# Template All Hazards Emergency Operations Plan

The template below is intended for use by Supervisory Unions/Supervisory Districts and Independent Schools who are involved with and receive training from the State of Vermont

Enter SU/SU or Independent School Name

All-Hazards Emergency Operations Plan

Click here to enter a date.

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# Plan Development and Maintenance

The [SU/SD OR INDEPENDENT SCHOOL] [Superintendent or independent school head] 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 [SU/SD OR INDEPENDENT SCHOOL] Emergency Operations Plan (“EOP”) was developed in [ENTER YEAR] .

# Approval and Implementation

This is the official Emergency Operations Plan (EOP) for [SU/SD OR INDEPENDENT SCHOOL] . This Plan replaces and supersedes all previous EOPs or Emergency Action Plans/Guides implemented by the [SU/SD OR INDEPENDENT SCHOOL] . This Plan is intended for the official use of the school/district, employees and agencies that assist the district in the preparation, protection, mitigation, response and recovery from an emergency or disaster.

Information within this document is confidential and is to be used solely by [SU/SD OR INDEPENDENT SCHOOL] school officials, local first responders, and selected staff. This document is not for public use and will not be redistributed without written permission of the [SU/SD OR INDEPENDENT SCHOOL] .School officials listed in this document, [TOWN or CITY] Emergency Management Director, or an appointed designee. Please refrain from disseminating this document to any agency or individual not aﬃliated with the district or associated with any of the aforementioned emergency actions without prior approval from the Superintendent.

This All-Hazards Emergency Operations Plan has been approved by the [SU/SD OR INDEPENDENT SCHOOL] .

It is understood that the following agencies will be the immediate initial responders to emergencies within the [SU/SD OR INDEPENDENT SCHOOL] . The undersigned have approved the contents of the All-Hazards EOP affirming that the agency head or their designee shall carry out the responsibilities outlined within the School Crisis Emergency Response Plan.

[SUPERINTENDENT/IS SCHOOL HEAD] [TITLE]

[SU/SD OR INDEPENDENT SCHOOL] [Organization name]

[TITLE] [TITLE]

[Organization name] [Organization name]

# Promulgation

The [SU/SD OR INDEPENDENT SCHOOL] Emergency Operations Plan (EOP) is designed as a multi-hazard mitigation plan to:

* Protect and preserve life in 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.

This document outlines the roles and responsibilities of individuals, departments, and community partners in the event that an incident should affect the normal operations of the [SU/SD OR INDEPENDENT SCHOOL] . 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.

This All-Hazards EOP was developed in collaboration with internal and external stakeholders and according to local, state and federal guidelines, directives and law.

The All-Hazards EOP has been reviewed by local emergency response agencies and local emergency management officials who are partners with the district in providing for a safe and secure community.

# Introduction and Purpose

The [SU/SD OR INDEPENDENT SCHOOL] strives to provide a safe and secure learning and teaching environment while maintaining an open and welcoming school. [SU/SD OR INDEPENDENT SCHOOL] is exposed to different hazards that have the potential to disrupt normal operations within the [SU/SD OR INDEPENDENT SCHOOL] 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 [SU/SD OR INDEPENDENT SCHOOL] or the evacuation of a school district.

The All-Hazards 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 [SU/SD OR INDEPENDENT SCHOOL] community. This plan is also designed to provide guidelines during an emergency and aid in recovery, including the restoration of essential [SU/SD OR INDEPENDENT SCHOOL] services should an emergency incident alter or suspend normal business operations.

The effectiveness of the [SU/SD OR INDEPENDENT SCHOOL] All-Hazards Emergency Operations Plan is the shared responsibility of each and every member of the [SU/SD OR INDEPENDENT SCHOOL] community. Every member must know their role and responsibility in an emergency, which is reinforced by ongoing training and educational efforts. [SU/SD OR INDEPENDENT SCHOOL] is committed to providing a safe and secure learning and teaching environment while maintaining open and welcoming schools.

# Situation Overview

The content of the [SU/SD OR INDEPENDENT SCHOOL] All-Hazards EOP will be based on a risk assessment and related background information provided by the [SU/SD OR INDEPENDENT SCHOOL] and community statistics, including but not limited to the following:

## Location and Demographics

1. Location
   1. [Insert the names and addresses of all schools or learning facilities within the SU/SD or Independent School]
2. Geographic
   1. The [SU/SD OR INDEPENDENT SCHOOL] sits in the [Directional] corner of Vermont.
   2. Include maps of the district/school facilities or links to such documents
3. Student Population
   1. [SU/SD OR INDEPENDENT SCHOOL] current population
   2. [Enter grade levels included in district/school]
   3. [Enter short description of building(s)]
   4. These students are supported by a committed staff and faculty consisting of:
      1. Teachers and specialists #
      2. Administrators #
      3. Office/support staff #
      4. Instructional Assistants #
      5. Food Service staff #
      6. Maintenance and custodial staff #
      7. Other staff (Describe) #
   5. A master schedule of where classes, grade levels, and staff are located during the day is available in the Enter Location . The master schedule is also located in the appendix Appendix Reference .
4. Designated Areas of Interest
   1. It is recognized that any part of the school, both inside and/or out, could contain students. All of these areas are to be considered during an emergency response.
   2. [Include floor plans for each referenced location or links to such documents]
5. Special Events
   1. Increased numbers of students, staff, and general public are expected during special events that may take place. Examples include but are not limited to sporting events, concerts, productions and graduations.

[SU/SD OR INDEPENDENT SCHOOL] is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

* Limited English proficiency,
* Visual disabilities,
* Cognitive or emotional disabilities,
* Deafness or hearing loss,
* Mobility/physical disabilities (permanent and temporary),
* Medical health (including asthma and severe allergies), and
* Any other disabilities as provided under the ADA and ADAAA.

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 due to other temporary physical limitations such as crutches, wearing casts, etc.

## 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 appendix [ENTER APPENDIX REFERENCE NUMBER HERE]. All appropriate staff members are required to know these locations as well as how to operate the utility shutoffs.

## Threat/Hazard Assessments Summary

[SU/SD OR INDEPENDENT SCHOOL] is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

Disaster conditions could be a result of a number of natural phenomena such as earthquakes, floods, severe thunderstorms, severe winter weather, fires, epidemics, severe heat, or high winds. Apart from natural disasters, [SU/SD OR INDEPENDENT SCHOOL] facilities are subject to a myriad of other disaster contingencies, such as derailments, accidents, transportation accidents involving chemicals and other hazardous materials, chemical oil and other hazardous material spills, leaks or pollution problems, utility service interruptions, civil disturbances or riots, terrorism, warfare, applicable criminal acts, or a combination of any of these.

On Click or tap to enter a date., the [SU/SD OR INDEPENDENT SCHOOL] Crisis 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 [SU/SD OR INDEPENDENT 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 following page briefly discusses [SU/SD OR INDEPENDENT SCHOOL] high-priority threats/hazards of [Enter list of high-priority threats or hazards, i.e. flood, active shooter, tornado]. Threat-specific annexes, addressing specific procedures for each identified hazard, begin on page [page #].

## 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. |
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## Resources

[SU/SD OR INDEPENDENT SCHOOL] 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.

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.)

## Planning Assumptions

1. Effective prediction and warning systems have been established that make it possible to anticipate certain emergency situations that may occur throughout the area.
2. An emergency could occur at any time. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
3. [Enter additional assumptions made during planning process]
4. [Enter additional assumptions made during planning process]

# Concept of Operations

## General

1. The Emergency Operations Plan, based on input from many internal and external stakeholders, is built around the five mission areas of emergency management:
   1. **Prevention:** Avoid, deter or stop an imminent crime or threatened or actual incident.
   2. **Protection:** Secure the [SU/SD OR INDEPENDENT SCHOOL] 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.)
   3. **Mitigation:** Eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
   4. **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.
   5. **Recovery:** Assist the school affected by an event or emergency in restoring the learning environment as well as business continuity.
2. The incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school’s command of the incident and the school’s incident management structure may change once local emergency responders arrive on the scene. The school may transition command of the incident to a more qualified Incident Commander (IC).
3. It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.

# Direction, Control and Coordination

## National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

Staff may be the initial first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The Incident Command System (ICS) will be used to manage all incidents.

As part of its NIMS implementation, all [SU/SD or Independent School] and [Town/City Name(s)] responders shall adopt the use of the Incident Command System (ICS).

All agencies and staff that may have a leadership role in this plan will have Incident Command training at a minimum level of ICS-100 with documentation.

All local and [SU/SD or Independent School] responders who assume roles described in this plan, are expected to participate in training and exercising the plan’s procedures.

In a major emergency or disaster, [SU/SD or Independent School] schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility. School personnel will seek guidance and direction from local officials and technical assistance from state and federal agencies where appropriate.

Until non-school emergency responders arrive on-scene, the [SU/SD or Independent School] Decision-Maker (normally the [Superintendent/Independent School Head] or designee) is responsible for activating the All-Hazards Emergency Operations Plan, including common and/or specialized procedures, as well as hazard-specific incident plans. The [SU/SD or Independent School] Decision-Maker shall designate a [SU/SD or Independent School] Incident Commander with authority to direct all incident activities. The designated [SU/SD or Independent School] Incident Commander should be the person most qualified to manage the specific type of incident.

Once a local municipal emergency responder agency with legal authority to assume responsibility arrives on scene, the [SU/SD or Independent School] Incident Commander should transition command to that Incident Commander and move to serving within the incident command structure as a representative of the [SU/SD or Independent School].

It is critical that local and school officials and all segments of the community emergency response system work together in advance of an incident to develop a working relationship and understanding of how the school’s initial response would transition into the overall response to a critical incident at the school.

## 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. [SU/SD or Independent School] 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 their role as outlined by the specific duties of the command staff and general staff:

***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 [SU/SD or Independent School] Liaison, as needed)
* Coordinates the communication content and dissemination to students and staff during a crisis event (works with [SU/SD or Independent School] 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 PIO.

* 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 PIO)
* 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 Incident Commander (IC). Monitors evacuation and Parent/Student Reunification.

* Assists Incident Commander
* Chairs or co-chairs the [SU/SD or Independent 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-up

***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 [SU/SD or Independent School] 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 [SU/SD or Independent School] Maintenance
* Works with office personnel for supplies and equipment needs
* Monitors supplies and equipment needs
* Coordinates access with [SU/SD or Independent School] 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 [SU/SD or Independent School] 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

[PLACEHOLDER FOR GRAPHIC OR VISUAL OF SU/SD OR INDEPENDENT SCHOOL ICS STRUCTURE]

# Organization and Assignment of Responsibilities

The responsibility for the safety and security of the [SU/SD or Independent School] community is a shared responsibility between the School Board, administration, faculty, staff, students, families, community responders and partners. Each party must know their 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

* Know the emergency operations documents.
* Direct students to inside or outside lockdown/shelter/assembly/evacuation locations according to [SU/SD or Independent School] guidelines and/or instruction provided by the Incident Commander or designee.
* Account for students and report to the Operations Team Leader.
* Obtain first-aid services for injured students; and rendering first aid within their scope of training and/or certification.
* Assist 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.

## SU/SD or Independent School Crisis Team

[SU/SD or Independent School] has established a team of senior leadership that would lead the [SU/SD or Independent School]’s response during an emergency/critical incident. This team includes the following individuals:

Title, Name

Title, Name

Title, Name

Title, Name

Title, Name

Title, Name

Title, Name

Title, Name

## 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.

Assigned Chair:

Title, Name

## Emergency Operations Center

Depending upon the location and scope of the incident, the [SU/SD or Independent School] has identified the following locations for an Emergency Operations Center.

ONSITE LOCATION

OFFSITE LOCATION

Activation of the EOC will be determined by the Incident Commander, [Superintendent/Independent School Head], or designee.

# Administration, Finance and Logistics

[SU/SD or Independent School] is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be implemented in accordance with the established fiscal policies and standard cost accounting procedures.

* The Section Chiefs assigned to the Emergency Operations Center ([Superintendent/Independent School Head] 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 [SU/SD or Independent School]resources prove to be inadequate during an incident, [SU/SD or Independent School] 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/Independent School Head] or designee only and must be in writing. Agreements and contracts will identify the appropriate [SU/SD or Independent School] administrators who are authorized to request assistance pursuant to those documents.

# Information Collection, Analysis, and Dissemination

## Internal Partners

The [SU/SD or Independent School] Crisis Planning Team develops and oversees the emergency planning efforts at [SU/SD or Independent School]. The following groups also support these efforts:

* [Superintendent/Independent School Head] Responsible for carrying out the priorities of the school plan and leading the school planning team.
* [Principal/Vice Principal]: Supports leadership or may act as a delegate for [Superintendent/Independent School Head] in certain emergency situations. During incident response, oversees attendance and safety of students and staff for their assigned location.
* ADD ADDITIONAL POSITIONS AS APPLICABLE

## External Partners

* State Agency Education Partners: Includes relevant State of Vermont Agencies, such as the Agency of Education, Department of Public Safety, Vermont School Safety Center to streamline communication with State leaders and connect districts with technical supports in certain emergency situations.
* Other State Agencies and Partners: Agency of Transportation, Department of Mental Health, Vermont Department of Health, Vermont Hazardous Materials Response Team, etc. Incident and district specific.
* ADD ADDITIONAL POSITIONS AS APPLICABLE

## Additional Mechanisms for Information Sharing

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.

# Education, Training and Exercises

The [Superintendent/ Independent School Head] (or designee) and staff shall develop and implement a [Description of Training Program]. The goal of this program is to *Sample:* 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)

* Faculty and staff review of the [SD/SU OR INDEPENDENT SCHOOL] emergency operations plan and their designated responsibilities under the plan;
* Safety orientation for new administration, faculty and staﬀ CPR/First Aid review or certification, and OSHA Bloodborne Pathogens training for all identified employees by a [SU/SD OR INDEPENDENT SCHOOL NAME];
* Hazing, Harassment, Bullying
* FERPA
* [Enter additional trainings as appropriate]

The [SU/SD OR INDEPENDENT SCHOOL NAME] follows the school safety drill requirements as designated by the Vermont School Safety Center, 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 [Name specific responsible parties], if the situation constitutes an ongoing or continuing threat, and whether a district- or 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 an emergency incident, the [Name specific responsible parties] will activate the [SU/SD or Independent School] Crisis Planning Team to develop an appropriate action plan.

The [Name specific responsible parties] 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.

[Describe decision makers, content included, procedures for implementing large-scale communications, and any specific mechanisms used to provide communications during an emergency event].

All emergencies have three distinct time periods in which action/reaction occurs. The National Preparedness System defines these phases as; Mitigation, Preparedness, Response and Recovery. During all phases of an emergency, it is imperative for the [SU/SD or Independent School] to continuously keep the school community alert, informed and reassured.

**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 OR INDEPENDENT SCHOOL HEAD] has ultimate authority to implement and command actions required by the All-Hazards EOP unless authority is delegated to another administrator in her/his absence.

# Delegation of Authority

In the absence of the above-named Incident Commander, the delegation of authority for [SU/SD OR INDEPENDENT SCHOOL] closings and all emergency situations progresses in the following order:

| **Delegation** **Order** | **Name** | **Daytime Contact Information** | **After-hours Contact Information** |
| --- | --- | --- | --- |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |

# Media, Press Releases, Public Disclosure Guidelines

In the event of emergency incident or other crisis, communication with television, radio, newspapers, public and parents will be handled by the following personnel:

[Named position(s)], 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 [Named position(s)], or designee**,** who are often the first people contacted by the media and/or the public. The [Named position(s)], or designee, will work with all appropriate personnel (and emergency first response agencies if appropriate) to share consistent and strategic messaging. Only designated [SU/SD OR INDEPENDENT SCHOOL] officials are authorized to speak to the press or media.

***Media Contact List***

| **Media Contact** | **Radio Frequency/Channel** | **Phone/Fax Numbers Web Address** |
| --- | --- | --- |
| Weather Band |  |  |
| AM |  |  |
| FM |  |  |
| Cable Television Station |  |  |
| Broadcast Television Station |  |  |
| Newspaper |  |  |

# School Planning Team Roles and Responsibilities

**Basic Information about Communication*:***

During a crisis what is communicated and how it is communicated, both to the [SU/SD OR INDEPENDENT SCHOOL] community and to the broader public, are critical. While the [SU/SD OR INDEPENDENT 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 [Named position] is generally the spokesperson who provides information to the media.

During a crisis the following guidelines will aid in effective communication:

* Remain calm, whether around adults or children.
* Know that the [SU/SD OR INDEPENDENT SCHOOL] Planning Team will keep you informed as events unfold.
* Communicate only factual information to parents, students and others.
* Follow the [SU/SD OR INDEPENDENT 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 [Named position(s)] may speak to the media.

For any incident, the [SU/SD OR INDEPENDENT SCHOOL] Planning Team will:

* Convene to go through the 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, any person answering the phones or other inquiries should do so in a calm, professional tone that indicates the [SU/SD OR INDEPENDENT SCHOOL] is handling the situation effectively and appropriately. The [SU/SD OR INDEPENDENT SCHOOL] has implemented the following procedures to aid in effective communication:

* The [SU/SD OR INDEPENDENT SCHOOL] Planning Team will provide the Communications Coordinator or designee with 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 [SU/SD OR INDEPENDENT SCHOOL] Planning Team may ask for the call to be referred to [Alternative named position(s)] to answer calls.
* A log of all phone calls should be kept in order to assess the responses of parents and others. Anyone receiving calls should keep a log. The log should include 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 must 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 [SU/SD OR INDEPENDENT SCHOOL] community.
* If anyone from the media calls, the person answering the call directs them to the designated PIO, 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 [SU/SD OR INDEPENDENT SCHOOL] 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 [SU/SD OR INDEPENDENT SCHOOL] 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 [SU/SD OR INDEPENDENT SCHOOL] Planning Team follows the response appropriate to the specific crisis at hand.

***Initial Response***

[Describe procedures, responsible parties, and timeline for initial response].

***Helping the Community Deal with the Situation***

[Describe procedures, responsible parties, and timeline for accessing and responding to support from outside resources. This may include specific local organizations and contact information or more general statements about external support].

***Announcing the Situation***

[Describe procedures, responsible parties, and timeline for announcing information at the onset or during an emergency incident].

***Involving the Faculty***

[Describe procedures, responsible parties, and timeline for staff and faculty support during and after an emergency incident].

***Handling the Daily Life of the School***

[Describe procedures, responsible parties, and timeline for continuing or resuming daily school schedules or activities. Specific instruction should be provided where necessary, such as any required additions or deviations to school schedules following an emergency event].

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

[Describe procedures, responsible parties, and timeline for parent, family, or caregiver communication].

***Informing Police Department/Law Enforcement***

**Emergency: 911**

Non-emergency: Click or tap here to enter text.

Local PD: Click or tap here to enter text.

Vermont State Police:Click or tap here to enter text.

Sheriff’s Department:Click or tap here to enter text.

In situations where the media would be involved, all information will be conveyed by [Named position(s)] or authorized designee.

***Informing School Board***

[Describe procedures, responsible parties, and timeline for communication with applicable School Board(s)].

***Informing Students***

[Describe procedures, responsible parties, and timeline for informing students prior to, during, and following an emergency incident].

***Informing Non-Emergency State Agencies***

[Describe procedures, responsible parties, and timeline informing non-Emergency State Agencies, such as Agency of Education and Vermont School Safety Center].

# 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 [SU/SD OR INDEPENDENT SCHOOL] community and how to handle public responses.
* Prepare background information and use [SU/SD OR INDEPENDENT SCHOOL] 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 [SU/SD OR INDEPENDENT SCHOOL] community informed of any media coverage.
* Remind the [SU/SD OR INDEPENDENT SCHOOL] community that only the designated spokesperson may speak with the media.

# Record Of Distribution

The [Superintendent or Independent School Head] or designee is responsible for the distribution (electronic and hard copy) to members of the [SU/SD or Independent School] Crisis Teams, appropriate faculty and staff, local emergency first responders and emergency management officials. Such records are kept in [Named location] and [describe record keeping schedule].

The [SU/SD OR INDEPENDENT SCHOOL] All-Hazards EOP was established in accordance with the following laws and authorities: Click or tap here to enter text.

# Record Of Changes

| **CHANGE #** | **DATE** | **REVISION MADE BY:** | **REVISION:** |
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# School Map

[Insert map(s) of schools and relevant facilities or locations and description of each.]

# Threat-Specific Annexes

**SAMPLE ANNEX: MEDICAL EMERGENCY**

|  |
| --- |
|  |
|  |  |

***PURPOSE***

1. Prepare all district personnel for the possibility of a medical emergency.

***SCOPE***

1. Have procedures in place in the event there is a medical emergency on school property.

***CORE FUNCTIONS***

1. Protective Actions/Procedures that may be activated:
   1. Activate School First Responders
2. Procedures for a medical emergency:
   1. Initial Actions:
      1. When a medical emergency is encountered immediately notify the principal or front office with information about the patient (age, sex, complaint or injury, location)
   2. Principal:
      1. Direct staff to call 911, if necessary, and provide appropriate information to responders
      2. Send school staff with first responder/first aid/AED training to the scene
      3. Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
      4. Notify parent/guardian of the situation, include type of injury or illness, medical care given and location where the patient has been transported.
      5. Ensure student/staff medical information for administrative records is sent to the hospital.
      6. Notify the school counselor/District Crisis Intervention Team and provide a brief description of the incident.
      7. Advise faculty and staff of the situation (when appropriate).
   3. Staff:
      1. Keep students calm and move them away from the person having a medical emergency.
   4. First Responders:
      1. Assume patient care and treat until medical personnel arrive.
      2. Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of dangers could include:
         1. Live electrical wires
         2. Gas leak
         3. Building damage
         4. Animal threat
      3. Protect yourself against contact with bodily fluids (see Bloodborne Pathogens tab).
      4. Administer appropriate first aid according to your level of training until help arrives.
      5. Comfort and reassure the patient. Do not move the sick or injured unless the scene is unsafe.
      6. If the patient is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary resuscitation (CPR) or Rescue Breathing until the AED is ready to use:
      7. Once the AED is deployed, apply the electrode to the victim’s bare chest and follow the AED’s voice prompts and messages.
      8. The AED provides visual and audio prompts to guide you through the entire resuscitation process, which should be followed.
      9. If the victim is a child, you should use pediatric electrode pads. If no pediatric pads are available, use adult pads instead.
      10. Only use an AED on someone whom you would administer CPR on (unresponsive and not breathing).
      11. You could give rescue breaths at a rate of 1 every 5 seconds or 12 per minute if the patient regains a pulse but is not breathing or is breathing slowly.
      12. If the patient regains a pulse and respiration, place him/her on their left side and monitor until medical personnel arrive.

# Emergency Support Functions (Annexes)

*Sample annexes to consider: Accounting for all Persons; Warning, Timely Notiﬁcations and Communications; Continuity of Operations Program (COOP); Evacuation; Parent/Student Reuniﬁcation; Public Health, Medical and Mental Health; Recovery; Security; Shelter in Place*

# Appendix A: Phone Log

| **DATE/TIME** | **CONTACT NAME** | **PURPOSE** | **CONTACT NOTES:** |
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# Appendix B: Critical Resources & School Board Contact Information

**MEDIA OUTLETS**: Click or tap here to enter text.

**ATTORNEYS:** Click or tap here to enter text.

**INSURANCE REPRESENTATIVES**: Click or tap here to enter text.

**VSBIT**: 802-223-5040 Click or tap here to enter text.

**INSURANCE CARRIERS**:Click or tap here to enter text.

**AREA HOTELS (FOR EVACUATION or REUNIFICATION SPACE):**Click or tap here to enter text.

# Appendix C: Faculty & Staff Contact Information

| **NAME** | **TITLE/POSITION** | **CONTACT INFORMATION** | **LAST UPDATED** |
| --- | --- | --- | --- |
| *Jane Doe* | *Superintendent* | *Daytime: (802) 123-4567*  *After-hours: (802) 123-5678* | *Jan 1, 2024* |
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# Appendix D: Alternate Template for Certain Independent Schools

The Agency of Education and Vermont School Safety Center acknowledge that for certain Independent Schools, use of the full comprehensive template may not be reasonable or efficient. Therefore, an optional, alternative plan format has been developed for schools which meet the following criteria:

1. Average student enrollment is less than thirty (30) students annually.
2. School is not considered a Therapeutic Approved School – therapeutic schools should develop and implement the full, comprehensive template.
3. School is not a residential school or facility – any residential schools must use comprehensive template format.
4. Strong partnership with local emergency responders has been established, and school leadership can ensure that local emergency responders are equipped to manage the majority of emergency response actions on behalf of the school.

## Emergency Contact Information for School Faculty, Staff, Parent Community

[Insert emergency contact information – see Appendix C]

## Emergency Contact Information for Local First Responders

[Insert emergency contact information – see page 22 of All-Hazards Emergency Operations Plan Guide, “INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION” for examples of local first responder entities.]

## Floor Plans of School

[Insert applicable maps or link to applicable maps.]

## Overhead Map of School That Details Evacuation Locations, Routes to Evacuation Locations and Family Reunification Sites

[Insert applicable maps or link to applicable maps.]

## Locations of Any Hazardous Materials Located Within the School

[Specify locations on above maps OR insert specific maps or description of locations here.]

## Incident Command Structure

[Insert here. This can be done in narrative form or via visual representation/graphic and should demonstrate the basic roles within ICS structure – this may be limited to one or two staff, depending on school size.]

## Classroom Action Guide(S) Used to Cover Critical Incident Response

[Insert here.]

## Additional Procedures (Not Otherwise Specified)

[Insert any specific planning guidance for faculty, staff, students with special physical, social, emotional needs.]