]. The school’s maintenance team, custodian or designated staff inspects stored chemicals twice a month. The school siren acts as a warning system to notify staff/faculty and students of a hazardous condition. Decontamination equipment and personal protective equipment (PPE) are located in a storage unit next to [insert location of the equipment].

[SCHOOL NAME] is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill [list the conditions from the hazards assessment in the basic plan].

The school incident commander/principal determines if and when the following operational functions or procedures are activated in the event of an external chemical or hazardous spill:

- Continuity of Operations (COOP)
- Evacuation
- Family Reunification
- Medical Emergency
- Mental Health and Healing
- Reverse Evacuation
- Shelter-in-Place

Or, if there is an internal chemical spill, whether the following procedures may be activated:

- Evacuation
- Family Reunification
- Medical Emergency
- Mental Health and Healing
II. Responsibilities

A. Procedures For An External Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designate a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is external, the school takes the following steps:

1. School Incident Commander/Principal

   - Call 9-1-1 and LA State Police HAZMAT Hotline: 877-925-6595;
     - Notify local law enforcement and emergency responders.
     - Determine what procedures to activate, such as a REVERSE EVACUATION and SHELTER–IN–PLACE.
   - Notify maintenance/building, custodial and grounds staff to shut off mechanical ventilating systems, if appropriate.
   - Take appropriate action to safeguard school property.
   - Notify appropriate school personnel (superintendent/policy group) of the status and actions taken and keep them updated of any significant changes.
     - Activate internal and external communications plan.
   - Monitor radio, television, Internet and/or other means of information and report any developments to the incident commander.
   - If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and cars.
   - Notify relocation centers and determine an alternate relocation center if necessary.
   - Disseminate information about the incident and follow-up actions such as where students/school have relocated and institute FAMILY REUNIFICATION procedures, if needed.
   - Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.
   - Determine whether school is closed or remains open.
   - Implement additional procedures as instructed by the school and/or emergency incident commander.
   - Document all actions taken.
2. Teachers + Staff

- Move students **away** from immediate vicinity of danger.
- Implement REVERSE EVACUATION if students are **outside**; observe **wind direction** by observing flags or leaves and move students appropriately. Execute SHELTER-IN-PLACE when instructed by the incident commander.
  - **Remain** with students throughout the incident.
- Report any **missing** or **injured** students to the incident commander.
- **Remain** in safe area until the “**All Clear**” signal has been issued.
- In the event of building damage, evacuate students to **safer areas** of the building or **from the building**. **If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.**
- **Document** all actions taken.

B. Procedures For An Internal Chemical Or Hazardous Spill

The principal determines the need to activate the school EOP and designates a school incident commander until a qualified HAZMAT or other emergency incident commander arrives at the scene with jurisdiction over the incident. Once an emergency incident commander arrives, it is critical to follow the instructions of, and cooperate with, that incident commander.

If the chemical spill is **internal**, the school takes the following steps:

1. Person Discovering The Spill

   - Alert others in **immediate** area and **leave the area**.
   - **Close windows** and **doors** and restrict access to affected area.
   - Notify principal/teacher/safety officer or call 9-1-1, if appropriate.
     - **Do not attempt** to clean the spill.
   - Seek first aid if contact with spill occurs.

2. Incident Commander Actions

   - Notify the **local fire department** and local/State departments of **public health**.
   - Provide the following information:
     - **[SCHOOL NAME]** and **address**, including nearest cross street(s).
     - **Location** of the spill and/or materials released; **name of substance**, if known.
3. Teachers + Staff

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.

- Report location and type (if known) of the hazardous material to incident commander.

- Execute EVACUATION and relocation procedures when instructed by the incident commander unless there is a natural or propane gas leak or odor.
  - If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal/incident commander.

- Take class roster, first-aid kit and any other supplies or resources relevant to the incident.

- Check that all students have left the building. Students are not to be left unattended at any time during EVACUATION.

- Upon arrival at evacuation site take attendance. Notify incident commander or designee of any missing or injured students.
• Remain with students throughout the incident.

• Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.

• Document all actions taken.
[SCHOOL NAME] Emergency Operations Plan

LOGO HERE

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I. Purpose

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of several procedures, including:

- Continuity of Operations (COOP)
- Evacuation
- Family Reunification
- Medical Emergency
- Mental Health and Healing

Any staff, student or visitor discovering an explosion activates the fire alarm, reports the explosion to the principal and calls 9-1-1 for emergency services if injuries are apparent. Once an emergency incident commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the incident commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

II. Responsibilities

A. Incident Commander/Principal

- Call 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm, identify the [SCHOOL NAME] and location, provide exact location of the explosion, if any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.

- Activate an EVACUATION.

- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas.

- Assembly areas may need to be relocated if the building collapses or if there are unsafe areas from the explosion or continued explosions.

- Notify the district office and institute communications plan.

- Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
• Designate staff to obtain student roll from teachers and identify any missing students.

• If safe and appropriate to do so, direct designated staff to shut off utilities.

• Notify and provide regular updates to staff and students of the status of the emergency.

• Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.

• If relocation occurs, activate FAMILY REUNIFICATION.

• If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.

• Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.

B. Teachers + Staff

• Take the class roster, first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).

• Use alternate escape routes if the regular route is blocked or there is a safety hazard.

• Assist or designate others to assist students with functional needs.

• Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.

• Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency incident commander at the scene.

• Keep class together and wait for further instructions.

• Remain in safe area until the “All Clear” signal has been issued. Be prepared to move students if an off-site relocation is ordered. Be prepared to move the students if the situation warrants it.

• No one may re-enter building(s) until it is declared safe by the fire department.
I. Purpose

[SCHOOL NAME] has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke activates the fire alarm and reports the fire to the principal or calls 9-1-1 if conditions require and/or injured are in need of medical assistance.

- Staff, students and visitors immediately evacuate the building using prescribed or alternate routes to the assembly areas.

- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency incident commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the incident commander who has jurisdiction at the scene.

II. Responsibilities

A. Incident Commander/Principal

- Call or direct staff to call 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system]
  - Confirm the alarm is active
  - Identify the [SCHOOL NAME] and location
  - Provide exact location of the fire or smoke
  - Identify if any staff or students are injured
  - State the building is being evacuated
  - Identify the location of the school command post

- Activate an EVACUATION.

- Ensure that staff, students and visitors immediately evacuate the building using prescribed or alternate routes due to building debris to the assembly areas.

- Assembly areas may need to be relocated if the building or portions of it collapse or if there are unsafe areas from the fire.
• Notify the district office and institute communications plan.

• Direct office staff to take the visitor log, student sign-out sheets and critical incident response documents, floor plans, information, items, supplies to the designated school command post.

• Designate staff to obtain student attendance from teachers and identify any missing students.

• Upon consultation with superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.

• If relocation occurs, activate FAMILY REUNIFICATION.

• If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.

• Do not allow staff and students to return to the building until the fire department or emergency incident commander with jurisdiction over the scene has determined that it is safe to do so and given the “All Clear.”

• Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

B. Teachers + Staff

• Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).

• Use alternate escape routes if the regular route is blocked or there is a safety hazard.

• Assist or designate others to assist students with functional needs.

• Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.

• Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the principal and/or emergency incident commander at the scene.

• Keep class together and wait for further instructions.

• Remain in safe area until the “All Clear” signal has been issued.

• No one may re-enter building(s) until it is declared safe by the fire department.
I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The [PARISH] Office of Homeland Security and Emergency Preparedness (OHSEP), the National Weather Service and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet and telephone. In the event of a flood, the principal/school incident commander activates the school EOP.

The school siren acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Continuity of Operations (COOP)
- Evacuation
- Family Reunification
- Mental Health and Healing
- Medical Emergency
- Reverse Evacuation
- Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible)

II. Responsibilities

A. Principal/School Incident Commander

- Review circumstance and conditions and determine appropriate procedures to activate.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 9-1-1 [insert the actual sequence to dial 9-1-1 from your phone system] to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site and the route and means to be taken to that site.
- Delegate a search team to ensure that all students have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet and media for flood information and report any developments.

- Update staff, administration and emergency responders of any significant changes in operations or conditions.

- Issue transportation instruction if students are evacuated to a safer location by means of buses and cars.

- Notify the superintendent/policy group of the status and action taken. Notify relocation centers and determine an alternate relocation center, if needed, if primary centers are also flooded.

- Activate FAMILY REUNIFICATION procedures.

- Implement additional procedures as instructed by the emergency incident commander with jurisdiction over the scene.

- Designate staff to take appropriate action to safeguard school property. Determine if school will be closed or remain open.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

- Document all actions taken.

B. Teachers + Staff

- Execute evacuation procedures when instructed by the principal or incident commander.

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.

- Take attendance before leaving the classroom.

- Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).

- Use alternate escape routes if the regular route is blocked or there is a safety hazard.

- Assist or designate others to assist students with functional needs. Remain with students throughout the evacuation process.

- Upon arrival at the assembly site, take attendance. Report any missing or injured students to the incident commander.

- Do not return to the school building until it has been inspected and determined safe by proper authorities.

- Document all actions taken.
C. Bus Drivers

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the principal/school incident and/or emergency incident commander.
- Document all actions taken.
Intruder/Hostage Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with violent intent on school property, and what to do in a hostage situation.

If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who – upon arrival – becomes the incident commander with jurisdiction at the scene.

II. Responsibilities

A. All Staff Should Be Trained To Take Action When An Unauthorized Person Enters School Property

• If time permits, notify the principal/school incident commander/school resource officer (SRO) and follow their instructions.

• If staff member approaches unknown person/intruder, ask another staff person to accompany and assist.

• Politely greet person/intruder and identify yourself. Ask person/intruder the purpose of his/her visit.

• Inform person/intruder that all visitors must register at the main office; direct and accompany him/her to the office.

• If person/intruder’s purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If unknown person/intruder refuses to leave:

• Do not antagonize the person/intruder and explain consequences of staying on school property.

• Walk away from person/intruder if he/she indicates a potential for violence. Be aware of intruder’s actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package).

• Maintain visual contact with intruder from a safe distance.
• Notify SRO and school incident commander/principal or call 9-1-1 and alert law enforcement.

• Give law enforcement **full description** of intruder. (Keep intruder unaware of call for help if possible).

• School incident commander/principal notifies superintendent and may issue LOCKDOWN or other **appropriate procedures**, depending on conditions, and/or as instructed by law enforcement.

### B. Hostage Situation Involves One Or More Persons Being Held Against Their Will By One Or More Individuals. The Goal Is To Ensure Safety Of Students + Staff + Others At The School And Prevent The Hostage(s) Being Moved Away From The School. All Staff Should Be Aware Of What To Do In The Event Of A Hostage Situation

• If hostage taker is unaware of your presence, **do not intervene**.

• Notify the principal/school incident commander/school resource officer or call 9-1-1 if unable to reach school authorities.

• If school personnel or students are taken hostage, **follow instructions** of hostage taker.

• Try not to panic. **Calm students** if they are present. Treat the hostage taker as normally as possible.

• Be **respectful** to hostage taker.

• Ask permission to speak and **do not argue** or make suggestions.

### C. Principal/School Incident Commander

• **Call 9-1-1 immediately** [insert the actual sequence to call 9-1-1 from your phone system]. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from hostage negotiation team.

• Announce LOCKDOWN or other procedure if conditions warrant.

• Ensure staff outside are notified of the situation and to **move students** away from the building to outside assembly areas.

• Isolate the area and try to determine if **weapons** are involved, if possible. **Redirect** any buses en-route to the school to an alternate location.
• Notify superintendent and activate communications plan. Give control of scene to police and hostage negotiation team. Ensure detailed notes of events are taken.

D. Teachers + Staff

• Teachers and staff implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.

• Everyone remains in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

III. Other Procedures (That May Be Activated Depending On Conditions)

• Active Shooter
• Evacuation
• Family Reunification
• Medical Emergency
• Mental Health and Healing
• Shelter-in-Place
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Medical Emergency Annex

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

II. Responsibilities

A. School Staff

- Quickly **assess** the situation. Make sure the situation is **safe** for you to approach (i.e., live electric wires, gas leaks, building damage, etc.).

- Immediately **notify** the school incident commander/principal. Assess the seriousness of the injury or illness.

- Call or have someone **call 9-1-1 immediately**. Be prepared to provide
  - **[SCHOOL NAME]** and **address**
  - **Exact location** (floor, room number)
  - **Describe illness** or **type** of injury
  - **Age** of the victim(s).

- Protect yourself against contact with **body fluids** (blood-borne pathogens). Administer appropriate **first aid** according to your level of training until help arrives.

- Comfort and reassure the injured person. **Do not move** an injured person unless the scene is unsafe.

- If the injured person is **not breathing** or there is no pulse, ask someone to retrieve the automated external defibrillator (AED) and begin cardiopulmonary resuscitation (CPR) or rescue breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.
B. School Incident Commander/Principal

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.

- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.

- Assign a staff member to meet emergency medical service (EMS) responders and lead them to the injured person.

- Assign a staff member to remain with the injured person if they are transported to the hospital.

- If injured person is a member of school personnel or a student, notify parent, guardian or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

- Ensure student or staff medical information from administrative records is sent to the hospital.

- Notify the school counselor or crisis response team and provide a brief description of the incident.

- Advise faculty and staff of the situation, as appropriate.

- Develop and maintain written documentation of the incident.

- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.
Severe Weather Annex

I. Purpose

The purpose of this annex is to have procedures in place when a severe weather watch or warning has been issued in the area near the school.

II. Responsibilities

A. School Incident Commander/Principal

When a severe weather watch has been issued:

- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building. Close windows and blinds.
- Review severe weather drill procedures and location of safe areas.
  - Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP + COVER + HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

When severe weather warning has been issued in an area near school or severe weather has been spotted near school:

- Announce SHELTER-IN-PLACE alert signal.
- Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP + COVER + HOLD” positions until the danger passes.
- Direct students and staff outside to REVERSE EVACUATE into the building.
• If outside, students and staff move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine, open ditch or low spot away from trees or power poles.

• Relocate students and staff from any mobile classrooms in to the building.

• Remain in safe area until warning expires or until emergency personnel have issued an “All-Clear.”
I. Purpose

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of a terrorist threat. School administrators are notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security (DHS).
- Directly by a law enforcement or homeland security official.

There are two (2) terrorism threat levels in the United States: elevated and imminent. An imminent threat warns of a credible, specific and impending terrorist threat against the United States. An elevated threat warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect heavy law enforcement involvement at the local, State and Federal levels following a terrorist attack due to the incident's criminal nature. Schools should also expect that extensive media coverage, strong public fear, and international implications and consequences to continue for a prolonged period.

Schools pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an imminent threat, the Federal Bureau of Investigations (FBI), local law enforcement and local fire departments confer on the situation. Designated school officials work with local law enforcement and agree to open or close schools.

II. Responsibilities

A. School Officials

When there is an imminent threat against a school or its immediate area, the following actions are taken:

- The superintendent starts the phone tree to contact district staff. If school is in session, immediately notify building administrators and designated school officials.

- If an alert is issued before or after school hours, normal school operations cease, and remain closed until advised by the designated school officials to reopen. All school activities and events scheduled are cancelled until further notice.
• If alert is issued during school hours, school buildings are secured and remain open until regular dismissal time unless otherwise advised by the designated school officials. Students are sent home by normal transportation means or released to parents pursuant to district policy. All after-school activities are cancelled unless otherwise advised by the designated school officials.

• Designated school officials coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures are followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools follow appropriate procedures for HOSTAGE SITUATIONS, conventional weapons incidents (e.g. EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT, etc.), and CHEMICAL/HAZARDOUS SPILLS (biological incidents, chemical incidents and radiological/nuclear incidents).
Appendix A: School Floor Plans + Campus Layout
SAMPLE Building Layout

Legend
1. Learning Community
2. Cafeteria
3. Library
4. Auditorium
5. Town Square
6. Administration
7. Physical Education
8. Child Care
9. Adult Education
10. Wellness Clinic
11. Culinary Arts
12. Art
13. Music
14. Technology
15. Court Yards
16. Guidance

First Floor Plan

Legend
1. Learning Community
2. Cafeteria
3. Library
4. Auditorium
5. Town Square
6. Administration
7. Physical Education
8. Child Care
9. Adult Education
10. Wellness Clinic
11. Culinary Arts
12. Art
13. Music
14. Technology
15. Court Yards
16. Guidance
SAMPLE Campus Layout