

Department of Education & Early Development (DEED)



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

Alaska Division of Homeland Security and

Emergency Management (DHS&EM)



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

Alaska School Emergency Operations Plan (EOP) Template

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**This EOP template is meant to be customized to fit district or 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. Your feedback is requested.**

# Introduction

## Promulgation

The following Emergency Operations Plan (EOP) has been approved for use by school name/district name in the event of a disaster or emergency.

Approval Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

Approval Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Superintendent

Approval Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Board Chairperson

**The following signatures appear in recognition of the coordination, collaboration, and document review with local partners.**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency name: (Emergency Management Agency)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency name: (Public Health Agency)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency name: (Law Enforcement Agency)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency name: (Fire Services Agency)

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency name: (Other)

##  Record of Changes

This plan will be reviewed annually and revised as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Change Number** | **Date** | **Subject** | **Entered by:** |
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## Record of Distribution

This plan will be distributed to primary and secondary agencies.

|  |  |  |  |
| --- | --- | --- | --- |
| **Distribution Number:** | **Date:** | **Agency Signatory Official:** | **Agency:** |
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# II. Purpose, Scope, Situational Overview, and Assumptions

## Purpose

The purpose of the School/District name Emergency Operations Plan (EOP) is to outline the school’s approach to emergency operations and to enable local, state and federal coordination in addition to public/private support. It provides general guidance for emergency management activities. The EOP and its contents describe the school emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the annexes, or in attachments, may describe details of who does what, when and how, or provides additional information in support of potential emergency response actions. Additionally, the EOP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the school from natural, technological, and man-made hazards; with the primary objectives to save lives and protect public health, property and the environment, and, reduce adverse psychological consequences and disruptions.

Although emergencies/disasters and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the EOP provides a framework to enable the management of cascading impacts and multiple incidents as well as the prevention of and preparation for subsequent events.

The School/District name EOP supports the school and the district general operating procedures. It is the responsibility of those referenced in this plan to integrate their departmental policy, procedures, and emergency management activities such as task performance and organization, while also participating in training, exercises and plan integration and maintenance needed to support a collective process.

Additionally, the EOP:

* Empowers employees in an incident to act quickly and knowledgably;
* Informs students, faculty, and staff, and trains key stakeholders on their roles and responsibilities before, during, and after an incident;
* Provides other members of the community with assurances that the School/District has established policy and procedures to respond to incidents/hazards in an effective way;
* Establishes intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations;
* Provides guidance for emergency operations and the utilization of all available School/District name and government resources for the protection of lives, property, and the continuance of school operations in an emergency.

## Scope

It is the responsibility of staff position (principal, etc.) to direct the response to an event involving the school property or students and staff, including planned events sponsored by the school or district.

This EOP applies to all school name facilities, staff, students, volunteers, visitors, and responders involved in mitigation, protection, prevention, preparedness, response, and recovery aspects of a planned or unplanned event. An event influencing the school may also affect the surrounding community; therefore, this plan supports community emergency procedures and any valid memorandum of understanding or agreement (MOU/MOA). The EOP applies to incidents of all sizes, including those that exceed the capability of the school and require outside assistance from the community, borough, state, or federal government.

## Situation Overview

### School Population Overview

The school name has an average population of 500 students, 20 faculty, 5 administrators, 2 cafeteria staff, and 3 maintenance and custodial staff. The students range in age from 5 to 12 years old. A master schedule of student and teacher locations throughout the day is available in the main office and in Appendix A of this EOP. (*If including a schedule in the EOP, be sure it is not included if the EOP is made available to anyone other than employees and first responders).*

### Access and Functional Needs Population

School name has a diverse student and faculty population, some of whom may need additional or varied assistance during an event. This includes those with:

* Limited English proficiency
* Limited comprehension
* Visual or auditory disabilities
* Mobility or physical disabilities
* Medical conditions such as asthma or diabetes
* Behavioral health concerns such as
* Other health impairments

This does not include temporary disabilities such as fractures resulting in the use of crutches or casts. Classes with students or staff needing additional assistance are noted on the master schedule and a detailed list can be found with the school nurse/office assistant.

### Building Information

School is located in the center of town at 123 Front St. The grounds consist of one main building, a separate gym facility, a parking lot, and an outdoor sports field. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, automated external defibrillators (AED) and utility shutoffs is included in Appendix B of this EOP. All staff members are required to know these locations as well as how to operate the utility shutoffs. (*If including this information in the EOP, be sure it is not included if the EOP is made available to anyone other than employees and first responders).*

### Threat and Hazards Assessment

(Insert summary information form the Threats and Hazards Assessment located in the Alaska Emergency Operations Plan (EOP) Guidebook)

### Preparedness, Prevention, and Mitigation Overview

Recognizing the hazards listed above, school name has taken several steps to reduce the risk to students, staff, visitors, and property. These include:

* Providing ongoing training to students and staff regarding what to do during an emergency
* Closely coordinating with first responders and law enforcement.
* Participating in community exercises and drills
* Maintaining valid memoranda of understanding and memoranda of agreement with community partners such as houses of worship, nonprofit organizations, private businesses, and healthcare facilities, tribal entities and others.

## Planning Assumptions

(See Guidebook for recommendations)

# III. Concept of Operations

It is the overall responsibility of the school to protect life and property during an emergency situation. The school has primary responsibility for initial emergency management activities and will remain involved in ongoing activities. This section is designed to give an overall picture of the school’s approach to emergency management. Specific details may be found in annexes to this plan.

This EOP is based on an all-hazards approach to emergency management and is flexible enough to allow for the activation of part or the entire plan based on the decision of leadership. The school Principal/Superintendent or their designee is authorized to implement this plan as needed.

The functions of the various departments within the school will mirror normal activities as much as possible during a disaster. Normal activities that do not directly contribute to resolving the emergency and protecting life and property may be suspended by the Principal/Superintendent/Incident Commander until such time as it is safe to resume full function.

The school maintains four levels of activation and can move between them as needed and authorized.

* Level 1: Normal Operations – the school is under no direct threat and operations continue as expected.
* Level 2: Heightened Awareness – the school has been notified of a possible event but no precautions need to be taken until further notice.
* Level 3: Actual Event – an event has occurred or is imminent and the school must take action to protect the safety of students and staff or school property. The EOP may be fully or partially activated.
* Level 4: Major Event – a large event has occurred threatening the life safety of students and staff, as well as the integrity of the school facilities. The EOP will be activated and the school will take all necessary steps to protect lives and property.

The (add at least two to three staff positions) is/are typically the responsible authority for directing emergency measures for the school or district, and is provided the authority to activate this EOP (add staff position order of succession here).

The (add school staff position(s) will obtain information on the nature of the incident and assessment of the situation and will make the determination of next steps and assume the role of, or delegate the role of incident commander if the situation warrants.

The school will implement Incident Command System (ICS) practices when responding to an event. First responders may assume command as needed to ensure safety, but a representative from the school will continue as a liaison and may become part of Unified Command.

Timely warnings of emergency conditions are essential to preserve the safety and security of the school or district community and critical to an effective response and recovery. Direction on communications may be found (add location). Additional information may be obtained at the district level (add location).

# Organization and Assignment of Responsibilities

## Organization

Emergency Management for (add School/District name) is comprised of the following:

(The following are examples and should be modified as applicable to your school or district)

### Policy Group – District Level

The Policy Group is comprised of the following: (add position names)

* Superintendent
* School Board President
* Other

In complex incidents, the Policy Group will be convened at (add location and alternative location). The role of the Policy Group is to:

* Support the on-scene Incident Commander (IC) with strategic guidance, information analysis, and needed resources
* Provide policy and strategic guidance
* Help to ensure that adequate resources are available
* Identify and resolve issues common to all organizations
* Keep elected officials and other executives informed of the situation and decisions.
* Provide factual information, both internally and externally through the Joint Information Center (JIC)

### School Site Safety and Security Staff

The (add position name) is responsible for (list what this position is responsible for on a daily basis. It **may include duties such as emergency management planning and operations for the school.) Upon the** activation of the EOP for a school incident, the (add position name) assumes the role as (list the role this position will assume), unless delegated.

### District or School Departments

District and school departments will support emergency response operations through performance of their normal roles and responsibilities. If called upon, school departments will activate personnel and implement appropriate response actions identified in the plan, or as directed by the Incident Commander or school administration.

Activation of the ICS for a school event may be modified as needed to best serve the nature of the incident. When the ICS is activated, staff will direct the efforts of their departments according to their respective procedures for emergency operations.

|  |  |  |
| --- | --- | --- |
|  | **Department** | **Departmental Duties and Responsibilities** |
| **1.** | Example: Transportation | Upon learning of an incident, the Transportation Coordinator/Director will report directly to the Incident Commander for assignment unless otherwise notified. |
| **2.** |  |  |
| **3.** |  |  |
| **4.** |  |  |
| **5.** |  |  |

## School Position Roles and Expected Actions (See Alaska Emergency Operations Plans (EOP) Guidebook for recommendations)

### Principal/Building Administrator

(Insert assignment here)

### Teachers

(Insert assignment here)

### Instructional Assistants

(Insert assignment here)

### Counselors, Social Workers, and Psychologists

(Insert assignment here)

### School Nurses and Health Assistants

(Insert assignment here)

### Custodians and Maintenance Personnel

(Insert assignment here)

### Office Staff

(Insert assignment here)

### Food Service and Cafeteria Staff

(Insert assignment here)

### Transportation/Bus Drivers

(Insert assignment here)

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

(Insert assignment here)

### Students

(Insert assignment here)

### Parents/Guardians

(Insert assignment here)

# Direction, Control, and Coordination

## Incident Command

### Incident Command System

To provide for the effective direction, control, and coordination of an incident, the school EOP will be activated including the implementation of the Incident Command System. When needed, separate functional elements (i.e. – Operations, Planning, Logistics and Finance/Administration) will be established and subdivided to enhance internal organizational management and external coordination.

The Policy Group is responsible for providing the IC with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership (Principal, Superintendent, etc.) is responsible for the incident. Along with this responsibility, by virtue of their position, these individuals have the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities. Having the responsibility does not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

* Provides policy guidance on priorities and objectives based on situational needs and the EOP.
* Oversees resource coordination and support to the on-scene command from an Operations Center.

### Incident Management

The school ICS may be organized into the following functional areas:

**Establishes**

**incident objectives**

**and directs all**

**response actions.**

**Provides strategic**

**guidance and resource**

**support.**

Incident

Commander (IC)

Policy Group

(Superintendent/

Principal)

Planning

Section

Logistics

Section

Operations

Finance/Administration

Section

**ORGANIZATION EXPANSION**

**Expanding the Organization**

Public Information Officer

The Command Staff provide information, safety, and liaison services for the entire organization.

**Incident Commander (IC)**

**Command**

Safety Officer

Liaison Officer

Officer

The General Staff are assigned functional authority for Operations, Planning, Logistics, and Finance/Administration.

Finance/Admin

Section

Logistics

Section

Planning

Section

Operations Section

The School/District IC will be integrated into the Incident Command structure, or assume a role within a Unified Command structure.

If a school emergency is within the authorities of the first-responder community, i.e. emergency requiring law enforcement or fire services, etc., Command will transition, or form a Unified Command structure, upon the arrival of qualified first responders. A transfer of command briefing shall occur.

### Incident Commander

The IC is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

1. Life Safety
2. Protect Public Health
3. Incident Stabilization
4. Property and Environment Preservation
5. Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene, and he or she must keep the Executive/Senior Administration and the Policy Group informed and up to date on important matters pertaining to the incident.

School-related responsibilities and duties include:

* The first staff person on scene, (or insert position) will assume the role of IC until a more qualified individual can assume command.
* The IC is delegated the appropriate authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
* Establish an Incident Command Post (ICP) and provide an assessment of the situation to the Executive/Senior Administration, which may also include the Policy Group or other officials, recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities from the ICP.
* Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
* Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
* Coordinate media relations and information dissemination with the principal.
* Serve as the primary on-scene contact for outside agencies assigned to the incident, establish unified command as necessary, develop working knowledge of local/regional agencies, and assist in accessing services when the need arises.
* Document activities
* Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
* Determine whether to implement incident management protocols (e.g., Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the (add location) in this document.
* Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
* Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
* Keep the Executive/Senior Leadership and Policy Group informed of the situation.

### Public Information Officer

The Public Information Officer (PIO) is responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

* Check in with IC and receive a situation brief
* Assume the duties of the School PIO
* Train and prepare staff for possible interaction with media in the wake of an event.
* If necessary, establish and supervise a JIC with PIO’s from the other responder agencies
* Coordinate press releases among response organizations
* Designate a media center and facilitate scheduled press briefings
* Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee
* Monitor news media outlets reports of the incident
* Prepare periodic briefings to Executive Policy Group on public information activities and submit draft press releases for review and approval

### Operations Section

The Operations Section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, 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:

* Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
* Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
* Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
* Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
* Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
* Document all activities.

### Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident, and to plan appropriate incident management activities.

Duties may include:

* Assist IC in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
* Document all activities

### 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:

* Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
* Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
* Document all activities.

### Finance/Administration Section

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:

* Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
* Develop a system to monitor and track expenses and financial losses, and secure all records.

The Finance and Administration Section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

An important component of the EOP is a set of interagency agreements with various city/county agencies to aid timely communication. These agreements help coordinate services between the agencies and (add District name). Various agencies and services include county governmental agencies such as mental health, law enforcement, county health department, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

### Source and Use of Resources

(Add School/District name) will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members can be trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance by means of written or contractual agreement:(add location of agreements)

Examples:

* First aid kit and sanitation supplies
* Counseling services
* Food/water supplies
* Security

# Communication

Communication is a critical part of incident management. This section outlines (add School/District name) communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media. (Add location of communication plan, policy, and procedures)

## Notification and Warning

Timely warnings of emergency conditions are essential to preserve the safety and security of the school community and critical to an effective response and recovery.

* Upon learning of an emergency and assessing need for local agency support such as law enforcement or fire services, (add staff positions) will call 911.
* Notification to key (add School/District name) administrators, departments and personnel for emergency response will follow procedures outlined in (add your notification procedures here, or in a section such as an Appendix or Attachment to the EOP).
* Notification of critical personnel will be in accordance with the following:
* District and/or school personnel shall relay threat information, warnings, to ensure the school community is notified.
* Staff shall respond according to their procedures for emergency operations, unless otherwise dictated by the event.
* Emergency notifications, warnings and alerts will typically be disseminated within the school or district using items such as, voice command, intercom system, email, the school radio or television system, or other modes.
* Law enforcement agencies and other emergency services may be required to disseminate emergency warnings to the public who cannot be reached by school primary warning systems.

In any case, it is important for the communication hubs to be notified of the emergency to ensure all appropriate notifications are made. Any one or more communication strategies may become disabled.

* Telephones, cellular or landline, (add items applicable) are the primary means of communications for contacting key emergency responders or departments.
* The 800 or 900 MHz radios (if applicable) with common channels are one example of communication for emergency responder communications.
* All school radios (if applicable) have a set of common channels for interoperability among departments.

## Emergency Public Notification

In the event that a crisis occurs on school property, the PIO will be notified as soon as possible to report to the IC location. In their role as chief spokesperson for the School, the PIO will ultimately be responsible for the communications efforts relative to the crisis.

For a detailed plan of emergency public information, (add location if applicable)

## Non-Emergency External Communication

During an incident the school expects to receive a high volume of calls seeking information as to the welfare of students, staff and faculty from concerned parents, relatives, spouses, friends and loved ones. The surge in volume of calls to the school main numbers may quickly exceed the system capabilities.

It is essential that call centers are activated and staffed as soon as possible to handle anticipated volume of non-emergency calls related to the incident.

Call centers may also be a resource in helping to control rumors.

# Information Collection, Analysis, and Dissemination

 Essential information necessary for emergency operations identified in this EOP are shared with all appropriate school and district departments, and with external partners including law enforcement, fire, and emergency management.

# Testing, Training, and Exercise

The development of the EOP Training and Exercise Plan is a key component of the School ability to respond to an emergency situation. It is imperative that all school staff have a general understanding of what (add School/District name) role will be during an event and the expected response protocol, which is structured by NIMS while also following the HSEEP procedures. Therefore, training and exercise opportunities will provide the required background and understanding of staff and response volunteers.

* EOP training opportunities, as well as review of preparedness or response support materials, shall be incorporated into the annual Training and Exercise schedule and Workforce Development Plan.
* Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend and participate in EOP training and exercise activities.

Working with response agency partner’s exercises should be held to train school and response personnel and evaluate the adequacy of the EOP. Following an After Action Report (AAR) and the Improvement Plan (IP) for each exercise shall be developed and documented appropriately.

# Administration, Finance, and Logistics

(Insert text here. See 2017 Alaska School Emergency Operations Plans (EOP) Guidebook for suggestions on how to construct this section.)

# Plan Development and Maintenance

## Plan Development and Maintenance

The EOP integrates with school and district policy and procedures and a number of stakeholder EOPs or guidelines. The school EOP utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post event consequences. The EOP is structured according to the *Guide for Developing High-Quality School Emergency Operations Plans 2013*, while also following the principles of the NIMS and ICS. Furthermore, the EOP utilizes general testing, training, and exercise procedures to addresses response, training, exercises, equipment, evaluation, and corrective action practices.

The (add school position) shall oversee or coordinate with applicable partners the following EOP actions:

* The EOP shall be reviewed annually and modified as necessary by (add position/committee)
* The school EOP shall be coordinated with the District and external agencies that may be affected by EOP implementation, in an effort to ensure consistency and compatible of their jurisdictional plans.
* Substantive changes between review periods, such as changes in roles or responsibilities, will prompt notification to listed stakeholders. Minor edits such as grammar or spelling changes will require no notification.
* If the organization and upkeep of the EOP includes process changes such as an EOP review, or a promulgation document designed to capture signature acknowledgement from each partner agency named within the document, the (add position/committee) will generate a draft document that will be sent to the relevant partners for review and recommendations.
* After a review period and consideration of stakeholder comments, the document will be finalized and signatures obtained.
* Final results of the reviews and any changes to the EOP shall be presented to the (add school position) for final approval before being adopted.
* Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend ERP training and exercise activities.
* Ensure EOP compliance with the applicable local, state, and federal procedures.

## Plan Contact Information

|  |  |  |
| --- | --- | --- |
| **Name and Position** | **Phone Number** | **Alternant Phone Number** |
|  |  |  |
| **E-mail:** |
| **Department:** |

# Authorities and References

Procedures within this document apply to (add School/District name). The organizational and operational concepts set forth in these procedures are promulgated under the following:

* **LOCAL**
* (insert any applicable local citations)
* **STATE**
* Alaska Statute 26.23
* Alaska Statute 14.33.100
* Alaska Statute 14.03.140
* **FEDERAL**
* Americans with Disabilities Act
* Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707
* Emergency Management and Assistance, Code of Federal Regulations, Title 44.
* Superfund Amendments and Reauthorization Act of 1986, PL 99-499 (Title III, “Emergency Planning and Community Right-to-Know Act of 1986”).
* Comprehensive Environment Response Compensation and Liability Act of 1980, PL 96510 (CERCLA or “Superfund”).
* County Health Department Security and Bioterrorism Preparedness and Response Act (42 CFR Part 73)
* Family Educational Rights and Privacy Act (FERPA)
* Health Insurance Portability and Accountability Act (HIPAA)
* Homeland Security Act of 2002 (CIKR, Intro-2, CPG 101)
* Homeland Security Presidential Directive (HSPD) 3, 5 and 8:
	+ National Response Framework
	+ National Incident Management Systems (NIMS)
* Occupational Safety and Health Administration (OSHA) Rule 1910.120

# Functional Annexes

Functional protocols are common procedures that may be implemented along with procedures for 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 for a hazardous materials spill that occurs outside the school building. Each functional protocol describes the purpose and responsibilities for that function. Schools should customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials will assist in development of effective procedures and protocols.

**All functional annexes should address:**

* + Situations under which the procedures should 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 use of these procedures. This will help evaluate the appropriateness of the procedures in the plan and assist 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.

# Continuity of Operations Plan (COOP) Annex

## Purpose

The purpose of a Continuity of Operations Plan is to ensure that the school has procedures in place to maintain and rapidly resume essential operations after an incident. COOP is critical to safety planning and is a good business practice. The plan should anticipate a wide range of potential incidents that could cause a temporary interruption or full shut-down of the school. A goal is to provide full operational capacity for essential functions within 12 hours of activation and maintain these functions for 30 days.

## Responsibilities

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students, staff and others is the first priority. Strong communication and partnerships with appropriate organizations, contractors and service providers should be developed. Legal counsel should review delegations of authority to identify and address possible legal restrictions.

|  |  |
| --- | --- |
| Principal or Superintendent | * Determine when to close schools and/or send students and staff to alternate locations.
* Disseminate information internally to students and staff.
* Communicate with parents, media and the larger school community.
* Identify a line of succession, including who is responsible for restoring business functions in the school.
 |
| Principal/Assistant Principal or Department Heads | * Ensure systems are in place for rapid contract execution after an incident.
* Identify relocation areas for classrooms and administrative operations.
* Create a system for registering students (out of district or into alternative schools).
* Brief and train staff regarding additional responsibilities.
* Secure and provide necessary personnel, equipment, supplies, facilities, resources and services required for continued operations.
* Identify strategies to continue teaching.
* Reevaluate the curriculum.
 |
| Custodians/Maintenance Personnel | * Work with local government officials to determine when it is safe for students and staff to return to school buildings and grounds.
* Manage the restoration of school buildings and grounds.
 |
| School Secretary/Office Staff | * Maintain inventory.
* Maintain essential records, including school insurance policy.
* Ensure redundancy of records.
* Secure classroom equipment, books and materials.
* Restore administrative and record-keeping functions.
* Retrieve, collect and maintain personnel data.
* Provide account payable and cash management services.
 |
| Counselors, Social Workers and School Nurses | * Establish academic and support services for students and staff.
* Implement additional response and recovery activities in accordance with established policies.
 |
| Food Service/Cafeteria/Bus Drivers | * Determine how transportation and food services will resume.
 |

## Specific Procedures

**Activation and Relocation**

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or relocate operations to an alternate site. COOP procedures will be activated whenever it is determined the school is not safe to occupy or is not functionally operational. The district office will be notified and provided information and details regarding a relocation of operations.

 **Alert, Notification and Implementation Process**

The Principal/School Decision-Maker will activate school EOP communication plan to notify students and school personnel of COOP activation and provide situation information as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

 **Relocation Sites**

The Principal/School Decision-Maker will identify relocation sites to maintain and restore operations and essential functions disrupted by an incident. Ideally each school should have more than one potential relocation site. One site should be accessible by walking, if appropriate, and other sites by transportation services. Sites must have reliable logistical support, services and infrastructure systems to sustain operations for 30 days. Consideration should be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

 **Alternate Facilities**

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be (insert name/location of facility). For a longer term relocation of operations and essential functions, alternate facilities are listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| Alternate Facility | Can Replace This Function | Street Address | Contact Information |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

For each alternate facility, the essential resources, equipment and software that will be necessary for necessary resumption of operations should be identified and plans developed to secure those resources.

 **Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored (identify offsite location and details as appropriate). Vital records are electronic and hard copy documents that are needed to support the 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.

  **Human Capital Management**

School personnel responsible for the essential functions should be cross-trained to ensure effective implementation of COOP procedures.

* + All COOP designated personnel as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his or her responsibilities (and those of others) during implementation of COOP. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities.
	+ Designated COOP personnel will participate in exercises to test academic, physical and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.
	+ All school personnel need 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.

**Reconstitution**

In most instances of COOP implementation, reconstitution will be the reverse execution of those duties and procedures listed above, including:

* + Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
	+ Supervise an orderly return to the school building.
	+ Conduct an after-action review (AAR) of COOP operations and effectiveness of plans and procedures.

# Family Reunification Procedure

## 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.

## Responsibilities

**Incident Commander/Principal:**

* + After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation sites.
	+ Follow pre-determined procedures for releasing students.
	+ Notify a contact person at the relocation site to prepare for arrival of students.
	+ Designate a Reunification Site Commander.
	+ Request the District Office to send personnel to staff reunification sites.
	+ Follow pre-determined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

**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 all 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 district 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/district media liaison of the location.
	+ Keep evacuees on buses or in a holding area separate from parents until they can be signed out by 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.

**Teachers**

* + 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.

**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.

# School Evacuation Procedure

## Purpose

Evacuation should take place if it is determined that it is safer outside than inside the building, and that staff, students and visitors can safely reach the evacuation site with minimal danger.

## Responsibilities

**Incident Commander/Principal:**

* + Communicate the need to evacuate to building or area to staff and other occupants by fire alarm, public address system, or other appropriate means.
	+ Call or designate another to contact emergency services and appropriate district staff; make them aware that school is evacuating.
	+ Determine evacuation routes based on location and type of incident.
		- Communicate necessary changes to evacuees.
		- During inclement weather consider requesting buses for sheltering
	+ Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
	+ Communicate when it is safe to re-enter the building using appropriate means.

**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 each room.
		- Use a secondary route if the primary is blocked or hazardous.
	+ 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.
	+ Check bathrooms, hallways and all common areas for visitors, staff or students.
	+ Go to designated evacuation assembly area.
		- Minimum 50 feet from building for fire, 300 for all other hazards.
	+ When outside the building or inside the building evacuation location, check for injuries.
	+ Account for all students; report any missing or injured students to School Incident Commander/Principal.
	+ Wait for additional instructions.

**Office Staff:**

* + Take visitor log and student sign out sheet to evacuation area.
	+ Gather headcount information from teachers and relay to School Incident Commander/Principal.

# Reverse Evacuation Procedure

## Purpose

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, or a hazardous materials release outside the school building.

## Responsibilities

**Incident Commander/Principal:**

* + Order a Reverse Evacuation for students and staff outside to move inside the building. Use the building public address system, 2-way radio, telephone, runners or other means to gather staff and students inside.
	+ Notify the district office of the situation.
	+ Notify public safety by calling 911 for police, fire or emergency medical service as appropriate.
	+ Designate staff to monitor radio, internet and other media for information on incident.
	+ Close and lock all exterior doors and windows.
	+ Maintain contact with public safety officials and consult on whether additional procedures should be activated.

**Teachers/Staff**

* + Immediately move students back to classrooms or safe areas using the closest entry.
	+ No students or staff should remain outside the building.
	+ Close and lock all exterior doors and windows.
	+ If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
	+ Teachers will take attendance and account for all students and report 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.

# School Lockdown Procedure

## Purpose

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

## Responsibilities

**Incident Commander/Principal:**

* + Communicate the need to lockdown using the public address system, 2-way radio telephone or other appropriate means.
	+ Call or designate another to contact emergency services; identify the school name and location, provide intruder description, weapons information and location of school command post.
	+ Notify staff and classes outside to immediately move to an offsite area, account for students and prepare to move to relocation site.
	+ Notify transportation staff and stop all incoming buses. Redirect them to relocation site.
	+ Notify the district office.

**Teachers/Staff**

* + 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 it. All moveable items such as chairs should be used as well.
	+ Account for students and notify Incident Commander of missing students as well as additional students, staff or guests now sheltered in the classroom.
	+ Do not place students in one location in the room. In the event entry is gained by the attacker, students should consider exiting by running away or past the attacker.
	+ Staff and students may utilize methods to distract the attacker’s ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the attacker’s face or person.
	+ Allow no one to exit 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.

**Office Staff:**

* + Stay by the phones and wait for additional procedures from district office and Incident Commander.
	+ Remotely check status of classrooms via public address, telephone, computer or other method.
	+ Assist the principal or Incident Commander to establish a school Command Post.

**Custodial Staff:**

* + 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.

# Shelter-in-Place Procedure

## Purpose

The shelter-in-place procedure provides a safe 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.

## Responsibilities

**Incident Commander/Principal:**

* + Make announcement that Shelter-in-Place procedures are being activated, using public address system, 2-way radio, telephone or other appropriate method.
	+ Order and announce a reverse evacuation for students and staff outside to move inside the building.
	+ 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 that 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 or to announce an All Clear.

**Teachers**

* + 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 be ready to cover their heads to protect from debris, if appropriate.
	+ If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
	+ If movement into the building would expose 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.

**Custodians**

* + Shut off utilities as directed by the School Incident Commander/Principal or public safety official.
	+ Turn off ventilation systems (heating, ventilation and air conditioning) as directed and appropriate.
	+ Post shelter-in-place cards at primary entrances to the building, if appropriate, and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used during an Active Shooter incident or during an incident involving a person intent on violence and not yet contained.

# Loss of Utilities Procedure

## Purpose

The loss of utilities is an ever-present concern that can have varied and wide-ranging effects on the school environment. Restoration of utilities should be completed quickly with as little disruption as possible.

## Responsibilities

**Incident Commander/Principal:**

* + Determine appropriate procedure: Evacuation or Shelter in Place and activate.
	+ If evacuating ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to the assembly areas.
	+ Notify the Superintendent of loss of service.

**Teachers:**

* + If so ordered, evacuate using standard procedures and exit routes to the assembly area.

**Maintenance/Custodial Staff:**

* + Work with the utility company to determine the potential length of service interruption.
	+ If school operations will continue during disruption, the following plans will be activated.

**A: Loss of Water**

Service Provider & Contact Number:

Toilets:

Drinking Water:

Food Service:

Fire Suppression:

**B: Loss of Electricity**

Service Provider & Contact Number:

Ventilation/Heating:

Emergency Lighting:

Other:

**C: Loss of Natural Gas/Fuel**

Service Provider & Contact Number:

Food Service:

Other:

**D: Loss of Communication**

Service Provider & Contact Number:

Telephone Service:

Other:

# Hazard-and-Threat Specific Annexes

The 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 should present only hazard-unique information.
	+ Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
	+ The plan becomes larger and more difficult for users to comprehend.

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

# Active Shooter

## 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 possess one or more of the following: a gun, knife, bomb, or other harmful device. An Active Shooter will result 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 will be the Incident Commander with jurisdiction over the scene. The school is considered a crime scene and will require a thorough search and processing.

## Responsibilities

**Incident Commander/Principal:**

* + Direct staff to call 911, give the name and exact location of the school, the nature of the emergency, number and description of assailants (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there is on-site security or law-enforcement officers. Caller will remain on the line and provide updates.
	+ Determine appropriate procedures: Lockdown, Intruder/Hostage Situation, Shelter-in-place and order activation.
		- Staff and students outside the building should be ordered to move immediately to pre-determined assembly areas and be prepared to evacuate to an off-site relocation center.
	+ Secure the administration office as a command post and retrieve the criminal information and data about the school’s emergency systems, including communications, staff and student locations, detailed floor plans and other important information, documents, items and supplies that are prepared and readily available for use during the incident. 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/cell or text message)
	+ Notify the Superintendent’s office and request activation of the communications plan for media and parent notification procedures.
	+ 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.

**Teachers and 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 911 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 by 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 includes 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 to create confusion, and as a last resort, confronting (assault, subdue, choke, kill) to stop the intruder. Tell students to get out any way possible, including exiting out windows, and move to another location.

**Other Procedures**

* + After the active shooter/intruder has been subdued, the School Incident Commander/Principal in consultation with the law enforcement Incident Commander will announce an evacuation and relocation to an alternate site for Family Reunification.
	+ If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
	+ The School Incident Commander will notify officials of the relocation site of the evacuation and to activate Family Reunification protocols.
	+ The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
	+ The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
	+ Teachers will evacuate the building using designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
	+ The School Incident Commander will activate the crisis response team and activate mental health and healing procedures, and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
	+ The School Incident Commander will debrief appropriate school personnel.
	+ The Superintendent or designee, in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public.

# Bomb Threat

## 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 destructive devises on school property. This may include any explosive devise of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result 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 will be the Incident Commander with jurisdiction over the scene. The school is considered a crime scene and will require a thorough search and processing.

## Responsibilities

**Staff Who Received Threat Message**

* + Make a record of the exact wording of the threat.
	+ Ask in a clear and calm voice:
		- Where is the bomb located?
		- What does it look like?
		- What materials are in the bomb?
		- How is it activated?
		- When will it 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 the caller’s voice and speech patterns and to noises in the background. Make a record of that information.
	+ If the threat is made by phone but the caller hangs-up, immediately dial \*57 (or the appropriate number) to trace the call.
	+ Notify the Incident Commander/Principal or designee and call 911.

**Incident Commander/Principal:**

* + If not already notified, contact law enforcement, fire and emergency medical services.
	+ Assign staff to meet and brief emergency responder agencies.
	+ Notify staff through the public address system that a building emergency is occurring, and that all 2-way radios and cellphones should be turned off.
	+ 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. Determine if further response should await the arrival of law enforcement or other emergency services. See IC/Law Enforcement section below for further instruction.
	+ If evacuation is ordered students and staff must be evacuated to a safe distance outside the school buildings. A minimum 1,000 feet is the general rule. [Consult with Fire/Police officials]
	+ Arrange for person who found suspicious item to talk with law enforcement.
	+ Notify the superintendent.
	+ Activate communications plan to inform parents, media and community of incident as determined in consultation with law enforcement.

**Teachers and Staff**

* + Check classrooms, offices and work areas 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 the assembly area.
	+ Open classroom windows and leave classroom doors open when exiting.
	+ Take roll after being evacuated. 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 All Clear signal, return to the building and resume normal operations.

**Incident Commander/Law Enforcement, Fire & Emergency Agencies**

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

* + If it has not occurred and is warranted, evacuate immediately, selecting 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 it has not already occurred.
	+ No one may re-enter the building until fire or police personnel declare it is safe to do so.
	+ After consulting with the Superintendent and School Incident Commander/Principal determine if staff and students should 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.

# Transportation Accident

## Purpose

Transportation accidents may occur both within the geographic boundaries of the district or outside the district (field trips etc). While data continues to show that school buses are the single safest mode of travel between home and school, accidents can and do occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision require drivers to be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight and batteries, emergency warning devices (road flares and reflective devices). Travel by boat should include the same precautions as by bus with the addition of personal flotation devices, such as lifejackets. For air travel, a first aid kit should be carried. The purpose of these procedures are to:

* + Provide a standardized approach in the management of transportation accidents.
	+ Provide emergency care as appropriate for the incident, while maximizing efficiency of resources.
	+ Provide for the consideration of district and school-level decisions.

## Responsibilities

**Driver/Operator**

* + Call bus garage or appropriate school personnel, and 911 emergency services will be called by the transportation/or school personal if 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. (Note: if safe, and bad weather requires leave the bus running)
	+ 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 an evacuation of the bus is warranted. All passengers should remain in the bus unless a fire or other hazardous condition exists. It is extremely important that injured persons are not moved unless they are in imminent danger of further injury.
	+ Provide first-aid as needed.
	+ Regularly update school and emergency personnel on situation and conditions.
	+ If students/passengers are evacuated to another location (hospital, shelters, or another bus) record and report all information, including who was transported and location, to bus garage and/or appropriate school personnel.
	+ Protect the passengers and vehicle from further accidents and injuries.
	+ Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances the vehicles involved should not be moved until law enforcement personnel advise the driver to do so.
	+ Cooperate with directions from emergency responders.
	+ Complete an incident report after the incident is resolved.

**Incident Commander/Principal**

* + Dispatch appropriate transportation or other staff to the accident location.
	+ Assess level of support or resources needed and make it available.
	+ Obtain names and phone numbers of students/passengers, conditions, locations if removed from scene and report to district or other designated staff for instituting parental notifications and information sharing.
	+ 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 should be activated.
	+ Determine if mental health and healing procedures are needed.

**Other Procedures and General Operations**

Emergency services agencies, if called, will take charge of the accident scene upon their arrival. A school representative should be dispatched to the accident scene if distance and time permit.

Communication with parents and child-care providers is critical since a late school bus always causes some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parent notification.

All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals/clinics for evaluation. The number of ambulances utilized and destinations will be determined by the on-scene emergency services personnel.

If emergency response authorities at the scene determine that the accident is minor in nature, every effort will be made to avoid unnecessary transport of the children to hospitals/clinics. In that event, the school representative at the scene will have the option of having custody and control over the children, to sign a release form declining hospital transport. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury and have no complaints of injury. The school will provide, for inclusion with this procedure, a list of individuals that have been granted authority to act as the school’s representative at an accident scene. No bus drivers are to be included on this list. If no list is provided the Incident Commander may verify the authority of a representative by contacting the school/district office. Anyone claiming to be the school representative but not included on the list and who cannot be verified by the school/district will not be permitted to sign the refusal. Any child not listed on the release form will be 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 will be dispatched to the scene to continue the 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 will be transported to the closest appropriate hospital/clinic for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:

* + A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander.
	+ EMS personnel, with at least one or more EMTs will be placed on the bus with passengers and an ambulance will follow the bus to the hospital/clinic.
	+ In the even that a passenger’s condition suddenly deteriorates, the bus will be stopped, the passenger will receive emergency care and may be moved to the ambulance for further care and faster transport. The bus and its remaining passengers will continue on to the hospital/clinic.
	+ Additional ambulances may be assigned to the bus based on need and available resources.

# Chemical or Hazardous Materials Spill

## 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/waste-water treatment plans; 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 hazardous material or chemical release.

## Specific School Information

Currently, [list chemicals used on 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 per 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]

The school 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 will determine if and when the following operational functions or procedures may be activated in the event of an **external** chemical or hazardous release:

* + Continuity of Operations
	+ Evacuation
	+ Family Reunification
	+ Medical Emergency
	+ Reverse Evacuation
	+ Shelter-in-Place

Or if there is an **internal** chemical release, the following procedures may be activated:

* + Evacuation
	+ Family Reunification
	+ Medical Emergency

## Responsibilities

If the chemical spill is **external**, the following steps will be taken by the school.

 **Incident Commander/Principal**

* + Call 911 and notify law enforcement and emergency responders.
	+ Determine what procedures should be activated, such as Reverse Evacuation and Shelter-in-Place.
	+ Notify maintenance, custodial and grounds staff to shut off mechanical ventilating systems, if appropriate.
	+ Notify appropriate school personnel of the status and actions taken and keep them updated on any significant changes.
	+ Activate internal and external communications plan.
	+ Designate staff to monitor radio, Internet, and other media for information on incident conditions and report to Incident Commander.
	+ If it is determined situation warrants an evacuation, issue instructions for relocating to a safer location by means of walking, buses or 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 has 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 will be closed or remain open.
	+ Implement additional procedures as instructed by the school and/or emergency Incident Commander.
	+ Document all actions taken.

**Teachers and 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.

If the chemical spill is **internal**, the following steps will be taken by the school.

 **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 911, if appropriate.
	+ Do not attempt to clean the spill.
	+ Seek first-aid if contact with spill occurs.

**Incident Commander/Principal**

* + Notify the local fire department and local/state departments of public health. Provide the following information:
		- School name and address, including nearest cross-street.
		- Location of the spill or materials released; name of the substance if known.
		- Characteristics of the spill (color, smell, visible gas).
		- Number and extent of injuries (if any).
	+ Determine what procedures should be activated, such as evacuation.
	+ Notify local law enforcement if intent to evacuate.
	+ Avoid exposure to chemicals or hazardous fumes/materials during any evacuation.
	+ Notify maintenance/custodial/grounds staff to shut off mechanical ventilating systems as appropriate.
	+ Notify the Superintendent of the status and actions taken and keep updated on significant changes.
	+ Activate internal and external communications plan.
	+ Issue instruction if students will be evacuated to a safer location by means of walking, buses or cars.
	+ 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 an All Clear signal the threat has passed.
	+ Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
	+ Determine whether school will be closed or remain open.
	+ Document all actions taken.

**Teachers and 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 of the hazardous material to the 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 leak or odor is detected evacuate immediately and notify the 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.

# Earthquake

## Purpose

Earthquakes are a common occurrence in Alaska. While most are minor and result in no damage, it is crucial that school students and staff know how to react if a powerful incident occurs. Earthquakes may also trigger additional hazards, including building collapses, fires, or tsunamis.

## Responsibilities

 **Incident Commander/Principal**

* + **If earthquake is active** activate Drop, Cover, Hold.
	+ Call or designate staff to notify 911. Provide school name and address, number and extent of known injuries, nature and location of additional hazards (hazardous spills or leaks, fire), state that the school is evacuating 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 because of building collapse or unsafe areas from 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 and supplies to the designated 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, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated relocation center.
	+ If relocation occurs, activate Family Reunification plan.
	+ 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 have issued an All Clear signal.

**Teachers**

* + Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly as quietly as possible out of the building to the designated assembly areas.
	+ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
	+ Assist or designate others to assist special needs students and staff.
	+ Close the classroom door and turn out the lights upon existing and confirm all students and personnel are out of the classroom.
	+ Take attendance at the assembly area. Report any missing student or staff and all injuries to the Incident Commander.
	+ Keep class together and await further instructions.
	+ Remain in safe area until All Clear signal is issued.
	+ Be prepared to move students to off-site relocation area if ordered.
	+ Be prepared to move students if the situation warrants it.
	+ No one may re-enter the building until it is declared safe by the fire department.

# Explosion

## Purpose

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

* + Continuity of Operations
	+ Evacuation
	+ Family Reunification
	+ Medical Emergency

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the Principal, and call 911 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives, 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 buildings until it is declared safe by the fire department.

## Responsibilities

 **Incident Commander/Principal**

* + Call 911 to confirm the alarm, identify the school name and location, provide exact location of the explosion, number and extent of injuries and advise that 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 because of building collapse or unsafe areas from 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 and supplies to the designated 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, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated relocation center.
	+ If relocation occurs, activate Family Reunification plan.
	+ 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 have issued an All Clear signal.

**Teachers**

* + Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly as quietly as possible out of the building to the designated assembly areas.
	+ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
	+ Assist or designate others to assist special needs students and staff.
	+ Close the classroom door and turn out the lights upon existing and confirm all students and personnel are out of the classroom.
	+ Take attendance at the assembly area. Report any missing student or staff and all injuries to the Incident Commander.
	+ Keep class together and await further instructions.
	+ Remain in safe area until All Clear signal is issued.
	+ Be prepared to move students to off-site relocation area if ordered.
	+ Be prepared to move students if the situation warrants it.
	+ No one may re-enter the building until it is declared safe by the fire department.

# Fire

## Purpose

[School name] has a policy and procedure 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 will activate the fire alarm, and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
	+ Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
	+ No one may re-enter buildings until it is declared safe by the fire department.

Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction over the scene.

## Responsibilities

 **Incident Commander/Principal**

* + Call or direct staff to call 911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, number and extent of injuries, state that the building is being evacuated, and identify the location of the school command post.
	+ Activate an evacuation.
	+ Ensure that the staff, students and visitors immediately evacuate the building using the prescribed routes or alternate routes to the assembly area. Assembly areas may need to be relocated because of building collapse or unsafe areas because of the fire.
	+ Notify the district office and institute communications plan.
	+ Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, and supplies to the designated school command post.
	+ Designate staff to obtain student roll information from teachers and identify missing students.
	+ Upon consultation with the superintendent, fire department and law enforcement, 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 department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe and an All Clear signal given.
	+ Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

**Teachers**

* + 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 a designated assembly area.
	+ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
	+ Assist or designate others to assist students/staff with special 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 any injuries to the Incident Commander.
	+ Keep class together and wait for further instructions.
	+ Remain in safe area until an All Clear signal has been issued.
	+ No one may re-enter the building until it is declared safe by the fire department.

# Flood

## 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 Division of Homeland Security and Emergency Management, the National Weather Service, and other Federal cooperative agencies have a river and weather monitoring system and provide flood watch and warning information to the school via radio, television, internet and telephone. In the event of a flood, the School Incident Commander/Principal will activate the school EOP.

The school’s public address system acts as a warning system to notify staff and students in case of imminent or confirmed flooding. If there is a loss of power, a compressed air horn, megaphone or two-way radios will serve as the backup alerting/communications devices.

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

* + Continuity of Operations.
	+ Evacuation.
	+ Family Reunification.
	+ Medical Emergency.
	+ Reverse Evacuation.
	+ Shelter-in-Place (if safe to do so and evacuation without external assistance is not safe or possible).

## Responsibilities

**Incident Commander/Principal**

* + Review circumstance and conditions and determine appropriate procedures to be activated.
	+ Determine if evacuation is required and can be safely done.
	+ Call or instruct staff to call 911 to notify local law enforcement, fire and emergency medical services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
	+ Delegate a 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 instructions if students will be evacuated to a safer location by means of buses or cars.
	+ Notify the superintendent.
	+ Notify relocation centers and determine an alternate relocation center if needed due to primary center flooding.
	+ 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 it is safe to do so.
	+ Document all actions taken.

**Teachers**

* + Execute evacuation procedures when instructed by the Incident Commander.
	+ Take the class roster, 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.
	+ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
	+ Assist or designate others to assist students/staff with special 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 the proper authorities.
	+ Document all actions taken.

**Bus Drivers**

* + If evacuation is by bus, do not drive through flooded streets or roads.
	+ Do not attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.
	+ If caught in unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the vehicle and seek higher ground before situation worsens.
	+ Use two-way radios to communicate with the School Incident Commander/Principal or the Emergency Incident Commander.
	+ Document all actions taken.

# Intruder/Hostage-Situation

## 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 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 results in law enforcement being contacted and responding, it is critical to follow instructions of, and cooperate with the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

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

* + Active Shooter
	+ Evacuation
	+ Family Reunification
	+ Medical Emergency
	+ Shelter-in-Place

## Responsibilities

**All Staff Should Be Trained to Take Action When an Unauthorized Person Enters the Property**

* + If time permits, notify the Principal and follow their instruction.
	+ If staff member approaches unknown person, ask another staff member to accompany and assist.
	+ Politely greet the person and identify yourself.
	+ Ask the person for the purpose of their visit.
	+ Inform person of proper visitor procedures for the school, direct and accompany them to the office.
	+ If individual’s purpose is not legitimate, ask them to leave and accompany them to the exit.

If the unknown person refuses to leave:

* + Do not antagonize the person and explain consequences of staying on school property.
	+ Walk away from the person if they indicate a potential for violence. Be aware of intruder’s actions at this time (where they are located, if they have a weapon or package).
	+ Maintain visual contact from a safe distance.
	+ Notify the School Incident Commander/Principal or call 911 and alert law enforcement. Give law enforcement full description of the intruder. (Keep intruder unaware of call if possible).
	+ School Incident Commander/Principal will notify superintendent and activate Lockdown or other procedures as appropriate.

**A Hostage Situation Involves One or More Persons Being Held Against Their Will by One or More Individuals. The Goal is Safety of Students, Staff and Others and to Prevent Hostage(s) From Being Moved Away.**

* + If hostage taker is unaware of your presence, do not intervene.
	+ Notify School Incident Commander/Principal or call 911 if unable to reach school authorities.

If school personnel or students are taken hostage:

* + Follow instructions of the hostage taker.
	+ Try not to panic. Calm students if they are present.
	+ Treat the hostage taker as normally as possible.
	+ Be respectful to the hostage taker.
	+ Ask permission to speak and do not argue or make suggestions.

**Incident Commander/Principal**

* + Call or instruct staff to call 911 to notify local law enforcement. Provide the school name and address, description and number of intruders, exact location in the building or grounds, and action being taken by the school (evacuation or lockdown). Ask for assistance with a hostage negotiation team if needed.
	+ 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 the outside assembly areas.
	+ Isolate the area and try to determine if weapons are involved.
	+ Redirect any buses en route to the school to alternate location(s).
	+ Notify superintendent and activate communications plan.
	+ Give control of the scene to police and hostage negotiator team.
	+ Document all actions taken.

**Teachers and Staff**

* + Teachers and staff will implement lockdown or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and await further instructions.
	+ Everyone should remain in their location until given an All Clear, unless otherwise instructed by a uniformed law enforcement officer.

# Medical and Public Health Emergencies

## 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 or a pandemic disease outbreak in the community.

## Responsibilities

**School Staff**

* + Quickly assess the situation. Make sure the situation is safe for you to approach.
	+ Immediately notify the School Incident Commander/Principal.
	+ Assess the seriousness of the injury or illness.
	+ Call or have someone call 911 immediately. Be prepared to provide the school name and address, exact location in the school, and description of the illness/injury and age of the patient.
		- Cooperate with additional medical questions by the dispatcher.
	+ Protect yourself and avoid contact with bodily fluids.
	+ Administer appropriate first-aid according to your level of training or instructions by an emergency dispatcher.
	+ 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 has no pulse, ask someone to retrieve an Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use. If necessary call staff trained in the use of the AED to respond and apply the device.

**Incident Commander/Principal**

* + Direct staff to call 911 if necessary and provide appropriate information to emergency responders.
	+ Send school staff with first-responder, AED and/or first-aid training to the scene if this has not already occurred.
	+ Assign a staff member to meet the emergency medical service responders and lead them to the injured person.
	+ Assign a staff member to remain with the injured person if they are being transported to the hospital.
	+ If the injured person is a member of school personnel or a student, notify the parent, guardian or other appropriate family member of the situation, including type of injury or illness, medical care given and location where the patient is being 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.

**Teachers & School Nurse (Public Health Emergency)**

* + Instruct staff and students to take hygienic precautions such as washing hands thoroughly and frequently, covering coughs and sneezes, etc.
	+ Instruct staff and students to remain away from school if they are sick.
	+ Maintain contact with local public health facilities to gain additional information on outbreak.
	+ Monitor students and staff for signs of infection and have symptomatic individuals report to nurse or public health facility for assessment and treatment.

# Severe Weather

## Purpose

The purpose of this annex is to ensure that there are procedures in place when severe weather is occurring in the area near the school.

## Responsibilities

**Incident Commander/Principal**

When a Severe Weather Watch has been issued.

* + Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
	+ 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.
	+ 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 activation.
* Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
* Direct students and staff outside to Reverse Evacuate into the building.
* If outside, students and staff should move to the nearest interior safe area.
* Relocate students and staff from any mobile classrooms and into the building.
* Remain in safe area until warning expires or an All Clear signal is given.

# Tsunami/Seiche

## 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 tsunami.

The Division of Homeland Security and Emergency Management, the National Weather Service, and other Federal cooperative agencies have a tsunami warning system and will advise schools via radio, television, internet and telephone. In the event of a tsunami warning, the School Incident Commander/Principal will activate the school EOP.

The school’s public address system acts as a warning system to notify staff and students in case of imminent or confirmed tsunami. If there is a loss of power, a compressed air horn, megaphone or two-way radios will serve as the backup alerting/communications devices.

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

* + Continuity of Operations.
	+ Evacuation.
	+ Family Reunification.
	+ Medical Emergency

## Responsibilities

**Incident Commander/Principal**

* Review circumstance and conditions and determine appropriate procedures to be activated.
* Determine if evacuation is required.
* Call or instruct staff to call 911 to notify local law enforcement, fire and emergency medical services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
* Delegate a 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 tsunami warning information and report any developments.
* Issue transportation instructions if students will be evacuated to a safer location by means of buses or cars.
* Notify the superintendent.
* Notify relocation centers and determine an alternate relocation center if needed due to primary centers inside the tsunami zone.
* Activate Family Reunification procedures.
* Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
* Do not allow staff and students to return to the building until proper authorities have determined it is safe to do so.

**Teachers**

* Execute evacuation procedures when instructed by the Incident Commander.
* Take the class roster, 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.
* Use alternate escape routes if the regular route is blocked or there is a safety hazard.
* Assist or designate others to assist students/staff with special 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 the proper authorities.

# Volcanic Eruption

## 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 volcano warning or eruption.

The Division of Homeland Security and Emergency Management, the Alaska Volcano Observatory, have an emergency alert system and will advise schools via radio, television, internet and telephone. In the event of a volcano warning, the School Incident Commander/Principal will activate the school EOP.

Operational functions or procedures that may be activated in the event of a volcanic eruption include:

* + Continuity of Operations
	+ Evacuation
	+ Family Reunification
	+ Medical Emergency
	+ Shelter-in-Place
	+ Reverse Evacuation

## Responsibilities

**If affected by ash fall only**:

**Incident Commander/Principal**

* Review circumstance and conditions and determine appropriate procedures to be activated such as Reverse Evacuation and Shelter-in-Place
* Designate staff to monitor radio, Internet, and other media for information on incident conditions and report to Incident Commander.
* Notify maintenance, custodial and grounds staff to shut off mechanical ventilating systems, if appropriate.

**Teachers and Staff**

* Execute shelter-in-place or other procedure when directed by the school Incident Commander or emergency Incident Commander.
* Direct students and staff outside to Reverse Evacuate into the building.
* If outside, students and staff should move to the nearest interior safe area.
* Relocate students and staff from any mobile classrooms and into the building.
* Account for all students and others sheltered inside classroom.
* Secure all exterior windows and doors.
* Monitor students for any respiratory distress. Notify Incident Commander if students display respiratory problems.
* Everyone should remain in classroom until an All Clear signal is given, unless instructed by emergency services personnel.

**If inside blast/lava area**:

**Incident Commander/Principal**

* Review circumstance and conditions and determine appropriate procedures to be activated.
* Determine if evacuation is required.
* Call or instruct staff to call 911 to notify local law enforcement, fire and emergency medical services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
* Delegate a 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 volcano warning/eruption information and report any developments.
* Issue transportation instructions if students will be evacuated to a safer location by means of buses or cars.
* Notify the superintendent.
* Notify relocation centers and determine an alternate relocation center if needed due to primary centers inside the blast zone.
* Activate Family Reunification procedures.
* Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
* Do not allow staff and students to return to the building until proper authorities have determined it is safe to do so.

**Teachers**

* Execute evacuation procedures when instructed by the Incident Commander.
* Take the class roster, 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.
* Use alternate escape routes if the regular route is blocked or there is a safety hazard.
* Assist or designate others to assist students/staff with special 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 the proper authorities.

# Definitions/Glossary

**After-Action Report (AAR):** A document and review conducted after an incident or exercise. Examines the processes that took place and looks for areas of improvement to be refined in the EOP, or that need additional training. Crucial for the development of an improvement plan to better future performance.

**Agency:** An agency is a division of government with a specific function, or a nongovernmental organization that offers a particular kind of assistance. In Incident Command System (ICS), agencies are defined as jurisdictional or assisting and/or cooperating.

**All Clear:** A signal or announcement made that confirms the incident has concluded and the area is now safe.

**Command:** The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.

**Command Post:** See Incident Command Post.

**Continuity of Operations Plan (COOP):** Establishes guidance and procedures to ensure the resumption of essential functions in the event that an emergency or disruption requires the relocation of selected personnel.

**Delegation of Authority:** A statement provided to the Incident Commander by the Agency Executive delegating authority and assigning responsibility. The Delegation of Authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines as needed. Many agencies require written Delegation of Authority to be given to Incident Commanders prior to their assuming command on larger incidents.

**Dispatch:** The implementation of a command decision to move a resource or resources from one place to another.

**Division of Homeland Security & Emergency Management:** State of Alaska agency, under the Department of Military and Veteran’s Affairs responsible for managing state response to most declared disasters. Manages the State Emergency Operations Center (SEOC).

**Emergency:** Absent a Presidentially declared emergency, any incident(s), human-caused or natural, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

**Emergency Operations Plan (EOP):** The plan that each jurisdiction has and maintains for responding to appropriate hazards.

**Goals:** Broad, general statements that indicate the desired outcome of the response and what major activities must be completed. They define what responders are to achieve and what will be considered a successful outcome to the incident.

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Incident:** An occurrence or event, natural or human-caused, which requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wild land and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

**Incident Action Plan (IAP):** An oral or written plan containing general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

**Incident Commander (IC):** The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

**Incident Command Post (ICP):** The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by a green rotating or flashing light.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional

**Interoperability:** Ability of systems, personnel, and equipment to provide and receive functionality, data, information and/or services to and from other systems, personnel, and equipment, between both public and private agencies, departments, and other organizations, in a manner enabling them to operate effectively together. Allows emergency management/response personnel and their affiliated organizations to communicate within and across agencies and jurisdictions via voice, data, or video-on-demand, in real time, when needed, and when authorized.

**Joint Information Center (JIC):** A central location where public information officers can perform

crisis communications, conduct emergency information dissemination, and public affairs duties such as media interviews.

**Jurisdiction:** A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e. g., city, county, tribal, State, or Federal boundary lines) or functional (e. g. , law enforcement, public health).

**Liaison Officer:** Member of the command staff responsible for coordinating with other agencies and organizations.

**National Incident Management System (NIMS):** A system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State, local, and tribal governments; the private-sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

**Objectives:** Specific, measurable actions that are necessary to achieve the stated goals.

**Prevention:** The capabilities and steps necessary to avoid, deter or stop an incident or emergency from occurring in a given area.

**Protection:** The capabilities and steps necessary to secure an area, and protect occupants of that area against incidents and emergencies which cannot be prevented.

**Recovery:** The capabilities and actions taken to return an impacted area to pre-impact functionality.

**Response:** The capabilities necessary to control and stabilize an incident or emergency once it has already occurred or is occurring.

**Safety Officer:** A member of the command staff responsible for advising the IC on all matters relating to operational safety, including the health and safety of responding personnel.

**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.