Idaho Emergency Operation Planning Guide for Safe and Drug Free Schools
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**Introduction**

In August 2007, with the support of the Idaho Legislature, the Department of Education authorized The Safe and Secure Schools Assessment in Idaho. The assessment was completed in November 2007 and produced an accurate and comprehensive picture of the current security profile of our schools. This independent assessment revealed troubling information that requires immediate action to correct.

The current state of safety and security across Idaho K-12 public schools is inadequate, and is a clear concern among administrators, staff and parents. The Safe and Secure Schools Assessment surveyed 520 school principals and 92 district superintendents across Idaho. Superintendants rate 85 percent of all Idaho schools as partially or fully inadequate in the safety and security they provide. These ratings were validated by data gathered through stakeholder surveys, statewide site visits, public meetings and interviews with school officials. The assessment evaluated schools and districts on their ability to ensure a school environment that:

1. Effectively controls access to school grounds and facilities
2. Provides for the physical safety and security of students, staff and visitors
3. Effectively responds to a crisis in a timely and efficient manner

The Idaho State Department of Education has developed this planning guide to provide a roadmap for school districts to be proactive, trained, prepared and equipped for recovery. It is designed to provide administrators and principal planners with a set of guidelines for building an effective Emergency Operations Plan (EOP). This document has been created for the education sector. Many of the guidelines and procedures for implementation have been written from the State of Idaho Education Safe and Secure School Assessment. Therefore, this planning guide will be available for use by all school districts within the state of Idaho.

In a broad sense, the district level of Emergency Response capability encompasses several key factors, including but not limited to:

a. The ability of each employee, regardless of their position to respond to and manage the effects of an emergency or disaster.
b. The ability of each school district to effectively prevent and/or minimize disruption of school operations, services to students and to communicate the district's Emergency Operations Plan to its employees.
c. The ability of each school district to competently implement its Emergency Operations Plan in a timely and appropriate manner.

**A. Objectives**

Any unplanned interruption of normal school activity may impact a school's ability to operate. A properly implemented and executed Emergency Operations Plan will minimize the impact of any
given interruption. The following are objectives for developing and maintaining a school Emergency Operations Plan.

a. To reduce loss of life and injury.
b. Minimize damage and loss of school facilities, equipment and other assets.
c. Reduce or diminish disruptions to critical and essential school operations and services.
d. Assure Administrators, Teachers, Staff, Students and Stakeholders that their interests are protected.
e. Expedite the restoration of school activities through a timely and organized process.

B. Principles of Emergency Management
Planning for emergency response in schools should take into account the following eight principles of emergency management. These principles should be utilized when developing your Emergency Operations Plan.

1. **Comprehensive** - emergency managers consider and take into account all hazards, all phases, all stakeholders and all impacts relevant to disasters.
2. **Progressive** - emergency managers anticipate future disasters and take preventive and preparatory measures to build disaster-resistant and disaster-resilient communities.
3. **Risk-driven** - emergency managers use sound risk management principles (hazard identification, risk analysis, and impact analysis) in assigning priorities and resources.
4. **Integrated** - emergency managers ensure unity of effort among all levels of government and all elements of a community.
5. **Collaborative** - emergency managers create and sustain broad and sincere relationships among individuals and organizations to encourage trust, advocate a team atmosphere, build consensus, and facilitate communication.
6. **Coordinated** - emergency managers synchronize the activities of all relevant stakeholders to achieve a common purpose.
7. **Flexible** - emergency managers use creative and innovative approaches in solving disaster challenges.
8. **Professional** - emergency managers value a science and knowledge-based approach based on education, training, experience, ethical practice, public stewardship and continuous improvement.

C. Coordination of Plans
Each school district must disseminate their Emergency Operations Plan to all teachers, staff, County Emergency Management, EMS, Fire and Police.

It is also recommended that the school district disseminate the Emergency Operations Plan to all departments including Information Technology.
Because each stakeholder or staff member has their own responsibilities; i.e., legal considerations, levels of training, cultures and operating missions, it is imperative that all stakeholders have a sound understanding of their Emergency Operations Plan. This understanding must include not only their roles but also the roles of others as they pertain to any given emergency.

**Emergency Operations Plans must be communicated to all employees regardless of their specific assignments.**

**PART II - Guidance for Developing an Emergency Operations Plan**

Through the development of the Emergency Operations Plan a district establishes a set of predetermined actions that will streamline decision-making during response and recovery phases of a damaging event. By reducing the number and magnitude of decisions to be made, school personnel will be able to resume critical services and return to normal school activities at the earliest possible time.

The purpose of a district Emergency Operations Plan is to help develop strategies to support prevention and preparedness priorities. These strategies should include guidance and action items for the protection of school personnel, facilities, systems, equipment, and assets, and the continuation of essential, critical operations and services.

**The success of an Emergency Operations Plan is directly related to the degree of involvement of Districts and school members during the planning stage. The following is a brief description of each of the sections within the Emergency Operations Plan and the steps a district should consider as it completes each section.**

The Idaho State Department of Education has provided this guide and accompanying forms to assist school districts in developing and implementing standardized plans that provide for appropriate mitigation of critical incidents and rapid recovery.
Revised March 1, 2016

**Recommended Steps**

1. Organize a planning group
2. Obtain director and/or senior management support for the Emergency Operations Plan and planning group members
3. Designate key personnel from each department and/or division who are familiar with school policy and operations; e.g., local, regional, and staff. School response plans are best created with input from school staff, first responders, health care professionals and any other persons who will be directly involved in the response and recovery efforts.

*Note: The personnel who are responsible for implementing the Emergency Operations Plan must be involved in its development.

**Step One**

**Analyze School Capabilities and Hazards**

This section of the Emergency Operations Plan provides for the gathering of information about current capabilities and possible hazards and emergencies that a district may experience. Districts are susceptible to many of the following situations: floods, severe storms, landslides, wild land and urban interface fires, building fires, telephone or power outages, water pipes bursting, chemical releases, workplace violence, bomb threats, dangerous and threatening situations, terrorism, etc. There may be additional hazards that are specific to a particular district.

**Identify Critical and Essential Operations**

This next step is to assess the vulnerability of a facility and the probability and potential impact of each emergency. Use of the Vulnerability Assessment Chart below this will help guide the process. This chart will enable you to assign, probabilities, estimate the potential impact and assess available resources that could impact a school. Use a low to high-ranking one-to-five, one having the lowest probability and five having the highest probability of occurring when evaluating each hazard or critical operation. Identify applicable codes and regulations. Identify critical mission data and systems.

**Step Two**

**Assign Responsibilities**

Plans should be written in terms of positions rather than in terms of a particular person. Districts need to establish the roles, responsibilities and capabilities of their schools and team members. Define the duties of each element of the school with an assigned role in the EOP, and establish procedures for each position to follow during a damaging event. Determine lines of succession to ensure continuous leadership, authority, and responsibility in key positions. At a minimum, assign all personnel responsibility for: recognizing and reporting an emergency, warning other employees in the area, taking security and safety measures, and evacuating safely. The members and their alternates responsible for executing response and recovery in an incident need to be properly trained and identified in the EOP.
Step Three  
**Develop/Review Emergency Procedures**  
Districts should develop and/or review their emergency procedures for response to emergencies and/or critical incidents. Determine the conditions under which an evacuation would be necessary. Identify personnel with the authority to order an evacuation. Establish and post specific evacuation procedures. This is the responsibility of each district on a facility-by-facility basis. Designate "evacuation monitors" to help assist others and to account for personnel. A district should have a call list of all employees (or group who share occupancy in the same building), noting those with special skills, such as: CPR, bilingual, etc.

Step Four  
**Accounting for People (Students, Staff and Visitors etc.)**  
Each district should describe how it would account for students, staff, visitors and vendors to assure their safety during an evacuation. Employees meeting with visitors and vendors should be responsible for assuring that the visitors and vendors exit the building.

Designated school personnel arriving at the outside meeting area should be responsible for taking a headcount that includes all personnel and visitors. This person should notify emergency personnel of any individual(s) remaining in the building, on a stairwell landing or any other location. Personnel lists should be readily available for this task.

Safe meeting areas outside the building should be located at a minimum of 200 yards from the facility. Stay clear of emergency personnel and equipment as much as possible. Keep in mind that emergency vehicles do not necessarily follow pre-determined routes when responding to an alarm. Company facilities should have a secondary meeting place in case the primary meeting place is inaccessible. Public safety officials may provide additional instructions when an actual event occurs and wind direction is a factor.

In extreme circumstances it may be necessary for districts to establish a phone number employees can use to report their whereabouts and condition. If possible, consideration should be given to sites where evacuees could, if necessary, take shelter indoors at a business, public facility, church, etc. Schools within a complex should designate meeting areas that allow evacuees to quickly move away from the entire complex. Districts are solely responsible for making pre-event arrangements with designated site owners if evacuees are planning to occupy another facility.

Employees should be educated to call or contact their supervisors in situations where an evacuation occurs and they cannot report to the meeting place, or if they are out of the office when the evacuation takes place.

Districts are allowed to ask employees if they will require assistance because of a disability or medical condition. Facts about obtaining and using employee medical information as part of

Districts may also, consider enlisting the help of colleagues who may volunteer to act as a "buddy" to an individual with a disability who might need assistance.

**Step Five**

**Communication**

A communication failure can be a disaster in itself, cutting off vital school activities. Consider the functions your facilities might need to perform in an emergency and the communication systems needed to support them.

Communications are needed to report emergencies, to warn personnel of the danger, to keep families and off-duty employees informed about what's happening at the facility, to coordinate response actions and to keep in contact with customers and suppliers.

Districts may consider various means of notification including but not limited to:

- Two-way Radios
- Internet or Intranet
- Cell Phones
- Radio
- Text Messaging
- Television
- Email
- Local Media
- Mass Notification
- Weather Service/Radio

**Step Six**

**Damage Assessment & Facility Closure**

Each school should plan to determine the extent of damage as quickly as possible after a damaging event has occurred.

What resources will be needed to assess the extent of damage; are they on staff or will other agencies be needed to assist? The districts can provide additional resources to help conduct a damage assessment in a planned and efficient manner. Districts will need to maintain records for all damaged-related cost and continue to ensure the safety of personnel on the property until the event has concluded and business is operational as normal. Once a damage assessment is completed, decisions can then be made to determine if the school will need to relocate to an alternate site.
Incidents, which may cause this plan to be initiated, vary in scope and impact. Closing a facility is generally a last resort, but always a possibility. Identify the conditions that could necessitate a partial or full closure and define who has the responsibility for that decision. Determine procedures for, and consequences of, partial or full facility closure.

**Long Term/Short Term Relocation**

An emergency or disaster may necessitate relocating the operation of a school to an alternate site. The Emergency Responders or agency's can help a district establish its relocation procedures in advance of an emergency. If an alternate site is required for the school to provide critical services, the following items should be considered:

a. Determine the time frame of relocating
b. Decide if the school can share one of its own facilities or that of another school
c. Develop an inventory of space and equipment requirements to support personnel

Districts should have an agreement in place for an alternate site before an event occurs. The alternate operations location should not be in the same vicinity as the normal operation.

**Step Seven**

**Reporting**

**Step Eight**

**Resources**
National Incident Command System (NIMS)

The National Incident Command System (ICS) is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment standards and an incident management organization with five functional areas (command, operations, planning, logistics and finance & administration) for management of all major incidents.

ICS was developed over 30 years ago in the aftermath of catastrophic wildfires in California. Numerous agencies responded to the fires with little coordination or communication. As a result, Congress directed the U.S. Forest Service to improve the effectiveness of interagency coordination. By mid-1970s, the U.S. Forest Service and several California agencies developed and field tested the Incident Command System (ICS). By 1981, ICS was used widely in Southern California in response to fire and nonfire incidents. In March 2004, ICS was included as a mandate in the National Incident Management System (NIMS).

On February 28th, 2003 President George W. Bush issued DHS Presidential Directive 5 which requires a single comprehensive national incident management system. NIMS requires that all responses to domestic incidents utilize a common management structure, the Incident Command System. ICS represents organizational "best practices" and has become the standard for incident management across the country. Understanding ICS helps build the cultural bridge between schools and emergency response agencies. It helps get everyone on the same page, speaking the same language.
An example of an Incident Command System structure in a school:

The ICS's mission can be best understood in terms of three vital tasks:

**Communication and Intelligence:** The ICS must be able to effectively communicate and receive information. It is critical to inform everyone involved at the ICS about an event. It is equally important to undertake intelligence gathering to manage an incident and to provide notification to crisis managers, employees, governments and the public.

**Command and Control:** The ICS must provide the command and control functions necessary to put multiple response and recovery plans into action triggering them as needed, providing the structure required to allocating resources and personnel, and assuring effective direction of the response operations.

**Coordination and Documentation:** The ICS must create a mechanism to coordinate all of the steps taken to respond to an event and document those actions to protect employees and
infrastructure as well as demonstrate adherence to "best practices" by documenting all information received and steps taken.

**Four Phases of Emergency Management:**

![Diagram of four phases: Mitigation & Prevention, Preparedness, Response, Recovery]

**Mitigation & Prevention**

Schools should conduct an assessment to identify all potential hazards that they could face, including both natural events and man-made events. The assessment should include a review of fights, crimes, and other disciplinary events that have occurred on or around school property.

This will help ensure that resources are properly deployed to areas of the school where they are most needed.
School officials should take steps to reduce the likelihood that people or property will be harmed when disaster strikes. For example, if a school is located in a flood zone, officials can ensure that valuable material is kept from low-lying areas.

School administrators should consider the location of special student or staff populations, such as those who have disabilities, to ensure that they are not situated near potentially dangerous or inaccessible areas of the school building.

Safety planning efforts should involve the school custodian or maintenance director. Typically this person has the "full run" of the building and can provide valuable insight into changes that could be made to the school's physical structure to make it safer.

**Preparedness**
Local emergency management, law enforcement, health, and mental health personnel should be involved in developing crisis protocols. Written agreements should be drafted, such as memoranda of understanding, which clearly delineate the roles of both emergency responders and school officials during a crisis.

Parents should be made aware of the crisis plans at their child's school. In a crisis, their knowledge of the crisis plan can help reduce confusion, panic, and perhaps serious injury.

Schools need to work closely with health providers and volunteer organizations to develop lists of their available resources before a disaster strikes. Knowledge of available human resources and stocks of equipment can save precious time during an emergency.

Frequent drills using as many alternate evacuation routes as possible, should be conducted to reduce the possibility of students and staff becoming unnecessary victims in a crisis. Frequent drills help ensure that responses by public safety officials are well thought out and appropriate and that staff and students know what their responsibilities are during a crisis.

**Response**
In a crisis, emergency responders must be aware of the overall makeup and population of the school.

Emergency responders must also be aware of the physical layout of the school. Schools should provide them with confidential access to floor plans.

A response must always take into consideration the ages and mental health of students and staff, as well as their physical abilities and limitations.

Schools must become familiar with the Incident Command System, the system that emergency responders use to manage crises that require a multi-agency response. This system unifies terminology, structure, objectives, and functions and ensures that there is one central chain of command with information flowing smoothly to all of the agencies concerned.
**Recovery**

Efforts to return to the school after a disaster must be carefully timed and coordinated to meet the needs of both students and staff.

Schools should work with qualified professionals to assess the emotional needs of students and staff and arrange for counseling and other appropriate interventions.

To support the recovery process, schools should assemble lists of qualified mental health professionals and community organizations during the preparedness phase, so they will be available and pre-screened to help in the recovery phase as soon as needed.

School and health care officials should have resources available to help school children cope with disaster anniversary dates or memorials.

School buildings may incur considerable damage during an event such as a hurricane or a tornado. Schools should be prepared for the possibility of the need to relocate staff and students to alternate sites while repairs are made. Some districts have developed plans to have schools function in dual shifts, thereby splitting the school day in half. This decreases the chance for the school environment to become overwhelmed.

FOR A MORE COMPREHENSIVE UNDERSTANDING AND INTEGRATION OF ICS AND NIMS PRINCIPLES AND PROCEDURES THE IDAHO STATE DEPARTMENT OF EDUCATION STRONGLY RECOMMENDS THAT ALL PERSONNEL WHO ARE INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, INTEGRATION AND EXECUTION OF ANY EMERGENCY OPERATIONS PLAN COMPLETE BASIC NIMS AND ICS TRAINING AVAILABLE THROUGH THE FOLLOWING SOURCES;

Institute of Emergency Management
Physical Address: 12438 W. Bridger Street, Boise ID
Mailing address: 12301 W. Explorer Drive, Boise ID 83713
Office phone number: (208) 373-1764
Fax number: (208) 373-1766

- NIMS Objectives
- ICS Glossary
- ICS History
- FEMA Training
- FEMA Incident Command System for Schools
- FEMA Introduction to NIMS
- FEMA National Response Framework

Revised March 1, 2016
Step 1: School Capabilities & Hazards, Critical & Essential Operations

This section of the Emergency Operations Plan provides for the gathering of information about current capabilities and possible hazards and emergencies that a district may experience. In the first column of the chart, list all emergencies that could affect your facility.

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<th>Vulnerability Assessment Chart</th>
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<td>Type of Emergency</td>
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<tr>
<td>Building Name:</td>
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<tr>
<td>Dam Failure</td>
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<td>Flash Floods</td>
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**Probability:** In the probability column, rate the likelihood of each emergency’s occurrence. This is a subjective consideration, but useful nonetheless.

**Human Impact:** Analyze the potential human impact of the emergency; for example, what is the probability of serious injury occurring? Assign a rating in the Human Impact column of the Vulnerability Assessment Chart using a one-to-five rating system.

**Environmental Impact:** Consider the impact to the environment based on hazards identified through your vulnerability assessment. (e.g.; hazardous materials, asbestos, etc.)

**Property Impact:** Consider the potential property for losses and damages. Assign a one-to-five rating in the Property Impact column. Things to consider:

a. Cost to replace
b. Cost to set up temporary replacement
c. Cost to repair

**School Operations Impact:** Assign a one-to-five rating in the School Operations Impact column. Assess the impact of:

a. School interruption
b. Employees unable to report to work
c. Students unable to report to schools
d. Interruption of critical supplies

**Internal and External Resources:** assess resources and ability to respond. Assign a score to internal and external resources. Consider each potential emergency from beginning to end and each resource that would be needed to respond. Things to consider:
a. Do we have the needed resources and capabilities to respond?
b. Will external resources be able to respond during this emergency as quickly as we may need them or will they have other areas to serve; or do we develop additional emergency procedures?
c. Memorandums of Understanding

Examine each of the possible disruptions in the Vulnerability Assessment Chart. Add the lines across and total them. Rank them in order from the highest to the lowest. This will give a priority list to plan for these disruptions. It is important to give equal consideration to the vulnerabilities that did not rate very high because they still have a possibility of occurring.

Response and Recovery Strategy: The next step in the process is development of a response/recovery strategy based on the Vulnerability Assessment Chart. Examples of response activities include: notification of team members, protective measures, evacuation, and search and rescue. It is difficult to pinpoint exactly when the response phase ends and the recovery phase begins. Generally, recovery begins when the situation starts to stabilize, sometimes following the response phase and often times overlapping it.

The following is an example of a time-phase approach to implementing response and recovery activities.

This list is not inclusive, and the steps are not necessarily sequential, but it should provide a basic template of the process necessary to complete this portion of the Emergency Operations Plan.

Sample Vulnerability Assessment Charts

* Vulnerability Assessment Chart 1
* Vulnerability Assessment Chart 2
Step 2: Assign Responsibilities
Plans should be written in terms of employee positions rather than in terms of a particular person.

Districts need to establish the roles, responsibilities and capabilities of their schools and team members. Define the duties of each element of the school with an assigned role in the EOP, and establish procedures for each position to follow during a damaging event. Determine lines of succession to ensure continuous leadership, authority, and responsibility in key positions. At a minimum, assign all personnel responsibility for:

- Recognizing and reporting an emergency
- Warning other employees in the area
- Taking security and safety measures
- Evacuating safely

The members and their alternates responsible for executing response and recovery in an incident need to be properly trained and identified in the EOP.

Sample Assignment Forms

- Recovery Team Members
- Employee Alert Notification List
- Employee Skill List
- External Company, Customer, Vendor Notification List
- Emergency Volunteer Contact Form
Step 3: Emergency Considerations

Below are some sample procedures to give you some general guidelines on areas that need to be addressed. You must write specific procedures for your facility and/or organizational needs based upon a comprehensive assessment. You should never simply cut and paste generic procedures from any planning guide.

Stage 1 - Emergency Response and Relocation: (Approximately 1-12 hours from impact)

a. Notify police and fire and all other appropriate agencies of the crisis, evacuation location, operational and communications status, and anticipated duration of relocation, if known
b. Initiate procedures to protect life and minimize property damage
c. Determine if relocation is required
d. Communicate relocation decision to employees, and students etc.
e. Evacuate and take head count
f. Report status of relocation to the district head quarters and other points of contact
g. Assess impact on teachers, students, visitors and other patrons
h. Assess damage to facility and equipment, etc.
i. Direct all employees involved in response and recovery to keep a log of activities
j. Inform employees of their immediate work assignments, etc.

Stage 2 - Alternate Facility Operations (Short-Term): (Approximately 12-72 hours from impact)

a. Determine availability of employees needed for the recovery process and ensure that the employee's family and personal needs are considered
b. Notify and mobilize staff members as needed
c. Commence full execution of critical/essential operations
d. Develop plans and schedules to Stage down alternate facility(ies) operations and return to primary facility when appropriate

Stage 3 - Alternate Facility Operations (Long-Term) or Return to Normal Operations: (Approximately 72 hours and beyond)

a. Inform all personnel that the threat of or actual emergency no longer exists, and provide instructions for resumption of normal operations
b. Supervise an orderly return to the normal facility, or movement to another temporary or permanent facility
c. Conduct an after-action review of operations and effectiveness of plans and procedures as soon as possible
Sample Definitions:

**Shelter In-Place**
A shelter in place is a procedure in which students are held indoors and in their classrooms much like a regular lockdown, however, the purpose of the shelter-in-place is to protect students and staff from hazards to health or life. It is used to keep them inside when conditions outside pose a threat to their health and safety. Examples of this could be severe weather warning, pending natural disaster, wildfires and critical incidents that have occurred within close proximity to the school. The shelter-in-place is intended to secure students within a building while still leaving the building(s) accessible for entry.

**Safety Hold / Hall Check**
A Safety Hold occurs when a threat is identified outside of the school building. The school may have been forewarned of an imminent or likely threat. During a Safety Hold, classes continue however all movement is restricted and all doors are locked. A Safety Hold allows for a more rapid transition into a lockdown when there is some forewarning rather than initiating a lockdown from the beginning and further impacting the learning environment. School administrative personnel are assigned to specific areas to control movement and identify threats.

Some agencies will call the "Safety Hold" a "Soft Lockdown". It is not recommend because it has a tendency to confuse and/or minimize a full lockdown. By using a term for an intermediary security measure that does not use the word "lockdown" it preserves the critical nature of the lockdown procedure.

**Lockdown**
A lockdown occurs when an intruder has been identified inside of a building. During a intruder lockdown, all instruction ceases and measures to keep students safe from harm are implemented inside the classroom. Evacuation An evacuation occurs when it is no longer safe for students to remain in/on the facility.

Evacuations must be authorized by the appropriate personnel and initiated only after evacuation routes and gathering areas have been cleared.

**Drop Cover and Hold**
The Drop Cover and Hold is a standard response to a seismic event. Students are instructed to Drop to the floor, take Cover under their desk or table and Hold on until the event has ceased.

Sample Emergency Procedures Forms:
Below are sample forms to give you some general guidelines. You must develop specific forms for your facility and/or organizational needs based upon a comprehensive assessment and plan. You should never simply cut and paste generic forms from any planning guide or other source.
Student Release Form
Shelter in-Place
Safety Hold/Hall Check
Lockdown
Building or Facility Loss Form
Explosion Form
Gas Leak Form
Hazardous Material - Off-Site Form
Hazardous Material - On-Site Form
Hostage Situation Form
Multiple Injury/Casualty Incident Form
Water Supply Issue Form
Step 4: Accounting for People
Each district should describe how it would account for students, employees, visitors and vendors to assure their safety during an evacuation. Employees meeting with visitors and vendors should be responsible for assuring that the visitors and vendors exit the building.

Designated school personnel arriving at the outside meeting area should be responsible for taking a headcount that includes all personnel and visitors. This person should notify emergency personnel of any individual(s) remaining in the building, on a stairwell landing or any other location. Personnel lists should be readily available for this task.

Safe meeting areas outside the building should be located at a minimum of 200 yards from the facility. Stay clear of emergency personnel and equipment as much as possible. Keep in mind that emergency vehicles do not necessarily follow pre-determined routes when responding to an alarm. Every school or facility should have a secondary meeting place in case the primary meeting place is inaccessible. Public safety officials may provide additional instructions when an actual event occurs and wind direction is a factor. In extreme circumstances it may be necessary for districts to establish a phone number employees can use to report their whereabouts and condition.

If possible, consideration should be given to sites where evacuees could, if necessary, take shelter indoors at a business, public facility, church, etc. Schools within a complex should designate meeting areas that allow evacuees to quickly move away from the entire complex. Districts are solely responsible for making pre-event arrangements with designated site owners if evacuees are planning to occupy another facility.

Employees should be educated to call or contact their supervisors in situations where an evacuation occurs and they cannot report to the meeting place, or if they are out of the office when the evacuation takes place.

Districts are allowed to ask employees/students if they will require assistance because of a disability or medical condition. Facts about obtaining and using employee medical information as part of emergency evacuation procedures can be obtained from the U.S. Equal Employment Opportunity Commission's website: http://www.eeoc.gov/facts/evacuation.html.

Districts may also, consider enlisting the help of colleagues who may volunteer to act as a "buddy" to an individual with a disability who might need assistance.

Sample Evacuation Log

School Evacuation Status Log
Step 5: Communication & Notification

A communication failure can be a disaster in itself, cutting off vital school activities. Consider the functions your facilities might need to perform in an emergency and the communication systems needed to support them.

Communications are needed to report emergencies, to warn personnel of the danger, to keep families and off-duty employees informed about what's happening at the school, to coordinate response actions and to keep in contact with customers and suppliers.

WHO? Emergency responders, other schools districts, other districts employees, fire and police

Districts may consider various means of notification including:

a) Two-way radios
   - A district should adopt a radio plan which allows all participating schools to buy similar radios that have compatible frequencies as well as purchasing radios that allow for expansion of channels. All schools within a school district should have one common (open) channel that allows district personnel and personnel responding to assist from other schools to have communication with the affected school via radio.
   - It is also recommended that School Districts develop a cooperative plan to add one statewide channel that will allow for interoperability within communications and allow for better utilization of resources that may be provided by another school district during and following a critical incident. Districts must maintain a reserve of emergency radios for use by additional personnel during critical incidents as well as a supply of extra batteries, bank chargers and mobile charging stations. It is critical that enough radios are purchased to issue to first responders (emergency services).

b) Internet or Intranet
   - Districts should establish communication procedure that will allow for the notification of all district employees and stakeholders via the districts intranet system if such a system is in use.
   - All districts should develop methods of communication utilizing text messages, emails, web pages, FAX machines, etc. to disseminate information via the internet on any given incident and to keep all stakeholders current and up-to-date.

c) Telephones
   - Land lines
     - Utilize calling trees and maintain accurate phone lists. Use of volunteers to make telephone notifications is encouraged. Maintain an updated list of addresses as
well as telephone, cellular telephone and pager numbers of key emergency response personnel from within and outside the facility.

- **Cellular Telephone**
  - Maintain an adequate supply of cellular telephones and have extra available for use during critical incidents at the command post.
  - Maintain a supply of extra batteries and both mobile and stationary chargers to keep cell phones operating.

- **Satellite Telephone**
  - In areas where land line communications as well as cell phone communications have the possibility of being interrupted or those located in remote areas, it is recommended that the district and / or individual schools purchase and maintain satellite telephones as a backup means of communication.

- **On-Site Communication**
  - Establish methods of communication such as, fire alarms, messengers, hand signals, public address systems and bullhorns, etc. Establish procedures for employees to report an emergency, and train employees on those procedures.

- **Mass Notification**
  - Voice Mail
  - Text Messaging

- **Media**
  - Radio
  - TV

It is critical that parents, the community and other stake holders receive timely and accurate information regarding as school incident so that they may respond appropriately. The timely and accurate dissemination helps districts calm parents fears, prevent panic, alleviates stress and maintain good order.

**Sample Communications / Public Information Forms**

🔗 **Vendor Information Form**

The public has the right and need to know important information related to an emergency/disaster at a school site as soon as it is available. A sound public information plan in itself will do much to calm the fears and apprehensions of parents and relatives of both staff members and students. This dissemination of information will assist first responders and school officials by calming the fear, clearing up any confusion and helping keep unwanted or unneeded persons away from the site of the crisis. It is imperative that school districts establish a policy identifying who will be responsible for communicating to the public, press or other outside sources. Usually, this will be the District Public Information Officer (PIO). If the District does not have a PIO, one should be appointed. The **PIO should not be a district or school official that has another assignment within the NIMS / ICS framework.** It is recommended that this
be assigned to an executive person at the school district level to allow onsite administrators and school personnel to continue rescue, recovery and ongoing student safety operations.

Points to remember:

- News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).
- Information released must be consistent, accurate, and timely.
- Have a predetermined staging area for press and press releases.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Keep up to date on the situation.
- Do not release any names
  - Creates problems
  - FERPA (student information)
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."
- Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO.
- Monitor news broadcasts about the incident. Correct any misinformation heard immediately.
- Get updated information and disseminate often.
- Reassurance (the message you want to convey)
  - Everything is being done to ensure students’ safety and well being
  - The district is capable and prepared to handle this crisis
Step 6: Damage Assessment & Facility Closure

Damage Assessment

Each school should plan to determine the extent of damage as quickly as possible after a damaging event has occurred. What resources will be needed to assess the extent of damage; are they on staff or will other agencies be needed to assist? The districts can provide additional resources to help conduct a damage assessment in a planned and efficient manner. Districts will need to maintain records for all damaged-related cost and continue to ensure the safety of personnel on the property until the event has concluded and business is operational as normal. Once a damage assessment is completed, decisions can then be made to determine if the school will need to relocate to an alternate site.

Incidents, which may cause this plan to be initiated, vary in scope and impact. Closing a facility is generally a last resort, but always a possibility. Identify the conditions that could necessitate a partial or full closure and define who has the responsibility for that decision. Determine procedures for, and consequences of, partial or full facility closure.

School districts should meet with both the Division of Building Safety and the Division of Public Works to prepare an MOU and preplan critical incident response.

Sample Damage Assessment and Facility Closure Form

Facility Damage Assessment Form
Step 7: Reporting

Documentation and reporting is an essential component of any Emergency Operations Plan and should delineate the procedures to be used. It is imperative that reporting and accountability procedures be in place for a number of reasons.

- Accurate recording and reporting of pre-planning and preparations reduces liability and allows stakeholders at all levels to anticipate problems and take measures to improve and correct deficiencies.
- Accurate reporting creates a network of accountability at every stage of emergency operations and management and in every area of responsibility.
- Accurate reporting ensures that appropriate actions were taken prior to, during and after a critical event.
- Accurate reporting ensures that preparatory measures such as drills are being implemented and practiced at the required intervals.

Some sample forms are included in this guide, however we recommend that all aspects of your Emergency Operations Plan be recorded and documented from the development to the implementation to its actual use during a critical event.

Suggested Forms

- Drill Schedule
- ICS 204 Debriefing
- Situation Report
Step 8: Resources
The organization and documentation of available resources is a critical component of any sound Emergency Operations Plan.

Emergency operations planners should keep in mind that all resources should be contacted in advance and that Memorandums of Understanding (MOUs) be agreed upon and in place prior to an event.

These resources can include but are not limited to facilities, equipment, supplies, back-up systems, vendors, etc. Each district is responsible for maintaining a list of its own resources.

Sample Resource Forms
- Emergency Telephone List
- Media Contact Information Form
- Vendor Information Form
- Key Function Priority List
Appendix

- Appendix A
- Appendix B
- Appendix C
- Appendix D
- Appendix E
- Appendix F
- Appendix G
- Sample Documents
- NIMS Objectives
- ICS History
- ICS Glossary
Appendix B
ICS – Incident Command System

- ICS 201 Incident Briefing
- ICS 201 Resources Summary
- ICS 202 Incident Objectives
- ICS 203 Organization Assignment List
- ICS 204 Task Assignment
- ICS 204 Debriefing
- ICS 205 Radio Communications Plan
- ICS 206 Medical Plan
- ICS 207 Incident Organization Chart
- ICS 209 Incident Status Summary
- ICS 209 Resources List
- ICS 211 Check-In List
- ICS 214 Unit Log
- ICS 215 Operational Planning Worksheet
- ICS 216 Radio Requirements Worksheet
- ICS 217 Radio Frequency Assignment Worksheet
- ICS SAR 201 - Lost Person Questionnaire