“Striving for Excellence—No Exceptions, No Excuses”

2011-12

Emergency Operations Plan (EOP) Sustainability Training Module

Purpose of this Sustainability Training Module

- To provide training at the beginning of every school year on the District's and School/Sites' Emergency Operations Plan to ensure it's sustainability.

Emergency Operations Plan

Development of the Plan

- The Emergency Operations Plan (EOP) was developed under the U.S. Department of Education's *Emergency Response and Crisis Management Discretionary Grant Program.*
- The District and School/Site Model EOP was developed through services provided by the Western Kentucky Education Consortium.
- School Districts have the option to revise the model EOP to what best fits there capabilities and resources.
- The Model EOP includes:
  - District EOP
  - School/Site EOP
  - Food Defense Plan
  - Incident Job Aids, Checklists, and Forms
  - Classroom Emergency Guide Flipchart
  - School Bus Emergency Guide Flipchart
- The Model EOPs have been provided in MS Word format.

Purpose of the EOP

- Protect lives;
- Minimize property damage and interruption of school operations;
- Protect and enhance the public image and brand of the School District and the Community;
- Reduce potential liabilities;
- Increase emergency response awareness of all personnel working in the School District;
- Ensure the right people are notified as quickly as possible;
- Increase the ability of responders to act in a timely and correct manner; and
- Establish emergency response guidelines for a wide range of potential threats.

Emergency Operations Plan Documents

The Emergency Operations Plan (EOP) Consists of the Following Six Major Documents:

- District EOP
- School/Site EOP
- Food Defense Plan
- Incident Job Aids, Checklists, and Forms
- Classroom Emergency Guide Flipchart
- School Bus Emergency Guide Flipchart

District EOP

- Used at the District Level
- Used when there is a District wide emergency (e.g., pandemic)
- Used when the District provides support to a school/site involved in an emergency (e.g., fire)
- The District and School/Site EOPs are very similar to one another so there is standardization/consistency between the two levels. The District Plan has been revised slightly to include District level Emergency Response Team Members and contact information.
- The Superintendent or designee is the Incident Commander at the District level.

School/Site EOP

- Used at the School/Site level
- Used when there is an emergency at the school/site (e.g., fire)
- Used for the school/site when there is a District wide emergency (e.g., pandemic)
- The School/Site and District EOPs are very similar to one another so there is standardization/consistency between the two levels. The School/Site EOP is populated with site specific information:
  - Emergency Response Team Member List
  - Telephone Contact Numbers
  - Location of Evacuation Assembly Areas
  - Appended Floor Plans / Maps /Satellite Photos, etc.
- The Principal or designee is the Incident Commander at the District level.

Food Defense Plan

- A stand alone plan for Food Services
- This plan contains policies and procedures to minimize the risk of intentional contamination of food (food tampering / food bio-terrorism) and reduce the risk of illness or death in our school community.
- The Head of Food Services at each school/site is responsible for maintaining and implementing this plan.
- This Emergency Operations Plan should also be implemented when there is a food threat.

Incident Job Aids, Checklist, and Forms

- This Incident Job Aids, Checklists and Forms are developed to assist those assigned functions or responsibilities under the Incident Command System when it is activated in an emergency.
- These documents are used mainly at the School/Site level.
- The District EOC should refer to these during an emergency to provide support to the schools/sites involved in an emergency.

Maintaining the EOP

Updating the EOP

- The EOP is a set of living documents that should be thoroughly reviewed and updated each year.
- The Superintendent is responsible for ensuring that the District EOP is updated each year.
- Each Principal is responsible for ensuring that their School/Site EOP is updated each year.
- The District and School/Site EOPs should be updated by October 1st of each year.
- Each year, updated copies should be provided to the School District's Security or Risk Management Departments

Major Areas in the EOP to Update Each Year (Applies to both District and School/Site EOPS

- Section 1.9 – Record date and description of major revisions
- Section 1.10 – Update plan distribution list
- Section 2.1.1 – Update General Information
- Section 2.8.2 – Update Emergency Response Team Members List (those who would most likely fill Incident Command System functions
- Section 2.10.4 – Update Emergency Telephone Numbers
- Appendix C – Update with any new maps, floor plans, photos and/or satellite photos
- Update rest of plan where needed to make it more site-specific
- Update Table of Contents, if needed
- When finished, provide updated pages to those assigned a copy of the EOP Manual. Also send updated version to District Security or Risk Management

Food Defense Plan

- Section 1.7 – Record date and description of major revisions
- Section 1.8 – Update plan distribution list
- Section 2.1 – Update Food Defense Team information
- Sections 5.2, 5.3 & 5.4 – Update Emergency Telephone Numbers
- Section 5.5 - Update list of those holding master keys
- Update rest of plan where needed to make it more site-specific
- Update Table of Contents, if needed
- When finished, provide updated pages to those assigned a copy of the Food Defense Plan. Also send updated version to District Security or Risk Management

Incident Job Aids, Checklists, and Forms

- Ensure that copies of these documents are maintained in:
  - District Emergency Operations Center
  - School/Site Incident Command Center
- Copies of applicable pages should be provided to those who may be assigned the functions in the Incident Command System

Emergency Guide Flipcharts

- Ensure that all Teachers have a copy of the Classroom Emergency Guide Flipchart
- Ensure that all Bus Drivers have a copy of the Bus Drivers' Emergency Guide Flipchart

Emergency Response Team

District and School/Site Emergency Response Teams (ERTs)

The District and School/Site Teams:

- Maintain the written EOP:
  - District ERT – District Level EOP
  - School/Site ERT – School/Site EOP
- Provide EOP training to their staff members
- Ensure that their sites are in a good state of preparedness by minimizing the threats from man-made and natural hazards through implementing prevention controls
  - Good housekeeping
  - Maintenance of facilities
  - Security protection
- Assume Incident Command System assignments when called upon
  - Team goes from an Emergency Response Team to an Incident Management Team

Incident Command System (ICS)

- ERT members should remain familiar with the ICS in case it is activated and they are assigned a function.

Incident Command System (ICS):

- Used nationally
- Standardized on-scene emergency management concept designed to allow users to adopt an integrated organizational structure equal to the complexity and demands of the incident.
- It is the combination of personnel, facilities, equipment, procedures, and communications operating within a common organizational structure and designed to aid in the management of resources during an emergency.

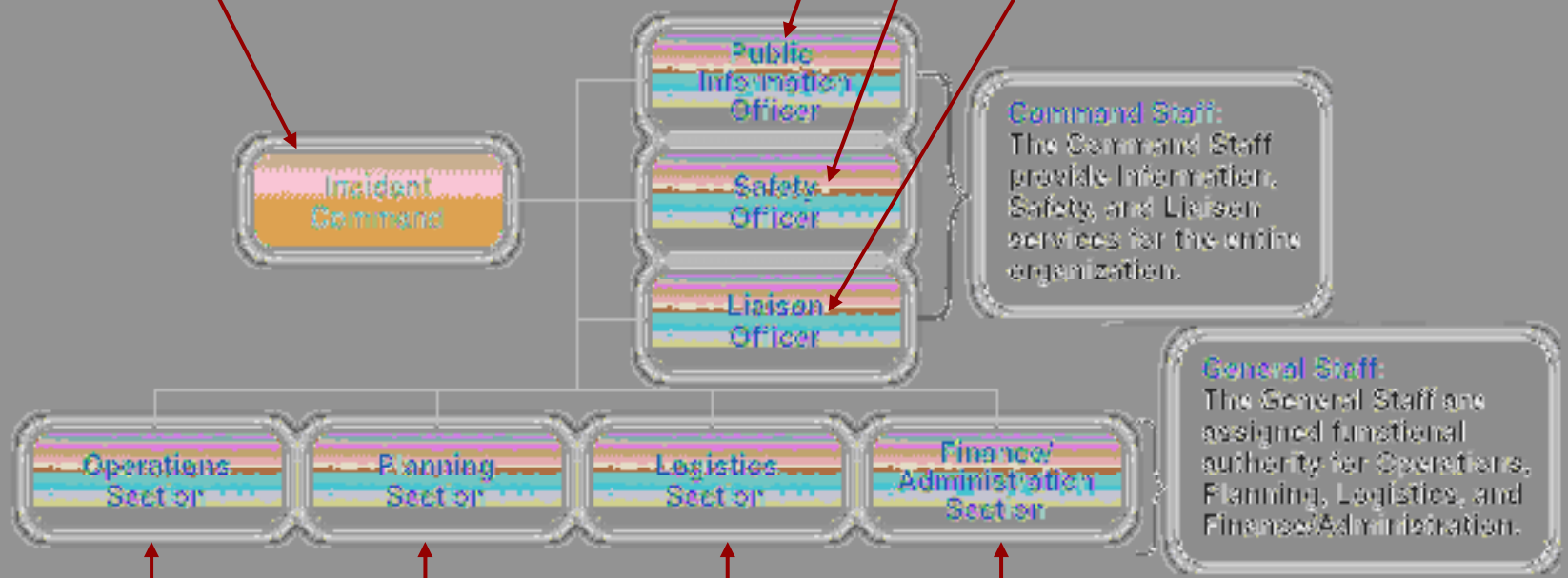
Incident Command System

Is in Charge:
- **Superintendent – District**
- **Principal – School/Site**

Prepares Media Releases

Responsible for Safety of Responders

Communicates between District/School and Outside Emergency Responders



Doers | **Planners** | **Get Things** | **Record / Pay for Things**

Incident Commanders

- District Level
  - Superintendent or Designee
- School/Site
  - Principal or Designee
- The Incident Commander is in charge of the District and/or School/Site's response to an emergency

Responsibilities in an Emergency

District ERT

- Supports schools/sites when the need exceeds the resources of the school/site to handle an emergency situation
- Provides guidance regarding emergency response questions which may arise
- Directs additional support personnel, including District ERT members as needed
- Monitors the emergency situation and facilitates major decisions which need to be made
- Assists law enforcement, fire, etc. in establishing an Incident Command Post and provides them access to a computer containing floor plans of the affected school building(s)

School/Site ERT

- Reports to the Incident Command Post in an emergency situation and assumes Incident Management System responsibilities
- Conducts initial assessment of the seriousness of the emergency at the school/site and reports findings to the principal / Incident Commander
- Assembles the necessary resources, within the building, to respond to the incident
- Works with the District EOC in an emergency situation
- Directs additional support personnel, including school staff as needed
- Monitors the emergency situation and facilitates major decisions which need to be made

Incident Commander – District (Superintendent or Designee)

- Is responsible for emergency response at the District level
- Serves as the single conduit for communication to the news media
- Works with county emergency response agencies to implement the District EOP
- Activates the District's EOC
- Assesses nature and impact of threat on students, faculty, staff, building, environment, and school operations at the school/site involved in an emergency or the district as a whole
- Determines whether to implement Protective Action (evacuation, shelter-in-place or lockdown) at district main facilities
- Makes decisions for district and school/site response
- Makes decisions regarding need for additional district and/or school resources or personnel
- Contacts District Crisis Intervention Team(s) when needed
- Keeps the staff and school board members apprised of the emergency

Incident Commander – School/Site (Principal or Designee)

- Is responsible for emergency response at the School/Site level
- Ensures effective communication between the school and the district
- Works with local emergency response agencies to implement the School/Site EOP
- Activates the school/site Incident Command Post
- Assesses nature and impact of threat on students, faculty, staff, building, environment, and school operations
- Determines whether to implement Protective Action (evacuation, shelter-in-place or lockdown)
- Makes decision for school site response
- Makes decision regarding need for additional school resources or personnel
- Contacts District Crisis Intervention Team when needed
- Arranges for transfer of students, staff, and other individuals when safety is threatened by an emergency
- Keeps the Superintendent and District Emergency Response Team apprised of the emergency
- Refers all media to Superintendents Office or Communications Department

School Secretary

- Supervises handling and referral of in-coming calls
- Limits access to telephones (lines must be available for emergency communication)

Emergency Notification / Communication

Emergency Notification

Consists of:

- Fire and Smoke Alarms
- Strobe Lights
- PA System Announcements
- Telephone Announcements

Notify the school office immediately of any hazard, threat or emergency.

School Office Telephone No. _____

Notify 911 in all life threatening situations, followed by notice to the school office.

Emergency Communication

- PA System
- Use of Runners
- Bullhorns
- Verbal Face-to-face
- Emails
- Call Trees
- Radio Announcements

Do Not Use Code Words….Use Plain Language When Communicating

Why Use Plain Language When Communicating?

- EMT = Emergency Medical Treatment
- EMT = Emergency Medical Technician
- EMT = Emergency Management Team
- EMT = Eastern Mediterranean Time
- EMT = Effective Methods Team
- EMT = Effects Management Tool
- EMT = El Monte, CA (airport code)
- EMT = Electron Microscope Tomography
- EMT = Email Money Transfer

Communicating With The Media

- The District must consistently provide prompt, clear, accurate information to the news media in an emergency situation. Ultimately, the District must speak with one voice.
- Only the Superintendent or Principal involved in the emergency should speak to the media

Training & Drills

Types of Drills

- Fire Drills
- Shelter-In-Place
- Lockdown
- Bus Evacuation

Everyone needs to participate in drills as if they are a real emergency.

Students and Staff with disabilities should be involved in drills as much as possible without injuring anyone.

Drill Schedule

Type of Drill	When	Additional Information
Fire	• Two fire drills in the first month of school, and one per month each following month.	•Record drills on **EOP Form 12– *Drill Schedule and Log***
Earthquake	• Two each year.	•Practice Duck and Cover •Record drills on **EOP Form 12– *Drill Schedule and Log***
Severe Weather Safe Area	• Twice each year, including one in March	•Record drills on **EOP Form 12– *Drill Schedule and Log***
Others: • Lockdown/Intruder • Shelter-In-Place • Intruder • Bomb Threat		•Record drills on **EOP Form 12– *Drill Schedule and Log***

Protective Actions

Protective Actions

- ***Evacuation -*** A protective action involving the physical movement of students and staff to temporary locations outside and away from any building or structure that poses an actual or perceived safety threat because of the consequences of any emergency.
- ***Shelter-In-Place -*** It is a temporary strategy designed to be used when it is safer to remain inside rather than evacuate to the outside. Sheltering-in-place is also designed for at most one to two hours because all buildings are subject to air infiltration.
- ***Lockdown -*** It is a protective action employed to safeguard students and staff when there is an armed perpetrator approaching the campus, on campus, or in the school. Lockdown is employed to keep people away from a violent perpetrator while law enforcement engages the suspect.
- ***Duck and Cover*** - This action is taken to protect students and staff from flying or falling debris. It is most often used for an earthquake threat.

Evacuation

- You are responsible for the safety of the students in your classroom
- Know who has disabilities and may need help to evacuate
- Know your evacuation route and alternate evacuation route
- Know the location of your evacuation assembly area
- Call roll once you reach your evacuation assembly area
- Report anyone missing to the Incident Commander or to outside emergency responders
- Do not re-enter the building until you are told to do so
- Be ready to relocate to another location if necessary
- Relocation site: _____
- Keep everyone in a group until the emergency is declared to be over

Shelter-In Place

- Used when there is severe weather or a chemical release outside
- Ideal Shelter Areas:
  - Interior hallways
  - Smaller inside rooms - Do not use rooms with long expanded roof systems (i.e. gymnasium, auditorium or cafeteria)
  - Windowless rooms
  - Rooms having minimal number of vents and doors that will have to be closed or sealed
- You are responsible for the students assigned to you
- Keep everyone in a group until the emergency is declared to be over

Lockdown

- When you hear a lockdown notification, try to get everyone into a secure room and lock or block the door.
- Close blinds or cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor, preferably under desks.
- Everyone should remain quiet.
- No one will be permitted to enter or leave the building.
- Signs will be posted at the doors saying that the building is in "Lock Down."
- Schools will not release children to parents during a lock down.
- If possible, an emergency email or phone call will be sent out explaining the circumstance.
- Allow no one outside of classrooms until the all-clear signal is given.

Duck and Cover

Upon the first sign of earthquake activity:

- If inside, teachers will instruct students to duck under their desks away from windows and anything that could fall and hurt a person. They should cover their heads with their arms and hands. They should hold that position until the shaking stops or when given further instructions.
- If outside, teachers will instruct students to duck to the ground, place their heads between their knees, and cover their heads with their arms and hands.

Persons With Disabilities

Disabled - refers to a temporary or permanent disability that would delay or impede the ability of an individual to evacuate the building in an emergency (such as, but not limited to, individuals requiring the use of a wheelchair, cane, crutches, prosthetic device, or those with sensory impairments).

- Establish a Committee for Individuals with Disabilities
- Work with the school nurse, parents, or health officials to plan for each individual
- Keep a record of where these individuals are located
- Persons with disabilities should be included in drills as much as possible, keeping in mind that you do not want to injure them in a drill
- When a protective action is implemented (evacuation, shelter-in-place, lockdown, duck and cover), make sure all persons with disabilities are assisted. If you run into any problems yell for help.
- Try to have persons with disabilities accompanied at all times in an emergency

Student Release

- Keep students in their assigned classrooms or in the evacuation assembly area until they are released to their parents/guardians.
- Do not begin releasing any students until all students have been accounted for, when possible.
- Lower grades should be released first, if possible.
- Have a sign-out system ready.
- Release students only to an authorized person. Identification must be shown.
- All students should be released through the Student Release/Reunification Team.

Traffic Control

- Traffic should be controlled by school personnel until local law enforcement arrive.
- Maintained entry and exit for emergency vehicles.
- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up.
- When law enforcement arrives on the scene they will take charge and do whatever is necessary, including the towing of vehicles, to manage the emergency or disaster.

Emergency Response Guidelines

Emergency Response Guidelines Have Been Prepared for these Scenarios

- Medical Emergency
- Pandemic Flu
- Infectious Diseases
- Crime and Violence
- Out of Control Students
- Hostage Situation
- Suicide Attempt at School
- Suicide Threats
- Threat of Runaway or Confirmed Runaway
- Missing Students
- Bomb Threat
- Suspicious Package/Mail Threats
- Terrorism
- Biological Attack
- Chemical Attack
- Radioactive/Nuclear Attack
- Explosive/Conventional Attack
- Homeland Security
- Dangerous and/or Armed Intruder
- Fire
- Natural Gas Leak
- Hazardous Material Spill/Leak/Release
- Severe Weather
- Flooding
- Tornado
- Utility Outage
- School Bus Accident
- Earthquake
- Bus Accident
- Bus Terrorism
- Armed Student(s) / Weapon on Campus
- Contamination - Food or Water
- Death of a Student/Staff Member
- Demonstration / Riot / Walkout
- Gang Fight
- Runaway Threat or Confirmed Runaway
- Sexual Assault / Rape
- Transportation Incident – Truck / Train / Plane
- Bus Accident
- Bus Terrorism
- Armed Student(s) / Weapon on Campus
- Contamination - Food or Water
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- Sexual Assault / Rape
- Transportation Incident – Truck / Train / Plane

Emergency Response Guidelines

- The ERT members should be familiar with these guidelines
- Try to review one per week in a quick ERT meeting
- This only takes 10 to 15 minutes for each

Termination & Recovery

Termination

- Termination should be declared by either the outside emergency response Incident Commander or the District/School Incident Commander.
- The Incident Commander is the only person who should declare an emergency to be over.
- An assessment of the school building(s) should be completed before re-entry is made to ensure that all areas are safe.

Recovery

- Crisis Intervention
  - The District Crisis Intervention Plan should be implemented as soon as possible.
  - This is outside the scope of the EOP.
- Identify Resources
  - This will be based on the losses
- Direction of Staff and Students
  - This will be based on the condition of property

Recovery (Cont.)

- Communicate with Parents and Community
  - Letters, emails or announcements by the Superintendent or Principal
  - Only the Superintendent or Principal should talk to the Media
- Document the Incident and Debrief
  - A formal report should be developed for every emergency incident
  - Debriefing should be completed with everyone involved in responding to the emergency
  - A formal report should be developed by the Incident Commander
- Learn from the Incident/Follow-up
  - Revise plans as needed
  - Provide additional training as needed
  - Implement additional prevention measures as warranted

EOP Appendix

Review and Update EOP Appendix Each Year

- Maps
- Satellite Photos
- Floor Plans
- Photos

EOP Appendix

Become Familiar with the EOP Forms and Use As Warranted

1. Incident Command System Assignments
2. Incident Command Report
3. Bomb Threat Call Worksheet
4. Staff Skills
5. Student Release Permission Slip
6. Student Release Log
7. Incident Response Debriefing Report
8. Telephone Communication Log
9. Evacuation Status Report
10. Emergency Damage Report
11. Equipment Audit
12. Emergency Drill Record

Become Familiar with the EOP Forms and Use As Warranted (Cont.)

Forms are also included in the *Incident Job Aids, Checklists, and Form* Document:

1. **Incident Command System Assignments**
2. **Incident Command Report**
3. **Bomb Threat Call Worksheet**
4. **Staff Skills**
5. **Student Release Permission Slip**
6. **Student Release Log**
7. **Incident Response Debriefing Report**
8. **Telephone Communication Log**
9. **Evacuation Status Report**
10. **Emergency Damage Report**
11. **Equipment Audit**
12. **Drill Schedule and Log**
13. **Incident Action Plan Form**
14. **Students/ Staff Needing Special Assistance**
15. **Student Accounting Form**
16. **Student Release Form**
17. **Student Accounting Update Report**
18. **Partnership Agreement - Sample**
19. **Memorandum of Understanding - Sample**
20. **Search and Rescue Teams**
21. **Equipment Inventory**
22. **Orientation and Training Schedule**
23. **Drill Observation Form**
24. **Damage Assessment Report**
25. **Lockdown Posting**
26. **Mortality Management Guidelines**

Become Familiar with the EOP Forms and Use As Warranted (Cont.)

Forms are also included in the *Food Defense Plan*:

1. **Food Defense/Biosecurity Agreement Form Foodservice Supplier**
2. **Food Defense Report Form**
3. **Foodservice Supplier Receiving / Delivery Sign-In Form**
4. **Storage Lock Security Form**
5. **Food Defense Self-Inspection Checklist**
6. **Monitoring Schedule**

Parents / Guardians

Parents / Guardians

Parents / Guardians should:

- Provide emergency contact information each year
- Advise the school if their child has any disabilities
- Advise the school of any restraining orders that may affect a student(s)
- Be provided emergency guidelines that they should follow
- Know how to obtain emergency information via:
  - Telephone
  - Radio Station
  - School Website
- Refrain from coming to the school when there is an emergency
- Sign-in when they do visit the school

Flipcharts

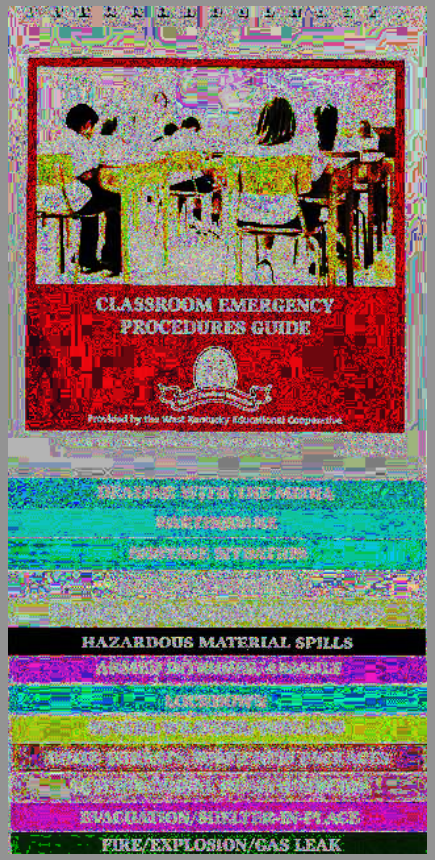
Flipcharts should be distributed to Classroom Teachers and to Bus Drivers

Classroom Flipchart

- A flipchart should be maintained in each classroom
- Teachers should be familiar the guidelines addressed in this flipchart

School Bus Flipchart

- A flipchart should be located in each school bus
- Bus Drivers should be familiar the guidelines addressed in this flipchart



Questions???