Enter school name

Emergency Operations Plan

Click here to enter a date.

This template is intended for use by schools who are involved with and receiving training from the State of Vermont.

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PLAN DEVELOPMENT AND MAINTENANCE

The [ENTER SCHOOL NAME] Principal is responsible for the overall maintenance of the Plan structure, the School will maintain their own Plan with the approval of the Superintendent or Responsible official.

This Plan is based on Federal Emergency Management Agency’s “Guide for Developing a High- Quality School Emergency Operations Plans” <https://rems.ed.gov/docs/rems_k-12_guide_508.pdf>

The most recent [ENTER SCHOOL NAME] Emergency Operations Plan EOP ) was developed in [ENTER YEAR].

#### APPROVAL AND IMPLEMENTATION

This is the official Emergency Operations Plan (EOP) for [ENTER SCHOOL NAME]. This Plan replaces and supersedes all previous EOPs or Emergency Operation Plans implemented by the [ENTER SCHOOL NAME]. This Plan is intended for the official use of the [ENTER SCHOOL NAME], employees and agencies that assist the [ENTER SCHOOL NAME] in the preparation, protection, mitigation, response and recovery from an emergency or disaster.

Please refrain from disseminating this Plan to any agency or individual not affiliated with the [ENTER SCHOOL NAME] district or associated with any of the aforementioned emergency actions without prior approval from the Superintendent.

This Plan has been reviewed and approved by the Superintendent of schools (or appropriate equivalent) [ENTER SCHOOL NAME].

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ENTER NAME] Superintendent [or equivalent] Date

#### [ENTER SCHOOL NAME]

#### 

#### PROMULGATION

The [ENTER SCHOOL NAME] Emergency Operations Plan (EOP) is designed as a multi-hazard mitigation plan to:

* Protect and preserve life on school and at school- related events off school.
* Protect and preserve property and the environment.
* Stabilize the emergency incident or disaster.
* Recover to pre-incident operating conditions.

The Plan outlines the roles and responsibilities of individuals, departments, and community partners in the event that an incident should affect the normal operations of the [ENTER SCHOOL NAME]. This document further describes the appropriate authorities and best practices for the management of situations ranging from small isolated incidents to large-scale catastrophic events.

The Plan is built around the framework, Plan for Developing High-Quality School Emergency Operations Plans by the U.S. Department of Education, Office of Safe and Healthy Students, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center.

The Emergency Operations Plan has been reviewed by local emergency response agencies and other school safety partners who are working to provide a safe and secure community at [ENTER SCHOOL NAME].

#### INTRODUCTION AND PURPOSE

The [ENTER SCHOOL NAME] strives to provide a safe and secure learning and teaching environment while maintaining an open and welcoming school. [ENTER SCHOOL NAME] is exposed to different hazards that have the potential to disrupt normal operations within the [ENTER SCHOOL NAME] and local community.

This multi-hazard mitigation plan addresses emergency incidents that range from a single person, single facility accident/incident through and including catastrophic incidents (involving multiple people, injuries, and/or maintenance) which may require large-scale response including securing the entire [ENTER SCHOOL NAME] or the evacuation of a school district.

The Emergency Operations Plan is the basis for emergency management of school operations. It contains critical information designed to establish a framework for coordinating an effective and efficient response to any situation that threatens lives and/or property within the [ENTER SCHOOL NAME] community. This plan is also designed to provide guidelines during an emergency and aid in recovery, including the restoration of essential [ENTER SCHOOL NAME] services should an emergency incident alter or suspend normal business operations.

The effectiveness of the [ENTER SCHOOL NAME] Emergency Operations Plan is the shared responsibility of each and every member of the [ENTER SCHOOL NAME] community. Every member must know his or her role and responsibility in an emergency, which is reinforced by ongoing training and educational efforts.

#### 

#### SITUATION OVERVIEW

The content of the [ENTER SCHOOL NAME] EOP will be based on a risk assessment and related background information provided by the [ENTER SCHOOL NAME] and community statistics, including but not limited to the following:

The [ENTER SCHOOL NAME] is located at [ENTER PHYSICAL ADDRESS/ LOCATION]. The [ENTER SCHOOL NAME] is comprised of [ENTER NUMBER OF BUILDINGS] ; [LIST ALL BUILDINGS AND ADDRESSES]. These buildings fall under the [ENTER SUPERVISORY UNION/DISTRICT

The [ENTER SCHOOL NAME][ENTER A BRIEF SYNOPSIS OF THE AREA AND POPULATION]

**1. School Population**

Enter school name current enrollment is approximately Enter # of students Enter what grade levels are included in your school located in Enter short description of building(s) on campus. These students are supported by a committed staff and faculty consisting of:

#’s Teachers and specialists

#’s Administrators

#’s Office/support staff

#’s Instructional Assistants

#’s Cafeteria staff

#’s Maintenance and custodial staff

#’s Other staff

A master schedule of where classes, grade levels, and staff are located during the day is available in the main office. The master schedule is also located in the appendix [ ENTER APPENDIX NUMBER].

[ENTER SCHOOL NAME] 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,
* Visual disabilities,
* Cognitive or emotional disabilities,
* Deafness or hearing loss,
* Mobility/physical disabilities (permanent and temporary), and
* Medical health (including asthma and severe allergies).

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

**2. Building Information**

[Provide a brief description of the school building, and adjacent facilities located within the school property, i.e. sports fields, parking lots, temporary buildings, etc.]

A map of the buildings annotated with evacuation routes, shelter locations, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix [ENTER APPENDIX NUMBER HERE]. All appropriate staff members are required to know these locations as well as how to operate the utility shutoffs.

**3. Threat/Hazard Assessments Summary**

*(ENTER SCHOOL NAME)* 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.

On Click here to enter date of last assessment, 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 Crisis Planning Team also conducted a culture and climate assessment on [Click or tap to enter a date. ] 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 [ENTER SCHOOL NAME] high-priority threats/hazards of [Enter list of high-priority threats or hazards, i.e. flood, active shooter, tornado]

**High Priority Hazards**

|  |  |
| --- | --- |
| **Hazard Type** | **Description** |
| Example: 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. |
| Example: 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. |
| Example: Active Shooter | While an active shooter incident has never occurred in a Columbia County  school, Springfield School, like any school, is vulnerable. |
| Click here to enter text. | Click here to enter text. |
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**4. Resources**

[ENTER SCHOOL NAME] leadership and planning team realize the importance of having formal/informal agreements in advance in order to access critical resources in the case of an incident. [ENTER SCHOOL NAME] has the following agreements in place, with:

* Click here to enter text.
* Click here to enter text.
* Click here to enter text.
* Click here to enter text.
* Click here to enter text.

Examples:

*Vermont state Police offer primary law enforcement coverage for our school*

*(State Designated Agency) provides mental health resources to our school.*

*Essex Alliance Church has been designated as our reunification site*

*Town Clerks office and municipal building have been designated as our evacuation locations*

All pre-negotiated agreements and contracts are included in the appendix section. (If applicable.)

**ADMINISTRATION, FINANCE AND LOGISTICS**

* [ENTER SCHOOL NAME] 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 implemented in accordance with the established fiscal policies and standard cost accounting procedures.
* The Section Chiefs assigned to the Emergency Operations Center (Superintendent Office or alternate location) will maintain accurate logs recording key incident management activities including:
  + Significant changes in the incident situation;
  + Major commitments of resource or requests for additional resources from external sources;
  + Issuance of protective action recommendations to the staff and students;
  + Evacuations;
  + Casualties among students, faculty, staff, or visitors;
  + Containment or termination of the incident.
* If ENTER SCHOOL NAME resources prove to be inadequate during an incident, ENTER SCHOOL NAME will request assistance from local emergency services, other agencies, and business in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by the Superintendent or designee only and must be in writing. Agreements and contracts will identify the ENTER SCHOOL NAME administrators who are authorized to request assistance pursuant to those documents.

#### INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

* The ENTER SCHOOL NAME crisis planning team develops and oversees the emergency planning efforts at ENTER SCHOOL NAME . The following groups also support these efforts:

• Principal/Vice Principal: [or appropriate title] Responsible for carrying out the priorities of the school plan and leading the school planning team. During incident response, they typically oversee attendance and safety of students and staff.

• School Counselor/ School based Clinician: [or appropriate title] Will conduct an annual survey of students regarding emotional and psychological safety, and continues to reassess throughout the school year.

• Office Secretary: [or appropriate title] Works directly with the Principal and coordinates with the relocation group supervisor and Communications Coordinator.

• Director of Operations, Custodian/Maintenance Staff: Analyzes life safety, building, grounds and transportation risks as they relate to OSHA and other local, state and federal regulations or guidelines throughout the school year.

* School Nurse: Coordinates advance procedures with EMS, and other local emergency responders. Prepares inventory of students and staff who have CPR and other emergency medical training. During incident response, they typically serve as medical point person.
* Teachers and Staff: Provide information about how plans will work in the classroom. During incident response, responsibilities typically include supervision for the safety of students, assisting other staff as needed, managing student communication per local school board policy, and reporting any missing/injured students.

• The Athletic Department: Is ultimately responsible for analyzing maintenance, fields, athletic personnel, practices, events and equipment throughout the school year.

The District Public Safety Team assists the School Crisis Planning Team in plan development, and regional level emergency initiatives.

* Superintendent [or appropriate title]: Provides guidance on district wide policies and school safety initiatives.
* Emergency Management: Provides guidance, emergency management capabilities and response to all hazards, as well as local threats and hazards.
* Law Enforcement: During incident response, responsibilities typically include: securing the scene, investigating criminal acts, directing service to remove vehicles impeding emergency vehicles. Police Chief will serve as Incident Commander as necessary.
* Fire Department: Provides guidance on Fire Department capabilities and response to all hazards, and integrates school fire and Hazardous Materials Response plans. During incident response the Fire Chief will serve as Incident Commander as necessary.
* Rescue and Emergency Medical Services (EMS): Provides guidance to the [ENTER SCHOOL NAME] planning team on rescue capabilities and response to all hazards, and helps to identify school and community members who have CPR and other medical skills that may be utilized during a critical incident at the school. During incident response they may work with the school nurse to coordinate the delivery of medical treatment.
* Transportation: Provides guidance to the school planning team on transportation capabilities and response to all hazards.
* Mental Health Agencies: Provides guidance to the School Crisis Planning Team on designated mental health agency and other mental health capabilities and response to all hazards.

Depending upon the threat, the school’s response will begin with an inquiry but could also evolve to an investigation requiring assistance from law enforcement.

[IF APPLICABLE] An “Emergency Response Plan” is posted in every classroom, office and major use area for faculty and staff. There is also a one page quick reference document in all common areas with the purpose of providing a quick plan of responses to identify select threats or hazards.

#### 

#### CONCEPT OF OPERATIONS

The Emergency Operations Plan, based on input from many internal and external stakeholders, is built around the five mission areas of emergency management:

Prevention: Avoid, deter or stop an imminent crime or threatened or actual incident.

Protection: Secure the [ENTER SCHOOL NAME] against acts of violence and manmade or natural disasters. (Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from a threat or hazard.)

Mitigation: Eliminate or reduce the loss of life and property damage by lessening impact of an event or emergency.

Response: Stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery: Assist the school affected by an event or emergency in restoring the learning environment as well as business continuity.

#### 

#### EDUCATION, TRAINING AND EXERCISES

The school Principal, Superintendent or designee, and staff develop and implement a competency-based training and educational curriculum that supports all employees. The curriculum will comply with applicable regulatory and program requirements. The goal is to create awareness and enhance the knowledge, skills, and abilities of all employees required to mitigate, prevent and protect against hazards and to respond and recover in the event of an incident.

Before the opening of the school year, employees are trained in the following (if applicable)

* Safety/Security review of the schools emergency plans
* Safety review for all administration, faculty and staff
* CPR/First Aid review or certification, and OSHA Bloodborne Pathogens training for all identified employees by a [ENTER SCHOOL NAME] designated trainer
* Best Practices in [ENTER SCHOOL NAME] /School Health (including the administration of an EpiPen) training for all identified employees by a [ENTER SCHOOL NAME] designated trainer
* Hazing, Harassment, Bullying
* FERPA
* NEA Boundaries Training

The [ENTER SCHOOL NAME] follows the school safety drill requirements as designated by Vermont’s Agency of Education and Vermont’s Department of Public Safety, Division of Fire Safety.

#### WARNING, TIMELY NOTIFICATIONS AND COMMUNICATIONS

In the event that a situation arises on and/or off school grounds, it is the judgment of the Superintendent, Principal or members of the school planning team, if the situation constitutes an ongoing or continuing threat, and whether a school-wide timely warning will be issued. Decisions to make timely warnings will be made on a case-by-case basis in light of all the facts surrounding a crime or other emergency situation. In the event of a school crisis, the Principal/Superintendent/designee will coordinate the School Crisis Planning Team to develop an appropriate action plan.

The Superintendent, Principal, Incident Commander or the Communications Coordinator are responsible for determining the content, timing and tool(s) used for the different audiences depending upon the timing, cause, size, location and complexity of the emergency. The Superintendent/Principal or his/her designee will write the message that is conveyed for the emergency. Any time the buildings are evacuated, the faculty/staff should take their cellular phone with them. Depending upon the situation, faculty, staff, students, parents/guardians and rhe broader school community will be informed of a school emergency via the schools emergency notification system, which includes the phone and Public Address System (PAS), email, as well as text messages and phone calls. (list all communication modalities)

All emergencies have four distinct time periods in which action/reaction occurs. Through the National Prepareness System these phases are outlined as; Mitigation, Preparedness, Response and Recovery <https://www.fema.gov/pdf/prepared/nps_description.pdf>. During the phases of an emergency it is imperative for schools to remember to continuously keep the school community alert, informed and reassured.

The phases of an emergency are:

**PHASE A Mitigation:**

(ADVISORY):  
**Administrative alert of a potential, impending, or actual event that can be handled by personnel working in the area where incident occurred.**

**School planning team actions:** Be aware. No response necessary unless instructed to respond.

**Staff actions:** Continue normal duties.

**Example:** **Isolated power outage being handled by limited onsite staff.**

**PHASE B Preparedness**:

**An emergency event that requires personnel from other departments to assist in the response.**

**School planning team actions:** Inform your personnel about the emergency, and coordinate departmental response when directed to do so.

**Staff actions:** Remain on duty, report to your immediate supervisor and follow their instructions. You may be asked to assist with the rescue of faculty, visitors, students, and personnel from harm.

**Example:** **Isolated fire resulting in partial evacuation requiring coordination of several responding departments.**

**PHASE C Response:**

**Response to an emergency that requires additional staff and resources from off-site. It establishes mechanisms to utilize city support. In these events, outside agencies typically get involved. An internal Command Center is set up, and normal school operations are significantly impacted or altered.**

**School planning team actions:** Inform your personnel about the emergency, assess departmental resources and staffing, call in additional staffing as needed and coordinate departmental response when directed to do so.

**Staff actions:** remain on duty, report to your immediate supervisor and follow their instructions. You may be asked to assist including the rescue of faculty, visitors, students, and personnel from harm. You may be asked to assist in other departments.

**Example:** **A building evacuation due to fire or other building emergency where occupants may be displaced for a period of time. Response from personnel not currently onsite may be needed and coordination between several departments is imperative.**

**PHASE D Recovery:**

Recovery includes all actions you take to keep your school safe and return your operations to normal. Some actions will be immediate, like those taken to stop a life threatening event or to protect your community from further injury. Other actions will take longer. If your school has been damaged, it will need to be repaired or replaced. How difficult your recovery is depends on how much preparedness you have done.

#### COMMAND AND CONTROL

The Superintendent/Principal has ultimate authority unless authority is delegated to another administrator in her/his absence.

#### DELEGATION OF AUTHORITY

In the absence of the Superintendent/Principal, the delegation of authority for [ENTER SCHOOL NAME] closings and all emergency situations progresses in the following order:

**Name Cell Phone Number Home Phone Number**

**1.**

**2.**

**3.**

**4.**

#### MEDIA, PRESS RELEASES, PUBLIC DISCLOSURE

In the event of a serious accident or [ENTER SCHOOL NAME] emergency, communication with television, radio, newspapers, public and parents will be handled by the following personnel:

Superintendent, Principal, School Resource Officer, or designee.

**If approached, all personnel must direct questions to those personnel identified above who will manage all media and public disclosures.**

Persons with intimate knowledge of serious situations must promptly share the information with the Superintendent/Principal/designee**,** who are often the first people contacted by the media and/or the public. The Superintendent/Principal/designee will work with all appropriate personnel (and emergency first reponse agencies if appropriate) to share consistent and strategic messaging. Only designated [ENTER SCHOOL NAME] officials are authorized to speak to the media.

# DIRECTION, CONTROL AND COORDINATION

#### National Incident Management System (NIMS)

Is a systematic, proactive approach to plan departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly to manage incidents involving all threats and hazards—regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment.

#### Incident Command System (ICS)

One component of NIMS is the Incident Command System (ICS), which provides a standardized approach for incident management, regardless of cause, size, location, or complexity. [ENTER SCHOOL NAME] School Crisis and Public Safety Teams are organized using the ICS framework to work more efficiently with the responders and stakeholders in the community.

Each member of the Incident Command System understands his/her role as outlined by the specific duties of the command staff and general staff:

**Incident Command in A School District Setting**

Finance/Admin

Logistics

Planning

Operations

Liaison Officer

Information Officer

Safety Officer

Incident Commander

Medical

Security

Student Coordination

Communication

Transportation

Supplies

**School Incident Command**

**Team (ICS) Structure – Example**

Unified

Command

**School Incident Commander**

**(Principal or Site** **Administrator)**

Enter name here

School Safety Coordinator/

Public Safety Liaison

(SRO, School Security or Designee)

Enter name here

District Public

Information Officer

Enter name here

**Planning/Logistics/**

**Finance Team Leader**

**(Assistant Principal or**

**Office Manager)**

Transportation, Supplies, Equipment, Food and Water Coordinator

Enter name here

**Operations Team Leader**

**(Assistant Principal or Psychologist, or Counselor)**

Student & Staff

Communication & Supervision

Student/Parent Reunion

Coordinator

Enter name here

Emergency Medical Coordinator

(Nurse)

Enter name here

Maintenance Coordinator

(Building Engineer)

Enter name here

Student Care & Recovery Coordinator

(Mental Health Staff or Counselor)

Enter name here

\*\*The chart on the previous page is the management organization for [ENTER SCHOOL NAME] response to an emergency. This structure is scalable and one person can perform multiple functions within the same section.

##### School Incident Commander:

Commands the incident and is the decision-making final authority.

* Assesses the situation and engages appropriate crisis response protocol
* Communicates with school board (if appropriate)
* Monitors implementation of the response plan
* Assigns duties to team according to team structure
* Reviews and approves public information releases with District Communications Coordinator
* Coordinates with Director of Operations for the safety of students and staff
* Coordinates with the Communications Coordinator to review and approve communication with staff and students
* Approves appropriate requests for additional resources

##### District Public Information Officer

Serves as the conduit of information to and from internal and external stakeholders including the Superintendent and the media. Is also responsible for ensuring the command staff is kept apprised of what is being said or reported. Works closely with Incident Commander and parents/community.

* Works as the media contact for the school
* Coordinates with the Incident Commander for statements to the press
* Briefs the media after approval from Incident Commander
* Serves as link with the town/state Communications Coordinator
* Provides written statements to use for student, staff, and parent notification (works with ENTER SCHOOL NAME Liaison, as needed)
* Coordinates the communication content and dissemination to students and staff during a crisis event (works with ENTER SCHOOL NAME Liaison)
* Keeps records of communication requested and released
* Engages and monitors communication with victims and families

##### Student Care and Recovery Officer*:*

Serves as the primary contact for supporting agencies. Works closely with Incident Commander and Communications Coordinator .

* Translates and serves as a cultural interpreter for the crisis team and/or community.
* Helps with culturally competent responses and trains staff on cultural awareness.
* Helps facilitate meetings with students, parents, and community, as needed.
* Coordinates the communication content and dissemination to student and staff during a crisis event (works with Communications Coordinator )
* Provides onsite counseling and intervention
* Determines need for outside mental health support
* May need to reach out to outside firm for assistance

##### Operations Team Leader:

Directs all actions to meet the incident objectives. Works closely with the Inceident Commander (IC). Monitors evacuation and Parent/Student Reunification.

* Assists Incident Commander
* Chairs or co-chairs the ENTER SCHOOL NAME school planning team meetings­
* Provides expertise in linking team to the appropriate critical response guidelines
* Leads the development of the response and intervention to include physical and psychological interventions
* Leads or provides the functions in the Operations section
* Reviews effectiveness of response and interventions
* Coordinates with Planning and Logistics coordinator to assure resources are available
* Leads team in debriefing after a crisis occurs
* Documents activities
* Provides accounting and long-term care for all students until reunited with parents/caretakers
* Designates a Reunification Site/Center
* Provides for systematic and efficient reunification of students with parents/caretakers (checks and verifies ID with name listed on student emergency card)
* Maintains a student release log
* Coordinates proper documentation for authorization for medical transportation and treatment

School Safety Officer:

Works under the direction of Operations Team Leader

* Security or designee will verify all doors are locked in person, if necessary
* Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic
* Collaborates with first responders
* Secures incident site, perimeter
* Works with local law enforcement
* Supervises crowd and traffic control and access management
* Supervises safe and organized movement of students and staff, as needed
* Assist in verifying emergency authorized person(s) to authorize student pick ups

##### Planning:

Collects, evaluates and documents information about incident, including status of students, staff and maintenance; coordinates demobilization of Incident Command System (ICS) response.

* Processes and organizes all incident information, including staff, student and facility status
* Maintains ICS status boards and [ENTER SCHOOL NAME] site map
* Collects and archives all incident documents
* Keeps records of communication requested and released
* Tracks equipment and personnel assigned to the incident
* Checks in all resources (incoming equipment, personnel and volunteers)
* Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

##### Logistics:

Provides all resources, services and support required by the incident. Works closely with IC and Logistics Director.

* Leads or provides the functions of the Logistics section
* Works with ENTER SCHOOL NAME Maintenance
* Works with office personnel for supplies and equipment needs
* Monitors supplies and equipment needs
* Coordinates access with ENTER SCHOOL NAME personnel
* Coordinates access to and distribution of supplies during an emergency
* Documents activities of Logistics section
* Implements School Planning Team, as needed
* Coordinates the communication content and dissemination to student and staff during a crisis event
* Works with and Student Care & Recovery Coordinator to determine appropriate content and means of communication
* Provides written statements to use for student, staff, and parent notification (works with Communications officer as needed) (i.e. fact sheet, parent letter)
* Monitors communication dissemination plan
* Considers information and responses needed by office personnel
* Coordinates requests for copying, documentation instruments, parent letters, etc.
* Locates identified support supplies to help implement critical response plan
* Purchases or delegates to procurement to purchase necessary supplies
* Coordinates the acquisition, preparation and distribution of food and water during secure school
* Assesses supply resources at site, including food and water
* Procures supplies and provides personnel, as requested, including volunteers
* Arranges transportation for staff, students and supplies
* Coordinates the assembly and transport of students

###### Maintenance:

* Coordinates site repairs and use of ENTER SCHOOL NAME maintenance
* Knows floor plan of building and locations of shut-off valves (e.g. gas, electrical, furnace, alarm system)
* Restores utilities
* Arranges for debris removal.

###### Emergency Medical Coordinator:

* Assists first responder with triage and medical care
* Establishes safe triage area

# SCHOOL PLANNING TEAM ROLES AND RESPONSIBILITIES

## ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

The responsibility for the safety and security of the ENTER SCHOOL NAME community is a shared responsibility between the School Board, administration, faculty, staff, students, families, community responders and partners. Each party must know his/her role and responsibility in an emergency within the Incident Command System from the Incident Commander to those directly responsible for supervising students, the teachers.

**Faculty And Staff Responsibilities Include**:

* Knowing the emergency operations documents.
* Directing students to inside or outside lockdown/shelter/assembly/evacuation locations according to ENTER SCHOOL NAME guidelines and/or instruction provided by the Incident Commander or designee.
* Account for students and report to the Operations Team Leader.
* Obtaining first-aid services for injured students; and rendering first aid within their scope of training and/or certification.
* Assisting in the safe and secure reunification of students and their parents as needed.

Other roles and responsibilities are outlined within the Incident Command System under Direction, Control and Coordination.

## District/Supervisory Union Crisis Team:

The (District/Supervisory) has established a team of senior leadership that would lead the Superviosry Union’s/District’s response during an emergency/critical incident.. This team includes the following individuals:

Superintendent-

Director of Finance –

Director of Operations-

Director of Curriculum-

Director of Special Services-

Director of Communications

**Critical Response Chair:**

* Convenes scheduled and emergency team meetings, oversees both broad and specific team functions.
* Ensures that the required resources are available to each member for assigned duties.

#### Emergency Operations Center

Depending upon the location and scope of the incident, the ENTER SCHOOL NAME has identified the following locations for an Emergency Operations Center:

ONE ONSITE LOCATION

ONE OFFSITE LOCATION

#### Basic Information about Communication:

During a crisis what is communicated and how it is communicated, both to the ENTER SCHOOL NAME community and to the broader public, are critical. While the School Planning Team is responsible for making decisions regarding the method, timing and content of communication, faculty and staff play an important part in supporting this overall communication. The Communications Officer is generally the spokesperson who provides information to the media.

During a crisis the following guidelines will help communication:

* Remain calm, whether around adults or children.
* Know that the School Planning Team will keep you informed as events unfold.
* Communicate only factual information to parents, students and others.
* Follow the School Planning Team’s instructions regarding referral of parent calls to designated persons.
* Be assured that administrators will give you strategies and guidance for helping students through the crisis.

Only the designated spokesperson (Superintendent or Communications Coordinator may speak to the media.

For any incident, the School Planning Team will:

* Convene to go through initial checklist (below) and determine if the appropriate team is assembled based on the event.
* Be responsible for clearly defining action steps and a point person for each action step as well as associated follow-up.
* Point person briefs assembled group.
* Meet the following checklist:

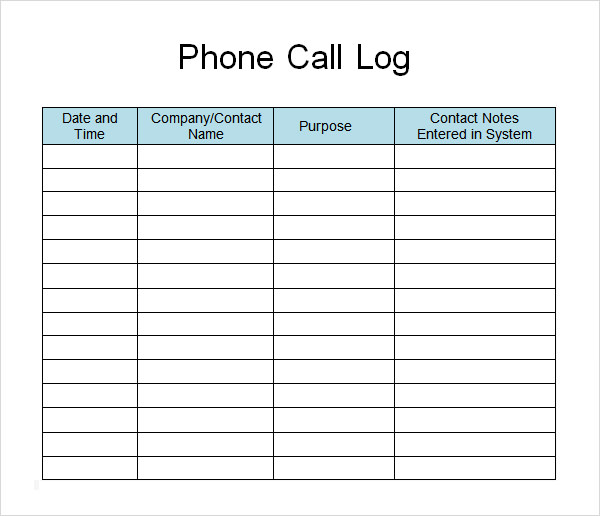
Checklist:

* Is this the appropriate team to respond to this particular event?
* Are there any special timing considerations?
* Do the needs of our communities differ? (Faculty/Staff?)
* Is there a response team needed upon return to school?
* How will the group be in touch over the course of the next couple days?
* Who are the point person(s) who will respond to ongoing communication from constituents?
* Are there any other pre‐planned communications (email, social media, etc.)? If so, what do we need to do to reschedule and/or redraft them?
* Do we need to make any contingency plans?
* Do we need legal advice and/or an outside public relations consultant?
* What have we missed?

#### Outreach Communication Structure

In a crisis situation persons answering the phones are key to setting a calm, professional tone that indicates the [ENTER SCHOOL NAME] is handling the situation effectively and appropriately.

* The Communications Coordinator or designee will receive a scripted message for answering calls related to the crisis or a scripted message relaying their call to someone who can better respond to the caller’s concerns.
* If the caller wishes further information beyond the scripted message, the call is directed to an appropriate person. Depending on the situation, the School planning team may ask for the call to be referred to someone else who has been appointed by the School planning team to answer calls.
* A log of all phone calls should be kept in order to assess the “feel” of parents and others. Anyone receiving calls should keep a log. The log includes date, time of day, caller’s name, nature of the call, and anything else that seems important. For example: was the caller particularly angry or emotional?
* The person answering the phone should be polite and professional, yet not get drawn into a conversation about the issue, especially when the callers are parents or others who are well known in the School.
* If anyone from the media calls, the person answering the call directs them to the designated Communications Officer, announcing who is calling before transferring the call.



#### Releasing Information in General

The school planning team will get as much information about the situation as possible, and provide updates whenever possible; before releasing any information, employ reliable sources to verify facts, spelling of names, and explain educational jargon (if applicable).

Communication directed to any or all of the groups identified below should be written down even when the message is delivered verbally. These written notes ensure that important ideas are communicated, ensure accuracy, and help to curtail rumor.

The School Planning Team will decide the central message the [ENTER SCHOOL NAME] wants to communicate and use that in all internal and external communication. At the discretion of the School Planning Team, the messaging broadcast system or chain of command may be used to communicate information to parents, faculty & staff, and other members of the [ENTER SCHOOL NAME] community.

## Handling The Effects Of A Crisis

Disasters differ in their impact by:

* Type (natural vs. perpetrated by man)
* Duration
* Degree of personal impact
* Potential for occurrence (or containment)
* Control over future impact

At the onset of an emergency, the School Planning Team follows the response appropriate to the specific crisis at hand. To inform the [ENTER SCHOOL NAME] and broader community, the School Planning Team follows **Informing Others of a Crisis** and **Telephone Answering During a Crisis** with the addition of these guidelines.

#### Initial Response

In situations where outside agencies are contacted (i.e. DCF, Police Department) the SUPERINTENDENT (or appropriate title) should be contacted first in non-emergency situations. Then contact the local Law Enforcement /Police Department when circumstances warrant.

* Designate someone to contact family personally or by phone.
* Inform [ENTER SCHOOL NAME] personnel that a scripted message will be available when persons call the School.

#### Helping the Community Deal with the Situation

Be prepared to use outside resources. Using outside resources to work with the [ENTER SCHOOL NAME] community allows the faculty and staff the opportunity to be the recipients of services rather than the provider. This may be particularly helpful in situations such as the death of a student or colleague. Plan staff meetings for debriefing, sharing feelings, etc. as long as there is need.

#### Announcing the Situation

Ordinarily, the Superintendent contacts individuals or convenes a meeting to inform faculty and staff.

Decide if there are individuals who should be told privately before groups are informed.

* The School Planning Team will suggest ways for teachers to announce the situation to students and help them discuss feelings, engage in positive activities and other helpful procedures.
* Announce the situation through a method that provides facts and minimizes rumors: morning meeting.
* The School Planning Team will decide a process for handling students’ needs to call home and/or go home.
* Follow procedures for informing parents, especially when they may quickly learn about the situation from media or other parents.

#### Involving the Faculty

The [ENTER SCHOOL NAME] may decide to use our counselors or hire counselors who will give the faculty guidelines and suggestions for helping students during this time. In general, the role of the faculty will be to:

* Be aware of students and colleagues who may need to talk with a counselor.
* Implement grief-related activities and discussions of medical procedures and terms as developed by counselors. Remember that a crisis may bring to the surface previous emotional challenges in any given student.
* Work together with the to keep daily routines as normal as possible while acknowledging the need to reschedule major assignments.

#### Handling the Daily Life of the School

* The School Planning Team and other administrators directly involved should reschedule the day’s activities and cancel appointments and meetings in order to be available to teachers and students.
* The School Planning Team should consider an after-school meeting for faculty and staff for upcoming information, sharing feelings and planning the next days.
* Administrators should consider canceling learning trips, guest speakers, special events, and other activities as appropriate.
* School Planning Team keeps staff updated on events.
* All adults in the community should present themselves, particularly with students, in a manner that projects calmness and positive support.

#### Handling Parent Concerns (Students not directly involved)

The Superintendent decides who will speak and what will be said to parents. It is important that parents be supported and informed of facts in order to allay fears and minimize rumors. A special “drop in” location should be determined in advance. The [ENTER SCHOOL NAME] may want to arrange a meeting for concerned parents and others to help them deal with their own feelings and those of their children.

#### Planning Considerations

* If the individual’s family agrees and it seems appropriate, give the family or send to area newspaper professional information for memorial articles. This may be especially valuable when the deceased is a teacher and former students would appreciate knowing about this loss.
* With the approval of the family, designate a committee to handle visits, food, and other details.
* Decide in collaboration with the counselor, whether the parents should be included in services created by the students that occur at school.
* Involve faculty, staff and students, as appropriate, in planning the service/memorial and prepare students to understand what is happening.
* Provide an area for persons who do not wish to attend these activities.
* In case of death, remove personal items, rearrange seating lists, remove parents from mailing lists, and designate someone to handle that person’s phone calls, mail and appointments.

#### Informing Police Department

Emergency: 911

Non-emergency:

Local PD:

Vermont State Police:

Sheriff’s Department:

In situations where the media would be involved, all information will be conveyed by Superintendent/School Board or authorized designee.

#### Informing Critical Resources and Board Chair - Superintendent

Informing [ENTER SCHOOL NAME] (Administrators, Faculty, Staff, Maintenance)

Inform administrative team by voice mail or convene; continue to provide information to curtail rumors and provide reassurance. (There may be circumstances when some individuals should be informed prior to group meetings.)

In addition, distribute a written version of what was told so that persons have the facts.

Writer: Communications Coordinator

Continue to keep faculty and staff informed as events unfold.

#### Informing Students

Convene as an entire [ENTER SCHOOL NAME] or meet in class groups (if possible); presentation by Superintendent, or designee.

#### Informing Board

The Superintendent shall decide on the best method of communication (phone, email, or in person).

Phone: Superintendent or designee

Writer of communication: Communications Coordinator

## WORKING WITH THE MEDIA DURING A CRISIS

#### The Basic Plan

* Gather information as events unfold.
* Assess the facts with key persons (attorney and Superintendent, for example) to determine what is known and what will be communicated to the entire [ENTER SCHOOL NAME] community and how to handle public responses.
* Prepare background information and use [ENTER SCHOOL NAME] policy statements on the issue.
* Determine what information will be communicated to media. Decide on a key position statement to work into all communication.
* Decide the best method of releasing the information: press release, press conference, face-to-face interview, parent meeting.
* Keep the [ENTER SCHOOL NAME] community informed of any media coverage.
* Remind the [ENTER SCHOOL NAME] community that only the designated spokesperson may speak with the media.

#### Anticipating Questions by Media

Anticipating questions and having answers, especially those that may take some research, will not only save time but also help the [ENTER SCHOOL NAME] appear responsible and knowledgeable. Make a list of all the possible questions that could be asked. Include questions that could be asked by the media of those persons/groups on the other side of the situation. Practice in front of an audience and in the location where questions and answers will actually take place. Even with the best preparation, the spokesperson may not be able to answer a question and should say something similar to “I don’t know the answer, but will find it out and get back to you.” Preparing possible questions and answers does not have to begin when a crisis occurs.

#### Interview Quick Prep

Have written answers before an interview:

* What do I want headline or sound bite to be? What’s the longer, 20-second message?
* What are the key back-up facts?
* What’s the best relevant anecdote?
* Questions to anticipate

#### Identifying a Spokesperson

Generally this will be Superintendent or designee. (Using someone other than the Superintendent allows the spokesperson to say, “I do not have the answer to that question but will check with the Superintendent,” and then enables the [ENTER SCHOOL NAME] to have time to prepare an appropriate response. It also “saves” the most important person to handle other elements of the situation.)

The spokesperson should:

* be knowledgeable and credible
* be forthright, honest and ethical
* be calm and even-tempered
* be accessible
* be able to express sorrow but not admit guilt
* be well-rehearsed; role play a press conference, use hot lights, get a feel for the real experience
* be able to understand legal implications of answers

#### Tips for Working with Reporters During a Crisis

* It is usually better from a PR perspective to answer a question rather than claim “no comment.” “No comment” can cause more problems and lead a reporter to go find the answer elsewhere. Decide ahead of time, in conjunction with attorney and/or PR professionals, if and when “no comment” is an appropriate response. If so, find creative ways to say “no comment.”
* There is no such thing as “off the record.”
* Work from written facts that have already been verified and approved by School Planning Team.
* Repeat deadlines.
* Have a key position statement to work into all communication.
* Be honest; don’t exaggerate.
* If you don’t know the answer, say that and say you will find it out and get back to the questioner to provide the answer.
* Answer in short, concise sentences.
* If you need to get your own point across, bridge over to that.
* Take control tactfully.
* Practice the answers for potential questions (even develop Q and A sheets for “what if” scenarios). Stick to scripted talking points.
* If a press conference takes place, practice in the actual setting; even use lighting to get the feel of the upcoming situation.
* Put mistakes into perspective; use humor; show empathy.
* Be human.
* Don’t be defensive.
* Never falsify, color or slant information.
* Restate the questions in your answer to avoid being quoted out of context.
* Don’t create conflict during the interview.
* Candor is important, but don’t give more information than is asked for.
* Turn negatives into positives; say what the [ENTER SCHOOL NAME] is doing to fix the problem.
* Don’t let reporters put words in your mouth.
* Don’t speculate.
* Don’t have important papers on the desk that can be read upside down.
* When a reporter calls on the phone, don’t answer any questions; find out the deadline and get back after you have had time to prepare and review a statement with colleagues.
* Explain any school jargon.

#### Working with Reporters on School

* The interests of the [ENTER SCHOOL NAME] will be best served if only the spokesperson speaks with media.
* Designate persons to meet reporters who come to the school and tell reporters whom they can talk with and where they may go on school.
* If the situation warrants it, provide a work area for media/reporters.

#### Planning a News Conference

* Schedule it early in the day.
* Prepare written information to hand out; press release (time, place, purpose), fact sheet, bio. of speaker.
* Choose a site and time that does not interrupt the school; consider a convenient location so media will attend.
* To inform media of the press conference, call news desk.
* Practice possible questions and answers. (See spokesperson sections in other resources.) Arrange for person(s) to be available afterwards to answer questions.
* If media do not attend, fax the press release after the event.
* Consider preparing a press kit of background information with general information about school:
  + Board members
  + ENTER SCHOOL NAME brochure
  + ENTER SCHOOL NAME history – any background on this particular situation
  + ENTER SCHOOL NAME policy on this particular situation
  + ENTER SCHOOL NAME “track record” on similar issues (“The first fire on school in 130 years.”)

## RECORD OF DISTRIBUTION

The Principal and School Resource Officer (if applicable) are responsible for the distribution (electronic and hard copy) to members of the School PlanningTteam, [ENTER SCHOOL NAME] faculty and staff, and the Police and Fire Departments. Records of distribution are kept in the Principal’s office.

## 

## AUTHORITIES AND REFERENCES

Ultimate authority rests with the Superintendent. [ENTER SCHOOL NAME] EOP was established in accordance with the following laws and authorities:

* Americans With Disabilities Act (ADA)
* Plan For Developing High-Quality School Emergency Operations Plans by the U.S. Department of Education, Office of Safe and Healthy Students, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center
* National Incident Management System: Department of Homeland Security, March 2004
* The I love U guys Foundation
* Homeland Security Presidential Directive HSPD-5
* Presidential Policy Directive (PPD) - 8, 20, 51
* NFPA 1600
* Incident Command System (ICS)
* Margolis Healy

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## RECORD OF CHANGES

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| CHANGE # | DATE | REVISION MADE BY: | REVISION: |
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## APPENDIX A

**SCHOOL MAP**

ENTER SCHOOL MAPS

## APPENDIX B

**FACULTY & STAFF CONTACT INFORMATION**

INSERT SCHOOL CONTACT INFORMATION

## APPENDIX C

**CRITICAL RESOURCES & SCHOOL BOARD CONTACT INFORMATION**

**(Confidential to the School Planning Team only)**

MEDIA OUTLETS:

ATTORNEYS:

INSURANCE REPRESENTATIVES:

INSURANCE CARRIERS:

AREA HOTELS (FOR EVACUATION or REUNIFICATION SPACE)