



ARIZONA SCHOOL EMERGENCY OPERATIONS PLANS (EOP)

EOP MINIMUM REQUIREMENTS Arizona Revised Statutes (ARS) 15-341 (A) (31)

INTRODUCTION

Arizona Revised Statutes (ARS) 15-341 (A) (31) requires each school site to have an emergency operations plan (EOP) that meets the minimum state requirements. The Arizona Department of Education (ADE) and the Arizona Department of Emergency and Military Affairs, Division of Emergency Management (AZDEMA) are responsible for developing the minimum standards for school emergency operations plans in Arizona.



Specific language: (ARS) 15-341 (A) (31) *In conjunction with local law enforcement agencies and emergency response agencies, develop an emergency operation plan for each school in the school district in accordance with minimum standards developed jointly by the department of education and the division of emergency management within the department of emergency and military affairs.*

This document provides the components that may be included in a school’s emergency operations plan. The standards are not a systemic guide for completing a comprehensive operations plan, but rather what may be included in your plan.

The following two national resource documents provide a national framework with the most current information applicable for developing and maintaining emergency operations plans.

- *Comprehensive Preparedness Guide (CPG) 101*
- *Guide for Developing High-Quality School Emergency Operations Plans*

Contributors of the two documents included:

- *The Federal Emergency Management Agency (FEMA)*
- *U.S. Department of Education*
- *U.S. Department of Health and Human Services*
- *U.S. Department of Homeland Security*
- *U.S. Department of Justice*
- *Federal Bureau of Investigation*

A variety of resources that include guides, training materials and technical assistance are available to schools relative to the process of revising or developing a comprehensive emergency operations plan that meets the individual needs of the school. ADE, AZDEMA, Arizona Department of Health Services (AZDHS), and the Arizona Department of Public Safety (AZDPS) recognizes a national 6-step process of plan development, as outlined in the two aforementioned national resource documents.

Figure 1 depicts the six steps in the planning process. Each step in the planning process, Schools should consider the impact of their decisions on ongoing activities such as training and exercises, as well as on equipment and resources.



Figure 1: Steps in the Planning Process



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Information and resources for developing and strengthening emergency operations plans, as well as locating course offerings of the Multi-Hazard Emergency Planning for Schools course, may be found on the Arizona Department of Education website: <http://www.ade.gov/shs/sep>

ADE website materials include, but are not limited to:

- 2019 Emergency Operations Plan Template*
- Local, State and Tribal planning assistance directory*
- Comprehensive Preparedness Guide (CPG 101)*
- Guide for Developing High-Quality School Emergency Operations Plans*
- EOP guidance for Access and Functional Needs (AFN) and non-English speaking students*
- Training opportunities*
- All hazards planning prevention/mitigation, preparedness, response, and recovery information and resources*
- Information and resources informative for parents*

More school resources may be found at:

Arizona Department of Emergency and Military Affairs, Division of Emergency Management

<https://dema.az.gov/emergency-management/preparedness/training>

Arizona Department of Health Services <https://www.azdhs.gov/director/index.php#county-health-departments>

Arizona Department of Public Safety <https://www.azdps.gov>

Readiness for Emergency Management for Schools Technical Assistance Center <https://www.rems.ed.gov>

Federal Emergency Management Agency, National Emergency Training Center (NETC) www.training.fema.gov

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MINIMUM REQUIREMENT SECTIONS 1- 2- 3

SECTION 1 - INCIDENT COMMAND SYSTEM (ICS)

- a. The ICS shall be used to manage emergencies that occur on school properties.
- b. The school district governing board and/or superintendent shall develop a procedure or policy that ICS will be used to manage school emergencies.
- c. ICS training is required for each individual who is assigned a function within the school or district ICS organizational structure.

ICS – Is a Component of the National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a systematic, proactive approach to guide all levels of government, nongovernmental organizations (NGOs), and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. NIMS provides a consistent foundation for all incidents, ranging from daily occurrences to incidents requiring a coordinated local, state, tribal or federal response.

NIMS is organized into three major components:

- *Resource Management*
- *Command and Coordination – Including the Incident Command System*
- *Communications and Information Management*

GUIDANCE NIMS AND ICS

At a minimum district/school employees identified to fill a role within the ICS structure must successfully pass the following Federal Emergency Management Agency (FEMA) Independent Study (IS) course:

IS 100.c, Introduction to ICS

It is recommended District personnel who fill a role within the ICS structure and desire additional training complete the following:

IS 200, Basic ICS
IS 700, NIMS

IS courses may be taken online at:
www.training.fema.gov/IS/crslst.aspx



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SECTION 2 - EMERGENCY OPERATIONS PLAN (EOP)

EOP REQUIRED SECTIONS:

- Introduction
- Purpose
- EOP Activation Authority and Communication
- Situation Overview
- Direction, Control and Coordination
- Emergency Operations Plan
- Attachments

a. Introduction:

- a. Table of contents
- b. Approval statement with dated signature of superintendent and/or principal
- c. District level signature page with superintendent or district designee signature
- d. *Consider providing applicable plan information to your local community support agencies such as public health, law enforcement, fire services and emergency management.*

b. Purpose:

- a. State the purpose and/or procedures of the emergency operations plan and the scope for which it applies.

c. EOP Activation Authority and Communication

- a. List the school or districts policy and/or procedure for activation of the EOP.
- b. Identify the title of those approved to activate the EOP.
- c. List the order of succession by title.
- d. List communication methods for warning staff of an emergency and policy and procedure for emergency notification to 911, or local emergency response agencies.

GUIDANCE

INTRODUCTION, PURPOSE,
ACTIVATION AUTHORITY &
COMMUNICATION

Introduction: It is recommended, although not required that each site emergency operations plan follow the format of the April 2019 ADE Emergency Operations Plan Template.

- a. See Table of Contents section in ADE EOP Template for example.
- b. Approval descriptive information (ADE EOP Template , page 6)
- c. District level signature page "Community Partners Signature" indicate receipt of a copy of the district/school EOP (ADE EOP Template page 7)

Purpose: (ADE EOP Template Page 8)

EOP Activation Authority and Communication (ADE EOP Template page 14, with additional Communications information on pages 24-25)



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d. Situation Overview:

- a. State the number of students and employees normally present on campus, and any scheduled daily differences in population, such as before and after school programs to include clubs and athletics
- b. Identify the number of access and functional (AFN) students, limited-English proficient students and staff per building
- c. Consider collaboration with your local community support agencies (public health, law enforcement fire services and emergency management) as you complete a hazard analysis of your school grounds and buildings, as well as the surrounding community, including natural and human related hazards.

e. Direction, Control and Coordination

- a. Create an Incident Command System (ICS) organizational chart for your site, which will include a chain of command and alternates to implement and carry out the plan.
- b. At a minimum include the following:
 1. Incident Commander
 2. Public Information Officer
 3. Safety Officer
 4. Liaison Officer
 5. Operations Section
- c. Designate primary and alternate on-site command posts and staging areas
- d. Identify persons to be notified during an emergency. List their agency, name, title, and contact information
- e. Utilize plain language for commands that alert staff and students to emergency responses. Code words shall not be used.

Responses may include:

 1. Evacuation (On-site, Off-site, Reverse)
 2. Lockdown
 3. Shelter-In-Place
- f. Designate primary and alternate evacuation routes and assembly areas.

GUIDANCE SITUATION OVERVIEW, DIRECTION, CONTROL & COMMUNICATION

Situation Overview: (ADE EOP Template, page 9)

ADE EOP Template Section I, pages 9-10 provides guidance to assist in the development of the Situation Overview items a, b, c.

Direction, Control and Coordination: (ADE EOP Template page 19)

- a. Examples of ICS charts (ADE EOP Template, page 20)
- b. Each ICS position shall have a minimum of two (2) persons who are most qualified with the organization to fill that position, one primary, and one alternate. Each person shall have training in their assigned positions. ICS job responsibilities and descriptions can be reviewed in the ADE EOP Template, pages 19-24
- c. ICS assignments and staging areas may be found in the ADE EOP Template, Appendix A, pages 12-13



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Direction, Control and Coordination *continued*

- g. Designate primary and alternate on-site and off-site relocation areas, other necessary response, or recovery sites, and how students/staff would be moved or transported
- h. Describe how access and functional needs (AFN), limited or non-English proficient students and staff will be provided for.
- i. To assist students and staff, provide classroom guides for quick reference. Post guides in each classroom, indoor assembly area and school transportation vehicle.
- j. Develop procedures for off campus emergencies (field trips, bus accidents, etc.) and response procedures for before and after school programs.
- k. Develop and train staff, to include substitute teachers, and parent/guardian on parent-guardian/student reunification

GUIDANCE con't. DIRECTION, CONTROL & COMMUNICATION

- d. This would include district level personnel as well as first responders and public safety agency personnel. The school site should make no more than two (2) calls, those being to the 911 center and district office.
- e. Lockdown – Terminology may vary regionally (e.g. use of Hard Lockdown or Soft Lockdown to differentiate the type of lockdown).
- g. Other necessary sites may include medical triage, mental/behavioral health, etc.
- h. AFN planning forms and limited-English speaking picture cards may be found on the ADE website.
- i. Courses of actions in the classroom guide should align with School EOP.
- j. State who is in charge during an off-campus emergency. Inform parent/guardian how to find information at the district/school level if an accident or incident occurs during a field trip.
- k. See ADE Template Section II Functional Annexes, pages 11-14. Specific policies and procedures must be in place to dictate the release of students to parents/guardians.



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f. Emergency Operations Plan Attachments:

- a. ICS structure and ICS position responsibilities
- b. Student roster with parent/legal guardian phone numbers
- c. Master schedule
- d. Faculty/staff with emergency phone numbers
- e. Community emergency phone numbers
 - 1) General Emergency Number – 911
 - 2) Ambulance
 - 3) Poison Control Center
 - 4) Police Department/Sheriff/State Police
 - 5) Fire Department
 - 6) Local Hospital
 - 7) Public Health Department
- f. Map(s) of relocation site(s) to include the identification of assembly areas, staging areas, request/release gates, medical and mental/behavioral health services, command post, and parent/guardian parking
- g. Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of emergency utility shut-off valve locations, heat plants, boilers, generators, flammable liquid storage, other hazardous materials, fire-fighting equipment placement, Automatic External Defibrillators (AEDs), Stop the Bleed Kit, first aid facilities, and property and building assess points.
- h. List with the names, title, address, telephone numbers and organizational responsibilities for emergency operations personnel
- i. Sample statements/letters for use in notifying faculty, students, parents/guardians, and media about an emergency
- j. Student accountability/release forms

GUIDANCE EMERGENCY OPERATIONS PLAN ATTACHMENTS

Emergency Operations Plan Attachments:

- d. Recommended to conduct test of these contacts at least annually
- e. Add emergency phone numbers that serve your community
- g. Note location and distribution of site plan or blueprint.
- i. Sample statements, letters are included in Appendix A of ADE EOP Template
- j. Sample Student accountability/release forms are included in the ADE EOP Template, Appendix A



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SECTION 3. PLAN MAINTENANCE, & TRAINING, & EXERCISE

- a. Conduct an annual review of the EOP and EOP attachments. Additionally, update plan as needed when lessons learned were identified after an emergency response, training, or exercise event.
- b. Collaborate with local emergency management, fire, law enforcement and public health agencies as needed when addressing hazard, threat, or risk assessments, plan development or revision, training, and exercises.
- c. Conduct annual training of all staff, to include substitute teachers, on warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (Incident Command System)
- d. Annually review and provide training of your Incident Command System for those with assigned responsibilities.
- e. Annually practice as identified below each of the listed emergency response drills with students and staff:
 1. Lockdown – three (3) per school year. One (1) of which shall occur when students are outside the classroom.
 2. Shelter-in-Place – One (1) per school year
 3. Evacuation – Follow evacuation drill requirements provided by the fire marshal for your jurisdiction
 4. Although not required, districts should consider conducting one (1) parent/guardian student reunification drill each school year.
- f. Best practice is to complete a debriefing after each drill to identify strengths and weaknesses in your plan. The plan should be updated based upon recommendations from the debriefing.
- g. Complete and document the annual review and evaluation of plan and provide stakeholders with revisions.

GUIDANCE PLAN MAINTENANCE, TRAINING & EXERCISE

Plan Maintenance, Training & Exercise (ADE EOP Template, pages 26-27):

Prior to the beginning of the school year consider a 10-20 minute awareness training on the topic of ICS for staff that has not been assigned a role in the ICS structure. This is in addition to more in-depth training for the ICS personnel.

It is appropriate and time efficient to conduct drills consecutively, such as shelter in place followed by evacuation.

Any plan weakness identified during drills or debriefing sessions should be addressed at that time. Modify plan accordingly.

It is not recommended that copies of the entire plan be provided to non-district employees or non-public safety personnel.

