

Department of Education & Early Development (DEED)

2018

Alaska School Emergency Operations Plan (EOP) Guidebook



Division of Homeland Security and Emergency Management (DHS&EM)

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# Introduction to Emergency Operations Plans

Emergency Operations Plans (EOPs) provide the information and structure for schools dealing with an emergency. The EOP is meant to be fluid and adaptable to any situation or hazard the school faces, while remaining clear in its delineation of responsibilities. Alaska Statute 14.33.100 requires all schools to develop a crisis response plan that is reviewed and updated annually to stay current with the school situation and minimum requirements set by the Department of Education & Early Development.

An EOP template is provided and described in the accompanying document. The template is meant to be customizable to fit school requirements. It can be modified, expanded or reduced as needed to ensure each school has a solid plan to turn to during an event. The template was developed with permission based on the recommendations and work of the Arizona Department of Education, the Ohio Attorney General School Safety Task Force, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center and the Federal Emergency Management Agency (FEMA) for use by Alaskan schools.

# Planning Process

The process of developing and updating a plan is generally more important than the final product. The planning process allows a variety of stakeholders to come together to discuss concerns and develop solutions. There are six basic steps to developing and maintaining a plan.



## Form a Collaborative Team

The planning team should consist of a variety of representatives who are authorized to make decisions and commitments for the organization or party they represent. The team could include first responders such as fire and police departments, representatives from the school district and neighboring schools, parent and student advocacy groups, teachers, and representatives of students with disabilities. The team should be large enough to include necessary groups and limit the workload placed on any one individual, but small enough to remain manageable and permit close collaboration.

The team will need to hold regular meetings during the planning process, though how often will be determined by the group. Each member of the planning team should be assigned specific roles and responsibilities to reduce redundancy and spread the workload evenly.

## Understand the Situation

The planning team should begin by determining what threats and hazards face the school. This can be done utilizing a variety of sources including historical data, team member and community knowledge, and existing threat and hazard assessments completed by the city. Utility companies and private businesses may also be able to provide input. Once the threats and hazards have been identified, determine the level of risk posed by each one. This entails understanding how likely the specific event is to occur, how significant the impact would be, how long it would last, and whether the school would have time to warn students or send them home prior to impact.

## Determine Goals and Objectives

In step three, the planning team will determine which threats and hazards to address in the emergency operations plan and develop goals and objectives to response. Goals list a desired outcome for responders and staff to achieve when faced with a threat or hazard. Objectives are measureable actions needed to achieve the goal. The team should develop at least three goals for each threat and a couple objectives for each goal. As this process continues, common goals and objectives will appear across hazards. These functions will be detailed in an annex of the plan and could include things such as: ensure all staff and students know the safest evacuation routes or maintain full accountability of all students, staff, and visitors. These goals and objectives will help guide the plan writing and response to an event.

## Plan Development – Identify Courses of Action

Once goals and objectives are determined, the planning team should list specific courses of action needed to accomplish the objectives. This step develops response procedures that will work for a variety of hazards. The planning team will develop scenarios based on the decisions of the previous steps and develop courses of action and decision points.

## Plan Preparation, Review, and Approval

This is the step where the plan is actually written. The work can be done by a designated individual, shared among the team, or given to a contractor. The following template is based on the basic plan format from FEMA. The template can be modified, expanded, or reduced as needed to fit the circumstances of the school. The body of the plan details general response priorities while annexes are used to address specific concerns or hazards.

Once the plan is written, it will need to go through an approval process within the planning team and then externally to relevant stakeholders. This includes school leadership, district leadership, and potentially local first responder groups and emergency managers. The review should judge whether the plan is feasible, adequate, and acceptable given the resources and situation of the school. Once finalized, the plan will be approved by appropriate leadership and copies made available to necessary individuals. Note that while this guidebook and template are publically available, a complete plan may include sensitive information that should be kept to a need-to-know basis.

### Basic Plan Structure

1. **Introductory Materials**
	1. Promulgation document/signatures
	2. Record of changes
	3. Table of contents
2. **Purpose**
	1. Purpose of plan
	2. Scope
	3. Situation Overview
	4. Planning Assumptions
3. **Concept of Operations**
4. **Organization and Assignment of Responsibilities**
5. **Direction, Control, and Coordination**
6. **Information Collection, Analysis, and Dissemination**
7. **Testing, Training and Exercise**
8. **Administration, Finance, and Logistics**
9. **Plan Development and Maintenance**
10. **Authorities and References**
11. **Annexes**

## Worksheet 1: Core Planning Team Members

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| --- | --- | --- | --- | --- | --- |
| Name | Title | Organization | Email | Phone | Stakeholder Group |
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## Implement and Maintain the Plan

Once the plan has been approved, schedule training sessions with those who will be involved in a response, including teachers, volunteers, and students to ensure everyone knows their role. Post key information such as evacuation routes and shelter-in-place locations around the campus and ensure parents are aware of the plan. Regularly exercise the plan using a variety of methods including tabletop exercises, drills, and full-scale exercises. Be sure to document all suggestions for improvement and regularly reconvene the planning team to update the plan.

# Plan Template Guidelines

The following template is adapted from the [Arizona Department of Education 2013 Emergency Response Plan Template](http://www.azed.gov/prevention-programs/files/2013/02/2013-erp-template.docx) and the Federal [Guide for Developing High-Quality School Emergency Operations Plans](https://www.fema.gov/media-library/assets/documents/33599). Planning teams need to adjust information in red and should feel free to make other adjustments as needed to ensure the plan is viable for the school and situation. Information in *italics* is for general knowledge and should be removed from the final plan.

# Introduction Material

## Promulgation

The promulgation document gives the plan official status and provides the authority and responsibility for organizations to perform their assigned tasks. This should be a signed statement formally recognizing and adopting the plan. The statement can be as simple as “This school emergency operation plan has been completed and approved for use.” The statement is followed by signatures of authorizing officials such as the superintendent, school board members, or the school principal. It can also include first responders such as the police and fire chiefs.

## Record of Changes

This plan will be reviewed annually and revised as needed. Plans written for an individual school should be reviewed by the school, with input from the district and/or school board. Plans written for the district should be reviewed at the district level with input from the schools and school board.

## Record of Distribution

This plan will be distributed to primary and secondary agencies.

# Purpose, Scope, Situational Overview, and Assumptions

## Purpose

The purpose is a general statement of what the EOP is meant to accomplish and should include a brief synopsis.

## Scope

This section defines who the plan applies to and within what geographic area. The scope can also include definitions of basic terms, though these can alternately be put at the end of the EOP.

## Situation Overview

The situation overview describes the hazards faced by the school and any dependencies on external organizations for response assistance. This section can also include an overview of the school population including the average number of staff and students, classrooms, and available applicable resources such as back-up generators and medical equipment. The level of detail is a matter of judgment; some information may be limited to a few specific annexes and presented there. At a minimum, the situation section should summarize hazards faced by the jurisdiction and discuss how the jurisdiction expects to receive (or provide) assistance within its regional response structures. The situation section covers a general discussion of:

* Relative probability and impact of the hazards
* Geographic areas likely to be affected by particular hazards
* Vulnerable critical facilities (e.g., nursing homes, schools, hospitals, infrastructure)
* Population distribution and locations, including any concentrated populations of individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency, as well as unaccompanied minors and children in daycare and school settings
* Dependencies on other jurisdictions for critical resources
* The process used by the jurisdiction to determine its capabilities and limits in order to prepare for and respond to the defined hazards
* Actions taken in advance to minimize an incident’s impacts, including short and long term strategies.

The table is a sample taken from FEMA’s “Sample School Emergency Operations Plan, November 2014”.

|  |  |
| --- | --- |
| **Flood** | Flooding is a natural feature of the climate, topography, and hydrology of Springfield and its surrounding areas. Flooding predominates throughout the winter and early spring due to melting snow, breakaway ice, and rainy weather.The Green River, north of Springfield, floods every 2 to 5 years. Long periods of rainfall and mild temperatures are normally the cause. Springfield School is located in a flood plain, making it vulnerable to flood damage. During the past 10 years, Springfield School grounds have been severely flooded twice. In 2008, the entire athletic field was destroyed by the Green River overflowing and had to be replaced.Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. |
| **Severe Storm** | Springfield and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Springfield School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.During the 2012-13 winter storms, high snowfall and cold temperatures resulted in significant snow accumulations. The accumulations aggravated by rain, drifting snow, and ice in roof drains caused excessive weight and the collapse of a shed located near the soccer field. The collapse resulted in over $3,000 in damage to sports equipment. |
| **Fire** | Fire hazards are the most prevalent types of hazard.A 2003 fire at Mitchell School in Columbia County reiterated the importance of fire preparedness and prevention efforts. That fire, started in a science laboratory, caused $20,000 in damages. |
| **Chemical** | Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Springfield. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. |
| **Intruder** | While a hostile intruder incident has never occurred in a Columbia County school, Springfield School, like any school, is vulnerable to intruders. |
| **Active Shooter** | While an active shooter incident has never occurred in a Columbia County school, Springfield School, like any school, is vulnerable.  |
| **Terrorism** | Springfield School, like other public institutions, is vulnerable to terrorist activity. |

The following page also has an example of how to format this section:

**SCHOOL Hazard Index by Type**

|  |  |  |
| --- | --- | --- |
| **Natural** | **Technological** | **Human/Societal** |
| EarthquakeWildfire Extreme WeatherFloodingAvalancheGround Failure/ LandslideVolcanic AshfallSevere ErosionInfectious Disease Food/Water Contamination | Dam FailureEnergy EmergencyUrban FireHazardous Materials ReleasePower FailureRadiation ReleaseTransportation AccidentAir PollutionCommunications Failure | Active ShooterTerrorismWMD: Chemical, Biological, Radiological, Nuclear, or Explosive Agents |

**SCHOOL Hazard Index by Frequency and Severity**

**Increasing frequency of occurrence 🡪**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Frequency / Severity** | **Never Occurred** | **Low Occurrence**(11-100 years) | **Medium Occurrence**(5-10 years) | **High Occurrence**(1-4 years) |
|  **Increasing intensity of severity 🡪** | **Catastrophic****Deaths or Injuries:** 50 or more**Critical facilities closure:** 30 days or more**Property damage:**  50% or higher**Economic impact:** Severe/long-term**Local resources:** Overwhelmed/impaired | Pandemic Infectious Disease Food or Water ContaminationTerrorism WMD | Severe Earthquake |  |  |
| **Critical****Deaths or Injuries**: 10-50 **Critical facilities closure:** 7-30 days**Property damage:**  25-50% **Economic impact:** Short-term**Local resources:** Temporarily overwhelmed | Radiation Release |  | Wildfire | Power FailureCommunications Failure |
| **Limited****Deaths or Injuries**: 0–10 **Critical facilities closure:** 3–7 days**Property damage:**  10–25% **Economic impact:** Temporary/limited**Local resources:** Minimal impact | Energy Emergency | Civil Disturbance | Ground Failure/ Landslide | AvalancheExtreme WeatherUrban FireTransportation Accident |
| **Negligible****Deaths or Injuries**: Minor injuries only**Critical facilities closure:** 0–3 days**Property damage:**  0–10% **Economic impact:** Negligible**Local resources:** Negligible | Dam FailureSevere Erosion |  | Volcanic Ashfall | Minor Infectious DiseaseMinor EarthquakeFloodingAir PollutionHazMat Release |
|  |  |

## Worksheet 2: Threats and Hazards (\*required in Alaska)

| All Possible Threats and Hazards | Probability4. Highly likely3. Likely2. Possible1. Unlikely | Magnitude4. Catastrophic3. Critical2. Limited1. Negligible | Warning4. Minimal3. 6-12 hrs.2. 12-24 hrs.1. 24+ hrs. | Duration4. 12+ hrs.3. 6-12 hrs.2. 3-6 hrs.1. < 3 hrs. | Risk PriorityHighMediumLow | Address in the School EOP?(Check/Uncheck) |
| --- | --- | --- | --- | --- | --- | --- |
| Earthquake \* |  |  |  |  |  |[x]
| Fire \* |  |  |  |  |  |[x]
| Flood \* |  |  |  |  |  |[x]
| Explosion \* |  |  |  |  |  |[x]
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## Planning Assumptions

This identifies what the planning team assumes to be fact for planning purposes in order to complete the EOP. Adjustments to the plan may be necessary during an actual event as situations arise that were unforeseen or occur in a different manner. These assumptions, for example, can also highlight the priorities of senior leadership regarding preparedness and response:

* All employees have been trained using this EOP and may be tasked during an event. Proper training and use of this EOP will reduce or prevent loss of life and damage during a disaster.
* School officials are responsible for the safety of students, staff, and visitors. Officials will assume these responsibilities upon implementation of this EOP.
* In most cases, law enforcement or fire service personnel will assume Incident Command, or establish a unified command, depending on the type of emergency. Incident management activities will be initiated and conducted using the Incident Command System (ICS), contained in the National Incident Management System (NIMS.)
* External resources may be available to assist; however, the school should be prepared to support itself for up to 72 hours should a large scale event occur. External resources may include law enforcement, health facilities, fire responders, emergency managers, environmental response, emergency medical services, and city, state, and federal agencies.
* A single site incident could occur at any time without warning and the employees cannot, and should not, wait for direction from local response agencies. Immediate action may be required to save lives and protect property.
* A major disaster could occur at any time and the school may not have prior warning. Providing quick and accurate information to teachers, students, parents, and the community will be assist in gaining and maintaining situational awareness of the event.
* The school facilities may be needed to assist in the response to an event not directly affecting the school. In this situation, priority will be given to the safety or students, staff, and visitors with emphasis placed on uninterrupted education services.
* All visitors shall operate under this EOP while on school grounds.

# Concept of Operations

The Concept of Operations (CONOPS) explains leadership’s intent in broad terms. It can be a written or graphic statement to describe how the organization accomplishes a mission or set of objectives during a response to reach a desired goal. The CONOPS should take into account the fact that the normal daily processes of the school may have to continue while simultaneously responding to an incident. This may include clear decision points to execute the plan and a brief definition of levels of activation. It should also address issues of direction and control, alert and warning, and continuity matters.

The CONOPS should also indicate who has the authority to activate the EOP and briefly describe how the school coordinates with outside agencies. The primary purpose of actions taken before, during, and after an incident should be explicitly stated. In-depth details relating to aspects brought up in the CONOPS can be expanded on in annexes.

# Organization and Assignment of Responsibilities

This section should be represented graphically and in writing and use titles and positions rather than individual names. It includes a list of the kinds of tasks to be performed, by position and organization, without all of the procedural details included in functional annexes. When two or more organizations perform the same kind of task, one should be given primary responsibility, with the other(s) providing a supporting role. For the sake of clarity, a matrix of organizations and areas of responsibility (including functions) should be included to summarize the primary and supporting roles. Standard operating procedures (SOPs) or standard operating guidelines (SOGs) should be developed for each position prior to an incident and all staff should be trained on their specific expectations. The matrix and assignment of responsibility can include external agencies if they have a defined responsibility during response – for example police, fire, or the American Red Cross. Organization charts, especially those depicting how a jurisdiction is implementing the ICS or Multiagency Coordination System structure, are helpful. This section should also outline agency and departmental roles related to prevention and protection activities. This section should also be used to define which emergency management system the school will implement: Emergency Support Functions (ESF), ICS, agency or department standards, or a hybrid. The assignment of responsibilities below is an example of assignments for key persons that will need to be adjusted to fit the situation of each school.

Examples of Assignment of Responsibilities:

### Principal/Building Administrator

The principal may serve as the IC or delegate that authority to a qualified individual. At all times, the principal still retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the policy group and the IC.

### Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

* Supervise students under their charge.
* Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
* Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
* Give appropriate action command during an incident.
* Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
* Report missing students to the IC or designee
* Execute assignments as directed by the Incident Commander or ICS supervisor.
* Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
* Render first aid if necessary. School staff should be trained and certified in first aid and cardiopulmonary resuscitation (CPR).

### Instructional Assistants

Responsibilities include assisting teachers as directed.

### Counselors, Social Workers, and Psychologists

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

Responsibilities may include:

* Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
* Direct students in their charge according to established incident management protocols.
* Render first aid if necessary.
* Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
* Execute assignments as directed by the IC or ICS supervisor.

### School Nurses and Health Assistants

Responsibilities include:

* Administer first aid or emergency treatment as needed.
* Supervise administration of first aid by those trained to provide it.
* Organize first aid and medical supplies.

### Custodians and Maintenance Personnel

Responsibilities include:

* Survey and report building damage to the IC or Operations Section Chief.
* Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
* Provide damage control as needed.
* Assist in the conservation, use, and disbursement of supplies and equipment.
* Keep IC or designee informed of condition of school.

### Office Staff

Responsibilities include:

* Answer phones and assist in receiving and providing consistent information to callers.
* Provide for the safety of essential school records and documents.
* Execute assignments as directed by the IC or ICS supervisor.
* Provide assistance to the principal and Policy/Coordination Group.
* Monitor radio emergency broadcasts.
* Assist with health incidents as needed, acting as messengers, etc.

### Food Service and Cafeteria Staff

Responsibilities include:

* Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
* Execute assignments as directed by the IC or ICS supervisor.

### Transportation/Bus Drivers

Responsibilities include:

* Supervise the care of students if disaster occurs while students are in the bus.
* Transfer students to new location when directed.
* Execute assignments as directed by the IC or ICS supervisor.
* Transport individuals in need of medical attention.

### Other Staff (Itinerant Staff, Substitute Teachers…)

Responsibilities include reporting to the IC or ICS supervisor if requested or activated.

### Students

Responsibilities include:

* Cooperate during emergency drills and exercises, and during an emergency situation.
* Learn to be responsible for themselves and others if the emergency situation warrants.
* Understand the importance of not being a bystander by reporting situations of concern to appropriate staff.
* Develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

### Parents/Guardians

Responsibilities include:

* Understanding their roles during a school emergency.
* Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
* Participate in volunteer service projects for promoting school incident preparedness.
* Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
* Practice incident management preparedness in the home to reinforce school training and ensure family safety.

# Direction, Control, and Coordination

This section describes the framework for all direction, control, and coordination activities. It identifies who has tactical and operational control of response assets. Additionally, Direction, Control, and Coordination explain how multijurisdictional coordination systems support the efforts of organizations to coordinate efforts across jurisdictions while allowing each jurisdiction to retain its own authorities. This section also provides information on how department and agency plans nest into the EOP (horizontal integration) and how higher-level plans are expected to layer on the EOP (vertical integration).

## A. Incident Command

This section provides an opportunity to describe the extent to which your school/district will use the incident command system (ICS) to manage an incident. As in every other section of the template, there are a few places with RED text that indicate a spot you need to fill in; however, you should review this section in its entirety and adjust the template as you see fit. For assistance with this section, please contact the State Emergency Operations Center at 907-428-7000.

# Communication

This section describes the communication protocols and coordination procedures used between response organizations during emergencies and disasters. It discusses the framework for delivering communications support and how the jurisdiction’s communications integrate into the regional or national disaster communications network. It does not describe communications hardware or specific procedures found in departmental SOPs/SOGs. Planners should identify and summarize separate interoperable communications plans. This section may be expanded as an annex and is usually supplemented by communications SOPs/SOGs and field guides.

##  Notification and Warning

This section describes how notification and warning will occur during an emergency. Reference Notification and Warning SOPs/SOGs.

## B. Emergency Public Notification

This section describes how emergency public notification will occur during an emergency. Reference Emergency Public Notification SOPs/SOGs.

## C. Non-Emergency External Communication

This section describes how non-emergency external communication will occur. Reference applicable Communications SOPs/SOGs

# Information Collection, Analysis, and Dissemination

This section describes the critical or essential information common to all operations identified during the planning process. It identifies the type of information needed, the source of the information, who uses the information, how the information is shared, the format for providing the information, and any specific times the information is needed. School/District prevention and protection assets must develop the Information Collection, Analysis, and Dissemination section in close cooperation with school departments and local support agencies such as, law enforcement, fire, emergency management, utilities, insurance agencies, risk management, transportation, etc. The contents of this section are best provided in a tabular format, and may be expanded as an annex if needed.

More in-depth information in this topic area is found in the following materials:

* *FEMA-428/BIPS-07/January 2012 Edition 2* - this primer focuses on a single facility type with a very specific occu­pancy and vulnerability
* *FEMA P-424, Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds (2010) -* addresses the protection of schools from school shooting or ter­rorist threats
* *BIPS 06 (Formerly FEMA 426), Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings* - deals with all building types and occupancies, and terrorism.

# Testing, Training, and Exercise

This section covers the requirements for training staff to utilize the emergency plan, testing or exercising the plan, and improving the plan. To ensure compliance to the plan, it is necessary to conduct regular training and exercises to familiarize school leadership, teachers, and students of what is expected of them during an emergency. Outside agencies and partners should also be included in training and exercises to provide their perspective, and learn the schools practices to improve response.

Planning for training and exercises should include:

* A regular schedule for classroom-style training on the plan.
* A regular schedule for practice exercises of the plan for both students and staff.
* A system for gathering positive and negative feedback from exercises with an eye towards improving implementation of the plan.

# Administration, Finance, and Logistics

This section covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. Planners should address the following in this section of the plan:

* References to mutual aid agreements
* Authorities for and policies on augmenting staff by reassigning public employees and soliciting volunteers, along with relevant liability provisions
* General policies on keeping financial records, reporting, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the jurisdiction.

If this section is expanded, it should be broken into individual functional annexes—one for each element.

Consider adding a section covering general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources and adding items such as:

* References to Mutual Aid Agreements: Written agreements between organizations, either public or private, for reciprocal aid and assistance in case of disasters too great may be dealt with unassisted.
* Authorities for and policies on augmenting staff by reassigning public employees and soliciting volunteers, etc.
* General policies on keeping financial records, reporting, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.

For the purposes of potential insurance, local, state, or federal assistance, or reimbursement, identify the process for which school or district event documentation is tracked. For example, Financial Management may issue a project number for the incident response effort, and may disseminate the project number for use by all school or district departments participating. This project number would be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any emergency or disaster requiring a substantial response effort.

# Plan Development and Maintenance

This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section should:

* Describe the planning process, participants in that process, and how development and revision of different “levels” of the EOP (basic plan, annexes, and SOPs/SOGs) are coordinated during the preparedness phase
* Assign responsibility for the overall planning and coordination to a specific position
* Provide for a regular cycle of training, evaluating, reviewing, and updating of the EOP.

# Authorities and References

This section provides the legal basis for emergency operations and activities. This section of the plan includes:

* Lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies (e.g., MAAs)
* Specification of the extent and limits of the emergency authorities granted to the senior official, including the conditions under which these authorities become effective and when they would be terminated
* Pre-delegation of emergency authorities (i.e., enabling measures sufficient to ensure that specific emergency-related authorities can be exercised by the elected or appointed leadership or their designated successors)
* Provisions for COOP and COG (e.g., the succession of decision-making authority and operational control) to ensure that critical emergency functions can be performed.

# Annexes

This section provides near step-by-step instructions for the Incident Commander, as well as staff including office workers, teachers, maintenance/custodial, and bus drivers on actions to be taken during an incident.

The first section, called Functional Annexes outline broad procedures that may be used in a variety of situations. For instance, the Functional Annex for Evacuation may be utilized in the event of a Fire, Flood, or Earthquake. Students should be trained how to respond and carry out many of the Functional Annex procedures, including Evacuation, Reverse Evacuation, and Lockdown.

The second section, called Hazard-and-Threat Specific Annexes outline specific procedures that should be used during a particular type of incident. These include Active Shooters, Bus Accidents and Bomb Threat. These annexes may call for the execution of a Functional Annex

# Definitions

This section includes a description of terminology that may be unfamiliar to the user. These include many terms relating to the Incident Command System (ICS), law enforcement, and fire/EMS operations. Examples are included below, and may be referenced when reading this guidebook.

1. Emergency Management (EM). A framework for organizing and managing emergency protection efforts. Prevention, protection, mitigation, preparedness, response, and recovery – in the all-hazards approach.
2. Emergency Operations Center (EOC). Specially equipped facilities from which government officials exercise direction and control and coordinate necessary resources in an emergency.
3. Emergency Operations Plan (EOP). Contains policies and procedures to follow before, during and after an emergency. The EOP integrates emergency preparedness activities into one document. It is the focal point for School planning and preparedness procedures.
4. Emergency Situation. As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:
* Incident. An incident is a situation that is limited in scope and potential effects.
* Emergency. An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
* Disaster. A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.
1. Federal Emergency Management Agency (FEMA). The federal agency charged with development of an integrated emergency management system and with supporting emergency management and disaster assistance efforts at all levels of government. See: http://www.fema.gov.
2. Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
* Human-Caused Hazard: A hazard that arises from deliberate, intentional human actions to threaten or harm the well-being of others. Examples include school violence, terrorist acts, or sabotage.
* Natural Hazard: A hazard related to weather patterns and/or physical characteristics of an area. Often natural hazards occur repeatedly in the same geographical locations.
* Technological Hazard: A hazard originating from technological or industrial accidents, infrastructure failures, or certain human activities. These hazards may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation, and often come with little to no warning.
1. Hazardous Material (HAZMAT). A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported. The substance, by its nature, containment and reactivity, has the capability for inflicting harm during an accidental occurrence. It may be toxic, corrosive, flammable, reactive, an irritant, a strong sensitizer and poses a threat to health and the environment when improperly managed. Included are toxic substances, certain infectious agents, radiological materials and other related materials such as oil or other petroleum products, and industrial solid waste substances.
2. Incident Commander (IC). The person responsible for the management of all incident operations. The IC is in charge of the incident site.
3. Incident Command System (ICS). The combination of facilities, equipment, personnel, procedures, and communications operating with a common organizational structure, with responsibility for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident and/or event.
4. National Incident Management System (NIMS). Provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.
5. Shelter-In-Place. A procedure addressing the need to provide refuge for students, staff and visitors within the school building during an emergency.
6. State Emergency Operations Center (SEOC).State-level EOC. In Alaska the SEOC is co-located with DHS&EM on Joint-Base Elmendorf-Richardson outside Anchorage. Alternate sites are available for use should the main location be rendered unusable.
7. Unified Command: In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.