Sample School Emergency Operations Plan

November 2013

For Training Purposes Only with
E/L361 and G364: Multihazard Emergency Planning for Schools

FEMA

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This document presents excerpts from a sample school emergency operations plan (EOP). Common procedures, such as evacuation and family reunification, may differ at the local, tribal, and State level; those that are presented are samples; procedures should be developed specifically for each school or district. It is recommended that planners coordinate with local and tribal law enforcement, fire, and emergency managers when developing these procedures. Appendixes are mentioned in the sample EOP for example purposes only; no appendixes are included in the sample plan.

This sample plan is for training purposes only and is based on a fictional school and county. It is important to tailor all emergency operations plans to the specific threats, hazards, and vulnerabilities of your jurisdiction, school district, and school.

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SIGNATORY PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

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I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Springfield School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Springfield School and its employees, students, and families. Developing, maintaining, training, and exercising the plan empowers everyone involved in an incident to act quickly and knowledgably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that Springfield School has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Springfield School regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

Lastly, developing, maintaining, and exercising the School EOP increases Springfield School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Springfield School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

1. Definitions

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

Incident: An occurrence, caused by either human action or natural phenomena, that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristic of the school that could make it more susceptible to the identified threats and hazards.

2. School Board Policy Statement

The Springfield School Emergency Operations Plan operates within the framework of the Columbia County School Board policy.

C. Situation Overview

1. School Population

Springfield School's current enrollment is approximately 730 middle-school students located in one, two-story building on campus. These students are supported by a committed staff and faculty consisting of:

- 58 Teachers and specialists
- 5 Administrators
- 7 Office/support staff
- 9 Instructional Assistants
- 5 Cafeteria staff
- 8 Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the appendix as a reference. [Note: Appendixes are not included in this sample plan.]

Springfield School is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

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

The school's current enrollment of students with access and functional needs is approximately 35; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix. [Note: Appendixes are not included in this sample plan.]

2. Building Information

Springfield School is located on a 40-acre lot and includes three buildings, one baseball field, one football/soccer field, two tennis courts, and one staff parking lot. All classes take place in the J.M. Schulz Building, the main building on campus.

A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations as well as how to operate the utility shutoffs. [Note: Appendixes are not included in this sample plan.]

3. Threat/Hazard Assessments Summary

Springfield School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In May 2013, the school planning team completed a thorough site assessment to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential threats/hazards that may impact the site, the staff, and the students. Identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

The school planning team also conducted a culture and climate assessment to determine student and staff perceptions of safety and to identify problem behaviors needing to be addressed.

The table on the following page briefly discusses Springfield School's high-priority threats/hazards of flood, severe storm, fire, hazardous material, active shooter, pandemic, terrorism, and bullying.

Table 1. High-Priority Hazards

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

Pandemic	An influenza pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu. The effects of a pandemic can be lessened if preparations are made ahead of time. Springfield School is vulnerable to pandemic and must understand the school's impact on the overall illness rates within the community.
Terrorism	Springfield School, like other public institutions, is vulnerable to terrorist activity.
Bullying	During the 2012-13 school year, Springfield School had five cases of bullying. In addition, the climate and culture survey identified that both faculty and students considered bullying to be an area of concern for the school.

4. Resources

Springfield School's leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Springfield School has the following agreements in place, with:

- Springfield High School and Johnson Middle School to borrow or lend counselors.
- Springfield Waste Removal Company to provide debris removal services.
- Springfield Recreation Center as a reunification site.
- Community Mart to supply first aid kit and sanitation supplies.
- American Red Cross to supply cots and bedding.
- Happyway Grocery Store to supply food and water supplies.
- Safety and Secure Company to provide security services.
- Columbia County Mental Health Department to provide counseling services.
- Office of State Personnel to provide payroll services.

All pre-negotiated agreements and contracts are included in the appendix section. [Note: Appendixes are not included in this sample plan.]

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Springfield School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for

direction from local response agencies. Action is required immediately to save lives and protect school property.

- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Springfield School that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, Springfield School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

II. Concept of Operations

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

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Springfield School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

Springfield School and the Columbia County schools work with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100: Introduction to Incident Command System is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and threat/hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Springfield School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used before, during, and after an incident.]

The Incident Commander at Springfield School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from school district and local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as threat/hazard-specific procedures. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

III. Organization and Assignment of Responsibilities

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

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

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with the school district, other agencies, and parents/guardians. The principal shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes 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 the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

C. Teachers

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

Responsibilities include:

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

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, and Psychologists

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

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid and Psychological First Aid if necessary. Counselors will be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurses/Health Assistants

Responsibilities include:

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

G. Custodians/Maintenance Personnel

Responsibilities include:

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

H. School Secretary/Office Staff

Responsibilities include:

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

I. Food Service/Cafeteria Workers

Responsibilities include:

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

J. Bus Drivers

Responsibilities include:

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

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

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

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.

- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

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

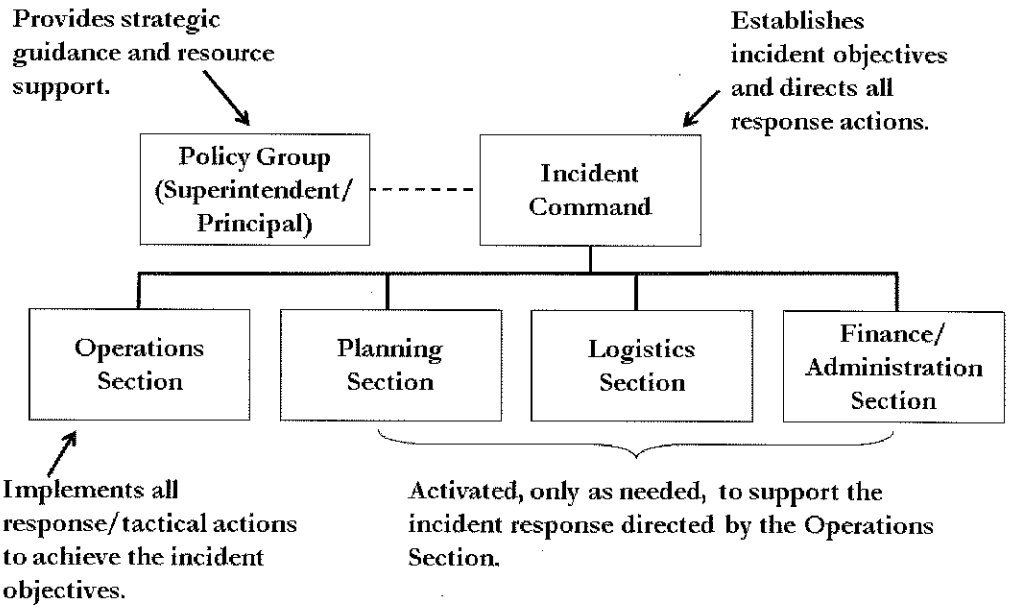
IV. Direction, Control, and Coordination

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities using strategic guidance provided by the Policy Group.

Responsibilities and duties may include:

- 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.

- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

2. 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, Psychological First Aid, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Responsibilities and duties may include:

- Analyze school staffing to develop a Family 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.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table 2. Operations Section Teams

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage, treatment, and Psychological First Aid services. First Aid Teams are responsible for: ▪ Setting up first aid area for students. ▪ Assessing and treating injuries. ▪ Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.
Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating fire/HazMat. ▪ Assessing and notifying officials of fire/HazMat. ▪ Conducting perimeter control.
Psychological and Emotional Recovery Team	The Psychological and Emotional Recovery Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Strike Team	Potential Responsibilities
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.

3. 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.

Responsibilities and duties may include:

- Assist Incident Commander 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.

4. 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.

Responsibilities and duties may 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.

5. Finance/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.

Responsibilities and 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 in accordance with district policy, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

B. Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help 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.

The Springfield School Principal and Incident Commander will keep the Policy/Coordination Group informed.

C. School District Emergency Operations Plan (EOP)

The Columbia County School District maintains a district Emergency Operations Plan (EOP) to address threats/hazards and incidents. The Springfield School EOP has been developed to fit into the larger district EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Mr. Bob Semble, Manager, Columbia County School District Emergency Management Department.

D. Coordination With Responders

An important component of the Springfield School EOP (in conjunction with the Columbia County School District) is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and Springfield School. 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 taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Springfield School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been 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:

- First aid kit and sanitation supplies will be provided by: Community Mart, Mr. Jerald Evans.
- Cots and bedding supplies will be provided by: American Red Cross, Ms. Angie Ferguson.
- Food/water supplies will be provided by: Happyway Grocery Store, Ms. Janet Weber.
- Security will be provided by: Safety and Secure Company, Ms. Yvonne Hun.
- Counseling services will be provided by: Columbia County Mental Health Department.

All pre-negotiated agreements and contracts are included in the appendix section. [Note: Appendixes are not included in this sample plan.]

V. Information Collection, Analysis, and Dissemination

Springfield School will collect, analyze, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, Springfield School will assign administrative staff to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be analyzed and shared with the principal with any immediate actions required identified.

After an incident, Springfield School will assign staff to monitor Web sites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

B. Information Documentation

The assigned staff member will document the information gathered using the form in the appendix section. [Note: Appendixes are not included in this sample plan.] Information to be documented includes:

- The source of the information.
- The staff member who collected and analyzed the information.
- The staff member to receive and use the information.
- The format for providing the information.
- The date and time the information was collected and shared.

VI. Training and Exercises

Springfield School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Training and exercises will be documented including date(s), type of training or exercise, and participant roster.

A. Training

All Springfield School staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

1. Staff Training

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory staff training will include:

- Threat/hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- Two online FEMA courses: ICS 100 and IS-700. Both courses are available without charge at FEMA's Emergency Management Institute Web site.
- Psychological First Aid for Schools (PFA-S) based on the PFA-S Field Operations Guide for school counselors and other designated staff.

All Springfield School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

2. Student Training

Eighth grade students will be offered the teen Community Emergency Response Team (CERT) training as an elective. All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

3. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take video-based training courses on some of the school's response procedures via the Springfield School Web site.

B. Exercises

Drills will be conducted at least once per semester. Other types of exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see the appendix). [Note: Appendixes are not included in this sample plan.]

Approved parent/guardian volunteers and community members will also be incorporated into larger exercise plan.

VII. Administration, Finance, and Logistics

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Springfield School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials and are in writing. Agreements and contracts identify the school and district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in the appendix. [Note: Appendixes are not included in this sample plan.]

B. Recordkeeping

1. Administrative Controls

Springfield School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

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

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

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

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

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

VIII. Plan Development and Maintenance

The planning team is responsible for the overall maintenance and revision of the Springfield School EOP and for coordinating training and exercising of the School EOP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The Columbia County School District School Board and superintendent, and the Springfield School principal, are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The School Board, together with the superintendent and principal, will approve and disseminate the plan and its annexes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board, principal, and superintendent)
- Distribute the Plan

1. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the planning team.

2. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The planning team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

B. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threats, hazards, resources and capabilities, or school structure occur.

IX. Authorities and References

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Columbia Code of Regulations, Title 3, Division 1, Chapter 2, Subchapter 3, Article 2, § 50 mandates that school boards adopt a policy for use by district schools in formulating individual civil defense and disaster preparedness plans.

- Columbia Code of Regulations, Title 12 specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/crisis situations.

- Columbia Education Code, Title 4, Division 2, Part 15, Chapter 2, Article 8.5 requires school boards to "establish an emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom."

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Functional Annexes

Note:
Functional annexes address critical operational functions for all threats and hazards, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function.

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.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents four sample functional annexes.

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COMMUNICATIONS PROCEDURE

I. PURPOSE

Communication is a critical part of incident management. This section outlines Springfield School's communications procedures and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents/guardians, responders, and media.

II. SCOPE

The communications procedure outlines the steps to be taken to communicate information before, during, and after an incident.

III. RESPONSIBILITIES

To implement the communications procedures all staff will be trained on the communications procedures in this annex.

IV. SPECIALIZED PROCEDURES

A. Before an Incident

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from Springfield School about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, Springfield School will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back–to-School Night.
- Identify parents/guardians who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain (by the principal's administrative assistant) a list of contacts for the major television and radio stations and Web sites.

B. During an Incident

1. Internal Communications

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

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

- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

The Incident Commander will use the countywide Columbia County Emergency Radio Network to notify the principal of the school's status/needs. The principal will notify the district office and will designate staff member(s) to monitor all communications.

2. External Communications

Springfield School will communicate with parents during an incident by:

- Disseminating information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implementing the plan to manage phone calls and parents who arrive at school.
- Describing how the school and school district are handling the situation.
- Providing information regarding possible reactions of their children and ways to talk with them.
- Providing a phone number, Web site address, or recorded hotline where families can receive updated incident information.
- Informing families and students when and where school will resume.

Springfield School will communicate with the media during an incident by:

- Designating a Public Information Officer.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with the principal and Policy Group.
- Requesting the media contacts broadcast Springfield School's external communications plans, including the information hotline for parents and guardians.

Springfield School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the appendix. [Note: Appendixes are not included in this sample plan.]

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction.

3. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Springfield School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.

- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

C. After an Incident

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, Springfield School administrators will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

After an incident, the staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Columbia County Office of Education of recovery status.

After an incident, the school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.

- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

V. Communication Tools

Some common internal and external communication tools that Springfield School may use include the following:

- **Standard telephone:** Springfield School has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

EVACUATION OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the evacuation of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

The evacuation procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure a safe evacuation of all occupants when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the evacuation procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff assigned to work with students with access and functional needs will undergo indepth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for fire alarm or evacuation procedure announcement.
- Immediately leave the building in a calm, orderly fashion using the primary or alternate evacuation routes shown on the school map.
- Check the classroom and any adjoining restrooms to ensure everyone has exited (this should be a teacher or other staff member).
- Close the classroom door, but not lock it (teacher or other staff member).
- Bring class rosters, emergency kit, and crisis box (teacher or other staff member).
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Implement the procedures in the accounting for all persons annex once at the assembly area.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.

- Remember that it may be necessary to take independent action during a real emergency.

Note: Under no circumstances should staff/students use the elevators to evacuate.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for fire alarm or evacuation procedure announcement.
- Direct students to move away from the building immediately in a calm, orderly fashion to the pre-assigned assembly area.
- Ensure students with access and functional needs are properly assisted in the evacuation.
- Gather at the pre-assigned assembly area away from the building.
- Implement the procedures in the accounting for all persons annex once at the assembly area.
- Keep students together and calm.
- Ensure no one reenters the building until notified by the appropriate school administrator.
- Remember that they may need to take independent action during a real emergency.

FULL LOCKDOWN OF SCHOOL BUILDING PROCEDURE

I. PURPOSE

In cases of an incident requiring the full lockdown of the school building, the following procedure should be adhered to by students and staff.

II. SCOPE

The lockdown procedure outlines steps to be taken to protect students and staff from injury or death during an incident and ensure the safety of all occupants when necessary. Designated staff members, emergency management, and response personnel are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.

III. RESPONSIBILITIES

To implement the full lockdown procedure:

- All staff and students will undergo training and participate in incident management drills.
- Staff assigned to work with students with access and functional needs will undergo indepth training and provide appropriate assistance during drills.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Immediately lock windows and doors, simultaneously bringing students from the area immediately outside the classroom into the classroom.
- Leave blinds or curtains open, unless directed otherwise.
- Turn off lights.
- Crouch down away from windows and doors.
- Remain silent and ensure the room looks and sounds like it is unoccupied.
- Ensure students with access and functional needs are properly assisted in the lockdown.
- Not allow anyone to enter the room once it is locked.
- Remain calm.
- Not make phone calls.
- Continue the lockdown until notified by the appropriate authority.

B. Outdoor Procedure

When outdoors, staff and students should:

- Listen for the lockdown procedure announcement.
- Gather behind a natural barrier.
- Follow instructions for a reverse evacuation if given.
- Be prepared to move away from danger. Teachers should look for several escape routes.
- Ensure students with access and functional needs are properly assisted.
- Remain calm.
- Continue the lockdown until notified by the appropriate authority.

PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo indepth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

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

- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the School Board's consent.

Threat- and Hazard-Specific Annexes

Note:
The **threat/hazard-specific annexes:**

- Provide unique procedures, roles, and responsibilities that apply to a specific threat or hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all threats/hazards. The threat/hazard-specific annexes should present only threat/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.

Threat/hazard-specific annexes do not repeat content but rather build on the information within the basic plan. This section presents four sample annexes.

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FLOOD (NEAR OR ON SCHOOL GROUNDS)

I. PURPOSE

Flooding is a natural feature of the climate, topography, and hydrology of Springfield and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. 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.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

III. CORE FUNCTIONS

The City of Springfield Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

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

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Evacuation
- Reverse Evacuation
- Relocation
- Reunification
- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

B. Activating the EOP

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

1. Incident Commander Actions

- Issue stand-by instruction. In consultation with the principal/Policy Group determine if evacuation is required.

- Activate communications procedures.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and followup actions such as where the school has relocated and family reunification procedures.
- Implement the internal and external communications procedures.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Take the class roster and emergency kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

4. Bus Driver Actions

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If the bus is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground.

- Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

HAZARDOUS MATERIALS

I. PURPOSE

Hazardous materials are used for a variety of purposes and are regularly transported through many areas in and around Springfield. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

III. CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills.

The Springfield School maintenance team inspects stored chemicals twice a month.

The school siren acts as a warning system to notify staff/faculty and students. Decontamination equipment and personal protective equipment are located in a storage unit next to the main office.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- Communications
- Reverse Evacuation
- Shelter-in-Place
- Evacuation
- Accounting for All Persons
- Reunification
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

If there is an **internal** chemical spill, the following procedures may be activated:

- Communications
- Evacuation
- Relocation
- Reunification
- Accounting for All Persons
- Continuity of Operations (COOP)
- Psychological Healing
- Health and Medical

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the EOP for an External Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

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

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the "all clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications procedures.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.

- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered 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.

C. Activating the EOP for an Internal Chemical Spill

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

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

1. Person Discovering the Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/teacher/safety officer.
- Do not eat or drink anything or apply cosmetics.

2. Incident Commander Actions

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s).
  - Location of the spill and/or materials released; name of substance, if known.
  - Characteristics of spill (color, smell, visible gases).
  - Injuries, if any.
- Notify local law enforcement of intent to evacuate.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the "all clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Incident Management Team and Section Chiefs Actions

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

4. Staff Actions

- Move students away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the "all clear" signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

ACTIVE SHOOTER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school grounds or in the school building.

Active Shooter: An individual actively engaged in killing or attempting to kill people in a confined space or other populated area, most often using firearms and following no pattern or method in the selection of victims.

III. CORE FUNCTIONS

Springfield School will train staff of the importance of responding immediately, including recognizing the sounds of danger, forcefully communicating the danger and necessary action to students, and calling 911 when it is safe to do so.

Springfield School will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.
– Columbia Penal Code Title 17, Chapter 21 § 227.1

To prevent unauthorized access to the school, Springfield School administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an active shooter, Springfield School will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an active shooter on campus include the following:

- Evacuation
- Reverse Evacuation
- Lockdown
- Accounting for All Persons
- Reunification

- Communications
- Psychological Healing

B. Activating the EOP

The first individual(s) to hear or witness shots fired will activate the EOP immediately taking the necessary response actions to keep everyone safe and notifying the office and (when possible) calling 911.

The principal will ensure appropriate announcements are made and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g., lockdown, reverse evacuation, or evacuation depending on the situation.
- Deactivate the fire alarm pull stations without disengaging the fire sensors and deactivate the school bells, until law enforcement arrives.
- Notify school buses to not enter the school grounds.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- Notify law enforcement and School Resource Officers to assist if necessary. Provide a description and location of the active shooter.
- Activate communications procedures.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Implement reunification and accounting for all persons procedures.
- Activate the Psychological and Emotional Recovery Team to implement psychological healing procedures.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the "all clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Notify the Incident Commander or designee. Provide description and location of the active shooter.

- Use extreme caution.
- Continue the appropriate response action (lockdown or evacuation) until an all clear is issued.
- Implement reunification and accounting for all persons procedures, when safe to do so.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keep their hands visible at all times, avoids making quick movements toward officers, and avoids pointing, screaming, or yelling.

3. Law Enforcement Actions

- Locate and stop the person(s) believed to be the shooter(s). Rescue efforts are delayed until the shooter has been stopped.

PANDEMIC FLU

I. PURPOSE

A pandemic is a global disease outbreak. It is determined by how the disease spreads, not how many deaths it causes.

When a new influenza A virus emerges, a flu pandemic can occur. Because the virus is new, the human population has little to no immunity against it. The virus spreads quickly from person to person worldwide and schools are often where disease outbreaks start. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and the community in case there is a pandemic flu outbreak.

During a flu pandemic, Springfield School's main goals will be to limit the number of illnesses and deaths, maintain school functions, minimize academic disruptions, and minimize economic losses.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to flu from seasonal flu to mild/moderate pandemic flu to severe pandemic flu.

III. CORE FUNCTIONS

Springfield School, in conjunction with the Columbia County School District, has identified partners within the public health department to collaborate with on the development of these procedures and will continue to coordinate with these partners as needs change and to ensure consistent communication with the school community during an incident.

Springfield School trains staff and students on procedures to protect against illness including hand-washing and cough/sneezing etiquette. Springfield School also trains nurses and staff on flu-symptom recognition.

Springfield School encourages flu vaccination for those students and staff for whom it is recommended.

Springfield School has policies on having staff and students stay home or be sent home when ill and policies on when they may return after an illness.

A. Operational Functions/Procedures That May Be Activated

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

- Communications
- Health and Medical
- Academic Recovery
- Physical Recovery
- Continuity of Learning

B. Activating the EOP for a Pandemic

The principal will determine the need to activate the appropriate EOP procedures based on the severity of the pandemic.

1. Principal Actions

- Implement procedures for social distancing.
- Work with the community flu-planning team and school district to determine if the school will be closed and/or any additional measures to be taken.
- If school is closed, cancel all extracurricular activities and notify other schools impacted (e.g., opposing teams.)
- Announce dismissal if school will be closed during the school day.
- Communicate school closure using communication process.
- Implement daily symptom monitoring and reporting processes, and send home anyone who is positive for symptoms.
- Activate continuity of learning procedures with alternate learning strategies and changes to the school calendar.
- Identify chain of command with a minimum of two backups for key administrators.
- Make any necessary updates to procedures for sending ill individuals home.
- Determine any necessary changes to school cleaning.
- Implement processes for reporting the number of absent staff and students due to illness. (See the appendix for reporting forms.) [Note: The appendixes are not included in the sample plan.]
- Document all actions taken.
- Provide information to parents on the status of the pandemic flu within the school and closures.
- Develop a schedule to hold staff meetings.
- Participate in community flu-planning team meetings.
- When reopening the school implement physical recovery procedures.

2. Staff Actions

- Report any students with signs of illness.
- Communicate with students the importance of social distancing, staying home when sick, covering the nose and mouth when coughing or sneezing, and hand-washing.
- Track students' absences due to illness.
- Provide students with at-home assignments.
- Follow dismissal procedures.