

# School Emergency Operations Plan

[Address]

[Facility/Program Name]

IRN: [IRN Number]

[Program Name]

IRN: [IRN Number]

[Program Name]

IRN: [IRN Number]

Questions about this plan should be referred to:

Name: [Insert name]

Phone: [Insert phone]

Email: [Insert e-mail]

Last Revision Date: [MM/DD/YYYY]

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## APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan addresses [School Name's] planned response to all hazards. It is the principle plan for mitigating emergencies and incidents to ensure the protection of life, health and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, ***all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.*** Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the principal of [School Name] or the Superintendent of [Name of School District].

This School EOP is developed pursuant to the Ohio Revised Code 3313.536, 3313.666 and 3737.73 and Sections 3301-5-01 and 1301:7-7-04 of the Ohio Administrative Code, and conforms to the National Incident Management System (NIMS).

ORC 3313.536 (B)(1) states, " Each administrator shall develop and adopt a comprehensive emergency management plan, in accordance with rules adopted by the state board of education pursuant to division (F) of this section, for each building under the administrator's control. The administrator **shall examine the environmental conditions and operations of each building to determine potential hazards** to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the **administrator shall involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building.** The administrator shall incorporate remediation strategies into the plan for any building where documented safety problems have occurred."

**By signing below you are attesting that the requirements set forth in ORC 3313.536 (B)(1) have been met.**

This plan supersedes any previous versions.

---

PRINT NAME

Title

---

SIGNATURE

Date

## I. INTRODUCTION

### A. Purpose of the Plan

The [School Name] Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at [School Name].

The Comprehensive Emergency Management Plan consists of:

1. Emergency Operations Plan (EOP)
2. Floor Plan;
3. Site Plan
4. Emergency Contact Information Sheet
5. Stakeholder Signatures

### B. Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theatre, clubs, HeadStart) and can be found in each section as appropriate.

### C. Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decision makers should be identified for each program, regardless of the time of day that activity occurs. Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.

See Section II.D – After Hours Activities for how the plan will be activated after hours.

This plan may be activated in part or in whole, as necessary, by:

- [School Administrator/designee]
  - First Alternate: [Title]
  - Second Alternate: [Title]
- [Additional]
  - First Alternate: [Title]

- Second Alternate: [Title]

See Emergency Contact Information Sheet for specific information.

## II. SITUATION OVERVIEW

### A. Site Information

[School Name] includes the following buildings/facilities:

- [Name], [Function]
- [Name], [Function]
- [Name], [Function]
- [Name], [Function]

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

### B. School Population

Total population normally at [School Name] is approximately [number].

- [number] Students
- [number] Teachers
- [number] Administrators
- [number] Office/support staff
- [number] Instructional Assistants
- [number] Cafeteria staff
- [number] Maintenance and custodial staff
- [number] SRO
- [number] Other [School Input] *\*Delete if not applicable*

### C. Functional Needs Population

[School Name] is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

- [number] Limited English proficiency,
- [number] Blindness or visual disabilities,
- [number] Cognitive or emotional disabilities,
- [number] Deafness or hearing loss,
- [number] Mobility/Physical/Medically fragile disabilities (permanent and temporary),
- [number] Allergies (including asthma and severe allergies).

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by [INSERT METHOD OF IDENTIFICATION] and is available at [INSERT LOCATION]

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available [identify form (hard copy and/or electronic) and location].

#### **D. After-Hours Activities**

If the school is being used after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administrator or designee. A list of after-hours events with points of contact (emergency decision-maker), meeting times, location and duration is available at [INSERT LOCATION]. The POC of the group will be provided the emergency contact sheet to utilize during an emergency within the building.

For after-hours events, some aspects of this EOP may need to be adjusted. For example, the office may be closed/locked and not available for reporting an emergency. Incidents that occur after hours will be reported to [school representative/method]. The school administration permits the groups using the facilities to make life-safety decisions if procedures in this plan are not available.

After regular school hours, this plan may also be activated in part or in whole, as necessary, by after school activities POCs.

#### **E. Off-Site Activities**

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take Emergency Contact sheet with you
- Identify medical needs of students and staff. Ensure appropriate medications are available on trip and kept secure with an adult who can administer
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Backup transportation and repair information
- Emergency funding mechanism for unexpected overnight housing/food
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school administrators (to remain at school in case parent needs to reach child)



## **F. Planning Assumptions**

The following list of planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible.
- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- Risk of harm, injury and damage will exist regardless of how much a school plans for an emergency. This plan facilitates reduction of that risk. Loss of life and property is still possible.

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

## **G. Conditions That Could Impede School Functions**

The following products and services are crucial to the daily needs of the school. The lack of these may create an emergency and/or may not be available following an emergency. Alternate sources will be utilized and are identified below. If alternative sources are not available, the school will coordinate with the County Emergency Management Agency.

- |                 |  |
|-----------------|--|
| ▪ Electric      | [Primary Source – Contact, 24/7 Contact information]<br>[Alternate Source –Contact, 24/7 Contact information, or Close School] |
| ▪ Gas           | [Primary Source - Contact, 24/7 Contact information]<br>[Alternate Source– Contact, 24/7 Contact information, or Close School] |
| ▪ Water         | [Primary Source– Contact, 24/7 Contact information]<br>[Alternate Source– Contact, 24/7 Contact information, or Close School]  |
| ▪ Phone Service | [Primary Source– Contact, 24/7 Contact information]<br>[Alternate Source– Contact, 24/7 Contact information, or Close School]  |

- Internet / VoiP [Primary Source– Contact, 24/7 Contact information]  
[Alternate Source– Contact, 24/7 Contact information,  
or Close School]
- Trash Removal [Primary Source– Contact, 24/7 Contact information]  
[Alternate Source– Contact, 24/7 Contact information,  
Or Close School]
- Food Service [Primary Source– Contact, 24/7 Contact information]  
[Alternate Source– Contact, 24/7 Contact information,  
or Close School]
- Transportation [Primary Source– Contact, 24/7 Contact information]  
[Alternate Source– Contact, 24/7 Contact information,  
or Close School]
- [Other] [Primary Source– Contact, 24/7 Contact information]  
[Alternate Source– Contact, 24/7 Contact information,  
or Close School]

### III. PREVENTION

#### A. Training on the Plan

To successfully implement National Incident Management System (NIMS), the below training has been adopted by the school and is by position/title. Training should be phased in. The highlighting in the table below shows required training and completion and/or goal dates. Local Professional Development Committee (LPDC) may adopt NIMS training as professional development hours. Training records for all staff are **[INSERT LOCATION]**. Contact the County Emergency Management Agency for assistance with G-402, ICS-300, and ICS-400.

NIMS TRAINING CHART										
On-line courses are available at: <a href="https://training.fema.gov/is/crslist.aspx">https://training.fema.gov/is/crslist.aspx</a>	G-402 (in class - optional)	IS-100.b OR IS-100.sca (online)	IS-200.b (online)	ICS-300 (in class-optional) [Pre-req: 100, 200, 700 * 800]	ICS-400 (in class-optional) [Pre-req: 300]	IS-700.a (online)	IS-800.b (online)	Annual Safety Drill OAC 1301:7-7-04 (F) (2) (in class)	Annual EOP Training (in class)	IS-36 (online)
Personnel										
Superintendent/Deputy Superintendent										
Principal/Assistant Principal										
Teacher										
Nurse										
Counselor/Psychologist										
Bus Driver										
Coaches										
SRO/Security										
Administrative Support Staff										
Cafeteria personnel										
Custodian/maintenance										
All other personnel										
Preschool personnel										

**YELLOW**; recommended (to be completed over 3 years) **GRAY**; optional

Substitute personnel are provided 'just-in-time' training each time they work in the building. This training includes:

- Review of duties of substitute teachers as identified in this Plan.
- Review of all functional content areas
- Methods of notification
- Accountability procedures
- [additional items]

#### **B. Exercise the Plan**

[School Name] will conduct an annual Emergency Management Test (EMT) in accordance with OAC 3301-5-01. The school should coordinate exercise efforts with relevant community partners including first responders and County EMA. The EMT will be documented in SAFE.

[School Name] will conduct drills and exercises with the purpose of testing the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. The school will conduct the drills identified in ORC 3737.73 in accordance with all statutory requirements.

Summary of Required Drills and Reporting			
TYPE		Number of Drills Required	Reported to:
<b>Rapid Dismissal (Fire) Drills</b> (1st drill must be within first 10 days of school)	<b>IF</b> all classrooms have either sprinklers or smoke detectors,  <b>6, monthly during the school year</b>	<b>IF</b> one or more classrooms has neither a sprinkler or smoke detector,  <b>9, monthly during the school year</b>	Email scanned form to <a href="mailto:sfm_codeenf@com.state.oh.us">sfm_codeenf@com.state.oh.us</a>
<b>Tornado Drills</b>	One per month April - July for months when school is in session		
<b>Safety Drills</b>  3 functional	<ul style="list-style-type: none"><li>• May not be <u>combined</u> with Rapid Dismissal or Tornado Drills</li><li>• Must involve students</li><li>• Must be coordinated with law enforcement</li><li>• 1 of the 3 must involve being secured in the building</li></ul>		Reported to Local law enforcement by December 5th of each year, contains previous year's drills, dates and times. Includes estimated dates of safety drills for the current school year.
	<ul style="list-style-type: none"><li>• Provide instruction to school faculty and staff regarding procedures to be followed in such situations</li><li>• Student participation optional</li><li>• Can be conducted during annual training sessions required in R.C. § 3737.73(D)(3).3 R.C. § 3737.73(D)(1)(b)</li></ul>		
1 theoretical			
<b>Reporting the Emergency Management Test (EMT)</b>			
<ul style="list-style-type: none"><li>• There is an annual reporting requirement: each <u>calendar</u> year, enter one EMT into SAFE</li><li>• One of each type (Table Top, Functional, Full Scale) must be entered over a 3-year cycle</li><li>• Drills will exercise at least One Functional Content Area</li><li>• Drills will exercise at least One Threat/Hazard</li><li>• A Rapid Dismissal, Tornado or Safety Drill (above), if properly documented, may fulfill this requirement.</li></ul>			Enter in to <b>SAFE</b> within 30 days of completion ( <a href="https://safe.ode.state.oh.us/portal/">https://safe.ode.state.oh.us/portal/</a> ). Must be completed by December 31st

### Improvement Areas from Emergency Management Tests

Schools are required to enter EMTs in SAFE beginning in 2017, and every year after. Schools are required to address the 3 areas for improvement in the EOP.

### Table Top Exercise

[EMT Year]	Areas for Improvement	Addressed in EOP
1	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
2	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
3	[Enter Improvement area listed in EMT]	[Section Name/Pg #]

### Functional Exercise

[EMT Year]	Areas for Improvement	Addressed in EOP
1	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
2	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
3	[Enter Improvement area listed in EMT]	[Section Name/Pg #]

### Full Scale Exercise

[EMT Year]	Areas for Improvement	Addressed in EOP
1	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
2	[Enter Improvement area listed in EMT]	[Section Name/Pg #]
3	[Enter Improvement area listed in EMT]	[Section Name/Pg #]

## IV. PROTECTION/MITIGATION

### A. Hazard Analysis

The [insert school] School is exposed to many hazards and threats which have the potential for disrupting the school community; causing casualties and damaging or destroying school property. **The [County] Emergency Management Agency maintains a county wide hazard analysis and should not be included in its entirety. Each hazard listed below has been identified by each administrator, in consultation with county emergency management, as hazards and threats known to the school.**

ORC 3313.536 (B)(1) states, “The administrator **shall examine the environmental conditions and operations of each building to determine potential hazards...**”

Each hazard checked “yes” in this table will need to be included in the hazards/threats section below.

Hazard/Threat		Yes	No
Required	Active Shooter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bullying (HIB)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Bus Accident	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Fire	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Hostage	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Medical: Blood Borne Pathogen	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Severe Storm/Tornado	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Terrorism	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Optional	Chemical Accident	<input type="checkbox"/>	<input type="checkbox"/>
	Civil Disturbance	<input type="checkbox"/>	<input type="checkbox"/>
	Dam Failure	<input type="checkbox"/>	<input type="checkbox"/>
	Death	<input type="checkbox"/>	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
	Explosion	<input type="checkbox"/>	<input type="checkbox"/>
	Flood	<input type="checkbox"/>	<input type="checkbox"/>
	Gas Outage	<input type="checkbox"/>	<input type="checkbox"/>
	Injury/Health Emergency	<input type="checkbox"/>	<input type="checkbox"/>
	Lost Child	<input type="checkbox"/>	<input type="checkbox"/>
	Medical: Pandemic	<input type="checkbox"/>	<input type="checkbox"/>
	Nuclear Incident	<input type="checkbox"/>	<input type="checkbox"/>
	Power Outage	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual Assault/Abuse	<input type="checkbox"/>	<input type="checkbox"/>

Hazard/Threat		Yes	No
	Unidentified Substances (illicit	<input type="checkbox"/>	<input type="checkbox"/>
	Water Outage/Restriction	<input type="checkbox"/>	<input type="checkbox"/>
	Winter Storm/Ice Storm	<input type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>
	[Other] (Optional)	<input type="checkbox"/>	<input type="checkbox"/>

\* It is possible that a hazard/threat not included may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards.

## B. Security Measures

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

An [INSERT RECURRENCE] review of the school's physical security features is conducted by [INSERT TITLE]. Security equipment will be checked [INSERT TIMEFRAME] by [INSERT TITLE] to ensure the equipment is working properly. [INSERT TITLE] has the responsibility of identifying funding opportunities and/or obtaining grants to cover future costs of physical security improvements.

The school should make a plan to repair, replace or update equipment that is found to be ineffective as the result of the Emergency Management Test or actual emergencies.

Effective physical security measures address a variety of hazards and threats.



<b>Security Self-Assessment</b>		<b>Existing – 100%</b>	<b>Existing - Partial</b>	<b>Does Not Exist</b>	<b>Future Budget</b>	<b>Not Relevant</b>
<b>Recommended Security Measures</b>						
<b>Exterior</b>	Lockable exterior doors					
	All exterior doors are locked during school hours					
	Exterior doors labeled					
	Exterior windows labeled					
	Anti-ballistic/Shatter-proof glass or film on doors/windows					
	Landscaping maintained from obscuring windows					
	Fenced playground					
	Bollards used to protect building access					
	Adequate lighting at exterior doors					
	Adequate lighting in parking lot(s)					
	Adequate lighting on walkways					
	Parking decals used					
	Driving lanes are clearly marked					
	Traffic patterns and procedures for drop off/pick up are enforced					
	Fire lane marking maintained					
<b>Building Access</b>	Controlled access (Front door buzzer)					
	Security vestibule exists at entry					
	Swipe card system					
	Key control/management system					
	Visitors must report to the main office upon arrival					
	Visitor sign-in log					
	Visitor badging system					
	Weapon/metal scanners					
	After-hours access to the building is limited/monitored					
	2-way communication device at main entry					
<b>Security Cameras</b>	Security cameras on exterior doors					
	Security camera in vestibule					
	Security cameras interior to school					
	Cameras accessible by law enforcement during emergencies only					
<b>Interior</b>	Locking mechanisms on the interior of classroom/office doors					
	TDLDs/barricade systems are available for classrooms					
	Alarm system					

<b>Security Self-Assessment</b>		<b>Existing – 100%</b>	<b>Existing - Partial</b>	<b>Does Not Exist</b>	<b>Future Budget</b>	<b>Not Relevant</b>
<b>Recommended Security Measures</b>						
	Protective gloves and masks					
Communications	PA system reaches all parts of the building					
	PA reaches outdoor venues (playground, sports fields, parking lot)					
	Hand-held 2-way radios/MARCS Radios					
	Radio building repeater					
	All classrooms are able to communicate with the main office					
	Tip line					
	Anti-bullying posters displayed					
Staff and Students	Teachers monitor hallways and restrooms between classes					
	Security staff or SRO on duty during school hours					
	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office					
	Students and staff are trained not to prop open exterior doors					
	Students trained on “See Something, Say Something”					
Other						
	[Other]					

## V. RESPONSE

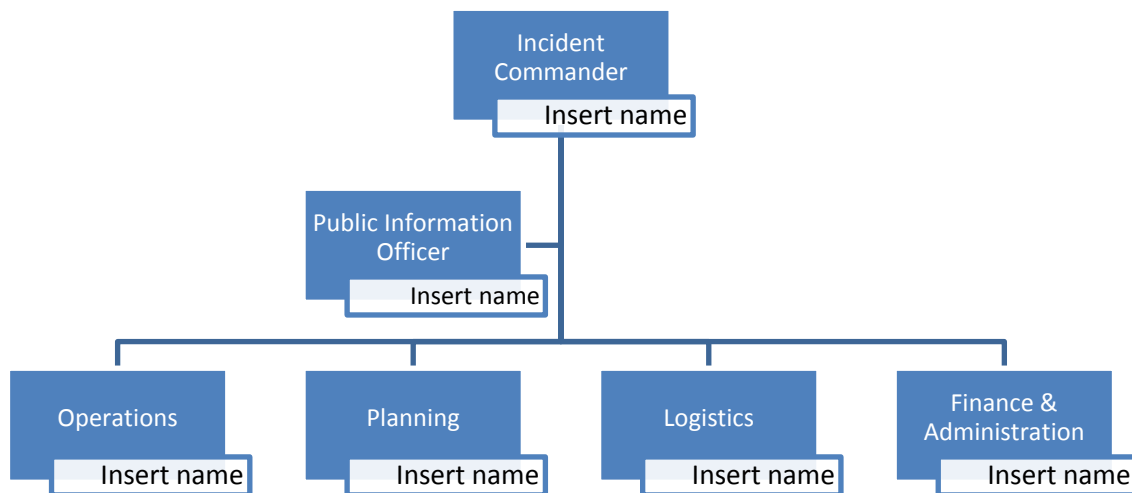
The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

### A. Incident Command Roles and Responsibilities

In a major emergency or disaster, the school 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 with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The school formally adopted the National Incident Management System on [INSERT DATE], in compliance with OAC 3301-5-01. Training requirements for all staff can be found in the training section of this plan.

Incident Command Structure Chart



There are many responsibilities to fulfill before, during and after an emergency. The below table indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

School staff is responsible for handling emergencies until the first responders arrive.

<b>School Staff Responsibilities</b>												
<b>Responsibilities</b>	<b>Superintendent</b>	<b>Principal</b>	<b>Teachers</b>	<b>Instructional Aides</b>	<b>Substitute teachers</b>	<b>Non-teaching staff</b>	<b>Cafeteria</b>	<b>Students</b>	<b>Concealed Carry</b>	<b>Parents/Guardians</b>	<b>Custodian</b>	<b>School Resource Officer</b>
Makes policy decisions												
Informs Policy Group (Superintendent, Board, legal, etc.)												
Incident command/unified command												
Identifies resources												
Notifies First Responders (calls 9-1-1)												
Secures scene/preserves evidence												
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)												
Activates Emergency Communication System(s)												
Accounts for all building occupants during/after an incident (staff, students, visitors, vendors, etc.)												
Reports to IC any missing/unaccounted students, staff, visitors or vendors.												
Provides first aid												
Provides just-in-time training to substitute teachers/staff												
Accesses school emergency records												
Maintains Custody Records (parent, guardian, other authorized adults)												
Monitors phones/emergency radio												
Provides training to students on emergency procedures												

School Staff Responsibilities												
Responsibilities	Superintendent	Principal	Teachers	Instructional Aides	Substitute teachers	Non-teaching staff	Cafeteria	Students	Concealed Carry	Parents/Guardians	Custodian	School Resource Officer
Follows decisions of incident command												
Reports emergencies												
Complies with school policies during an incident												
Coordinates functional content adjustments for after-hours activities												
Arranges for transportation of students to reunification site												
Leads/directs students during an incident												
Ensures kitchen equipment has been shut-off prior to leaving building												
Interfaces with IC/media/parents												
Shuts off utilities, as needed												
Surveys building for damage												
Participates in After Action Meetings following an activation of this plan												
[Other – specify]												

## B. Functional Content Areas (Protective Measures)

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur.

It is likely that multiple protective measures may be used to provide the greatest protection to life and property.

To become familiar with these functional content areas staff and students will participate in drills, the annual Emergency Management Test and additional training.

RESPONSE MATRIX											
		Functional Content Areas									
		Close School	Drop, Cover, Hold on	Emergency Communication	Evacuation	Family Reunification	Lockdown	Medical Response	Rapid Assessment	Reverse Evacuation	Shelter-in-Place
Threat / Hazard											
Required	Active Shooter	X		X	X	X	X	X	X	X	X
	Bomb Threat			X	X	X			X		X
	Bullying (HIB)			X					X		
	Bus Accident			X	X	X		X	X	X	X
	Fire	X		X	X	X			X		
	Hostage	X		X	X	X	X		X		X
	Medical: Blood borne Pathogen			X			X	X	X		X
	Severe Storm/Tornado	X		X		X			X	X	X
	Terrorism	X		X	X	X	X		X	X	X
Optional	Chemical Accident			X	X	X		X	X	X	X
	Civil Disturbance	X		X		X	X		X	X	X
	Dam Failure	X		X	X	X			X		
	Death	X		X				X	X		X
	Earthquake	X	X	X	X	X		X	X		X
	Explosion	X		X	X	X		X	X	X	X
	Flood	X		X	X	X			X		
	Gas Leak/Outage	X		X	X	X			X		
	Injury/Health Emergency			X			X	X	X		
	Lost Child			X					X	X	
	Medical: Pandemic	X		X				X	X		
	Nuclear Incident	X		X	X	X		X	X		
	Power Outage	X		X	X	X			X		X
	Sexual Assault/Abuse			X				X	X		
	Unidentified Substances /Illicit Drugs			X					X		

[School Name] Emergency Operations Plan

	Water Outage /Restriction	X		X	X	X			X		
	Winter Storm/Ice Storm	X		X	X	X			X	X	X

## **CLOSE SCHOOL**

### **Definition**

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

### **Applicable to Below Hazards**

Active Shooter  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Influenza Outbreak  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Weather/Tornado  
Terrorism  
Water Outage  
Winter Storm/Ice Storm

### **Close School Procedure**

Notification is paramount when it becomes necessary to close school.

#### **Before or after school being in session:**

Provide information relevant to the closing, including the expected duration

- Notify Parents by [Insert method]
- Notify Staff
- Notify Bus/transportation providers
- Notify Media

#### **During a school day:**

Provide information relevant to the closing, including the expected duration

- Notify staff and students
- Notify Bus/transportation providers
- Notify Parents by [Insert method]
- Notify Media
- Make arrangements for students who are cannot be picked up (unable to reach parent/guardian, etc.); reunification, law enforcement or social services
- Cancel on-site after school program(s)
- Activate Family Reunification, if needed



Consider what may occur (absence of adult supervision) if students are sent home mid-day;

- Can other arrangements be made (off-site evacuation?)
- Is mid-day busing an option due to a delay caused by notifying/activating drivers?
- Are children being sent into an unsafe environment?

## **DROP, COVER, AND HOLD ON**

### **Definition**

An earthquake has the potential to knock you to the ground. Earthquakes can cause furniture to move, and even buildings to collapse.

### **Applicable to Below Hazards**

Earthquake

### **Drop, Cover, and Hold On Procedure**

**DROP** where you are, onto your hands and knees. Stay low and crawl to shelter if nearby.

**COVER** your head and neck with one arm and hand.

- If a sturdy table or desk is nearby, crawl underneath it for shelter
- If no shelter is nearby, crawl next to an interior wall (away from windows)
- Stay on your knees; bend over to protect vital organs

**HOLD ON** until the shaking stops.

- Under shelter: hold onto it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.

### **After an Earthquake**

Aftershocks can occur following the initial quake. These may occur immediately and last sporadically for weeks or months.

## **EMERGENCY COMMUNICATION**

### **Definition**

Communication is a critical part of incident management. This section outlines [School Name]'s emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Emergency Communication Procedures**

#### **Methods of Communication**

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

Methods of Communication									
Functional Content Area (Protective Measures)	Phone	Radios	Public Address System	Cell phones	Mega phone	Social Media	Computer alert popups	School wide email	Other [Insert method]
Close School									
Drop, Cover, Hold On									
Emergency Communication									
Evacuation									
Family Reunification									
Lockdown									
Medical Response									
Mental Health Services									
Rapid Assessment									
Reverse Evacuation									
Shelter-in-Place									

\*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

The school is aware of the following communication system limitations or deficiencies:

- [INSERT SYSTEM LIMITATION (i.e., cell phone dead zone, battery life)]

Priority of communication to recipients

1. Those directly involved in the incident
2. First responders
3. Policy group/superintendent/school administration
4. Parents
5. Media
6. Community

### Before an Emergency

Schools are required to annually notify parents prior to the first day of school how parents will be notified of emergencies [and how to sign up if the school has an opt-in system]. Per ORC 3313.535 (B)(3) all parents must be notified prior to the opening day of the school year. This notification is accomplished via [INSERT METHOD OF COMMUNICATION] and is distributed to parents [INSERT NUMBER OF DAYS] prior to opening day.

The emergency notification system is tested [INSERT FREQUENCY, i.e., annually, monthly].

The communication office or public information officer has:

- Created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found at [INSERT LOCATION], including:
  - a plan to address an influx of phone calls from parents and community members.
  - templates for statements/press releases, the communication plan and media contacts at the major television, Internet and radio stations are maintained by [insert position] and located [identify manner kept: hard copy and/or electronic and location: in the main office and/or some other safe and readily available place].
  - Contact list of community partner Public Information Officers (PIOs).

### **During an Emergency**

- Disseminate information [identify means such as via text messages, e-mail, radio announcements, hot-line, etc.] to inform parents about what is known to have happened.
- [insert method] used to communicate attendance/accountability status to Incident Command.
- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with relevant community partners through the Joint Information Center (JIC), if established.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
  - Coordinate messages with the principal/senior leadership.
  - [add additional duties, as appropriate]

### **After an Emergency**

- After an incident, [School Name] administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

## **EVACUATION**

### **Definition**

Evacuation will take place if it is determined that it is safer away from the hazard. This could be in a different part of the building, outside, depending on your facility; or offsite.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bus Accident  
Chemical Accident  
Dam Failure  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Terrorism  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Evacuation Procedures**

Below are procedures to evacuate the facility.

#### **On-Site Evacuation Site(s)**

On-site evacuation sites may be pre-identified locations. The site to use is incident specific. Identify at least 2 on-site evacuation sites.

- On-Site Evacuation Location #1:
  - Street address:[Insert street address]
  - Satellite view:[insert image of satellite view, include assembly areas]
  - Directions to the site:[provide directions, as appropriate]
  - Special considerations for disabled: [insert based on population needs]
  - Assembly areas for accountability (take attendance)
- On-Site Evacuation Location #2
  - Street address:[Insert street address]
  - Satellite view:[insert image of satellite view, include assembly areas]
  - Directions to the site:[provide directions, as appropriate]
  - Special considerations for disabled: [insert based on population needs]

- Assembly areas for accountability (take attendance)

The evacuation site should always be screened for safety purposed prior to using. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

#### Off-site Evacuation

An MOU is in place with both the primary and secondary evacuation locations.

- Primary Off-Site Evacuation Location - Walking:
  - MOU Renewal Date: [insert date]
  - Street address:[Insert street address]
  - Satellite view:[insert image of satellite view, include assembly areas]
  - Method of access: [key, access code, contact information]
  - Directions to the site:[provide directions, as appropriate]
  - Assembly areas for accountability (take attendance)
  - Special considerations for disabled: [insert based on population needs]

Company	Phone number	# of vehicles (i.e., bus, van)	Vehicle Capacity	# of drivers	Lead time to arrival at school	# of trips	MOU Renewal Date

## **FAMILY REUNIFICATION**

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bus Accident  
Chemical Accident  
Civil Disturbance  
Dam Failure  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Terrorism  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Family Reunification Procedures**

#### **Before an Emergency**

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

Primary and Alternate Reunification Sites are listed below.

Primary Site:

- Street address:[Insert street address]
- Satellite view:[insert image of satellite view, include assembly areas]
- Directions to the site:[provide directions, as appropriate]
- Special considerations for disabled: [insert based on population needs]
- Transportation Plan:



[School Name] Emergency Operations Plan

Company	Phone number	# of vehicles (i.e., bus, van)	Vehicle Capacity	# of drivers	Lead time to arrival at school	# of trips	MOU Renewal Date

Secondary Site:

- Street address: [Insert street address]
- Satellite view: [insert image of satellite view, include assembly areas]
- Directions to the site: [provide directions, as appropriate]
- Special considerations for disabled: [insert based on population needs]
- Transportation Plan:

Company	Phone number	# of vehicles (i.e., bus, van)	Vehicle Capacity	# of drivers	Lead time to arrival at school	# of trips	MOU Renewal Date

Establish 3 distinct areas that are not within sight of each other:

1. Student staging  
Place where uninjured students are held until a parent/guardian pick them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs
2. Identification verification  
Outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes.
3. Student pickup  
Location where student/parent reunification occurs and family is released.

**During Emergency**

1. Identify injured and deceased and where they have been transported. Coordinate notifications with law enforcement and/or medical personnel.
  - a. Notify, personally, parents/guardians of fatalities
  - b. Notify, personally, parents/guardians of injured
  - c. Notify all parents that if they have not received a personal message their child is safe. This messages should not be sent until **ALL** parents of injured/deceased are notified.
2. Provide information about reunification process

- a. Location
- b. Traffic pattern for entrance
- c. Required identification documents
- d. What parent should do if sending an alternate to pick up their child

**Process of Reunification**

- 1. Get the students to the site (See Evacuation Functional Content Area)
- 2. Separate students from parent/guardian identification verification area
- 3. Have student records relating to emergency release of students
- 4. Verify identification
- 5. Send parent to pick-up room in a private area away from public eye.  
Students may only be released to parents/guardians who have custody rights.
- 6. Call student to report to pick-up room.
- 7. Students that cannot be picked up will be released to law enforcement.

## **LOCKDOWN**

### **Definition**

Lockdown is used to secure all building occupants against a possible or known immediate threat to life. The steady state of a building requires that all exterior doors be locked.

Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

### **Applicable to Below Hazards**

Active Shooter

Civil Disturbance

Hostage

Injury/Health Emergency

Medical: Blood borne Pathogen

Terrorism

### **Lockdown Procedures**

Initiation: Different levels of lockdown may be prudent depending on the situation.

**[School Incident Commander/Principal]** will make an announcement declaring a level of lockdown using **[the public address system, 2-way radio, telephone, etc.]**.

**Level 1** – secured in building - no admittance to or exit from building

**Level 2** – secured in classrooms – no movement in hallways

**Level 3** - secured in place – no movement within classroom

Accountability: Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

Recall: The pre-arrange signal for returning to normal activities is **[describe]**.

Communication and Coordination: The means of two-way communication between a central location and each secured area is **[identify]**.

## **MEDICAL RESPONSE**

### **Definition**

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school [has/does not have] a school nurse licensed by the Ohio Department of Education.

A medical response team, consisting of specially trained staff, [exists/does not exist].

### **Applicable to Below Hazards**

Active Shooter

Bus Accident

Chemical Accident

Dam Failure

Earthquake

Explosion

Injury/Health Emergency

Medical: Blood borne Pathogen

Medical: Pandemic

Nuclear Incident

Sexual Assault/Abuse

### **Medical Response Procedures**

1. If a school nurse is present, either bring the student to the nurse or the nurse to the student.
  - a. If no school nurse, the trained designated staff member(s) should respond.
2. Assess the ill or injured person: develop and execute a plan of care.
3. Instruct another adult to call 9-1-1.
4. Notify school administration of incident.
5. School administrator should contact the student's parent or guardian.
6. Provide [emergency medical care parent/guardian consent] form to EMS
7. School personnel must accompany a student to the hospital if the parent/guardian is not present.
8. The incident should be documented per school policy

Medical Supplies and Equipment						
Location of supplies	Supplies/ Equipment					
	Student Medications	First Aid Supplies	Epinephrine Auto Injector	Asthma Inhaler	Narcan (naloxone)	AED
[Insert location where stored OR Not Available]						
[Insert location where stored OR Not Available]						
[Insert location where stored OR Not Available]						

Student medication is stored [insert location] and accessible by [insert staff titles].

### Medical Training of Staff

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

**T** if a staff member is trained (only)

**A** if a staff member has access (only)

**T/A** if a staff member has both access and training

Medical Training of Staff									
Trained Staff members Training documentation is available at [insert location].	Type of Training								
	CPR	First Aid	Medication Administration	Epinephrine Injector	Asthma Inhaler	Breathing Treatments	Emergency Care for Diabetes	Narcan/naloxone	AED use
[Insert staff member title and/or name]									
[Insert staff member title and/or name]									
[Insert staff member title and/or name]									
[Insert staff member title and/or name]									
[Insert staff member title and/or name]									

## **MENTAL HEALTH SERVICES**

### **Definition**

Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Mental Health Procedures**

Counseling services beyond the capacity of the school counselor/psychologist are provided by [INSERT Community behavioral health partner]. A memorandum of understanding was signed on [INSERT DATE] and is a signatory to this plan. In case

the [PARTNER] is unable to meet its MOU obligation, the school will seek backup services through the county emergency management agency (EMA).

[In conjunction with Community Behavioral Health Partner document approach to address mental health needs following an emergency].

School-wide, strengths-focused programming, such as an assembly or curriculum for every classroom, should be implemented to provide asset building to students after a significant incident. The National Association of School Psychologists (2009) recommends universal screening for behavioral and mental health issues to identify at-risk students who could benefit from counseling. Ohio's Project Aware has Ohio-approved screening devices can be found here: <http://resources.oberlinkconsulting.com>

The universal screening instrument will be identified by the [INSERT Community behavioral health partner] with input from relevant stakeholders (e.g, school administration).

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member or student believes someone may be exhibiting concerning signs and symptoms, they should refer that person to [Insert referral process].

## **RAPID ASSESSMENT**

### **Definition**

A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bullying (HIB)  
Bus Accident  
Chemical Accident  
Civil Unrest  
Dam Failure  
Death  
Earthquake  
Explosion  
Fire  
Flood  
Gas Leak/Outage  
Hostage  
Injury/Health Emergency  
Lost Child  
Medical: Blood borne Pathogen  
Medical: Pandemic  
Nuclear Incident  
Power Outage  
Severe Storm/Tornado  
Sexual Assault/Abuse  
Terrorism  
Unidentified Substances/Illicit Drugs  
Water Outage/Restriction  
Winter Storm/Ice Storm

### **Rapid Assessment Procedures**

Rapid assessment is conducted by the first adult to assist in determining which functional content areas to implement and for which building occupants.

1. Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
2. Assess the extent of the emergency; call or send someone to call 911 if assistance is needed
3. Address life threatening issues prior to the arrival of first responders/administer First Aid for bleeding, breathing
4. Identify and implement functional content areas as necessary
5. Set a perimeter (establish a boundary for onlookers)
6. Do not move victims unless their lives are endangered in the present location
7. Once the scene is stabilized, ask bystanders for information



8. Notify school administration/policy group
9. Notify parents or guardians

## **REVERSE EVACUATION**

### **Definition**

Reverse Evacuation is rapid reentry into the building. Reverse evacuation should occur when conditions are safer inside the building than outside. Reverse evacuation is rapid re-entry into the building.

### **Applicable to Below Hazards**

Active Shooter  
Bus Accident  
Chemical Accident  
Civil Disobedience  
Explosion  
Hostage  
Lost Child  
Severe Storm/Tornado  
Terrorism  
Winter Storm/Ice Storm

### **Reverse Evacuation Procedures**

#### **1. Notification**

[INSERT COMMUNICATION TYPE] will be used to communicate with school activities outside of hearing range of interior building communication systems. See emergency communication functional content area for specific information.

#### **2. Direction**

Upon receiving notification to reverse evacuate, staff should direct students to immediately re-enter the building (or wherever the notification has specified). A pre-designated location will be identified for each staff member.

Depending on the emergency, regular activities may continue within the building. Additional protective measures should be issued as necessary.

#### **3. All Clear**

Wait for the “all clear” to be issued, indicating hazard has passed and normal activities can resume outside. The School’s “all clear” will be indicated by [insert method].

## **SHELTER-IN-PLACE**

### **Definition**

Shelter-in-place is used when evacuation could unduly risk life and property. Shelter-in-place provides layers of protection against the hazard, but does not guarantee safety. Shelter-in-place is hazard specific and may involve staying in place or seeking shelter nearby.

Shelters are areas of the building that maximize the safety of occupants and may change depending on the hazard/threat. Shelter-in-place could last for minutes to days based upon hazard/threat.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

### **Applicable to Below Hazards**

Active Shooter  
Bomb Threat  
Bus Accident  
Chemical Accident  
Civil Disturbance  
Death  
Earthquake  
Explosion  
Fire  
Hostage  
Medical: Blood borne Pathogen  
Power Outage  
Severe Storm/Tornado  
Terrorism  
Winter Weather/Ice

### **Shelter-in-Place Procedures**

Timely notification of the order to shelter in place is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

### **Extended Shelter-in-Place**

Sheltering in place beyond a few hours may require additional resources to support the sheltered population.

### **Items that may be needed:**

Life sustainment of sheltered occupants becomes a priority during extended sheltering events. Food, water, extra batteries, and toileting needs must be considered. Lack of access to medication stored at the school may cause a medical emergency. Supplies for sealing rooms to prevent transfer of contaminated air. Products and services identified above may need to be resupplied during extended sheltering. Contact county

emergency management agency (EMA) if anticipating an extended sheltering time period to obtain additional resources.

**C. Hazards/Threats**

The following response information provided below is specific to each hazard or threat and supplements the actions found in the functional content areas. Procedures and information outlined in functional content areas are not duplicated here.

## **ACTIVE SHOOTER/ACTIVE AGGRESSOR**

### **Definition**

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Lockdown  
Medical Response  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

### **Active Shooter Procedures**

All school staff receives active shooter training at least annually. The school utilizes [insert method] training to respond to active shooter situations.

Temporary Door Locking Devices (barricade system) (TDLD) OAC 1008.1.9.11 are only to be used for Active Shooter threats, but are not required. A TDLD is *"an assembly of parts intended to be engaged by a trained school staff member in a school building for the purpose of preventing both ingress and egress through a door in a school building for a finite period of time in an emergency situation and during active shooter drills."*

The school utilizes [product name or description] and was approved for use by the local building official on [insert date].

TDLDs may be used during an exercise. A record of usage is maintained and available at [INSERT LOCATION].

Concealed Carry Staff (include section only if approved by local board of education).  
*The school currently utilized concealed carry staff.*

- *Have School Board approval to carry on school property*
- *Maintain a current Concealed Carry License (renew every 5 years)*
- *MOU with local law enforcement, ensuring coordination during a response.*
- *Adhere to school policies on storage, carry and use*
- *Train with law enforcement and other first responders*

### **Responsibilities**

- Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

- Provide law enforcement with last known location of the suspect(s).
- School authorities must inform police if any armed staff are in the crime scene area.

## **BOMB THREAT**

### **Definition**

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

### **Bomb Threat Procedures**

The FBI bomb threat checklist is provided to each staff member to place near all phones.

### **FBI/DOJ Bomb Threat Guidance**

#### **1. Conduct a Rapid Assessment**

##### ***Low Risk***

Lacks realism: A threat that poses a minimal risk to the victim and public safety. Probably motive is to cause disruption.

- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (ie, written on a wall)

##### ***Medium Risk***

Increased level of realism: threat that could be carried out, although it may not entirely appear realistic

- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (ie, "I'm serious" or "I really mean this")

##### ***High Risk***

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device



- Perpetrator provides his/her identify
  - Threat suggest concrete steps have been taken toward carrying out the threat
  - Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.
2. Determine if a search is warranted
  3. Determine if protective measures for the building is warranted
  4. Coordinate with local Law Enforcement

## **BULLYING (HARASSMENT, INTIMIDATION, AND BULLYING {HIB})**

### **Definition**

Harassment, intimidation or bullying behavior by any student/school personnel in the [School Name] is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying, in accordance with ORC 3313.666, means any intentional written, verbal, graphic or physical acts including electronically transmitted acts (i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device), either overt or covert, by a student or group of students toward another student(s) with the intent to harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop.

### **Functional Content Areas That May Apply**

Emergency Communication  
Mental Health Services  
Rapid Assessment

### **Anti-HIB Procedures**

School personnel must report prohibited incidents of which they are aware to the school principal or other administrator designated by the principal;

Custodial parent or guardian of any student involved in a prohibited incident must be notified in accordance with the "Family Educational Rights and Privacy Act of 1974," and have access to any written reports pertaining to the incident;

[Insert school's procedure for documenting] any incident that is reported;

[Insert school's procedure for responding to and investigating] any reported incident;

[insert strategy for protecting a victim or other person from new or additional harassment, intimidation, or bullying, and from retaliation] following a report,

[insert anonymous reporting system];

[insert disciplinary procedure for any student guilty of harassment, intimidation, or bullying, which shall not infringe on any student's rights under the first amendment to the Constitution of the United States];

[insert statement prohibiting students from deliberately making false reports of harassment, intimidation, or bullying and a disciplinary procedure for any student responsible for deliberately making a false report of that nature];

[insert statement that the district administration semiannually provides the president of the district board a written summary of all reported incidents and post the summary on

its web site, if the district has a web site, to the extent permitted by section [3319.321](#) of the Revised Code and the "Family Educational Rights and Privacy Act of 1974,"].

## **BUS ACCIDENT**

### **Definition**

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

Schools buses are required to have a first aid kit that conforms to federal standards. See OAC 3301-83 for specifics on emergency and evacuation procedures.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Bus Accident Procedures**

- The school and bus driver must adhere to the Ohio Pupil Transportation Operation and Safety Rules – current edition.
- The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives, compliant with OAC 3301-15-83.
- The principal should send appropriate transportation and/or other staff to the accident location.

## **FIRE**

Ensuring compliance with the fire plan in OAC 1301:7-7-04 is the responsibility of the local jurisdiction having authority, due to their expertise and physical access to the building.

### **Definition**

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### **Fire Procedures**

All staff is trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, report the fire to the Principal.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Take attendance.
- No one may re-enter building(s) until it is declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.

## **HOSTAGE**

### **Definition**

A hostage situation involves one or more persons being held against their will by one or more individuals. If weapons are present, this should be viewed as an active shooter hazard/threat. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Lockdown

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Hostage Procedures**

- Cooperate with hostage taker
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with last known location of suspect(s).
- Those who know hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

## **MEDICAL: BLOOD BORNE PATHOGEN**

### **Definition**

Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

### **Functional Content Areas That May Apply**

Emergency Communication

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

### **Medical: Blood Borne Pathogen Procedures**

#### Training

Custodial, maintenance, and other employees that may be exposed to human blood or other regulated body fluids [have/have not] received training [annually/semi-annually/periodically] on blood borne pathogens.

#### Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- [INSERT PRODUCT NAME]/cleaning agent
- Disinfectants
- Medical Waste Disposal Containers/Red bags
- Shoe protection

### **Medical: Blood Borne Pathogen Procedures**

- If it's wet and not yours, don't touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agent are more than adequate for clean-up.
- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.
- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.

The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not to use bar soap or cloth towels for hand-washing that could pass contamination to others).

#### Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in a biohazard bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Disposal of bags or other biohazard containers [insert disposal method].



## **SEVERE STORM/TORNADO**

### **Definition**

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

#### **Watch**

The conditions exist for severe weather to form. Continue to monitor conditions.

#### **Warning**

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category they are Lightning, Severe Thunderstorm, and Tornado.

#### **Lightning**

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last rumble of thunder.

#### **Severe Thunderstorm**

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

#### **Tornado**

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

<b>EF Number</b>	<b>3 Second Wind Gust (MPH) estimated</b>
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

### **Functional Content Areas That May Apply**

Close School

Emergency Communications

Evacuation

Family Reunification

Mental Health Response

Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

**Severe Storm/Tornado Procedures**

- Monitor NOAA weather radio.
- Stay away from windows and doors.
- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Do not seek shelter in rooms with a large roof span (gymnasium, auditorium, cafeteria).

For a tornado

**D** - Go **DOWN** to the lowest level

**U** - Get **UNDER** something

**C** - **COVER** your head

**K** - **KEEP** in shelter until the storm has passed

## **TERRORISM**

### **Definition**

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents." Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Lockdown  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

### **Terrorism Procedures**

The school has designated [name and/or title(s)] to coordinate with Ohio Homeland Security officials in the event of a terrorist threat.

#### ***“SEE SOMETHING, SAY SOMETHING”***

Suspicious activity should be reported to:

- Local Law Enforcement
- Ohio Homeland Security (OHS); Fusion Center Network
  - 1-877-647-4683, OHS Terrorism Analysis Unit, Tip line
  - 1-844-557-8222, [STACC@dps.ohio.gov](mailto:STACC@dps.ohio.gov) (Columbus)
  - 1-216-515-8477, [info@neofc.us](mailto:info@neofc.us) (Northeast Ohio Regional Fusion Center)
  - 1-513-263-8000, [gcfc@gcfc.org](mailto:gcfc@gcfc.org) (Greater Cincinnati Fusion Center)

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

Coordinate with local law enforcement to determine recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

## **CHEMICAL ACCIDENT**

### **Definition**

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. The Local Emergency Planning Committee (LEPC), managed by the County Emergency Management Agency, oversees hazardous materials and may assist with identification of chemical hazardous near the school.

Schools located near highways or railroads have a greater risk because of the quantity and variety of chemicals transported.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Chemical Accident Procedures**

- A list of chemical stored onsite is maintained by [INSERT TITLE] and can be found at [INSERT LOCATION].
- Cleanup equipment and personal protective equipment are located in a storage unit next to [insert location of the equipment].
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area.

The following are possible sources of a chemical accident nearby the school:

- [insert source such as rail line within ½ mile]
- [insert source]
- [Insert source]

## **CIVIL DISTURBANCE**

### **Definition**

Civil disturbance is a general term used to describe a variety of violent situations. It does not include nonviolent demonstrations protected by the first amendment. For this reason, actions to be taken should be determined by administration.

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Family Reunification  
Lockdown  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation

### **Civil Disturbance Procedures**

- Crowd control is complex and unpredictable.
- Announce to the school occupants in plain language what is occurring and which protective measure they should take.
- If there is a disruption within the school, utilize the Lockdown functional content area and move all of the students and staff that are not involved to safe areas.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disrupters; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

## **DAM FAILURE**

### **Definition**

A dam failure is defined as an uncontrolled release of a reservoir. In areas that could be flooded as a result of a failure of or operation of a dam, there is potential for loss of life and damage to property. In Ohio there are 1,656 known dams; 498 high, 541 significant, and 639 low hazard potential dams.

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Mental Health Services  
Rapid Assessment

### **Dam Failure Procedures**

Notification is key during a dam failure and should be made available to the public through local media. In most cases, the public will receive adequate warning to evacuate potentially dangerous areas.

School Administrators will need to coordinate a decision to close school with the county Emergency Management Agency.

### **Dam Failure Emergency Classifications**

- **Condition A:** Failure is imminent or has occurred
- **Condition B:** Potential failure situation is developing
- **Non-failure emergency condition** (may include flooding downstream)

<b>Ohio and Federal Dam Classification Systems</b>		
<b>Ohio Hazard Classification</b>	<b>Description</b>	<b>Corresponding Federal Classification</b>
Class I	Probable loss of life, serious hazard to health, structural damage to high value property (i.e., homes, industries, major public utilities)	High
Class II	Flood water damage to homes, businesses, industrial structures (no loss of life envisioned), damage to state and interstate highways, railroads, only access to residential areas	High
Class III	Damage to low value non- residential structures, local roads, agricultural crops and livestock	Significant
Class IV	Losses restricted mainly to the dam	Low

Source: [www.dnr.stat.oh.us/water/dsafety/whatdam.htm](http://www.dnr.stat.oh.us/water/dsafety/whatdam.htm)

## **DEATH**

### **Definition**

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

### **Functional Content Areas That May Apply**

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Shelter-in-Place

### **Death Response Procedures**

- Immediately clear the area except those who are providing direct support to the victim.
- Clear scene of any ongoing hazards for any medical or other hazards created by the event.
- Notify family
  - If the victim is a staff member, notify Human Resources to provide notification to family. Notification must be made in person.
  - If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.
- Mental Health assistance and programming should be made available for the entire educational community.

## **EARTHQUAKE**

### **Definition**

Earthquakes often occur without notice and can be followed by aftershocks that can be worse than the initial quake. Earthquakes can cause furniture to move and even buildings to collapse.

The magnitude of an earthquake is expressed in whole numbers and decimal fractions. Each whole number increase is a tenfold increase in amplitude or energy of the quake.

<b>Magnitude</b>	<b>Earthquake Effects</b>
2.5 or Less	Usually Not Felt, But Can Be Recorded By Seismograph.
2.5 to 5.4	Often Felt, But Only Causes Minor Damage.
5.5 to 6.0	Slight Damage To Buildings And Other Structures.
6.1 to 6.9	May Cause A Lot Of Damage In Very Populated Areas.
7.0 to 7.9	Major Earthquake. Serious Damage.
8.0 or Greater	Great Earthquake. Can Totally Destroy Communities Near The Epicenter.

### **Functional Content Areas That May Apply**

Close School  
Drop, Cover, Hold On  
Emergency Communication  
Evacuation  
Family Reunification  
Medical Response  
Mental Health Services  
Rapid Assessment  
Shelter-in-Place

### **Earthquake Procedures**

- Falling debris and collapsing walls/buildings remain a potential hazard
- Secondary hazards (downed power lines, gas leaks, fires, etc.) may occur
- Emergency response may be delayed due to damage to roads/bridges



## **EXPLOSION**

### **Definition**

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

### **Functional Content Areas That May Apply**

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Reverse Evacuation

Shelter-in-Place

### **Explosion Procedures**

- Do not re-enter the building until declared safe by the fire department.
- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Do not store petroleum and fertilizer in the same location.

## **FLOOD**

### **Definition**

Floods can occur anywhere, anytime of year. Flood waters can appear suddenly, known as flash flooding, or can rise slowly.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### **Flood Procedures**

- Never drive through a flooded street.
- It is never safe to walk near or in flood waters.
- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Designated staff members will assist the search team to ensure that all students have been located and/or evacuated.

## **GAS LEAK/OUTAGE**

### **Definition**

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

### **Functional Content Areas That May Apply**

Close School

Emergency Communications

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

### **Gas Leak/Outage Procedures**

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
  - Determine whether the source of the leak is inside or outside building
- **Follow Fire Department instructions before relocating building to an off-site location.**

Consider the potential consequences of an outage:

- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science Labs may be affected

The School has put the following plans in place to mitigate these issues:

- Buses could be used as temporary, mobile shelters during inclement weather
- Turn off electrical devices
- Turn off and abandon any motorized equipment in close proximity to the leak
- **[Insert mitigation plans]**

## **INJURY/HEALTH EMERGENCY**

### **Definition**

Medical emergencies can occur at a varying level of severity.

A school nurse [is/is not] on school premises [insert scheduled days].

### **Functional Content Areas That May Apply**

Emergency Communication

Lockdown

Medical Response

Mental Health Services

Rapid Assessment

### **Injury/Health Emergency Procedures**

- Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
- Administer appropriate first-aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- Principal shall designate a staff member to accompany the injured who are transported to the hospital.
- Notify parent, guardian or another appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.

## **LOST CHILD**

### **Definition**

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event.
- Abducted or kidnapped

### **Functional Content Areas That May Apply**

Emergency Communication

Mental Health Services

Rapid Assessment

Reverse Evacuation

### **Lost Child Procedures**

- Report missing child to office with a description and other noteworthy information about the child.
  - Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Use PA system to call child to office
- Conduct a walk-through of the interior and exterior.
  - Pre-assign search areas adjacent to daily staff assignments.
  - Staff members who do not supervise students should search all other areas.
  - Search all buses.

If child is not found:

- a) Increase number of staff members searching exterior and interior
- b) Contact Police (911)
- c) Notify Parents
- d) Contact bus transportation, if appropriate
- e) Notify Field Trip location
- f) Contact Central Office

## **MEDICAL: PANDEMIC**

### **Definition**

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local or regional or global outbreak.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

### **Medical: Pandemic Procedures**

- The school will decontaminate all surfaces when [insert %] of school population is absent.
- The school administration will close school when [insert %] of school population is absent.
- Adjust school academic hours to ensure state academic hours are met for all students impacted.

## **NUCLEAR INCIDENT**

### **Definition**

An accident at a nuclear power plant could result in dangerous levels of radiation that could affect the health and safety.

Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis.

There are 4 levels of an emergency at a nuclear power plant:

- Notification of an Unusual Event (NOUE) – Actual or potential degradation of the level of safety of the plant or indication of a security threat to the facility.
- Alert – Actual or potential substantial degradation of the level of safety of the plant or a security event that involves probable life threatening risk to site personnel or damage to site equipment because of intentional malicious dedicated efforts of a hostile act.
- Site area emergency (SAE) – Actual or likely major failures of plant systems needed for protection of the public or security events that result in intentional damage or malicious acts: (1) toward site personnel or equipment that could lead to the likely failure of, or (2) prevents effective access to equipment needed for the protection of the public.
- General Emergency (GE) – Actual or imminent substantial core degradation or melting with potential for loss of containment integrity or security events that result in an actual loss of physical control of the facility.

There are 2 nuclear power plants that impact Ohio: Perry Nuclear Power Plant near Painesville, OH and Davis Besse Nuclear Power Station near Toledo, OH.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

### **Nuclear Incident Procedures**

The School Administrator should activate the Radiological Preparedness Plan.

## **POWER OUTAGE**

### **Definition**

A power outage can occur at any time, for a variety of reasons and usually without warning.

### **Functional Content Areas That May Apply**

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Shelter-in-Place

### **Power Outage Procedures**

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
  - If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- Notify the District Office.
- For extended outages (i.e., more than 2 hours) contact the county EMA.

### **Consider the potential consequences of an outage**

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- If water is pumped from a well, water may not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and will be unavailable.
- Refrigerators (including Nurse's Office), Freezers will cease cooling.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.
- Student breathing treatments, etc., cannot take place.



The School has put the following plans in place to mitigate these issues

- UPS unit(s) are in place for school office computer.
- A sufficient supply of useable batteries are available and checked [insert frequency].
- [Insert mitigation plans]
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment on following an outage.

## **SEXUAL ASSAULT/ABUSE**

### **Definition**

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

### **Functional Content Areas That May Apply**

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

### **Sexual Assault/Abuse Procedures**

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult trained in trauma to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam as taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible. ORC 2921.22
- School authorities will cooperate with law enforcement in a lawful investigation. ORC 2921.31

## **UNIDENTIFIED SUBSTANCES/ILLCIT DRUGS**

### **Definition**

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

### **Functional Content Areas That May Apply**

Emergency Communication

Mental Health Services

Rapid Assessment

### **Unidentified Substances/Illicit Drugs Procedures**

1. Proper personal protective equipment shall be used during any search.
  - a. Nitrile gloves
  - b. Mask
2. Do not to touch, taste or handle unidentified substances.
3. Narcan (Naloxone) [is/is not] available at the school to be used during exposures or overdoses.
4. Secure the area where the unidentified substances are found until first responders arrive.
5. School authorities will contact the law enforcement if unidentified substances are discovered.
6. School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

## **WATER OUTAGE/RESTRICTION**

### **Definition**

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Mental Health Services  
Rapid Assessment

### **Water Outage/Restriction Procedures**

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call Water service provider and report the outage.

Consider the potential consequences of an outage:

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

The School has put the following plans in place to mitigate these issues:

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by [Insert method: stored in the District, provided by donors, Red Cross, or contact County EMA].
- Hand sanitizer is available in each classroom and restroom.
- Food will be provided by [Insert source: outside vendor, neighboring school, etc.].
- Disposable dishes, flatware, etc. will be provided.
- [Insert additional mitigation plans]

Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

## **WINTER STORM/ICE STORM**

### **Definition**

Snow, ice and wind have significant and varying impacts on schools.

Winter Storm Warning: Life-threatening severe winter conditions have begun or will begin within 24 hours.

Winter Storm Watch: Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of:

1. 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period  
AND/OR
2. Enough ice accumulation to cause damage to trees or power lines.  
AND/OR
3. a life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning: ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index: Measure of how cold people feel due to the combined effect of wind and cold temperatures.

### **Functional Content Areas That May Apply**

Close School  
Emergency Communication  
Evacuation  
Family Reunification  
Mental Health Services  
Rapid Assessment  
Reverse Evacuation  
Shelter-in-Place

### **Winter Storm/Ice Storm Procedures**

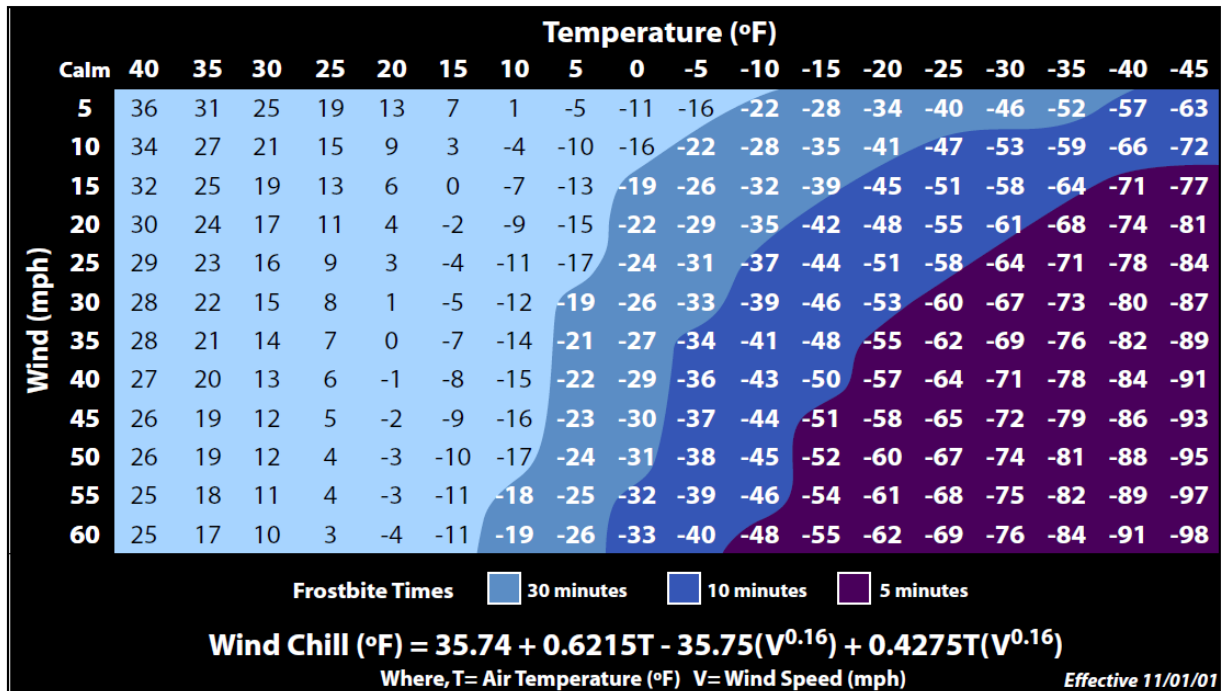
- [INSERT OFFICE OR POSITION] is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- [INSERT OFFICE OR POSITION] is responsible to monitor the weather and make recommendations to delay and/or close.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by [INSERT TITLE], who has the authority to delay and/or close school. The alternate decision maker is [INSERT TITLE].
- A decision to delay or close will be made by [INSERT TIME].

Decisions to delay or close:

- Thresholds for delaying school for snow, ice and wind chill.
  - [insert threshold/range] to delay for snow
  - [insert threshold/range] to delay for ice
  - [insert threshold/range] to delay for wind chill
- Thresholds for closing school for snow, ice and wind chill.
  - [insert threshold/range] to close for snow
  - [insert threshold/range] to close for ice
  - [insert threshold/range] to close for wind chill



## Wind Chill Chart



## **VI. RECOVERY**

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administrator will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If structure is not safe implement the Continuity of Operations Plan (COOP).
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with county emergency management agency as federal disaster reimbursement may be available.

## **CONTINUITY OF OPERATIONS PLAN (COOP)**

### **Definition**

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

### **Procedure**

School districts, joint vocational school districts, and chartered nonpublic schools will be required to be open for instruction for a minimum of:

- 455 hours for students in half-day kindergarten;
  - 910 hours for students in full-day kindergarten through Grade 6; and
- 1,001 hours for students in Grades 7-12 are considered a full school year.

Community schools must provide a minimum of 920 hours of learning opportunities per year.

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement. Below are some possible solutions:

### **Short-Term Unavailability:**

If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:

- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year

### **Long-Term Unavailability:**

- Contact County Emergency Management Agency who can assist with resources.
- Contact the Ohio Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility
  - Consider local churches and community centers, with adequate space and restrooms.
  - Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
  - Establish an MOU.
- Transition to an online educational format
  - Ensure that all students have computer and internet access.
  - The local Library may be able to provide assistance.

### **Permanent Closure:**

- Transfer student records to the Ohio Department of Education.
- Communicate closure to parents as quickly as possible.



## VII. PLAN ADMINISTRATION

### A. Approval of the Plan

While developing the emergency management plan for each building, the administrator must involve the following who must sign the plan as described in ORC 3313.536.

- Community law enforcement
- Fire Officials
- Emergency Medical Technician
- Emergency Management
- Behavioral Health Community Partner
- Parents of students who are assigned to the building
- Teaching employees who are assigned to the building
- Nonteaching employees who are assigned to the building

Changes made to the plan should be shared with all emergency responder agencies and with all signatories.

### B. Planning Team/Safety Committee

The Planning Team/Safety Committee, per OAC 3301-5-01 (C), is the group of building personnel and community stakeholders who address safety issues within the school. They meet [how often] per year. The team also collaborates via email, phone calls and one on one meetings. Persons who are not members of the team are invited to make security recommendations at [i.e., PTO meetings] and directly with school staff.

The Safety Committee members are:

Building personnel

- [INSERT NAME], Principal
- [INSERT NAME], Teacher
- [INSERT NAME], Non-Teacher

Community Stakeholders

- [INSERT NAME], Law Enforcement
- [INSERT NAME], Fire Department
- [INSERT NAME], EMS
- [INSERT NAME], Emergency Management
- [INSERT NAME], Behavioral Health

### C. Review and Updates to the Plan

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

Between January 1 and July 1 of each calendar year, the school administrator shall review the plan and certify to the Ohio Department of Education that the plan is current

and accurate. The certification must be entered into SAFE no later than July 1. During the annual review, the School EOP and all components of the Comprehensive Emergency Management Plan will be checked for compliance with ORC 3313.536 and any other applicable state or local ordinance.

Additionally, if at any time changes are made to the School EOP, the revised content will be uploaded to the school's SAFE account within 10 days of those changes being adopted.

In order to remain in compliance with ORC 3313.536, the administrator shall renew the school emergency management plan at least once every three years. Evaluation for compliance will occur at this time.

#### **D. Personal Emergency Preparedness**

All [School Name] staff members are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school

[illegible]

[illegible]