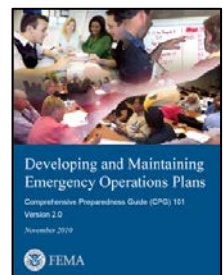
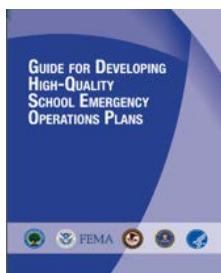


# EDGE HIGH SCHOOL – NORTHWEST

## BASIC PLAN

### EMERGENCY OPERATIONS PLAN (EOP)



# **EOP BASIC PLAN**

---

# EOP BASIC PLAN

---

## AGENCY/DEPARTMENT–FOCUSED EOP FORMAT

<b>BASIC PLAN</b> <ul style="list-style-type: none"><li>a) <b>INTRODUCTION MATERIALS</b><ul style="list-style-type: none"><li>i. Promulgation Document/Signatures</li><li>ii. Approval and Implementation</li><li>iii. Record of Changes</li><li>iv. Record of Distribution</li><li>v. Table of Contents</li></ul></li><li>b) <b>PURPOSE, SCOPE SITUATION OVERVIEW AND ASSUMPTIONS</b><ul style="list-style-type: none"><li>i. Purpose</li><li>ii. Scope</li><li>iii. Situation Overview<ul style="list-style-type: none"><li>a. Hazard Analysis Summary</li><li>b. Capability Assessment</li><li>c. Mitigation Overview</li></ul></li><li>iv. Planning Assumptions</li></ul></li><li>c) <b>CONCEPT OF OPERATIONS</b></li><li>d) <b>ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES</b></li><li>e) <b>DIRECTION, CONTROL AND COORDINATION</b></li><li>f) <b>INFORMATION COLLECTION, ANALYSIS AND DISSEMINATION</b></li><li>g) <b>COMMUNICATION</b></li><li>h) <b>ADMINISTRATION, FINANCE AND LOGISTICS</b></li><li>i) <b>PLAN DEVELOPMENT AND MAINTENANCE</b></li><li>j) <b>AUTHORITIES AND REFERENCES</b></li></ul>	<b>SECTION II: FUNCTIONAL ANNEX SPECIFIC PROCEDURES</b>  <b>SECTION III: THREAT/HAZARD SPECIFIC PROCEDURES</b>  <b>APPENDIX “A”: RESPONSE AND DEPARTMENT CHECKLISTS</b>  <b>APPENDIX “B”: LEAD AGENCY WORKSHEETS</b>  <b>APPENDIX “C”: SUPPORT/COORDINATING WORKSHEETS</b>
--	--

# EOP BASIC PLAN

---

## TABLE OF CONTENTS

<b>I. INTRODUCTION MATERIAL .....</b>	<b>4</b>
A. PROMULGATION STATEMENT .....	4
B. APPROVAL AND IMPLEMENTATION.....	6
<b>II. PURPOSE, SCOPE, SITUATION, AND ASSUMPTIONS .....</b>	<b>8</b>
A. PURPOSE .....	8
B. SCOPE.....	9
C. SITUATION OVERVIEW.....	9
D. PLANNING ASSUMPTIONS.....	10
<b>III. CONCEPT OF OPERATIONS .....</b>	<b>10</b>
A. GENERAL .....	10
B. KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT .....	11
C. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) .....	12
D. EMERGENCY OPERATIONS PLAN ACTIVATION AUTHORITY .....	13
<b>IV. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES .....</b>	<b>13</b>
A. ORGANIZATION.....	13
B. SCHOOL POSITION ROLES AND EXPECTED ACTIONS .....	14
<b>V. DIRECTION, CONTROL, AND COORDINATION .....</b>	<b>16</b>
A. INCIDENT COMMAND SYSTEM.....	16
<b>VI. COMMUNICATION .....</b>	<b>21</b>
A. NOTIFICATION AND WARNING.....	21
B. EMERGENCY PUBLIC INFORMATION .....	21
C. NON-EMERGENCY EXTERNAL COMMUNICATIONS .....	21
<b>VII. ADMINISTRATION, FINANCE, AND LOGISTICS .....</b>	<b>21</b>
<b>VIII. PLAN DEVELOPMENT AND MAINTENANCE .....</b>	<b>22</b>
A. TESTING, TRAINING, AND EXERCISE .....	23
B. PLAN CONTACT INFORMATION.....	24
C. RECORD OF CHANGE .....	24
D. RECORD OF DISTRIBUTION.....	24
<b>REFERENCES.....</b>	<b>25</b>
<b>DEFINITIONS .....</b>	<b>26</b>

# EOP BASIC PLAN

---

## I. INTRODUCTION MATERIAL

### A. PROMULGATION STATEMENT

The Emergency Operations Plan (EOP) and supporting materials, is a guide to how the School conducts all-hazards response. To clarify, all-hazards events (please refer to EOP Section III: Threat/Hazard Specific Procedures) are typically associated with the following categories:

- **Natural Hazard** - These events are emergencies caused by forces extraneous to man in elements of the natural environment. (e.g., earthquake, flood, hazardous weather, public health emergency).
- **Technological Hazard** - These incidents involve materials created by man and that pose a unique hazard to the general public and environment. The jurisdiction needs to consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard, or are caused intentionally. (e.g., infrastructure/utility disruption, radiological, or hazardous material release).
- **Human-caused** - These are disasters created by man, either intentionally or by accident. (e.g., criminal or violent behavior, intruder, civil unrest, active shooter, terrorism).
- **Biological Hazard** – These incidents include infectious diseases such as pandemic influenza and meningitis, contaminated food outbreaks, and toxic materials released in and/or near the school facility.

More guidance on all-hazards planning may be found in Section III: Threat/Hazard Specific Procedures.

The EOP is written in support of emergency management and is built upon the National Response Framework as scalable, flexible, and adaptable coordinating structures to align key roles and responsibility. This plan and contents within shall apply to all Edge High School – Northwest administration, staff, and students, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. Furthermore, it is recommended that community partners supporting EOP procedures maintain their own procedures and actively participate in the training, exercise, and maintenance needed to support this plan.

This plan is intended to capture specific authorities and best practices for managing incidents from the serious but purely local, to large-scale community or regional events, or catastrophic in nature.

Most emergencies follow some recognizable build-up period during which actions can be taken to achieve an appropriate state of maximum readiness. General actions are detailed in the appropriate sections of this document; however, it is acknowledged that disasters are unique occurrences, which require specific resources dependent upon the type, nature, and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

This EOP was prepared by Edge High School – Northwest staff and approved by senior administration, whereas enabling activities contained within this document to be performed

# EOP BASIC PLAN

---

within the school capability. Furthermore, this EOP has been distributed internally within Edge High School – Northwest and with external agencies that may be affected by its implementation.

Edge High School – Northwest stipulates that no guarantee is implied by this EOP of a perfect response system. As personnel and resources may be overwhelmed, Edge High School – Northwest can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

# EOP BASIC PLAN

---

## B. APPROVAL AND IMPLEMENTATION

This plan shall apply to all Edge High School – Northwest students, faculty, and staff and others participating in protection, prevention, mitigation, preparedness, response, and recovery efforts. Furthermore, the EOP may be applied to any school-sponsored events, whether on or off property, and all public or private school-sanctioned activities.

The Edge High School – Northwest Principal, or designee, shall be responsible for plan oversight and coordination with applicable community partners. This EOP is based on the “all-hazards” concept and plans for natural, technological, biological, and human-caused disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions formerly referred to as the Emergency Operations Plan, and is effective immediately upon the signing of signature authority noted below.

Approval Signature: \_\_\_\_\_,

Principal

District/School Name: \_\_\_\_\_

Date: \_\_\_\_\_

# EOP BASIC PLAN

---

## DISTRICT LEVEL SIGNATURE PAGE AND ACKNOWLEDGEMENT OF RECEIPT BY COMMUNITY PARTNERS

Executive Director: \_\_\_\_\_

Approval Signature: \_\_\_\_\_  
Executive Director

District Name: \_\_\_\_\_

Date: \_\_\_\_\_

Your signature on this receipt indicates that you have received a copy of the \_\_\_\_\_ School District's Emergency Operations Plan. It does not signify approval, review, or agreement on the part of you or your organization, or the City/County of \_\_\_\_\_ to adhere to the contents within. It is for informational purposes only. This plan remains the property of the \_\_\_\_\_ District, which reserves the right to modify it at any time.

Representative's Name (print): \_\_\_\_\_ Title: \_\_\_\_\_  
Tucson Police Department

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Law Enforcement Agency Representative)

Representative's Name (print): \_\_\_\_\_ Title: \_\_\_\_\_  
Tucson Fire Department

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(Fire Services Agency Representative)

Name (print): \_\_\_\_\_ Title: \_\_\_\_\_  
Pima County Emergency Management Agency

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(City/County Emergency Management Agency Representative)

Name (print): \_\_\_\_\_ Title: \_\_\_\_\_  
Pima County Public Health Department

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(County Public Health Department Representative)



# EOP BASIC PLAN

---

## II. PURPOSE, SCOPE, SITUATION, AND ASSUMPTIONS

### A. PURPOSE

The purpose of the Edge High School – Northwest Emergency Operation Plan is to outline the school’s approach to emergency operations and to enable local, state and federal coordination in addition to public/private support. It provides general guidance for emergency management activities. The EOP and its contents describe the school emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the EOP Sections beyond the Basic Plan, or in annexes and appendices, may describe details of who does what, when and how, or provides additional information in support of potential emergency response actions. Additionally, the EOP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the school from natural, technological, biological, and human-caused hazards; with the primary objectives to save lives and protect public health, property, and the environment, and, reduce adverse psychological consequences and disruptions.

Although emergencies/disasters and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the EOP provides a framework to enable the management of cascading impacts and multiple incidents as well as the prevention of and preparation for subsequent events.

The Edge High School - Northwest Emergency Operation Plan supports the school and the district general operating procedures. It is the responsibility of those referenced in this plan to integrate their departmental policy, procedures, and emergency management activities such as task performance and organization, while also participating in training, exercises and plan integration and maintenance needed to support a collective process.

Additionally, the Plan:

- Empowers employees in an incident to act quickly and knowledgeably;
- Informs students, faculty, and staff, and trains key stakeholders on their roles and responsibilities before, during, and after an incident;
- Provides other members of the community with assurances that the Edge High School - Northwest has established policy and procedures to respond to incidents/hazards in an effective way;
- Establishes intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations;
- Provides guidance for emergency operations and the utilization of all available Edge High School - Northwest and government resources for the protection of lives, property, and the continuance of school operations in an emergency.

# EOP BASIC PLAN

---

## B. SCOPE

It is the school's Principal that is the responsible authority to direct the response involving an incident occurring on property, or at any Edge High School - Northwest event sponsored or sanctioned.

This plan and all contents contained herein shall apply to all Edge High School - Northwest students, faculty, staff and visitors, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. An incident or event influencing Edge High School - Northwest may also affect the surrounding community; therefore, this plan shall support community emergency operations and any supporting Memorandums of Understanding (MOU) and/or Memorandums of Agreement (MOA).

The scope of the EOP applies to incidents and/or events of all sizes, including those that exceed the school response services and capabilities that may result in activation of the local emergency operations center. MOUs/MOAs in coordination with additional support requested from local, state, and federal entities may be activated.

The Edge High School - Northwest EOP outlines the expectations of faculty and staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability of the EOP; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and response/recovery for Edge High School - Northwest.

## C. SITUATION OVERVIEW

Edge High School - Northwest is a stakeholder in the local and state disaster risks. The Edge High School - Northwest is exposed to hazards, which have the potential for disrupting the school community and causing widespread damage and casualties. Such hazard exposure may include geographic location, population concentration to include demographics\*, buildings, rail, air and highway traffic. Other risk factors may include: floods, tornadoes, terrorist activities, fires, explosions, transportation accidents, pandemic and other infectious diseases, shooting, school collapse, tornado, bomb threats, hostage situation, utility outage, neighborhood disturbance, food poisoning, armed intruder, etc.

The school works with the law enforcement, county health department, fire services and emergency management staff of the following city(ies) (Tucson) and/or county(ies) of (Pima) when deemed appropriate by the district/school. A cooperative working relationship and team approach between the school and municipal governments for emergency response is seen as a major responsibility for which the school supports. Prevention, protection, response, and recovery capability consideration, along with the adequate training, equipment, and personnel needs may be coordinated.

The school is dependent upon the local municipalities and county for fire suppression and rescue services, major hazardous material response capabilities, EMS, bomb squad response, public health guidance, law enforcement tactical responses, support from emergency management, and assistance in emergency operations staffing.

The Edge High School - Northwest has assigned the following staff, Principal, Teacher and District Emergency Operations Planning Team to address emergency preparedness. To the greatest degree possible, the school has adopted and supports FEMA emergency management practices, protection,

# EOP BASIC PLAN

---

prevention, mitigation, preparedness, response and recovery in their planning process, and is committed to developing and exercising plans in addition to training and exercising with local populations.

## D. PLANNING ASSUMPTIONS

The Edge High School - Northwest EOP is based on the following planning assumptions and considerations as presented in this section.

- Any employee of Edge High School - Northwest may be tasked by this EOP.
- School officials and representatives recognize their responsibilities for the safety and well-being of students, staff, and visitors; and assume their responsibilities in the implementation of this EOP.
- External resources may be requested to assist the school.
- In most cases, law enforcement or fire service personnel will assume Incident Command, or establish a unified command, depending on the type of emergency.
- Incident management activities will be initiated and conducted using the Incident Command System, contained in the National Incident Management System (NIMS).
- Outside assistance will likely be available in most emergencies affecting the school. Although these procedures define procedures for coordinating such assistance, it is essential for the school to be prepared to carry out disaster response and short-term actions on an independent basis, or in the event, the incident is community or region wide.
- It is possible for a major disaster to occur any time and any place in or near the school. In some cases, timely dissemination of warnings and increased readiness measures may be possible. However, many disasters can, and may occur with little or no warning.
- Proper implementation and understanding of these procedures through training and exercising will reduce or prevent disaster-related losses.
- Emergencies on the school grounds may involve multiple responding departments and agencies including, but not limited to, local law enforcement, county health department, fire services, emergency management, environmental health and safety, emergency medical services, and appropriate school, city, county, state and federal agencies.
- Other schools, if any, operating on the Edge High School - Northwest property shall coordinate their emergency actions with this EOP.

## III. CONCEPT OF OPERATIONS

### A. GENERAL

It is the responsibility of the school to protect life and property from the effects of emergency situations within its own jurisdiction. Edge High School - Northwest has the primary responsibility for initial emergency management activities. Concept of Operations information located in this section is designed to give an overall picture of incident management. It will primarily clarify the purpose, and explain the

# EOP BASIC PLAN

---

school's overall approach to an emergency (i.e., what should happen, in what sequence and at whose direction).

Top priorities for incident management are to:

- Protect and save lives, and protect health and safety of students, faculty, staff, visitors, responders, and recovery workers.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

An emergency, as used in this plan, is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

**INCIDENT** - An incident is a situation that is limited in scope and potential effects.

**EMERGENCY** - An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.

**DISASTER** - A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

This EOP is based on the “all-hazards” concept and is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

The school concept of operations is that the emergency functions of various departments and agencies involved in emergency management will generally parallel normal day-to-day functions or operations.

Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency. The efforts that would normally be required for those functions will be redirected to the accomplishment of emergency tasks by the school.

The Edge High School - Northwest EOP addresses preparedness activities embedded within the key areas of emergency planning.

## **B. KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT**

In the event of an incident, the Edge High School - Northwest will utilize these definitions (The Guide—p. 2) that are predicated on an all-hazard approach. There is acknowledgement that most responsibilities and functions performed during an emergency are not hazard specific. Likewise, these procedures account for activities pre-incident, incident, and post-incident; consequently, key areas are noted as the following:

1. **Prevention** – Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.
2. **Protection** – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources (CIKR) is vital to local jurisdictions, national security, public health and safety and economic vitality.

# EOP BASIC PLAN

---

3. **Mitigation** – Mitigation activities are those which eliminate or reduce the probability of a disaster occurring. Also included are those long-term activities which lessen the undesirable effects of unavoidable hazards.
4. **Response** – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.
5. **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services to the School and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the School to its normal pre-disaster, or an improved, state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

## C. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

NIMS provides a consistent, standardized approach to incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not a response or resource allocation plan. NIMS represents a core set of principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

NIMS components integrated into this plan include:

- **Resource Management** - describes standard mechanisms to systematically manage resources, including personnel, equipment, supplies, teams, and facilities, both before and during incidents in order to allow organizations to more effectively share resources when needed.
- **Command and Coordination** - describes leadership roles, processes, and recommended organizational structures for incident management at the operational and incident support levels and explains how these structures interact to manage incidents effectively and efficiently. The Incident Command System (ICS) falls under Command and Coordination.
- **Communications and Information Management** - describes systems and methods that help to ensure that incident personnel and other decision makers have the means and information they need to make and communicate decisions.

Within capabilities and working with community partners, the Edge High School - Northwest integrates NIMS and the use of the Incident Command System (ICS) in accordance with the Homeland Security Presidential Directive (HSPD) 5. Additionally, the U.S. Department of Education and the Arizona State Minimum Requirements for schools, has provided guidance as to “key personnel,” such as executive leaders, general personnel, Command Staff and Incident Managers, to complete specific courses in order to support NIMS implementation.

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. These activities will be organized and coordinated to ensure efficient incident management. NIMS/ICS is used to manage incidents and major District/School planned events. The school ICS approach is used in all phases of incident management, including pre-incident activities, incident and post-incident.

# EOP BASIC PLAN

---

## D. EMERGENCY OPERATIONS PLAN ACTIVATION AUTHORITY

The Principal is typically the responsible authority for directing emergency measures for the school or district, and is provided the authority to activate this EOP (1<sup>st</sup> – Principal, 2<sup>nd</sup> TEacher, 3<sup>rd</sup> – District Principal),

The Principal will obtain information on the nature of the incident and assessment of the situation and will make the determination of next steps and assume the role of, or delegate the role of incident commander if the situation warrants.

An incident warranting multi-jurisdictional resources, emergency response activities will employ the Incident/Unified Command System (ICS) structure.

Timely warnings of emergency conditions are essential to preserve the safety and security of the school or district community and critical to an effective response and recovery. Direction on communications may be found in the Communication Section of the Basic Plan.

## **IV. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

### A. ORGANIZATION

Emergency Management for Edge High School - Northwest is comprised of the following:

#### **POLICY GROUP**

The Policy Group is comprised of senior/executive positions such as:

- Executive Director
- Governing Board
- School Principal
- District Principal
- Finance and Resource Director

In complex incidents, the Policy Group will be convened at 1) Administrative Office on Campus 2) Offsite – Pima Community College - Northwest 3) Distant – Edge High School – Himmel Park. The role of the Policy Group is to:

- Support the on-scene Incident Commander with strategic guidance, information analysis, and needed resources
- Provide policy and strategic guidance
- Help to ensure that adequate resources are available
- Identify and resolve issues common to all organizations
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center (JIC)

# EOP BASIC PLAN

---

## DISTRICT DEPARTMENTS

District departments will support emergency response operations through performance of their normal roles and responsibilities. If called upon, district departments will activate personnel and implement appropriate response actions identified in the plan, or as directed by the Incident Commander.

Activation of the ICS for a school event may be modified as needed to best serve the nature of the incident. When the ICS is activated, staff will direct the efforts of their departments according to their respective procedures for emergency operations.

	Department	Departmental Duties and Responsibilities
1.	IT Director	Upon learning of an incident, the IT Director will report directly to the Incident Commander for assignment unless otherwise notified.
2.	Business Manager	Upon Learning of an Incident the Business Manager will report directly to the Incident Commander for assignment unless otherwise notified.
3.	Executive Director	Upon Learning of an Incident the Executive Director will report directly to the Incident Commander for assignment unless otherwise notified.
4.		
5.		

## B. SCHOOL POSITION ROLES AND EXPECTED ACTIONS

### PRINCIPAL/BUILDING ADMINISTRATOR

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents.

### SCHOOL SITE SAFETY COMMITTEE

The School Site Safety Committee Chair is responsible for emergency management planning and operations on a daily basis. Upon the activation of the EOP for a school incident, the School Safety Committee Chair assumes the role as Logistics Section Lead, unless delegated.

### TEACHERS

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.



# EOP BASIC PLAN

---

Responsibilities may include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary.

## **INSTRUCTIONAL ASSISTANTS**

Responsibilities may include assisting teachers as directed.

## **COUNSELORS, SOCIAL WORKERS, and PSYCHOLOGISTS**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **SCHOOL SECRETARY/OFFICE STAFF**

Responsibilities may include:

- Answer phones and assist in receiving and providing consistent and factual information to callers as approved by the Incident Commander and Public Information Officer (PIO).
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.



# EOP BASIC PLAN

---

- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

## **OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS)**

Responsibilities may include reporting to the Incident Commander or ICS supervisor if requested or activated.

## **STUDENTS**

Responsibilities may include:

- Cooperate during emergency drills and exercises, and during an emergency situation.
- Learn to be responsible for themselves and others if the emergency situation warrants.
- Understand the importance of not being a bystander by reporting situations of concern to appropriate staff.

## **PARENTS/GUARDIANS**

Responsibilities may include:

- Understanding their roles during a school emergency.
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.

## **V. DIRECTION, CONTROL, and COORDINATION**

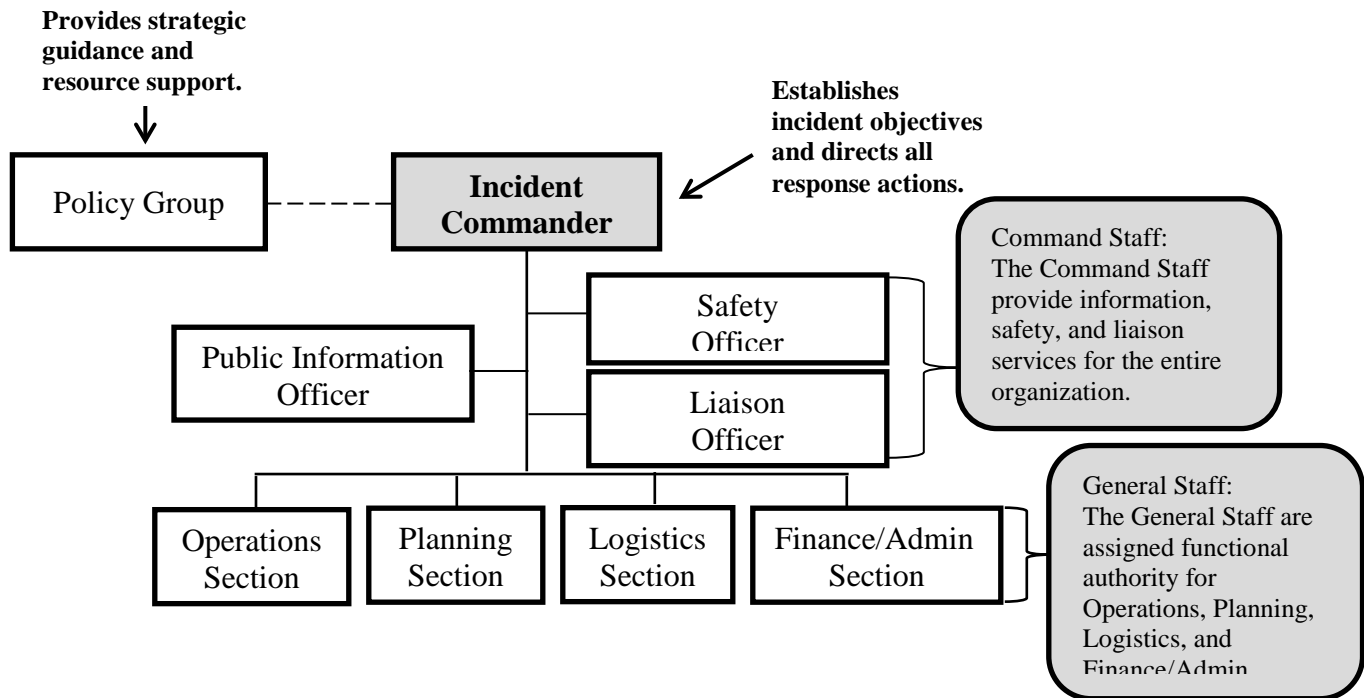
### **A. INCIDENT COMMAND SYSTEM**

The Incident Command System (ICS) organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organization expands from the top down as functional responsibilities are delegated.

# EOP BASIC PLAN

---

The school ICS may be organized into the following functional areas:



The Edge High School - Northwest Incident Commander will be integrated into the Incident Command structure, or assume a role within a Unified Command structure.

If a school emergency is within the authorities of the first-responder community, i.e. emergency requiring law enforcement or fire services, etc., Command will transition, or form a Unified Command structure, upon the arrival of qualified first responders. A transfer of command briefing should occur when feasible.

## INCIDENT COMMAND POST

The Incident Command Post (ICP) is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. Every incident must have some form of an ICP.

The ICP will be positioned outside of the present and potential hazard zone, but located within safe proximity to the emergency site. The ICP is generally responsible for incident response management as follows:

- Serves as a temporary field location for tactical-level on-scene incident command and management
- Is the on-site headquarters for the Incident Commander, Command Staff and General Staff; and
- Serves as a field collection point for tactical intelligence and analysis

# EOP BASIC PLAN

---

## INCIDENT COMMANDER

The Incident Commander (IC) is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

1. Life safety
2. Protect public health
3. Incident stabilization
4. Property and environment preservation
5. Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene, and he or she must keep the Executive/Senior Administration and the Policy Group informed and up to date on important matters pertaining to the incident.

School-related responsibilities and duties may include:

- The first staff person on scene, will assume the role of Incident Commander until a more qualified individual can assume command.
- The Incident Commander is delegated the appropriate authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
- Establish the Incident Command Post (ICP), the incident organization, and determine strategies to implement protocols and adapt as needed.
- Provide an assessment of the situation to the Executive/Senior Administration, which may also include the Policy Group or other officials, recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities from the ICP.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the PIO.
- Serve as the primary on-scene contact for outside agencies assigned to the incident, establish unified command as necessary, develop working knowledge of local/regional agencies, and assist in accessing services when the need arises.
- Document activities.
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Determine whether to implement incident management protocols (e.g., Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in Section II—Functional Annexes.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

# EOP BASIC PLAN

---

- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the Policy Group informed of the situation.

## UNIFIED COMMAND

Unified Command applies ICS to incidents involving multiple jurisdictions or agencies. It enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

Additionally, the Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage, i.e. parent-student reunification, etc., or tell the firefighters how to do their job.

## PUBLIC INFORMATION OFFICER

The Public Information Officer (PIO) is responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

- Check in with Incident Commander and receive a situation brief.
- If necessary, establish and supervise a Joint Information Center (JIC) with PIO's from the other responder agencies.
- Coordinate press releases among response organizations.
- Designate a media center and facilitate scheduled press briefings.
- Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee.
- Monitor news media outlets reports of the incident.

## OPERATIONS SECTION

The Operations Section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities may include:

- Implementation of Functional and Threat/Hazard annexes.
- Monitor site security and utilities.
- Establish medical triage/treatment with staff trained in first aid and CPR.
- Organize psychological first aid services for those in need.
- Document all activities.

# EOP BASIC PLAN

---

## PLANNING SECTION

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident, and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.
- Participate upon request with community partners in the development of an Incident Action Plan (IAP).

## LOGISTICS SECTION

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders.

Additional responsibilities may include:

- Establish and oversee communications center and activities.
- Coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

## FINANCE/ADMINISTRATION SECTION

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for employees, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Monitor and track expenses and financial losses, and secure all records.

The Finance and Administration Section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

# EOP BASIC PLAN

---

## VI. COMMUNICATION

Communication is a critical part of incident management. This section outlines Edge High School - Northwest communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. NOTIFICATION AND WARNING

Timely warnings of emergency conditions are essential to preserve the safety and security of the school community and critical to an effective response and recovery.

- Upon learning of an emergency and assessing need for local agency support such as law enforcement or fire services, first staff member on scene (Temporary Incident Commander) will call 911.
- Notification to key Edge High School - Northwest administrators, departments and personnel for emergency response as follows:
  - District and/or school personnel shall relay threat information, warnings, to ensure the school community is notified using on site phone systems, megaphones and School Messenger notifications.
  - Staff shall respond according to their procedures for emergency operations, unless otherwise dictated by the event.
- Emergency notifications, warnings and alerts will typically be disseminated within the school or district using items such as, phone system, megaphone, group message, email, and School Messenger alerts.

In any case, it is important for the communication hubs to be notified of the emergency to ensure all appropriate notifications are made. Multiple communication strategies and back-up systems may be used.

### B. EMERGENCY PUBLIC INFORMATION

In the event that a crisis occurs on school property, the Public Information Officer will be notified as soon as possible to report to the Incident Command location. The PIO will ultimately be responsible for the communications efforts relative to the crisis.

### C. NON-EMERGENCY EXTERNAL COMMUNICATIONS

During an incident the school expects to receive a high volume of calls seeking information as to the welfare of students, staff and faculty from concerned parents, relatives, spouses, friends and loved ones. The surge in volume of calls to the school main numbers may quickly exceed the system capabilities.

## VII. ADMINISTRATION, FINANCE, AND LOGISTICS

# EOP BASIC PLAN

---

## A. MEMORANDUMS OF UNDERSTANDING (MOU) AND/OR MUTUAL AID AGREEMENT (MAA)

The School Safety Team Chair is responsible for securing or delegating responsibility to secure on a fiscal year or multi-fiscal year basis MOUs and MAAs with local partners to ensure the availability of resources in response to an emergency event. These agreements include but are not limited to off-site reunification (Primary and Secondary locations) and transportation.

## B. RECORDS MAAGEMENT

In the event that a crisis occurs on school property, the FIANCE/ADMINISTRATION SECTION is responsible for maintain financial records, tracking resource needs, tracking the source and use of resources, acquiring resources and compensating the owners of private property used by the School. Activities should be performed in accordance with Edge High School Policies and Procedures available at the District Office at 2555 East 1<sup>st</sup> Street, Tucson AZ 85716.

## **VIII. PLAN DEVELOPMENT and MAINTENANCE**

The school EOP utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post event consequences. The EOP is structured according to *The Guide for Developing High-Quality School Emergency Operations Plans*, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students Washington, DC, 2013, while also striving to following the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). The format for this EOP template is also in alignment with Developing Multi-Hazard Emergency Operations Plans for Schools courses MAG 364, E0364, and E0361 which are offered at the state and national level.

The SCHOOL SAFETY COMMITTEE CHAIR shall oversee or coordinate with community partners the following EOP actions:

- The EOP shall be reviewed annually and modified as necessary by Principal or delegate.
- The school EOP shall be coordinated with the District and when possible, community partners that may be affected by EOP implementation, in an effort to ensure consistency and compatible of their jurisdictional plans.
- Substantive changes between review periods, such as changes in roles or responsibilities, will prompt notification to listed stakeholders. Minor edits such as grammar or spelling changes will require no notification.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend scheduled EOP training and exercise activities.

# EOP BASIC PLAN

---

## A. TESTING, TRAINING, AND EXERCISE

The development of the EOP Training and Exercise Schedule is a key component of the school's ability to respond to an emergency situation. It is recommended that appropriate district and school staff have a general understanding of what Edge High School - Northwest role will be during an event and the expected response protocol. Therefore, training and exercise opportunities will provide the required background and understanding of staff roles.

- EOP training opportunities, as well as review of preparedness or response support materials, shall be incorporated into the annual Training and Exercise Schedule.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend and participate in EOP training and exercise activities.



# EOP BASIC PLAN

---

## B. PLAN CONTACT INFORMATION

Name and Position	Phone Number	Alternant Phone Number
Dave Thatcher	520-877-9179	520-881-1389
E-mail: <a href="mailto:davet@edgehighschool.org">davet@edgehighschool.org</a>		
Department: Administration		

## C. RECORD OF CHANGE

Change Number	Date of Change	Description of Change	Change Made By

## D. RECORD OF DISTRIBUTION

Date	Version	Name and Title	Department/Agency

# EOP BASIC PLAN

---

## REFERENCES

This section provides references, guidance documents, and legal authorities for emergency operations and activities.

- **GOVERNING BOARD POLICIES**

- Edge High School Policies and Procedures Manual

- **STATE**

- Arizona Revised Statutes 15-341 (A) (31)

- **FEDERAL**

- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707
- Emergency Management and Assistance, Code of Federal Regulations, Title 44.
- Superfund Amendments and Reauthorization Act of 1986, PL 99-499 (Title III, “Emergency Planning and Community Right-to-Know Act of 1986”).
- Comprehensive Environment Response Compensation and Liability Act of 1980, PL 96510 (CERCLA or “Superfund”).
- County Health Department Security and Bioterrorism Preparedness and Response Act (42 CFR Part 73)
- Homeland Security Act of 2002 (CIKR, Intro-2, CPG 101)
- Homeland Security Presidential Directive (HSPD) 3, 5 and 8:
  - National Response Framework
  - National Incident Management Systems (NIMS)
- Occupational Safety and Health Administration (OSHA) Rule 1910.120

# EOP BASIC PLAN

---

## DEFINITIONS

1. Common Terminology: Using common terminology helps to define organizational functions, incident facilities, resource descriptions, and position titles.
2. Emergency Management (EM): A framework for organizing and managing emergency protection efforts. Prevention, protection, mitigation, preparedness, response, and recovery – in the all-hazards approach.
3. Emergency Operations Center (EOC): Specially equipped facilities from which government officials exercise direction and control and coordinate necessary resources in an emergency.
4. Emergency Public Information (EPI): Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.
5. Emergency Operation Plan (EOP): Contains policies and procedures to follow before, during and after an emergency. The EOP integrates emergency preparedness activities into one document. It is the focal point for School planning and preparedness procedures.
6. Emergency Situation: As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:
  - Incident. An incident is a situation that is limited in scope and potential effects.
  - Emergency. An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
  - Disaster. A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.
7. Federal Emergency Management Agency (FEMA): The federal agency charged with development of an integrated emergency management system and with supporting emergency management and disaster assistance efforts at all levels of government. See: <http://www.fema.gov>.
8. Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
  - Human-Caused Hazard: A hazard that arises from deliberate, intentional human actions to threaten or harm the well-being of others. Examples include school violence, terrorist acts, or sabotage.
  - Natural Hazard: A hazard related to weather patterns and/or physical characteristics of an area. Often natural hazards occur repeatedly in the same geographical locations.
  - Technological Hazard: A hazard originating from technological or industrial accidents, infrastructure failures, or certain human activities. These hazards may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation, and often come with little to no warning.

# EOP BASIC PLAN

---

9. Hazardous Material (HAZMAT). A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported. The substance, by its nature, containment and reactivity, has the capability for inflicting harm during an accidental occurrence. It may be toxic, corrosive, flammable, reactive, an irritant, a strong sensitizer and poses a threat to health and the environment when improperly managed. Included are toxic substances, certain infectious agents, radiological materials and other related materials such as oil or other petroleum products, and industrial solid waste substances.
10. Incident Commander (IC). The person responsible for the management of all incident operations. The IC is in charge of the incident site.
11. Incident Command Post. The location from which the Incident Commander oversees all incident operations. The ICP may be located outside, in a vehicle, trailer, or tent, or within a building. The ICP will be positioned at a safe distance from an accident site where the incident commander, responders and technical representatives can make response decisions, deploy man power and equipment, maintain liaison with the media and handle communications.
12. Incident Command System (ICS). The combination of facilities, equipment, personnel, procedures, and communications operating with a common organizational structure, with responsibility for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident and/or event.
13. Continuity of Operations Plan (COOP) establishes guidance and procedures to ensure the resumption of essential functions in the event that an emergency or disruption incapacitates operations and/or requires the relocation of selected personnel and functions. (See Annex A COOP)
14. Lockdown. A procedure of locking classroom doors, covering windows, moving all persons away from windows and doors during a situation involving dangerous intruders, or other incidents that may result in harm to persons inside the school building.
15. Liaison Officer. A member of the command staff responsible for interacting with representatives from cooperating and assisting agencies.
16. Logistics Section. The section responsible for providing facilities, services, and materials for the incident.
17. NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.
18. Public Information Officer (PIO). A member of the command staff responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.
19. Resources List. A current list of all resources (equipment, personnel, supplies), which can be used by emergency services in response to local disaster/emergencies.
20. Safe Zone. A geographical region beyond the warm zone where there is no suspected product contamination; often referred to as the cold zone or the outermost zone.

# EOP BASIC PLAN

---

21. Shelter-In-Place. A procedure addressing the need to provide refuge for students, staff and visitors within the school building during an emergency.
22. Staging Area (SA). A pre-selected location having large parking areas and cover for equipment, vehicle operators, and other personnel such as a major shopping area, schools, etc. The SA provides a base for coordinated emergency operations, assembly of persons to be moved by public transportation to reception jurisdictions, a rally point for mutual aid, or a debarking area for returning evacuees.
23. Transfer of Command: The process of moving the responsibility for incident command from one Incident Commander to another is called “transfer of command.” It should be recognized that transition of command on an expanding incident is to be expected. It does not reflect on the competency of the current Incident Commander.
24. Unified Command. In ICS, Unified Command is a unified team effort that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability. The operations section chief is responsible for implementing the incident action plan.
25. Unified Command: In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.