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# Plan Format

Louisiana RS 17:416.16 requires the public-school Principal to update the emergency operations plan at least once annuallyand keep a copy of the approved plan. The Principal will provide a copy to appropriate individuals/departments, each of whom shall be responsible for keeping in their respective office a copy of the plan that is readily accessible in the event of an incident or emergency situation. (School Name) will provide a copy of the plan to:

* (Parish Name) Parish Emergency Operations Center (EOC)
* (Parish Name) Sheriff’s Office
* (Jurisdictional) Police Department(s)
* Louisiana Center for Safe Schools (LCSS)/GOHSEP

In order to remain in compliance with RS 17:416.16 (B(1)), school leadership needs to make an annual report to the public-school governing authority on the status of the plan under the governing authority's jurisdiction.

To provide the best information to onsite faculty, staff, students, visitors and first responders during an emergency or critical incident, the (School Name) Emergency Operations Plan has the following main sections:

**Incident Response Emergency Information** – This section provides critical information to first responders during their immediate response to an incident. (School Name) will update the Incident Response Emergency Information section whenever information on the plan changes and resubmit the updated plan as per RS 17.416.16 (G.1-3).

**Approvals, Implementation and Maintenance** – This section includes all approving authorities of the plan, this allows for complete transparency and coordination with key stakeholders and responders. The section also includes an area to maintain records of any significant changes to the document, as well as a record of distribution.

**Floor Plans** – This section allows for quick reference to floor plans for (School Name).

**School Safety Plan Protocols/Functional Annexes/Hazard Specific Annexes** – The larger school safety plan section provides the more comprehensive information necessary for both school and public safety officials in developing an all-hazards approach to school safety planning for (School Name). The plan is customized to meet specific needs and circumstances. Each functional and hazard specific annex has been customized to fit the (School Name) risk profile, school population, and current capabilities.

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# Incident Emergency Response Information

|  |  |
| --- | --- |
| **Team Position**  | **Work Phone**  |
| Superintendent  |  |
| Principal  |  |
| Assistant Principal |  |
| Nurse |  |
| Office Manager |  |
| Building Manager  |  |
| Counselor |  |
|  |  |

|  |  |
| --- | --- |
| **Department**  | **Phone Number**  |
| Police Department |  |
| (Insert Name) Ambulance  |  |
| Entergy |  |
| Louisiana State Police (Insert Troop) |  |
| Governor’s Office of Homeland Security and Emergency Preparedness | 225-925-7500 |
| (Insert Parish) Office of Homeland Security and Emergency Preparedness |  |
| Fire Department |  |
| OTHER |  |
| OTHER |  |

# Plan Approval and Implementation

The (School Name) Emergency Operations Plan (EOP) was prepared by the planning team in coordination with (Add Planning Team) to develop, implement, and maintain a viable all-hazards response capability and establishment of a comprehensive approach to providing consistent, effective, and efficient coordination across a spectrum of activities on campus. The EOP is consistent with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies.

This plan applies to all (School Name) personnel participating in mitigation, preparedness, response, and recovery efforts.

The (School Name) Principal (or designee) is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan, or the entire plan may be activated based on the specific emergency and decision by (Name of School).

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

Name:

Title: (School Name) Principal

APPROVED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

Name:

Title: Insert Parish or Jurisdictional Law Enforcement Agency

APPROVED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

Name:

Title: (Insert Parish) Emergency Management Principal

APPROVED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

Revision Date Here

# Record of Changes

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| **Change Number** | **Date** | **Name** | **Summary** |
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# Record of Distribution

|  |  |  |  |
| --- | --- | --- | --- |
| **Name and Title** | **Agency** | **Date** | **Number of Copies** |
|  | (School Name) |  |  |
|  | (Police Department) |  |  |
|  | (EOC) |  |  |
|  | Center for Safe Schools/ GOHSEP |  |  |
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#

# (School Name) Floor Plans

The floor plans for (School Name) ((School initials)) have been integrated into this EOP to support critical decisions during initial response and recovery during an incident. The floor plans are included below:

# Introduction

**Purpose of the Plan**

The (School Name) ((School Initials)) Emergency Operations Plan (EOP) provides critical information to respond to emergency incidents by outlining the responsibilities and duties of (School Initials) leadership, faculty/staff, and students. The plan is customized to meet the needs of the (School Initials) population and the specific threats and/or hazards that the campus and surrounding campus may encounter. This plan educates staff, faculty, and other key stakeholders on their roles and responsibilities before, during and after an incident. Documentation supporting this plan also provides parents and other members of the community with assurances that (School Initials) has established guidelines and procedures to respond to incidents/hazards in an effective and appropriate way.

(School Initials) shall continue in developing, maintaining, and exercising the EOP to increase overall school readiness and while playing a critical role in school safety.

**Scope of the Plan**

The (School Initials) EOP provides guidelines and procedures for dealing with existing and *potential* school incidents. The basic plan along with each functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses:

* Expectations of staff; roles and responsibilities
* Direction and control systems
* Internal and external communications
* Training/Exercise/Drills
* Authority and references as defined by local, State and Federal government mandates
* Common and specialized procedures
* Specific hazard vulnerabilities and responses/recovery

**Coordination with Emergency First Responders/Stakeholders**

Various agencies and services engage in responding to school incidents, including emergency responders from law enforcement, safety, fire, and emergency agencies, as well as mental health and other community organizations. A critical component of this EOP is the continued engagement with various agencies and community service providers to aid in timely communication and response to an incident.

# Basic Plan

**Situation Overview/Hazard Analysis Summary**

School Population Statistics

Current enrollment at (School Name) ((School Initials)) is approximately **(#)** students and **(#)** faculty and staff on campus at any given time of the day.

(School Name) Staff Roster

[Insert Staff Roster]

(School Name) Bell Schedule

[Insert Bell Schedule]

(School Name) Phone Tree

[Insert Phone Tree]

(School Name) Crisis Team Members

|  |  |
| --- | --- |
| **School Position**  | **Work Phone**  |
| Superintendent  |  |
| Principal  |  |
| Assistant Principal |  |
| Nurse |  |
| Office Manager |  |
| Building Manager  |  |
| Counselor |  |
|  |  |

(School Name) Functional Needs Population

(School Name) ((School Initials)) is committed to the safe evacuation and transport of students and staff with functional needs. At (School Initials), the functional needs population may include, but is not limited to, students/staff with:

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

The *Americans with Disabilities Act* (ADA) prohibits discrimination on the basis of disability, and generally prohibits unnecessary disclosures of disability status or information related to that disability, to third parties. Disclosures may be necessary when the student presents a significant, articulable threat to others.

The school’s current enrollment of students with functional needs is approximately (# of students) student(s)however, this number may fluctuate and is re-evaluated annually or on an as-needed basis. These students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

If necessary, a list of staff members have been trained and are assigned to assist the functional needs population during drills, exercises and incidents is available at the request of the school Principal.

(School Name) has reviewed the applicable *Americans with Disabilities Act* (ADA)laws, and all applicable State laws with our community partners to ensure that *all* parties have a *strong* understanding of these laws pertaining to information disclosure. All school employees, including contractors have been trained on applicable laws to ensure that (School Name) officials and employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

**Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(School Name) Building Information

(School Name) ((School Initials)) is located at (School Adress). The campus has no outside or portable classrooms.

A campus map/site plan and/or floor plans of the campus is included at the beginning of this plan. All staff members are required to know the general layout of the school and evacuation procedures.

Hazard Analysis Summary

(School Initials) is exposed to a number of hazards that have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. Understanding that (School Name) maintains an Emergency Operations Plan (EOP) to address hazards and incidents across campus, the (School Name) EOP has been developed to provide faculty, staff, and students with emergency procedures specific to school needs.

The Tables below briefly discuss the Risk Profiles that (School Name) has identified through a hazards assessment of the school building and its surrounding area.

**Table 1 – School Name Risk Profile**

|  |
| --- |
| **Louisiana School/District Hazard Analysis Tool** This hazard analysis tool is provided by the Louisiana Center for School Safety to be readily accessible to the average staff member within the school communities we serve. Hazard analysis is ultimately a subjective process and can inform important decisions beyond emergency planning. This tool will give you a starting point with which to have further conversations about financial and emergency planning for the hazards that most impact your community. We've assigned a range of values from 0-10 for each column. ***Districts/Schools may change the values to suit their local needs.*** |
| **Hazard** | **Probability (0-9)** | **Severity of Impact - Life Safety (0-10)** | **Severity of Impact - Property(0-3)** | **Severity of Impact - Campus Operations(0-6)** | **TOTAL SCORE** |
| **Active Shooter** |   |   |   |   | 0 |
| **Chemical Plant Release** |   |   |   |   | 0 |
| **Infectious Disease** |   |   |   |   | 0 |
| **Cyber Attack** |   |   |   |   | 0 |
| **Earthquake** |   |   |   |   | 0 |
| **Flooding** |   |   |   |   | 0 |
| **Highway Accident/HAZMAT** |   |   |   |   | 0 |
| **Hurricane/Tropical Storm** |   |   |   |   | 0 |
| **Major Utility Loss** |   |   |   |   | 0 |
| **Pipeline Release** |   |   |   |   | 0 |
| **Severe Thunderstorm** |   |   |   |   | 0 |
| **Tornado** |   |   |   |   | 0 |
| **Train Derailment** |   |   |   |   | 0 |
| **Wildfire** |   |   |   |   | 0 |
| **Winter Storm** |   |   |   |   | 0 |
| **Runaway/Missing Person** |   |   |   |   | 0 |
| **Suicide**  |   |   |   |   | 0 |
| **Medical Emergency** |   |   |   |   | 0 |
| **Winter Weather** |   |   |   |   | 0 |
| **Terrorism**  |   |   |   |   | 0 |
| **Levee Failure** |   |   |   |   | 0 |

**Planning Assumptions and Limitations**

Planning Assumptions

Planning assumptions allow for deviation from the plan if certain assumptions prove not to be true during operations. The following are standard assumptions as identified during the development of the (School Name) planning process:

* The school community continues to be exposed and subject to hazards and incidents described in the *Hazard Analysis Summary*, as well as lesser hazards and others that may develop in the future that are not identified within this planning document.
* A major disaster could occur at any time and in 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 emergency 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 are 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.
* Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, prevents or reduces incident-related losses.
* Maintaining this EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and tabletop exercises can improve the school’s readiness to respond to incidents.

Planning Limitations

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

# Concept of Operations

The overall strategy of the (School Name) ((School Initials)) EOP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order, and aid recovery within the school planning area.

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

Some incidents may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school’s command of the incident and the school’s incident management structure will most likely change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and are best equipped to command the response to a specific incident. If this is to occur, (School Initials) will transition command of the incident to a more qualified Incident Commander (IC). These concepts are discussed below.

**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, nongovernmental organizations (NGOs) and the private sector to work *seamlessly* to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

According to Homeland Security Presidential Directive (HSPD) 5 and the U.S. Department of Education (DOE), school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.

(School Initials) recognizes that staff and students are 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, first responders and emergency managers. As part of its NIMS implementation, (School Initials) shall continuously work toward reaching NIMS compliance. NIMS compliance for school districts includes completing the following:

* Adopt the use of the Incident Command System (ICS). All designated staff who assume roles described in this plan shall take the below ICS training:

IS-700 NIMS: *An Introduction*

IS-100: Introduction to the Incident Command System, ICS.

* (School Initials) will train and exercise the plan as required. All staff and students are expected to participate in training and exercising the plan’s procedures and hazard-specific incident plans if asked to participate. This may include regular fire or tornado drills. (School Initials) leadership and the (School Name) (XXX) will ensure that the training and equipment necessary for an appropriate response/recovery operation are in place.
* (XXX) SHIELD – tests/regular checks will be done on a regular basis.
* All other drill/exercise or training activity will be reported/coordinated to/with the (XXX) EOC with the following: Drill Type, Date, Time, and who participated.

**Initial Response and Implementation of the Incident Command System (ICS) at (School Name)**

In a major emergency or disaster, (School Initials) may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. School personnel or law enforcement personnel will be first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved, or command is transferred. All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

Until non-school emergency responders arrive on-scene, the school decision-maker shall be responsible for activating this EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The school decision-maker will either execute or designate a school incident commander with authority to direct all incident activities. See the (School Initials) ICS organizational chart in this section for this structure.

Once an emergency responder agency with legal authority arrives on scene, the school incident commander transitions command to that incident commander and may move to serving within the Incident Command Structure if requested by first responders.

# Organization and Assignment of Responsibilities

This section establishes the operational organization relied on to manage the incident specifically at (School Name) ((School Initials)) and includes:

* ICS Organizational Charts specific to (School Initials)
* A list of the tasks to be performed by position and organization
* An overview of who does what.

(School Initials) staff may be assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles are 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.

**Who is in Charge?**

The (School Initials) Principal/designee will serve as the school incident commander or delegate that authority to a pre-identified designee. While the Principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident will allow the Principal to focus on policy-level activities and interfacing with other agencies. The Principal will coordinate directly with the (Insert Parish) EOC/(Insert law enforcement agency) unless that function is delegated.

**School Name (School Initials) Incident Commander (IC)**

As the Principal assumes the IC role, the chart on the previous page lays out the key roles and responsibilities that may be expected during an emergency incident.

If needed, the (School Name) IC will establish an Incident Command Post (ICP) and provides an assessment of the situation, identifies resources required, and directs the on-scene incident management activities. The incident commander’s responsibilities include:

* Assuming overall direction of *all* incident management activities based on procedures outlined in this EOP.
* Taking steps necessary to ensure the safety of students, staff, and other individuals.
* Determining whether to implement incident management protocols established in this EOP (For Example: evacuation, lockdown, shelter-in-place, as described more fully in the annexes).
* Working with and ensuring communication with emergency services personnel. Keeping appropriate personnel informed of the situation.
* Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene.

Locations of (School Initials) Command Posts and Service locations can be found on (page #).

**Teachers**

(School Name) teachers are responsible for the supervision of students and to remain with students until directed otherwise. Responsibilities include:

* Keeping doors locked/secured when class is in session.
* Maintain class roster with easy access.
* Provide accurate information to students which may dispel rumors.
* Answer questions without providing unnecessary details.
* Recognize and honor the various religious beliefs of students.
* Be careful of the use of television or web broadcasts in the classroom. Live newscasts can be traumatizing, especially if the students are still at school.
* Identify students who need counseling and refer them to the school counselor. Provide activities to reduce trauma, such as art, music, and writing.
* Alter the curriculum as needed.
* Obtain assistance from other professionals should the need arise.

**Classroom Assistants**

Responsibilities include assisting teachers as directed.

**Counselors**

Counselors provide assistance as directed by the incident commander. Responsibilities may include:

* Taking steps to ensure the safety of students, staff, and other individuals.
* Rendering first aid if necessary.
* Assisting in the transfer of students, staff, and other individuals when their safety is threatened by an incident.
* Executing assignments as directed by the incident commander.

**School Nurse**

Responsibilities include:

* Coordinates Medical Triage Area
* Locates student or employee emergency information.
* Assists injured until EMS arrives.
* Identifies the injured.
* Records names and hospital locations.
* Sends names of injured and hospital locations to command post via cell phone or intercom.
* Using permanent marker, writes child’s name on left arm.
* For those with a known medical condition, writes “medical” next to child’s name (do not identify condition).

**Other Staff (e.g., Itinerant Staff and Substitute Teachers)**

Responsibilities include reporting to the incident commander for assignments, if requested to do so.

**Students**

Responsibilities include:

* Cooperating during emergency drills and exercises and during an incident. Learning to be responsible for themselves and others in an incident.
* Understanding the importance of not being a bystander by reporting situations of concern.
* Developing an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
* Taking an active part in school incident response/recovery activities, as age appropriate.

**Parents/Guardians**

Responsibilities include:

* Encouraging and supporting school safety, violence prevention and incident preparedness programs within the school.
* Providing the school with requested information concerning the incident, early and late dismissals and other related release information.
* Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
* Understanding their roles during a school emergency.
* Keeping student(s) emergency contact information updated.

# Direction, Control, and Coordination

**School Incident Command System (ICS)**

(School Name) ((School Initials)) command system can be used to manage emergency incidents or nonemergency events on campus. The system is flexible to meet the school needs and centered around all hazards approach. See below for an organizational overview of the Incident Command System.

(School Name) Incident Command System Structure

This section of the plan will take a close look at the ICS structure specific to (School Initials) and document roles and responsibilities for each. The below organizational chart provides an overview of the (School Initials) Command Structure.

Operations Section

When activated, the Operations Section coordinates all operations including implementation of response/recovery activities according to procedures and protocols established by (School Name). Procedures and protocols address care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Specific responsibilities include, but are not limited to:

* Overall coordination and direction of the teams/positions listed on the chart below.
* Coordinating (XXX) EOC and (XXX) PD for theReunification Plan and implementation.
* Monitoring site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off only if danger exists or if directed by the incident commander and assisting in securing facility.
* Establishing medical triage with staff trained in first aid and CPR, providing and overseeing care given to injured persons, distributing supplies, and requesting additional supplies before emergency response arrives.
* Providing and accessing psychological first-aid services for those in need and accessing local/regional providers for ongoing crisis counseling for students, staff and parents.
* Coordinating the rationed distribution of food and water, establishing secondary toilet facilities in the event of water or plumbing failure and requesting needed supplies.
* Documenting all activities.

Each of the positions in the org chart on the previous page are staffed and filled by (School Initials) Staff. Specific roles, responsibilities, and staff assignments in the Operations Section can be seen below:

Incident Commander

Operations /Deputy IC

School Information Center/Public Affairs

Search and Rescue/Missing Student

First Aid/Triage

Student Release/

Reunification

Facilities

Accountability

Runners

|  |
| --- |
| **Incident Commander (IC)**Coordinates all school-based management response efforts; directs the School Crisis Team /ICS Structure; works with the (XXX) EOC and First Responder Incident Commander; notifies law enforcement and emergency agencies when applicable. Other responsibilities include but are not limited to:* Assuming overall direction of *all* incident management activities based on procedures outlined in this EOP.
* Taking steps necessary to ensure the safety of students, staff, and other individuals.
* Determining whether to implement incident management protocols established in this EOP (e.g., evacuation, lockdown, shelter-in-place, etc., as described more fully in the annexes).
* Working with and ensuring communication with emergency services personnel. Keeping appropriate personnel informed of the situation.
* Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene.
 |
| **School Information Center/Operations/Deputy IC** Assists Incident Commander with any information pertaining to the incident. * Oversees all branches within the Operations Section.
* Collects all information needed for Incident Commander.
 |
| **Search and Rescue /Missing Student Team** **Staff Assignments: Assigned by Principal/Incident Commander (unique to each incident)**Team members will 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 and 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/Missing Student Teams are also responsible for:* Identifying immediate unsafe areas.
* Obtaining injury and missing student reports from teachers.
* If not already done by the Incident Commander, contact Law Enforcement for missing child scenario providing initial details.
 |
| **First-Aid/Triage Team** 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**.
* Notification to IC if student is transported to hospital.
* Accounts for all injured persons at all time
* Accounts for all medications on campus.
* Maintains any medical logs, if applicable.
* Assisting first responders as directed by the Incident Commander.
 |
| **Student Release/Reunification Team** If not set up and running like traditional carpool on campus, the reunification plan will be activated. This on or offsite location will be released to parents only after all verifications have been made. Roles of staff assigned to reunification are:* Assist with getting students to reunification site (walking on foot or bus transport).
* Set up and organization of students and staff once onsite at reunification location.
* Coordinates the arrival and departure of students.
* Knowledge of location of all students onsite.
* Oversight of the sign out process (verification of ID/requested information).
* Use of PowerSchool for tracking release of students at reunification site.
* Restricts access to areas in coordination with (XXX) PD.
* Transfers critical information to Command Post if necessary.
* Work with law enforcement or other response personnel on site.
* Comfort and keep students calm.
 |
| **Runners/Accountability**Runners gather information from each grade level immediately upon activation of the crisis team/incident command structure. This includes but is not limited to:* Reports numbers and details to the Principal/Incident Commander or other designee on site.
* Remains available to carry any information or documents where/when needed.
* Keeps all information confidential.
* May walk younger students to/from pick up point if necessary.
* Use PowerSchool to keep accountability. If unavailable, paper back up or other method to track accountability and release of (XXX) students and staff.
 |
| **Facilities**The Facility Team assists the incident commander with information pertaining to the physical building. Responsibilities include:* Meets first responders and stays in the command post until released.
* Provides campus maps.
* Provides campus keys.
* Provides information on utility cut offs.
* Additional duties as assigned by the Principal/incident commander.
* May assist with logistics set ups for reunification sites.
 |

\*The Planning, Logistics, and Administration/Finance sections are optional sections under operations that will only be activated at the request of the Principal/Incident Commander or the (XXX) EOC. These sections will signal a longer duration response and recovery effort. If activated, they will support the following functions during an event.

Planning Section

When activated, the Planning Section is responsible for collecting, evaluating, and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

* Assisting the incident commander in the collection and evaluation of information.
* Assisting with ongoing and future planning efforts and maintaining the incident time log.
* Documenting all activities.

Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

* Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
* Establishing and coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.
* Coordinating food, water, or other supplies as directed by the Incident Commander.

Finance and Administration Section

When activated, the Finance and Administration Section oversees *all* financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

* Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing, or videotaping damage to property.
* Developing a system to monitor and track expenses and financial losses and secure all records.

(School Name) Command Post/Service Locations

The below locations have been identified by the Principal/Incident Commander during an event or incident. The type of site and their location on or off campus can be seen below. These sites will be reviewed/assessed annually as part of the plan update. Changes to these locations will need to be approved by the Principal/Incident Commander.

|  |
| --- |
| **Service Locations** |
| **Incident Command Post** |   |
| **Alternate Incident Command Post** |   |
| **Medical Triage** |   |
| **Parent Holding Area I (During Search & Rescue)** |   |
| **Parent Holding Area for Student Release** |   |
| **Off-Site Evacuation Location (within walking distance)** |  |
| **Off-Site Evacuation - Reunification** |   |
| **Off-Site Evacuation – Reunification Secondary Location**  |  |

|  |
| --- |
| **Service Location Items Needed** |
| **School Information Center**  |  |
| **Medical Triage** |  |
| **Parent Holding Area (SAR)** |   |
| **Parent Holding Area for Student Release** |   |

**Use of Internal School Resources**

(School Name) ((School Initials)) uses its own resources and supplies to respond to incidents until emergency response personnel arrive. The following capabilities have been internally identified within the (School Initials) faculty and staff to assist until first responders arrive, if directed by the Incident Commander.

First Aid/Triage Resources

The following staff at (School Name) ((School Initials)) have been identified as staff with CPR/First Aid Skills. These staff members will make up the First-Aid Team in the Operations Section and may work with responders throughout the incident if directed by the Principal or first responders:

|  |
| --- |
| **Staff with First Aid Skills/Training and CPR**  |
| **Name**  |
|  |
|  |
|  |
|  |
|  |
|  |

Bilingual Staff

|  |  |  |
| --- | --- | --- |
| **NAME** | **SCHOOL** | **LANGUAGE** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Information Collection, Analysis, and Dissemination

Communication will be a critical part of (School Name) ((School Initials)) incident management. This section outlines the communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community, and media.

This section includes policies and procedures for school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community, and the media. Templates for statements/releases to the media can be found below.

(School Initials) utilizes the Communication Platform/Capabilities described in the beginning of the plan to contact and maintain communications with law enforcement and other emergency responders during an incident. As documented earlier, the following communications are utilized by (School Initials):

|  |
| --- |
| **(School Initials) Communications Capabilities**  |
| Insert all Communications Capabilities here |

Once emergency responders arrive and transfer of command has taken place, (School Initials) and emergency responders will continue to coordinate the release of information to ensure that information is consistent, accurate and timely.

**Internal Communications**

(School Initials) Principal will be responsible for keeping internal communications procedures up to date, these include but are not limited to:

* Helping create policies and plans for communicating emergency information internally and to the (School Initials) staff, students and community.
* Following the communications policies and procedures established (XXX).
* Helping establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
* Developing materials for use in media briefings, if requested.
* Acting as the contact for emergency responders and assist in coordination of media communications, as needed.

Communication Between School Officials and Staff Members

(School Initials) school personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

* **Telephone Tree**: (School Name) has a call tree that is updated as necessary and intended to be utilized in emergency situations. The phone tree can be found on (page #).
* **Text-Messaging System/Email System**: (School Initials) utilizes **RAVE** to communicate with staff, students and families via text messaging/email for daily school updates.
* **Two-Way Radios:** May be distributed if needed.
* **Cell Phones:** Personnel cell phones are used in emergency circumstances as needed.
* **Intercom System:** All classrooms are equipped with 2-way communication to the front office.

**External Communications**

(School Name) ((School Initials)) leadership must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident occurs, parents, media and the community at large require clear and concise messages from (School Initials) about the incident, what is being done, and the safety of the children and staff.

Communication with Parents

Before an incident occurs, (School Initials) will:

* Maintain open communication with parents/guardians about any potential impacts to the school due to threats or hazards.
* Maintain relationships with parents so that they trust and know how to access alerts and incident information.
* Inform parents about the (School Initials) EOP, the teacher emergency guides and other important emergency information through the Parent/Guardian Emergency Guides. Detailed response tactics do not need to be shared.

In the event of an incident, (School Name) will:

* Incident Commander will work quickly to disseminate information using **PowerSchool/SwiftReach** for text messages and emails for the appropriate distribution lists. These information updates may explain the current situation and provide recipients receiving the information with as much information as possible. Updates will occur as the situation changes or every hour, as determined by the incident commander and/or (XXX)/EOC.
* Manage parents who arrive at school. This may mean sending them to the reunification site, having law enforcement reassure them that the situation is under control and wait for further information, directing the parents to monitor email/text for future updates.
* Provide information or resources regarding possible reactions of their children and ways to talk with them.

After an incident, (School Name) administrators may schedule and attend an open question-and-answer meeting for parents if deemed necessary by the (School Initials).

Communication with the Media

All (School Initials) staff must refer media to the Principal. (Insert personnel) will assume responsibility for issuing public statements during any emergency.

The (School Initials) Principal will serve as the spokesperson unless he/she designates a spokesperson and until (XXX) takes charge or designates a spokesperson.

Releasing Information to the Media

Until the Principal or the designee is prepared to release a statement, a pre-determined member of the Crisis Team (Principal) should answer questions with the following statement:

**“There has been an incident on campus that has resulted in the implementation of our Emergency Operations Plan. Appropriate authorities have been called and they are on their way to the school (or here) to assess the situation. An update on the incident will be forthcoming as quickly as possible”**

The above scripted response should be used to respond to telephone inquiries while also referring them to the designated spokesperson.

All (School Initials) employees are to refer all requests for information and questions to the designated spokesperson.

**Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability Accountability Act (HIPAA)**

(School Name) has adopted and uses the HIPAA and FERPA as policy. The school will ensure safeguards are in place to protect information that is sensitive.

# Recovery After an Incident

After the safety and status of staff and students at (School Name) ((School Initials)) is assured and emergency conditions are abated following an incident, staff, teachers, and school officials should assemble to support the restoration of the school’s educational programs. Defining mission-critical operations and staffing, this effort is the starting point for the recovery process.

Collecting and disseminating information facilitates the recovery process.

The (School Initials) Principal will designate appropriate personnel and collaborate with external resources to work in teams to:

* Conduct a comprehensive assessment of 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 are required for insurance claims and requests for State and Federal assistance. This process should include:
	+ Pictures of damaged sites
	+ Descriptions of damaged sites
	+ Estimated value of equipment or other items inside the damaged area
* Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance, if applicable.
* Arrange for *ongoing* status reports during 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 facilitate the resumption of classes.
* Educate school personnel, students, and parents on available crisis counseling services.
* Establish absentee policies for teachers and students after an incident.
* Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
* Review alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
* Review the policies and processes for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, virtual learning).
* Get stakeholder input on prevention and mitigation measures; incorporate as appropriate into short- and long-term recovery plans.

# Administration, Finance, and Logistics

**Agreements and Contracts**

If school resources prove to be inadequate during an incident, (School Name) (School Initials) may request assistance from local emergency services, other agencies, and the school community in accordance with mutual aid agreements (MAAs) and contracts if approved by the appropriate personnel. Such assistance may include equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing.

**Recordkeeping**

Administrative Controls

(School Initials) is responsible for collaborating with (Insert District Here) for establishing 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 are carried out in accordance with established policies and standard cost accounting procedures.

Activity Logs

(School Initials) and/or staff assigned within the school ICS maintain accurate logs recording key incident management activities, including:

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

**Incident Costs**

ICS finance and administration staff are 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. Detailed records of costs for incident management and operations include:

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

These records are 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.

# Plan Development, Maintenance, and Distribution

**Plan Development**

In preparing the EOP, the (School Name) ((School Initials)) Principal and executive team reviewed the current plan, participated in plan update meetings, and provided information needed to complete the enhanced EOP. Information from the previous school emergency response plan was validated and included. (Insert Stakeholder Names) were also included in the review process. The final plan includes approval by critical responding agencies and partners to (School Initials). The (School Initials) EOP clearly identifies the latest revision date and the signature of individuals involved in its creation and/or revision.

**Record of Distribution**

Copies of the (School Initials) EOP are distributed to emergency organizations with a role in responding to an incident. A record of distribution is documented in the front of this plan and shall be updated as necessary by the Principal. (School Initials) will document the distribution by filling out: 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.

The (School Initials) EOP and associated school emergency planning documents should not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the EOP may be made available to the public and media *without* sensitive information at the discretion of the (School Initials) Principal.

**Review and Updates to the Plan**

To remain in compliance with RS 17:416.16 (B.1), (School Name) Principal and/or designee will update information in the EOP annually or if an event or major change in staffing or building layout (new construction) requires changes in the procedures outlined in the plan. The (School Initials) Principal or designee will ensure the update to the plan is shared with the appropriate stakeholders whenever any critical information in the plan changes.

Each update or change to the plan should be noted in the record of changes. The record of changes includes: the change number, the date of the change and the name of the person who made the change. This record of changes page can be found in the beginning of the plan for quick access.

When conducting an annual or event triggered update to the EOP, the following should be considered:

* Changes in information.
* Deficiencies identified during incident management activities and exercises.
* When changes in threat hazards, resources and capabilities or school structure occur.

**Training and Exercising the Plan**

To ensure that (School Initials) staff, and community emergency responders are aware of their duties and responsibilities under the school plan and the most *current* procedures, the following training and exercise actions should occur.

Basic training and refresher training sessions should be conducted annually for school personnel identified by the Principal in coordination with local, law enforcement, fire, and emergency managers.

School EOP training includes:

* School Emergency Procedures orientation will be provided to all teachers and administrative staff annually.
* Team training addressing specific incident response or recovery activities such as family reunification shall be conducted as directed by the Principal.

Two online FEMA courses - IS-100.C and IS-700 – are recommended to be taken, by the Principal, (School Initials) Executive Team, and others as identified by the Principal and/or Executive Team. Both courses are available at no cost at FEMA’s Emergency Management Institute Online Learning website:

* <https://training.fema.gov/is/courseoverview.aspx?code=is-100.c>
* <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Additional measures include drills, tabletop exercises, functional exercises and full-scale exercises. Drills are to be randomly conducted. Exercise activity may include but are not limited to:

* Fire Drills
* Evacuation Drills
* Drop and Tuck Drills
* Shelter in Place Drills
* Lockdown Drills
* Full Scale on campus exercises with responding agencies
* Other scenarios as dictated by the (School Initials) Principal.

Records of the training provided, including date(s), type of training and applicable participant rosters should be maintained by the (School Initials) Principal/Designee and/or the (School Initials) administrative office.

To further promote preparedness, all (School Initials) staff members are encouraged 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 enables school staff to do their jobs more effectively.

The Louisiana Center for Safe Schools also houses information and tools for schools and families to better prepare for and understand school safety initiatives:



<http://lasafeschools.la.gov>

# Functional Procedures Annexes and Hazard Specific Annexes

Functional Procedures Annexes

Functional protocols are the common procedures (School Name) ((School Initials)) may implement along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency.

Each functional protocol describes the purpose and responsibilities for that function. The (School Initials) EOP has customized these functional protocols to fit the unique circumstances of the staff, campus, and student population. The planning team conducted a risk assessment and complete review of campus, capabilities, and internal resources to assist in development of enhanced procedures and protocols.

All functional annexes address:

* Situations under which the procedures are to be used.
* Who has the authority to activate the procedure(s).
* Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

* All staff and students should undergo training and participate in drills.
* Staff and bus drivers assigned to work with special needs students should undergo in-depth training and drills, if applicable.
* Emergency response personnel should be included in training and exercise to provide valuable input on the use of these procedures. This helps evaluate the appropriateness of the procedures in the plan and assists with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

Functional annexes do not repeat but build upon the information, guidance, and processes/procedures within the basic EOP.

Hazard and Threat Specific Annexes

Hazard and threat specific annexes provide the procedures, roles, and responsibilities for (School Name) ((School Initials)) staff, personnel, and students for specific hazards. The Hazard and threat specific annexes build on information in the functional annexes and basic plan. (School Initials) staff shall refer to the functional annexes identified in the hazard and threat specific annexes for detailed information.

Both Functional and Hazard and Threat Specific Annexes can be found in annex format in this plan.