

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School \_\_\_\_\_ Date \_\_\_\_\_ Completed by (Name, Position) \_\_\_\_\_

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
<b>1. BASIC PLAN</b>					
<b>1. Introduction</b>					
a. Cover Page (Title, Date, and School(s) covered)					
b. Promulgation Document and Signatures Page					
c. Approval and Implementation					
d. Record of Changes					
e. Record of Distribution					
f. Table of Contents					
<b>2. Purpose, Scope, Situation Overview, and Assumptions</b>					
a. Purpose					
b. Situation Overview					
1. Threats and hazards that pose a risk to the school (from Assessments)					
(a) Physical Safety/Vulnerability of School Buildings, Grounds, and Equipment					
(b) "Hot Spot" mapping					
(c) Community-at-large Assessments					
(d) Psychological Safety Assessments					
i. Conduct School Climate Surveys					
A. Healthy Kids Colorado Survey					
B. CSPV					
C. Other:					
1) Student Climate					
2) Staff Climate					
3) Parent Climate					
(e) Capacity Assessment					
i. Identify training and skills of faculty, students, and staff					
ii. Inventory equipment and supplies					
(f) Resource Mapping of Student Safety & Prevention Programs					
(g) Other:					
2. Dependency on other parties					

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<b>3. Concept of Operations</b>					
a. Identify those with authority to activate the plan					
b. Describe the process for coordinating with agencies, boards, or divisions					
1. School Mental Health Services					
2. Early Intervention/Problem Solving Team					
3. Law Enforcement & Juvenile Justice					
4. Fire Department					
5. EMS					
6. Community Mental Health Services					
7. Provide Anonymous Reporting System and Training for Staff & Students					
(a) Safe2Tell reporting line					
(b) Other:					
c. Describe how plans address the architectural, programmatic, and communication rights of those with disabilities, access needs, and functional needs					
d. Identify response and support agency plans that support the implementation of this plan (e.g., city or county EOPs, school EOPs from schools co-located on the campus)					
e. Explain primary purpose of the plan is to prevent, protect from, and mitigate impact on life or property					
f. Explain primary purpose of the plan is to respond to the emergency and minimize impact on life or property					
g. Explain primary purpose of the plan is to recover from the impact on life and property					
<b>4. Organization and Assignment of Responsibilities</b>					
a. Describe the broad roles and responsibilities of individuals that apply during all emergencies					
1. District Safety Planning Team					
2. District Crisis Response Team (Incident Command Structure roles)					



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3. Building Safety Planning Team (potential participants include, but are not limited to: principals, other school administrative leaders, teachers, support personnel, parents and guardians)					
4. Building Crisis Response Team (ICS)					
5. Multi-Agency Crisis Planning Team					
6. Threat Assessment Team					
7. Psychological Recovery Team					
8. Damage Assessment Team					
9. Other					
b. Describe informal and formal agreements for the activation and sharing of resources and information during an emergency					
1. Written Memoranda of Understanding with:					
(a) Law Enforcement					
(b) Fire Department					
(c) EMS					
(d) Community Health Partners					
(e) Evacuation Locations					
(f) County Emergency Management					
(g) Other Community Partners					
i. Neighboring Schools					
ii. Businesses					
<b>5. Direction, Control, and Organization</b>					
a. ICS structure					
b. Explain relationship between school EOP and broader community's emergency management system					
c. Identify who has control of equipment, resources, and supplies (and back up)					
<b>6. Information Collection, Analysis, and Dissemination</b>					
a. Identify the information helpful in implementation of activities before, during, and after an emergency					
1. Before: Policies and Procedures					
(a) School Safety/NIMS Compliance					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(b) Threat Assessment					
(c) Discipline and Code of Conduct					
(d) Harassment & Bullying					
(e) School Engagement & Truancy					
(f) Social-Emotional Learning					
(g) Technology					
(h) Drug & Alcohol Prevention & Intervention					
(i) Pandemic Procedures					
(j) Infectious Diseases Prevention/Mitigation					
i. Surveillance system in place					
ii. Staff education					
iii. Parent/guardian education					
iv. Preventive hygiene					
v. Coordination with local health offices					
vi. Sanitation supplies					
(k) Food Allergies & Handling Procedures					
i. Food allergy management					
ii. Contamination prevention					
iii. Biosecurity measures					
(l) Mail Handling Procedures					
i. Establish a central location					
ii. Staff training on safe handling					
(m) Use or non-use of volunteers after a crisis					
(n) Students and Staff with Disabilities					
i. Identify students and staff needing assistance					
ii. Devise individualized plan for assistance and identify all those needed to implement the plan					
iii. Have information available to notify first responders of these individuals and designate staging areas for evacuation					
iv. Train all appropriate students and staff necessary to assist.					
(o) Field Trips					
i. Itinerary appropriate					
ii. Detailed permission slips with medical information					
iii. Overnight accommodations					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
iv. Trained and adequate number of adult chaperones					
v. Emergency operations plan for trip					
vi. Check of student insurance policies					
(p) Protection of Electronic Communication					
i. Damage, unauthorized use, or exploitation of electronic communications system					
ii. Restoration of electronic communications system					
iii. Restoration of services to the systems and information contained therein					
(q) Community Users of Facilities					
i. Policies for outside users including complimentary mission					
ii. Duty to supervise?					
iii. Users complete a facilities or joint use agreement					
iv. Proof of insurance with district named as additional insured on their policy					
v. Users have an Emergency Operations Plan					
vi. Implement a hazard reporting system					
(r) Other Safety Related Policies					
2. Before: Update Organizational and Supporting Information Essential to the EOP					
(a) Update Floor Plans and Site Plans					
(b) Update Topographic, Flood Plain and Street Maps					
(c) Designate Key Operational Locations including:					
i. Incident Command Post					
ii. Evacuation sites both on and off campus					
iii. Shelter-in-place Zones					
iv. Staging areas for emergency personnel					
v. Media communications center					
vi. Parent reunification sites					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
vii. Other:					
(d) Provide Comprehensive School Health & Psychological Services					
i. Health Education					
ii. School Nurse					
iii. School Counselor(s)					
iv. School Social Worker					
v. School Psychologist					
vi. Drug & Alcohol Services					
vii. Early Intervention/Problem Solving Team					
viii. Community Mental Health Services					
ix. Other:					
3. Before and During: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, and local crime reports.					
4. After: mental health, emergency management, relief agencies' websites and hotlines					
(a) What is the source of the relief information?					
(b) Who analyzes and uses the information?					
(c) How is the information collected and shared?					
(d) What is the format for providing the information to those who will use it?					
(e) When should the information be collected and shared?					
5. Complete After Action Reports					
(a) Who completes it					
(b) How are changes reflected in EOP					
<b>7. Training and Exercises</b>					
a. Training Objectives					
1. Roles and Responsibilities					
2. Student Training					
a) New Student Orientation					
b) Harassment & Bullying Prevention					

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c) Positive Behavioral interventions & Supports (PBIS)					
d) Suicide Prevention					
e) Drug & Alcohol Prevention					
f) School Engagement & Truancy Prevention					
g) Social-Emotional Learning					
h) Personal Safety & Dating Violence					
i) Safe Routes to School					
j) Other:					
3. District Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
4. District Crisis Response Team					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
5. Multi-Agency Crisis Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
6. Building Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
7. Building Crisis Response Team (ICS)					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
8. Psychological Recovery Team					
(a) NASP PREPaRE					
9. Threat Assessment Team					
10. Damage Assessment Team					
11. Staff Training					
(a) Mental Health Issues					
(b) School Engagement & Truancy Prevention					
(c) Child Abuse					
(d) Threat Assessment					
(e) Suicide Prevention, Response, and Reporting					

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ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(f) Substance Abuse Awareness & Prevention					
(g) Violence Prevention, Awareness & Reporting Procedures					
(h) Staff Assignments for supervision: hallways, lavatories, bus stops, exits and playgrounds					
(i) Other:					
12. Visitor Identification Procedures					
13. Parent/Guardian Training					
14. Other					
b. Frequency					
c. Exercises: Tabletop, Drills, Functional, Full-Scale					
1. Lockdown					
2. Lockout					
3. Shelter-In-Place					
4. Evacuation					
5. Reunification					
<b>8. Administration, Finance, and Logistics</b>					
a. Identify administrative controls and requirements that will be used to provide resource and expenditure accountability during an emergency					
b. Describe how the school will maintain accurate logs of key activities					
c. Describe how vital records will be preserved during an emergency					
d. Identify general policies for:					
1. Keeping financial records					
2. Tracking resource needs					
3. Tracking the source and use of resources					
4. Acquiring ownership of resources					
5. Compensating the owners of private property used by the school					
<b>9. Plan Development and Maintenance</b>					
a. Describe the planning process, participants in the process, how					



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development and revision of EOP are coordinated before an emergency					
b. Assign responsibility for overall planning and coordination to a specific position or person					
c. Provide for regular cycle of training, evaluating, reviewing and updating of the EOP					
d. Conduct Annual Inventory of Safety Equipment and Supplies					
1. Radios					
2. Go-kits					
(a) Administrators' Go-kits					
(b) Medical Go-kits					
(c) Classroom Go-kits					
(d) Other supplies as needed for your population/location					
3. Supplies on hand for an extended shelter-in-place, i.e. water, food, flashlights, diapers, etc.					
<b>10. Authorities and References</b>					
a. Include lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies					
b. Include provisions for the succession of decision-making authority and operational control in the absence of the authorized school administrator					

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## 2. FUNCTIONAL ANNEXES (APPENDICES)

**All EOPs should include the following functional annexes AT A MINIMUM.**

**1. Evacuation**

- a. Identify on-site evacuation locations
- b. Identify two off-site emergency evacuation locations
- c. Check all evacuation sites annually for safety compliance
- d. Plan the procedures for evacuation
- e. Identify the students/staff needing special assistance for evacuation and develop Individualized Evacuation Plans

**Considerations:**

- a. How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
- b. How to evacuate when the primary evacuation route is unstable.
- c. How to evacuate students who are not with a teacher or staff member.
- d. How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g. wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

**2. Lockdown**

- a. Identify appropriate "safe" zones within the building
- b. Plan the procedures for lockdown

**Considerations:**

- a. How to lock all exterior doors, and when it may or may not be safe to do so.
- b. How particular classroom and building characteristics (i.e. windows, doors) impact possible lockdown courses of action.
- c. What to do when a threat materializes inside the school.

**3. Lockout**

- a. Plan the procedures for lockout

**Considerations:**

- a. How to secure the building and protect building occupants where a higher than normal threat is present near or in the vicinity of the campus.

**4. Shelter-in-Place**

- a. Identify appropriate "safe" zones within the building
- b. Plan the procedures for shelter-in-place

**Considerations:**

- a. What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g. water, snacks,

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blankets)					
b. How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.					
c. How to move students when the primary route is unusable.					
d. How to locate and move students who are not with a teacher or staff member.					
e. Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.					


<b>5. Accounting for All Persons</b>					
a. How will staff determine who should be in attendance at the assembly area?					
b. What steps will be taken when a student, faculty, staff member, or visitor cannot be located?					
c. How will staff report to the assembly supervisor?					
d. How and when will students be dismissed or released?					


<b>6. Communications and Warning</b>					
a. Develop Effective Communications Plans					
1. Interoperability within campus					
2. Interoperability with emergency responders					
3. Staff Communications					
4. Student Communications					
5. Parent Communications					
6. Media Communications					

<b>Considerations:</b>					
a. How to account for technology barriers faced by students, staff, parents, and guardians					
b. How impacts on students will be communicated to the community, including impact on activities related to the school, but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).					


<b>7. Family Reunification</b>					
a. Detail how students will be reunited with their families or guardians.					
1. Inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.					
2. Verify that an adult is authorized to take custody of a student.					
3. Facilitate communication between the					



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parent check-in and the student assembly and reunion areas.					
4. Ensure students do not leave on their own.					
5. Protect the privacy of students and parents from the media.					
6. Reduce confusion during the reunification process.					
7. Update families.					
8. Account for technology barriers faced by students, staff, parents, and guardians.					
9. Effectively address language access barriers faced by students, staff, parents, and guardians.					
<b>8. Continuity of Operations Plan (COOP)</b>					
a. Design so that it can be activated at any time and sustained for up to 30 days.					
b. Set priorities for re-establishing essential functions, such as restoration of school operations, record keeping, payroll and maintaining the safety and well-being of students and the learning environment.					
c. Ensure students receive related services in the event of a prolonged closure.					
<b>9. Recovery</b>					
a. Academic Recovery					
1. When the school will be closed and reopened, and who has the authority to close and reopen.					
2. What temporary space(s) the school may use if school buildings cannot be immediately reopened.					
3. How to provide alternate educational programming in the event that students cannot physically reconvene.					
b. Physical Recovery					
1. Document and photo school assets, including physically accessible facilities, in case of damage.					
2. Identify which personnel have expert					

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knowledge of the assets and how and where they will access records to verify current assets after an emergency					
3. Identify how the school will work with utility and insurance companies before an emergency to support a quicker recovery					
c. Fiscal Recovery					
1. Identify how district leadership will be included					
2. Identify how staff will receive timely and factual information regarding returning to work					
3. Identify what sources the school may access for emergency relief funding					
d. Psychological and Emotional Recovery					
1. Identify who will serve as the team leader					
2. How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.					
3. Identify how to address immediate, short- and long-term counseling needs of students, faculty, staff, and families					
4. Identify how to handle commemorations, memorial activities, or memorial structures					
(a) When will site be closed					
(b) What will be done with notes and tributes					
(c) How will students be informed in advance					
5. Identify how memorial activities will balance honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future					
6. Identify how Public Health, Medical, and Mental Health annex will inform the actions and plans for all components of the Recovery annex.					

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<b>10. Public Health, Medical and Mental Health</b>					
a. Roles of staff members in providing first aid during an emergency					
b. Location of emergency medical supplies and those responsible for purchasing and maintaining those materials					
c. Identification of staff with relevant training or experience (first aid, CPR)					
d. Access to sufficient number of counselors and others trained in psychological first aid					
e. Identify the process for sharing and reporting information about outbreaks, epidemics, or other unusual medical situations to the local health department					
f. Provide support to students, faculty, and staff identified by the Threat Assessment Team					
<b>11. Security</b>					
a. Role of law enforcement officers in and around school					
b. Ensure the buildings and facilities are physically secure					
1. Implementation of Crime Prevention Through Environmental Design (CPTED)					
c. Safe routes to school, including traffic control and pedestrian safety					
d. Keep prohibited items or materials out of school					
e. How to respond to threats identified by the Threat Assessment Team					
f. Address issues of cyber-security and threats to the information technology systems					
g. How information will be shared with law enforcement or other responders, being mindful of FERPA, HIPAA, and other civil rights laws.					

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**3. THREAT- OR HAZARD-SPECIFIC ANNEXES (APPENDICES)**

**This is not a complete list. Each school's annexes may vary based on its threats and hazard analysis.**

<b>1. Natural Hazards</b>					
a. Blizzard					
b. Earthquake					
c. Extreme temperatures					
d. Floods					
e. Hurricanes					
f. Landslides or mudslides					
g. Lightning					
h. Severe wind					
i. Tornadoes					
j. Tsunamis					
k. Volcanic eruptions					
l. Wildfires					
m. Wildlife					
n. Winter precipitation					
<b>2. Biological Hazards</b>					
a. Contaminated food outbreaks, including salmonella, botulism, and <i>eColi</i>					
b. Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i> , and meningitis					
c. Toxic materials present in school labs					
<b>3. Technological Hazards</b>					
a. Accidental hazardous materials release from within the school, such as gas leaks or laboratory spills					
b. Dam failure					
c. Explosions or accidental release of toxins from industrial plants					
d. Hazardous material releases from major highways or railroads					
e. Power failure					
f. Radiological releases from nuclear power stations					
g. Water failure					

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<b>4. Adversarial and Human-caused Threats</b>					
a. Active Shooters					
b. Arson					
c. Bomb threats					
d. Criminal threats or actions					
e. Cyber attacks					
f. Domestic violence or abuse					
g. Fire					
h. Gang violence					
i. Hostage situations					
j. Missing students/kidnapping					
k. Suicide					
l. Suspicious package					
m. Weapons					
<b>5. Other Specific Crises</b>					
a. Child abuse					
b. Death of a student					
c. Death of a staff member					
d. Medical emergencies					
i. Food allergies					
ii. Injury/illness/death					
iii. Reasons to call 911					
iv. Guidelines for medical transport					
v. Medical transport plan					
e. Memorials at school					
f. Restraint/physical intervention procedures					
g. Self-injury and other risk behaviors					
h. Sexual assault					
i. Transportation Accidents					