

Campus Emergency Operations Plan Worksheet

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Schools should have multi-hazard emergency operations plans that are based on and aligned with the school district plan, which is in turn based on and aligned with the city/county plan. Since city/county emergency operations plans throughout Missouri are based on the State Emergency Management Agency formatting guidelines, they will all look somewhat like the example school district, campus, and school emergency operations plans on the “downloads” subpage of the website for the Missouri Center for Safe Schools (education.umkc.edu/safe-school). The campus plan is appropriate for small districts with all schools collocated on a single campus. In order to adapt the example Campus Emergency Operations Plan (Cardinal Campus), use this worksheet to develop the school-unique data that must replace the information in the example plan:

CAMPUS _____

COMPLETED BY _____ DATE _____

1. Using the MS Word edit command “find and replace,” change *Cardinal Campus* to your school district name throughout the document. Change *Cardinal* to the name of your city throughout the document.
2. The information about the emergency planner for your building and the members of your school safety committee (name, position title) on page ii. Recommend including one or more classroom teachers, one or more non-certified staff members, one or more parents, and a student at the secondary level.
 - a. School District Emergency Planner _____
 - b. School District Safety Committee Members:
3. The demographics for your school campus are to be entered on pages 1 and 2:
 - a. Number of students: Total _____ (broken out by grade below)
 - i. ___ Grade: _____
 - ii. ___ Grade: _____
 - iii. ___ Grade: _____
 - iv. ___ Grade: _____
 - v. ___ Grade: _____
 - vi. ___ Grade: _____
 - vii. ___ Grade: _____
 - viii. ___ Grade: _____
 - ix. ___ Grade: _____
 - b. Number of teachers and aides: _____
 - c. Number of other staff : Total _____ (broken out by position below)
 - i. Principal 1

- ii. Assistant Principal _____
- iii. Counselor _____
- iv. Nurse _____
- v. Secretary _____
- vi. Custodian _____
- vii. Kitchen Staff _____
- viii. School Resource Officer _____
- ix. Juvenile Officer _____
- x. Social Worker _____
- xi. Other _____ specify titles:

4. On page 2 of the example plan, enter the position title of the school staff member who is responsible for maintaining a roster of students/staff who have sight, hearing, language, mobility, or other impairments, and then working with these individuals and their supervisors to prepare a plan for them during all emergency procedures.

Position title _____

5. When you need to evacuate the campus during inclement weather, you plan to shelter the students in the following location(s) which are entered on page 3:

1st Alternate Shelter:

Telephone # _____

Address _____

2nd Alternate Shelter: (more than ¼ mile from your school)

Telephone # _____

Address _____

Other schools and organizations who have arranged with you to use your school as a shelter if their facility must be evacuated:

7. Check the hazards from those listed below that impact on the safety of your school, then enter these hazards on pages 9 and 10 of the example plan:

- Bomb Threat
- Bus Accident
- Civil Disturbance
- Earthquake
- Fire
- Flooding
- Hazardous Material Spill/Leak (internal spill with science lab or custodial chemicals, external spill on neighboring roadways)
- Health Emergency: Bioterrorism
- Hostage
- Intruder
- Lightning
- Suicide
- Tornado
- Traumatic Injury or Death of a Student or Staff Member
- Other: specify _____

8. Pre-emergency mitigation involves ongoing efforts to reduce hazards, the likelihood of their occurrence and/or the severity of their impact if experienced. Check the mitigations listed below that are in place at your school or will be by the time the plan is approved. Modify the wording as appropriate here and on pages 11-12 of the example plan:

a. Bomb Threat

- Securing all but the main entrance against access from the outside
- Keeping all internal storage places, including custodial closets and student lockers, that may serve as hiding places for bombs secured at all times
- Minimizing clutter in hallways and classrooms to facilitate searches
- Minimizing the presence of hazardous flammable/explosive materials in the school as part of the instructional and maintenance supplies
- Knowing how to shut off the gas utility

- Arranging for and knowing how to use the *57 call tracing service for the listed telephone numbers
- b. Earthquake
 - Storing heavy items on lower shelves and securing all shelves to the walls
 - Anchoring heavy items like pianos and TV rolling stands
 - Covering glass with a film to protect against shattering
 - Reinforcing the connection of light fixtures to the ceiling
 - Maintaining emergency supplies for an extended stay at the school (up to 3 days), including water, food, first aid supplies, flashlights, batteries, etc.
- c. Fire
 - Placing fire extinguishers every 75 feet and training staff in their use
 - Tying in smoke detectors and heat sensors with the fire alarm system
 - Installing sprinkler systems in dangerous areas
 - Equipping fire doors in the hallway to close automatically when the alarm goes off
- d. Hazardous Material Spill/Leak
 - Inventorying all hazardous materials prior to school opening each August
 - Posting material safety data sheets on all hazardous materials
 - Having procedures in place to close windows and shut off the ventilation system as appropriate
 - Prepositioning materials in classrooms for sealing air vents and around doors and windows during in-place sheltering
- e. Health Emergency: Bioterrorism
 - Training students and staff in epidemiology, symptoms of diseases, the importance of good hygiene/sanitation, and safeguarding against blood borne pathogens.
 - Information provided to families about the 3 P's of bioterrorism preparedness (be Prepared, don't Panic, follow Procedures).
 - Staff wears latex gloves when sorting and opening mail.
- f. Intruder
 - Allowing only the main entrance near the office to be unsecured to access from the outside
 - Enforcing assertively the procedures for screening and monitoring visitors, including a visitor badge system
 - Having the school resource officer park his police car in front of the school each day and be available in the school building throughout the school day
- g. Suicide
 - Making mental health assistance available through the counseling office at the school

- Providing a caring community with zero tolerance for bullying
- Training staff in asking the right questions to save lives (*QPR: Questions, Persuade, Refer*)
- h. Tornado
 - Tying in with the State/County/City emergency warning system
 - Covering glass with a film to protect against shattering
- i. Traumatic Injury or Death of a Student or Staff Member
 - Having a school nurse and trained first aid team
 - Having a well stocked first aid kit
 - Having an automatic external defibrillator
 - Providing mental health assistance through the counseling office
- j. Other:

9. Insert a campus map and annotated floor plans for your school in Appendix 5 of the example plan (pages 17-21). Annotate the floor plans with: exit routes, shelter areas, utility shut-off locations, hazardous material storage areas, etc.

10. Insert the primary and alternate command post locations for the campus on page A-2 of the example plan (more than one alternate preferred):

Primary Command Post location _____

Primary Command Post phone # _____

Alternate Command Post location _____

Alternate Command Post phone # _____

11. Determine the buddy room assignments for the schools and enter them on page A-3-1 of the example plan. The left column entry should be the member of the buddy room team who is a member of the incident command system. The teacher in the buddy room on the right must remain with the students and cannot be assigned emergency response team responsibilities.

<u>Buddy Assigned to ICS</u>	paired with	<u>Buddy Who Stays with Students</u>
Rm # _____	paired with	Rm # _____
Rm # _____	paired with	Rm # _____
Rm # _____	paired with	Rm # _____
Rm # _____	paired with	Rm # _____
Rm # _____	paired with	Rm # _____
Rm # _____	paired with	Rm # _____

