



# Emergency Operations Plan (EOP) Development Guidance



ARIZONA DEPARTMENT OF EDUCATION  
SCHOOL SAFETY  
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## Table of Contents

Introduction .....	1
Promulgation Statement .....	1
Approval and Implementation .....	1
Community Partner Acknowledgement .....	1
Record of Change .....	2
Background Information .....	2
Purpose .....	2
Scope .....	3
References .....	3
Situation Overview .....	3
Planning Assumptions .....	4
Concept of Operations .....	5
Organization and Assignment of Responsibilities .....	6
Direction, Control, and Coordination .....	10
Communication .....	15
Administration, Finance, and Logistics .....	15
Plan Development and Maintenance .....	16



### **Introduction**

The introductory material section of a school emergency operations plan should do two things:

- Enhance accountability with external partners, such as first responding agencies within your jurisdiction.
- Make your plan user-friendly.

Your introductory section should include the following elements: cover page, promulgation statement, approval and implementation section, record of changes, record of distribution, table of contents. Below, you will find more information about each section.

### **Cover Page**

The cover page of your plan should be large font and easily identifiable for emergency purposes. It should include the following information:

- Title of the plan
- Date the plan was approved and implemented.
- School(s) covered by the plan (if it is a district emergency operations plan)

### **Table of Contents**

After the cover page, the table of contents should have a logical order that outlines all major sections and subsections of the plan. In a real or practice scenario, users should be able to find the information they are looking for as quickly as possible.

### **Promulgation Statement**

The promulgation statement gives the plan official status and provides the various organizations involved in the EOP the authority to perform their delegated tasks. Ideally, this is a short statement signed by authorizing officials.

For example: “This school emergency operations plan is complete and approved for use.”

### **Approval and Implementation**

The school EOP must be reviewed and approved. This section, when approved/enacted, contains the signatures of some or all of the following individuals: the Superintendent, school board members, and the school principal will sign the promulgation statement. While not required, it is good practice to include the signatures of first responding agency officials to ensure they have received a copy of your school’s plan.

### **Community Partner Acknowledgement of Emergency Operations Plan (EOP)**

Once the policy group and senior officials have approved and signed the plan, it may be shared with relevant community partners. This ensures that all partners in incident management are aware of the approved EOP. This signature page does not reflect that the organization/responsible party has read or practiced what is included in the EOP.

### **Record of Change**

A record of changes can be a chart containing a number assigned to any change, a description of the change and/or the affected part of the EOP, the date of the change, the date of its actual entry into the EOP, and the signature or initials of the person responsible. These items should be included so users of the EOP can be certain that everyone is using the most recent version of the EOP.

### **Background Information**

#### **Purpose**

The rest of the EOP flows logically from its purpose. The Basic Plan should contain a general statement of what the EOP is meant to do. The statement should be supported by a brief synopsis of the Basic Plan, the functional annexes, and the hazard-specific appendices. Some key elements may include:

A school emergency operations plan provides guidance and direction to district/school personnel for responding to an emergency impacting the school site. The contents of the emergency operations plan will:

- Describe the district or school emergency response organization
- Assign duties for various emergency tasks.
- Identify roles, departments, or external partners responsible for ensuring the duties outlined in the emergency operations plan are completed.

Specific support materials found in the EOP Sections beyond the Basic Plan, or in annexes and appendices, may describe details of who does what, when and how, or provides additional information in support of potential emergency response actions.

Overall, the emergency operations plan provides a framework to enable the management of cascading impacts, multiple incidents, and the prevention and preparation for subsequent events.

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

Additionally, the Plan:

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

### Scope

The scope of a school EOP will contain statements that dictate how the school will respond to emergencies and work with partner responding agencies.

The scope of a school EOP may vary depending on the scale of the emergency. If, depending on the scale of the event, the school EOP operates under different scopes for the threats and/or hazards that the school might face, the EOP will indicate each scope in this section.

An example of a scope statement could be, “This plan provides direction guiding how the [District/ School] will work in partnership with federal, regional and local first responders in compliance with the National Incident Management System (NIMS). To this aim, this plan has been designed to ensure the [District/ School Name] has fully incorporated NIMS compliant policies and procedures into its daily and event management processes.”

### References

The Basic Plan should indicate the legal basis for emergency operations and activities. Laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies should be listed.

### Situation Overview

The situational overview details the need for the school EOP. It should, at a minimum, draw from the school/ district hazard identification and analysis. Generally, the situation overview provides information to school safety teams on the following:

- The daily school operating capacity, including staff, students, and visitors.
- Characteristics of the school grounds and buildings.
- The specific threats and hazards that a school campus might face that would necessitate activation of the EOP.

The level of detail is a matter of judgment; some information may be deemed useful to a few specific functional annexes and presented there.

### Considerations for Students and Staff with Access and Functional Needs (AFN)

The EOP provides special consideration to the unique needs of students and staff who have disabilities or are non-English speaking. All preparedness and response initiatives should address mental, emotional/ behavioral, physical, motor, developmental, sensory, and language considerations for lockdown, evacuation (on or off site), and shelter-in-place procedures.

Recent additions to Arizona Revised Statute 15-341(A)(31) placed additional emphasis on the already existing requirement that emergency response plans developed on how school personnel and first responders will communicate with and assist students and staff with disabilities.

Consideration is given to the following within the EOP planning process:

- Individuals with disabilities may have limited mobility. Alternative, accessible, and temporary area of refuge locations are identified and communicated to emergency responders.
- Individuals with hearing disabilities may not be able to communicate verbally, to read lips, or to hear fire alarms or other emergency signals.
- Individuals with visual impairments may not be able to read signs or traverse unfamiliar or altered terrain.
- Individuals with anxiety disorders may need support in keeping calm or need a separate location away from others.
- Individuals with sensory disorders may have an adverse response to alarms or flashing lights.
- Debris may obstruct the evacuation of individuals with visual or mobility impairments. Sufficient staff is assigned to assist these individuals during a crisis or alternative shelter locations are identified.
- Students or staff that require medicines, power supplies, or medical devices that may not be available in emergency shelters have alternative arrangements to access these necessities. These items may be included in a “Go Kit”.
- During an emergency, elevators may be unavailable to transport wheelchairs. Safe and appropriate shelter areas inside school buildings that can be reached quickly and accommodate individuals with disabilities are identified. All two-story buildings should identify an area of refuge on the second floor that is equipped with an emergency chair lift. Select staff members should be trained on how to properly use the chair lift.
- A Student Emergency Response Personal Safety Information Form (Appendix A, pages 32-33) is completed for each disabled student who requires individual assistance during a crisis situation. A copy of this plan is a part of the teacher’s “Go Kit” for all teachers who have such students on their classroom during the school day. This plan is confidential.
- Alternative arrangements are made to ensure communications during a crisis for students or staff that are non-English speakers or are visually or hearing impaired.
- Staff members who have non-English speaking students on their roster have emergency communication picture cards.
- Each site should identify a Disabled Child Coordinator and if applicable a Non-English Speaking Coordinator. The role of these coordinators is to assist with the development of appropriate emergency response support actions for disabled and non-English speaking students.

### **Planning Assumptions**

This section of the EOP identifies what the planning team assumes to be a fact for planning purposes and subsequent implementation of the EOP. The identified planning assumptions can also highlight the priorities of senior leadership/the policy group regarding preparedness and response. It is valid to include even “obvious” assumptions: that identified hazards will occur (scenarios, if used, can be outlined), that individuals and organizations are familiar with the EOP and will execute their assigned responsibilities, that assistance may be needed, and that—if so—assistance will be available.

### **Plan Limitations**

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Accompanying the Planning Assumptions, this section emphasizes that the plan cannot guarantee specific outcomes, especially if planning assumptions do not hold true. It emphasizes that the responsible parties will make every reasonable effort to execute the plan as outlined.

### **Concept of Operations**

#### **General**

This section captures the larger picture of how the school will protect students, staff, and visitors. It will give a general description of the school administrator's intentions regarding carrying out operations in the event of an emergency. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Some routine functions that do not contribute directly to the incident may be suspended if personnel and equipment resources are limited. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

Within this section, the plan should:

- Describe the process by which the school coordinates with all appropriate agencies, boards, or divisions within the jurisdiction;
- Describe how plans take into account the architectural, programmatic, and communication rights of individuals with disabilities and others with access and functional needs;
- Identify other response and support agency plans that directly support the implementation of this plan (e.g., city or county EOP, school EOPs from schools co-located on the campus);
- Explain that the primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property;
- Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and
- Explain that the primary purpose of actions taken after an emergency is to recover from its impact on life or property.

#### **Emergency Operations Plan Activation Authority**

This subsection should include your school/district policy and/or procedure for activation of the emergency operations plan. If it is not already captured in the language of the policies and procedures, clearly state the following:

- **Title** of the person(s) approved to activate the EOP.
  - **Note: Using the names of people in this section are strongly discouraged.** Staff turnover is an unfortunate reality, and the plan may not be reviewed and revised as often as these roles may shift between employees.
- Order of succession by title of those capable of activating the EOP.
  - At least 3 different roles should be listed here to ensure that someone will be available to activate the EOP should others be incapacitated, offsite, or otherwise unavailable.

#### **Emergency Delegation of Authority**

As an extension of the EOP Activation Authority, this section will outline if there is a clear hierarchy or delegation to other administrators or positions for decision-making purposes.

### **Organization and Assignment of Responsibilities**

#### **Organization**

This section establishes the organizational structure that will be activated in response to an incident on the school grounds.

In addition to identifying the role responsible for each critical component of incident management, this section should list the tasks to be performed by each position within the organizational structure. The pre-assignment of roles and responsibilities is essential to high-quality school emergency planning. Emergency response can be hindered—and lead to additional injury or death—if this is not completed in advance. To further support planning teams, FEMA has developed a standardized approach to managing incidents, known as the Incident Command System (ICS).

The State of Arizona Minimum Requirements for School Emergency Operations Plan requires that everyone identified to fill a role in the ICS structure for an incident involving the school complete one of the following trainings:

- FEMA IS-100.C, Introduction to the Incident Command System
- FEMA IS-362.A, Multi-Hazard Emergency Planning for Schools
- The PREPaRE Model: 3<sup>rd</sup> Ed. Workshop 1, Comprehensive School Safety Planning: Prevention Through Recovery
- G0360, Preparing for Emergencies – What K-12 School Staff Need to Know
- G0361, Multi-Hazard Emergency Planning for K-12 Schools

#### **The District's Role**

The school emergency operations plan must be developed to fit into the district's comprehensive EOP. This ensures that the incident response is coordinated in the event of a large-scale emergency that impacts several or all of the school sites within the district.

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

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

#### **School Position Roles and Responsibilities**

##### **PRINCIPAL/BUILDING ADMINISTRATOR**

Responsibilities include:

- Serve as Incident Commander.
  - Note: the following roles are delegated to fill this role if the principal/building administrator is unavailable: (\*Note this expectation under those roles as well\*).
- Overall safety of students and staff.



- This responsibility remains with the principal (or most senior official of the school onsite at the time of the incident).
- Coordinate on policy-level activities.
- Coordinate with district-personnel.
- Interface with other agencies and parents.

### **SCHOOL SITE SAFETY AND SECURITY STAFF**

- **Ensure all classroom doors remain locked in an emergency involving a lockdown.**

### **TEACHERS**

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

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

### **INSTRUCTIONAL ASSISTANTS**

Responsibilities may include assisting teachers as directed.

### **COUNSELORS, SOCIAL WORKERS, and PSYCHOLOGISTS**

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

RESPONSE duties may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.

## Development Guidance

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- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Request assistance when internal school or district resources are overwhelmed or insufficient to meet needs.

POST-CRISIS/ RECOVERY duties may include:

- Address the emotional needs of students, parents, faculty, and staff.
- Continue to monitor the behavioral health needs of students and staff during the post-crisis recovery period.
- Collaborate with external resources as determined by ongoing assessment of students and staff as they recover from the incident.

### **SCHOOL NURSES/HEALTH ASSISTANTS**

Responsibilities may include:

- Render first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Maintain critical medications (in the event of extended evacuation/ shelter in place).

### **CUSTODIANS/MAINTENANCE PERSONNEL**

Responsibilities may include:

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

### **SCHOOL SECRETARY/OFFICE STAFF**

Responsibilities may include:

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

### **FOOD SERVICE/CAFETERIA WORKERS**

Responsibilities may include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of
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## Development Guidance

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students and staff becomes necessary during an incident.

- Execute assignments as directed by the Incident Commander or ICS supervisor.

### **TRANSPORTATION/BUS DRIVERS**

Responsibilities may include:

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

### **OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS)**

Responsibilities may include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

### **STUDENTS**

Responsibilities may include:

- Cooperate during emergency drills, and during an emergency.
- Learn to be responsible for themselves if the incident warrants.
- Understand the importance of being an active bystander by reporting situations of concern to appropriate staff.
- Provide input to annual preparation, review, and update of the site's EOP and/or after-action processes after a drill or incident (middle and high school students only).

### **PARENTS/GUARDIANS**

Responsibilities may include:

- Understanding their roles during a school emergency.
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Provide input to annual preparation, review, and update of the site's EOP and/or after-action processes after a drill or incident.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.

### **Direction, Control, and Coordination**

The Direction, Control, and Coordination section of the basic plan outlines how the school EOP fits into the scope of other EOPs (such as responding agencies). It is important that the school planning team coordinates with local law enforcement, fire, and emergency management to develop a plan that operates in conjunction with other local community EOPs.

When writing your activities in this section, you should explain the following:

- The ICS structure as used by the school;
- The relationship between the school EOP and the district, or the broader community's emergency management system; and
- Who has control of the equipment, resources, and supplies needed to support the school EOP.

### **Command Posts and Staging Areas**

You should indicate the primary and alternate locations of your command post and staging areas in the event of an exercise or incident. One of the locations should be offsite in case the situation necessitates it. The minimum requirements for school EOPs also require indicating the following locations:

- Primary and offsite relocation areas.
- Primary and alternate evacuation routes and assembly areas.
- This section should also dictate how students and staff are moved/transported.

If you choose not to include these locations in this section (Direction, Control, and Coordination), ensure they are outlined elsewhere in your EOP.

### **Incident Command System Roles and Responsibilities**

The team designated for emergency response should follow the ICS structure to provide effective direction, control, and coordination of the incident. Keep in mind that different emergencies may lead to variations in the ICS structure. Backups for each position in the ICS structure must also be identified if the primary responsible party is unavailable.

In this section, use the organizational chart below to create an Incident Command System for the school site. Ensure that a primary and alternate staff role for each ICS position is outlined in the chart.

- Note: smaller schools may have different roles completing multiple responsibilities. ARS 15- 341(A) requires **at minimum** the following positions outlined in your ICS chart:
  - Incident commander
  - Public Information Officer
  - Safety Officer
  - Liaison Officer
  - Operations Section Chief

### **ICS Fillable Chart**

Descriptions for each position can be found below. Use these descriptions to determine what staff role(s) would be best qualified to fill each ICS position.

### **INCIDENT COMMANDER**

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

1. Life safety
2. Protect public health
3. Incident stabilization
4. Property and environment preservation
5. Reduce adverse psychological consequences and disruptions

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

School-related responsibilities and duties may include:

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

- Keep the Policy Group informed of the situation.

### **PUBLIC INFORMATION OFFICER**

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

- Check in with Incident Commander and receive a situation brief.
- If necessary, establish and supervise a Joint Information Center (JIC) with PIO's from the other responder agencies.
- Coordinate press releases among response organizations.
- Designate a media center and facilitate scheduled press briefings.
- Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee.
- Monitor news media outlets reports of the incident.

### **SAFETY OFFICER**

Monitors incident operations and advises the Incident Commander or Unified Command on matters relating to the health and safety of incident personnel. Ultimate responsibility for the safe conduct of incident management rests with the Incident Commander or Unified Command and supervisors at all levels.

Duties may include:

- Developing and maintaining the incident Safety Plan.
- Coordinating multi-agency safety efforts.
- Implementing measures to promote the safety of incident personnel and incident sites.
- Stopping and/or preventing unsafe acts during the incident.

### **LIAISON OFFICER**

Serves as the incident command's point of contact for representatives of governmental agencies, jurisdictions, NGOs, and private sector organizations that are not included in the Unified Command. Through the Liaison Officer, these representatives provide input on their agency, organization, or jurisdiction's policies, resource availability, and other incident-related matters. Under either a single Incident Commander or a Unified Command structure, representatives from assisting or cooperating jurisdictions and organizations coordinate through the Liaison Officer. The Liaison Officer may have assistants.

### **OPERATIONS SECTION**

The Operations Section directs all tactical operations of an incident including implementation of response/ recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities may include:

- Implementation of Functional and Threat/Hazard annexes.
- Monitor site security and utilities.
- Establish medical triage/treatment with staff trained in first aid and CPR.
- Organize psychological first aid services for those in need.
- Document all activities.

### **PLANNING SECTION**

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

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.
- Participate upon request with community partners in the development of an Incident Action Plan (IAP).

### **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.

Additional responsibilities may include:

- Establish and oversee communications center and activities.
- Coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

### **FINANCE/ADMINISTRATION SECTION**

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for employees, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Monitor and track expenses and financial losses, and secure all records.

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

### **Policy Group**

In the event of a complex incident, a policy group will be convened. A location where the policy group will convene must be identified within the school's emergency operations plan.

The Policy Group is comprised of senior/executive positions, including:

- Superintendent/ CEO
- School Board/ Board of Directors

The role of the Policy Group is to:

- Provide support (strategic guidance, information analysis, and needed resources) to on-scene Incident Commander and responding agencies.
- Identify and resolve issues that arise for incident command team and all responding agencies.
- Inform elected officials and other executives of the situation and decisions.
- Share factual information about the incident both internally and externally through the Joint Information Center (JIC).

### **Coordination with RESPONDING AGENCIES**

When an incident necessitates response from outside agencies, the school will have the responsibility of coordinating with the responding agencies. Critical to this coordination is the development of interagency agreements. Develop agreements with mental health, law enforcement, and fire departments to help coordinate services between the agencies and the school site.

Ultimately, these agreements support the response by:

- Specifying how the agencies will communicate with the school.
- Specifying the services provided by each agency.
- Ensuring the availability of school personnel in the event of an emergency within the school community.

### **Please note that:**

A critical component of school emergency planning is communicating with the school's jurisdictional responding agencies to identify the scope of the responder community during specified emergencies. For example, a school's local law enforcement agencies may have a threshold for when incident command is to be transferred from the school/ district to their agency. At this time, school personnel will identify how they can best support their local responder community.

### **Coordination and Management of Resources**

The school may choose to develop agreements with agencies/organizations to provide additional resources or assistance in the event that the school's resources are overwhelmed. Ensure that these agreements are included in detail in your plan.



### **Resources, Equipment, and Supplies**

Similar to Unified Command, a single school site is unlikely to have all of the resources or equipment it needs to respond to a larger scale incident. Use this section to indicate what school sites, nonprofit organizations, or local agencies you may share equipment with that supports your emergency operations plan.

### **Communication**

This section describes the responsible party for dialing 911 to activate emergency services. Consider whether this duty will fall to one or more responsible party(ies) rather than allowing for any personnel on the school grounds to activate emergency services.

Multiple communication strategies and backup systems may be used. If the school has developed interoperable communications plans, the framework for each plan should be included in this section. The section is expanded on in the functional response actions; therefore, standard operations procedures are not needed here.

### **Notification and Warning**

This section describes how emergency notifications and warnings will go out to individuals on the school grounds. Timely notifications in an emergency are critical to an effective response and recovery and essential to preserve the safety and security of the school community.

In any case, communication hubs must be notified of the emergency to ensure all appropriate notifications are made.

### **Emergency Public Information**

This section describes how emergency notifications will be disseminated to the public. Include school and district specific protocols and procedures here (or reference where they are located in the plan). Additionally, explain how the messaging approval process occurs.

### **Non-Emergency External Communications**

The section describes how non-emergency external communications will occur.

Schools will experience an extremely high volume of phone calls during an emergency. The implementation of a call center can assist in offloading non-emergency calls from the public to ensure open communication lines for incident response. Explain any district-specific plans to set up call centers.

### **Administration, Finance, and Logistics**

This section covers general support requirements and the availability of services and supports for all types of emergencies, as well as general policies for managing resources. It should:

- Identify and reference policies and procedures that exist outside the plan.
- Identify administrative controls (e.g., budget and acquisition policies and procedures) and requirements that will be used to provide resource and expenditure accountability;
- Briefly describe how the school will maintain accurate logs of key activities;

## Development Guidance

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- Briefly describe how vital records (e.g., student records) will be preserved (details may be contained in a Continuity of Operations [COOP] Annex); and
- Identify general policies for keeping financial records, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.

Additionally, this section should describe the following:

- Actions taken to document information and actions that occur during and after the incident.
- Reasons for documentation (e.g., reporting, insurance, recovering costs).
- Formal agreements and contracts (e.g., mutual aid agreements) for support during and after an event. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.
- The process for creating an after-action report.
- How costs will be documented and recovered.
- How the school will identify and acquire resources before an emergency.
  - Note: To support the Logistics section, the school should maintain (e.g., in an appendix to the school plan or as a separate document) a list of the types of resources available, amounts on hand, locations maintained, and any restrictions on use.

### **Plan Development and Maintenance**

This section describes the overall approach to planning and the assignment of plan development and maintenance responsibilities. Specifically, it:

- Describes the planning process, participants in that process, and how development and revision of different sections of the school EOP (Basic Plan and annexes) are coordinated before an emergency;
- Assigns responsibility for the overall planning and coordination to a specific position or person; and
- Provides for a regular cycle of training, evaluating, reviewing, and updating of the school EOP.

### **Record of Plan Distribution (Optional)**

Those who are tasked with responsibilities indicated by the school EOP will receive a copy of the plan and response actions. This is indicated by a record of distribution table, which is kept as proof of receipt, review, and acceptance of the school EOP and documents the following information:

- The title and name of the person receiving the school EOP.
- The agency to which the individual belongs.
- The date of delivery.
- The mode of delivery or sharing.
- The number of copies delivered (if printed copies provided).

**This table is different than the partner “acknowledgment” section at the beginning of the document, as this section establishes the expectation of reviewing and being ready to respond based on the indicated actions.** At the discretion of the school district and school board, the school may provide a public-facing version of the school EOP, which does not contain sensitive information, to the public and media.

### **Testing, Training, and Exercise**

The school EOP cannot be adequately maintained without conducting the appropriate training, drills, and exercises. This section dictates how testing, training, and exercising the plan will occur with all partners involved in plan implementation. In addition to providing the training and exercise framework, list all staff and student training requirements. Incorporate training opportunities (both mandatory and recommended for students and staff) and reviews of preparedness and response support materials in the annual Training and Exercise schedule.

### **Internal Staff Training**

Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend and participate in EOP training and exercise activities.

The State of Arizona EOP Minimum Requirements for Schools indicates that Arizona schools are required to complete the following emergency drills annually:

- Evacuation
- Lockdown
- Shelter-in-Place
- Family Reunification (\*recommended\*)

### **External Partner Training**

Evaluate the adequacy of the EOP by completing operation-based exercises with all internal and external personnel involved. Homeland Security Exercise and Evaluation Program (HSEEP) guidelines may be used to ensure alignment with federal exercise guidelines.

### **Plan Contact Information**

Here, the plan should include district level personnel as well as first responders and public safety agency personnel. The school site experiencing the event should make no more than two (2) calls, those being to the 911 center and district office.