

ARIZONA MINIMUM REQUIREMENTS FOR SCHOOL EMERGENCY OPERATIONS PLANS

In compliance with A.R.S. 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 (DEMA) 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 response 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. Any emergency response plan developed pursuant to this paragraph must address how the school and emergency responders will communicate with and provide assistance to students with disabilities.*

This document provides the components that shall be included in a school's emergency operations plan to comply with ARS 15-341(A)(31). The standards are not a systemic guide for completing a comprehensive operations plan, but rather what must be included in your plan. Each section below outlines the requirements that schools must abide by. All local education agencies must comply with the contents of this document no later than the beginning of the 2026-2027 school year.

Document Authorization

On behalf of the Arizona Department of Education and the Arizona Department of Emergency and Military Affairs, the 2024 edition of the Arizona Minimum Requirements for School EOPs is hereby authorized. It shall replace and supersede all previous versions of the document. By signing below, we acknowledge and agree to the terms set forth herein and confirm that this is the final and binding version of the document.

Signature: **Michael J. Kurtenbach** Digitally signed by Michael J. Kurtenbach
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Date: **8/9/24**

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Date: **8/14/24**

Part I: Incident Command System (ICS)

1. The Incident Command System shall be used to manage emergencies that occur on school properties.
2. The school district governing board and/or superintendent shall develop a procedure or policy that ICS will be used to manage school emergencies.
3. IS-100.c training (Introduction to ICS) from the Federal Emergency Management Agency (FEMA) is required for each individual assigned the role of Incident Commander within the school or district ICS organizational structure.
4. All other individuals who are assigned a function within the school or district ICS organizational structure (not including the Incident Commander) must take one of the training courses indicated in Table 1 (see below).

Course Title and Number	Additional Details
IS-100.c – Introduction to the Incident Command System	No cost Self-paced, online
IS-362.A – Multi-Hazard Emergency Planning for Schools	No cost Self-paced, online
PREPaRE Workshop 1 – Comprehensive School Safety Planning: Prevention through Recovery	Cost Associated 8-hour course In-person
FEMA G0360 – Preparing for Emergencies: What K-12 Schools Need to Know	Cost Associated 16-hours In-person
FEMA G0361 – Multi-Hazard Emergency Planning for K-12 Schools	Cost Associated 16-hours In-person

Table 1. Courses available for ICS roles other than Incident Commander.

*Functional roles (other than the Incident Commander) per the Arizona Minimum Requirements for School Emergency Operations Plans include the Public Information Officer, Safety Officer, Liaison Officer, and Operations Section Chief.

5. Any individual who is assigned a function* with the school or district ICS organization structure must complete one of the trainings listed in Table 2 (see below) every 10 years from the last date of their most recent ICS training:

Course Title and Number	Additional Details
FEMA IS-100.c – Introduction to the Incident Command System	No cost Self-paced, online
FEMA IS-200.C – Basic ICS for Initial Response	No cost Self-paced, online
FEMA IS-362.A – Multi-Hazard Emergency Planning for Schools	No cost Self-paced, online
FEMA IS-366.A – Planning for the Needs of Children in Disasters	No cost Self-paced, online
FEMA IS-368.A – Including People with Disabilities in Disaster Operations	No cost Self-paced, online
FEMA IS-700.B – An Introduction to NIMS	No cost Self-paced, online
PREPaRE Workshop 1 – Comprehensive School Safety Planning: Prevention through Recovery	Cost Associated 8-hours In-person
FEMA G0360 – Preparing for Emergencies: What K-12 Schools Need to Know	Cost Associated 16-hours In-person
FEMA G0361 – Multi-Hazard Emergency Planning for K-12 Schools	Cost Associated 16-hours In-person

Table 2. Courses available for ICS role refresher training.

*Functional roles in the Incident Command System required by the Arizona Minimum Requirements for School Emergency Operations Plans include Incident Commander, Public Information Officer, Safety Officer, Liaison Officer, Operations Section Chief.

Part II: Emergency Operations Plan (EOP) Required Sections and Content

Per the Arizona Minimum Requirements, an EOP shall include all sections and content below and may be organized in the following manner:

Section I - Basic Plan

1. Table of Contents
2. Signatory Page
 - ☐ Approval statement with dated signature of the site leaders (superintendent and/or principal)
 - ☐ District-level signature page with superintendent or district designee signature (district leadership)
3. Introduction
4. Purpose
 - ☐ State the purpose of the emergency operations plan.
 - ☐ State the scope for which the emergency operations plan applies.
5. Situation Overview
 - ☐ School Population
 - 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.
 - Identify the number of students and staff with disabilities and/or access and functional needs (AFN) and limited-English proficiency (LEP) by building.
6. EOP Activation Authority
 - ☐ List the school/district policy and/or procedure for activation of the EOP.
 - ☐ Identify the title(s) of those approved to activate the EOP.
 - ☐ List the order of succession by title.
 - ☐ Provide the school/district policy and/or procedure for delegation of authority in an emergency.

7. Communication, Emergency Notification, and Warning

- ☐ List communication methods used for warning staff of an emergency and the school/district policy and/or procedure for emergency notification to 911.
- ☐ Identify how students, including those with specialized needs, will be notified of an emergency in the school/district.

8. Direction, Control, and Coordination

- ☐ 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.
- ☐ At a minimum, include the following:
 - Incident Commander
 - Public Information Officer
 - Safety Officer
 - Liaison Officer
 - Operations Section
- ☐ Designate primary and alternate on-site command posts and staging areas.
- ☐ Identify the roles to be notified during an emergency. List the agency, title, and contact information.
- ☐ Utilize plain language for commands that alert staff and students to emergency responses.

Examples of appropriate responses include, but are not limited to:

- Evacuation (Evacuate)
 - Lockdown
 - Shelter-in-place (Shelter)
 - Hold
 - Secure
- ☐ Designate primary and alternate evacuation routes and assembly areas.
 - ☐ Designate primary and alternate on-site and off-site relocation areas, other necessary response, or recovery sites. For each identified relocation area, detail how students/staff will be moved or transported.

- ☐ Describe how access and functional needs (AFN), limited or non-English proficient students and staff will be provided for.
- ☐ Develop procedures for off-campus emergencies (field trips, bus accidents, pedestrian/motor vehicle accident, etc.) and response procedures for before and after school programs.

Section II – Functional Annexes

1. At a minimum, develop annexes for the following critical functions of school emergency operations:
 - ☐ On-site evacuation
 - ☐ Off-site evacuation
 - ☐ Lockdown
 - ☐ Shelter-in-place
 - ☐ Parent-student reunification
 - ☐ Communication and warning

Section III – Threat/Hazard Annexes

1. Develop an annex for *each of the top two* prioritized threats and/or hazards.

If the top two priorities shift from year to year, add to the existing annexes included in this section during your annual review of the EOP.
2. Develop a Communicable Disease/Pandemic Procedures Annex.

Appendices/Attachments

1. Hazard Assessment Worksheet
2. ICS structure and ICS position responsibilities
3. The student roster and parent/legal guardian contact information shall be accessible to school staff in the event of an emergency. Include the following information:
 - ☐ Provide details on how the student roster will be accessible in an emergency.
 - ☐ Include primary backup method for how student roster information will be accessible in an emergency. (ex. Technological failure)
4. Provide details on how parent/legal guardian contact information will be accessible in an emergency.

5. Include primary backup method for how parent/legal guardian contact information will be accessible in an emergency. (ex. Technological failure)
6. Acceptable forms of student roster storage include:
 - a. Readily accessible via the technological platform the school/district partners with for student information management.
 - b. Printed and stored in a pre-designated, secure location(s) at the campus/district.
 - c. Housed on a drive that is stored in a pre-designated, secure location(s) at the campus/district.
7. Faculty/staff roster with emergency phone numbers
 - a. Readily accessible via the technological platform the school/district partners with for student information management.
 - b. Printed and stored in a pre-designated, secure location(s) at the campus/district.
 - c. Housed on a drive that is stored in a pre-designated, secure location(s) at the campus/district.
8. Community emergency phone numbers
 - ☐ General Emergency Number – 911
 - ☐ Ambulance
 - ☐ Poison Control Center
 - ☐ Police Department / Sheriff / State Police
 - ☐ Fire Department
 - ☐ Local Hospital
 - ☐ Public Health Department
9. Develop and store quick access emergency procedure guides in all classrooms and all indoor assembly areas. School transportation drivers shall be provided with readily accessible emergency procedures for each event requiring student transportation.
10. Map(s) of relocation site(s). Relocation site maps shall clearly identify assembly areas, staging areas, request/release gates, medical and mental/behavioral health services, command post, and parent/guardian parking.

Acceptable forms of relocation site map storage include:

- a. Readily accessible via the technological platform the school/district partners with for interoperability in emergency response.
 - b. Printed on paper and stored in a pre-designated, secure location(s) at the campus/district.
 - c. Housed on a drive that is stored in a pre-designated, secure location(s) at the campus/district.
11. 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 access points.

Acceptable forms of site/facility map storage include:

- a. Readily accessible via the technological platform the school/district partners with for interoperability in emergency response.
 - b. Printed on paper and stored in a pre-designated, secure location(s) at the campus/district.
 - c. Housed on a drive that is stored in a pre-designated, secure location(s) at the campus/district.
12. Contact list that contains primary and backup assignments for emergency operations personnel, including:
- ☐ Title
 - ☐ Address
 - ☐ Email Address
 - ☐ Telephone number
 - ☐ Organizational responsibilities

13. Sample statements/letters for use in notifying faculty, students, parents/guardians, and media about an emergency.

Stakeholder Group	Communication Examples
Staff	<ul style="list-style-type: none">- Predetermined statements to detail clear instruction of how emergency response action will be activated/completed.
Students	<ul style="list-style-type: none">- Acknowledgement of Student Expectations in Emergency- Student Release/Accountability Procedures in Emergency
Parents/Guardians	<ul style="list-style-type: none">- Acknowledgement of Parent Expectations in Emergency- Relocation/Reunification Details- Incident Management Status Updates
Media	<ul style="list-style-type: none">- Public Information Release (Media Statement)- Incident Management Status Updates

14. Student accountability/release forms.

School safety planners can assess progress made on the developing the emergency operations plan by completing the 2025 Emergency Operations Plan Self-Assessment Checklist.

Part III: Plan Maintenance, Training, and Exercise

1. Conduct an annual review of the EOP, annexes, and EOP attachments. Utilize documentation from incident response, drills, and training or exercises to update plan as needed.
2. Collaborate with local emergency management, fire, law enforcement and public health agencies when addressing hazard, threat, or risk assessments, and as needed for plan development or revision, training, and exercises.
3. Conduct annual training on the EOP for all staff, to include substitute teachers. Relevant content may include:
 - a. Warning/response signals
 - b. Evacuation routes
 - c. Assembly areas
 - d. Emergency procedures
 - e. Chain of command (ICS)
4. Train staff, including substitute teachers and parents/guardians on reunification plan and relevant procedures.
5. Annually review and provide training for the roles in your ICS organization chart with assigned functional responsibilities.
6. Annually practice each of the listed emergency response drills listed below with all impacted students and staff.
 - a. **Lockdown** – Three (3) per school year, one (1) of which shall occur when students are outside of the classroom.

The **LOCKDOWN** response action is used to secure school buildings and grounds during incidents where there is an immediate threat of violence posed to the members of the school community. The primary objective of a lockdown drill is to quickly ensure all school staff, students, and visitors are secured behind a locked door and away from immediate danger.

Lockdown Drill Compliance Schedule: The first lockdown drill shall be completed by the school's scheduled fall break. The second lockdown drill shall be completed no earlier than the end of fall break and no later than the school's winter break. The final lockdown drill shall be completed no earlier than the end of winter break and no later than the beginning of spring break.

Lockdown Drill Requirements:

1. Three (3) lockdown drills shall be practiced during each school year.
2. One (1) of the planned lockdown drills shall occur at times when students are not in the classroom. (i.e., passing periods, before/after school, lunch, recess)
3. Planned lockdown drills shall occur in accordance with the compliance schedule indicated below.

Lockdown Drill Number	Compliance Schedule
1	Before fall break
2	After fall break and before winter break
3	After winter break and before spring break

b. Shelter-in-place – One (1) per school year.

The **SHELTER-IN-PLACE** response action is used when building occupants are required to remain indoors, perhaps for an extended period, because it is safer inside the building/room than outside. Classroom activities may continue as planned at the discretion of school leadership. This response action is specifically used for adverse weather events or hazmat situations.

Shelter-in-place Drill Requirements:

1. One (1) shelter-in-place drill shall be practiced each school year.

c. Evacuation – Follow evacuation drill requirements in accordance with the most recent International Fire Code.

The **EVACUATE** response action is used for emergencies that require school staff to move students, staff, and other on-campus individuals away from threats, such as fires, hazardous material spills, or other hazards that affect the safety of the campus.

Evacuation Drill Requirements:

1. Evacuation drills in Arizona schools shall be conducted in accordance with the most recent International Fire Code.

7. Within 5 business days after each drill, complete a debriefing to document the following information at a minimum:

Required Components of Drill Debrief	
*At the end of each school year, each school shall have compiled at least 5 drill debriefs in alignment with the annually required drills.	
**Each drill debrief shall be completed within five (5) business days after the drill's occurrence.	
1.	Name(s) and title(s) of individuals participating in drill debrief.
2.	Area(s) for Improvement identified during the drill.
3.	Action steps identified for improving identified gaps/challenges.

8. Document the annual review and evaluation of the plan in the EOP Record of Change
9. Provide stakeholders with relevant updates/revisions; document distribution in the EOP Record of Distribution.