



**LSU**

**Stephenson Disaster  
Management Institute**

## **School All Hazards Emergency Operations Plans (EOP)**

# Welcome and Introductions



Lauren Morgan  
Associate Director



Brian Stevens  
Operations

A screenshot of the Stephenson Disaster Management Institute website. The header is purple with the LSU logo and the text 'STEPHENSON DISASTER MANAGEMENT INSTITUTE'. Navigation links include 'MYLSU', 'CAMPUS CRIME STATS', 'GIVE', and 'APPLY'. Below the header, there are links for 'About SDMI', 'Staff', and 'Giving'. A breadcrumb trail shows 'Home / SDMI'. The main content area features a large image of a brick building with a prominent arched entrance. Overlaid on this image is a yellow horizontal line followed by the text 'WHERE RESEARCH MEETS PRACTICE'. Below this, the section 'Our Mission' is displayed in purple, followed by a paragraph: 'The mission of the Stephenson Disaster Management Institute is to save the lives of people and animals by continuously improving disaster management through leadership in applied research and executive education.' At the bottom of the mission section, there are three small images: a person in a hard hat, a helicopter, and a group of people in a field.

# Agenda

- 🍏 **Welcome + Introductions**
- 🍏 **What is an EOP?**
- 🍏 **Whole Community Planning Process**
- 🍏 **EOP Structure and Functions of Each Section**
- 🍏 **Annual Review and Exercising Your Plan**
- 🍏 **Be Extra**
- 🍏 **Louisiana Examples**
- 🍏 **Resources**
- 🍏 **Questions**

# What is an Emergency Operations Plan (EOP)?



# Emergency Planning – It's Like Herding Cats Y'all!



# What is an Emergency Operations Plan (EOP)?

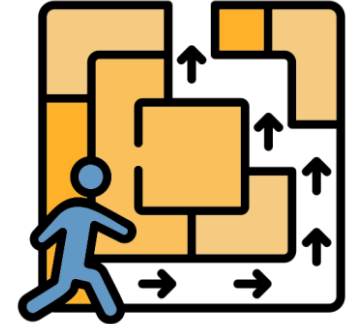
*An emergency operations plan is a plan for managing a wide variety of potential threats and hazards. The plan details who is responsible for carrying out specific actions; identifies personnel, equipment, facilities, supplies, and other available resources; and outlines how actions will be coordinated. (DHS 2016)*

- Existing Emergency Procedures Guide → Formal Emergency Operations Plan (EOP).
- Outlines a response structure consistent with national response guidelines that all first responders follow.
- Keeps all current procedures in place, just reformatted into a more functional and hazard driven planning document.
- Opportunity to identify additional threats/hazards.



# What if we already have a Crisis Plan?

- 🍏 Existing Emergency Procedures Guide/Crisis → Formal Emergency Operations Plan (EOP).
- 🍏 Outlines a response structure consistent with national response guidelines that all first responders follow.
- 🍏 Updating your Crisis Plans to formal EOPs keep all current procedures in place. It will just be reformatted into a more functional and hazard driven planning document.
- 🍏 Opportunity to identify additional threats/hazards.



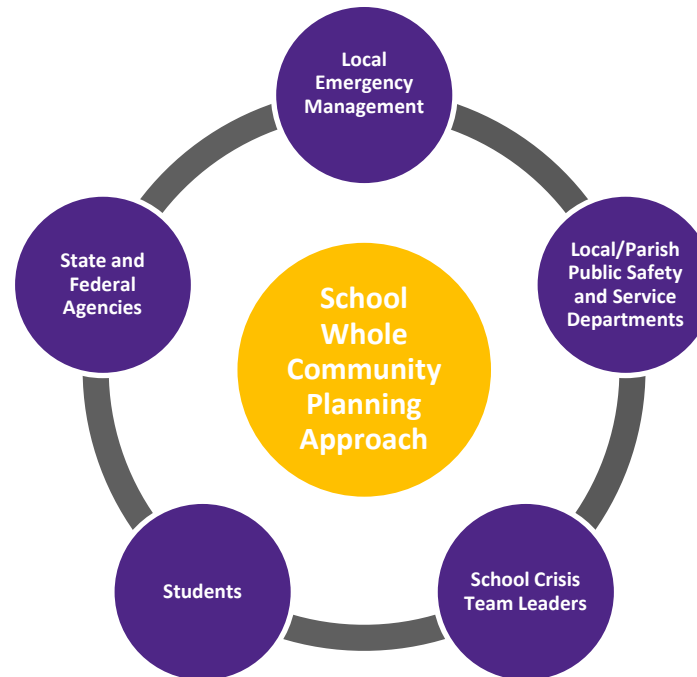
# The Whole Community Planning Process





# What is the Whole Community Approach?

- 🍏 The Whole Community Approach in Emergency Management engages all appropriate levels of leadership, community, and individual when responding to emergencies or disasters.
- 🍏 With this approach you are tapping into different knowledge bases, experiences and responsible departments/personnel – this creates a collaborative and comprehensive planning team.
- 🍏 This approach also strengthens relationships with the first responders and personnel who may be the responders to your campus in the event of an emergency or incident.





# **EOP Structure and Functions of Each Section**

# What should my Emergency Operations Plan (EOP) Contain?

- 🍏 Acts as a playbook for potential events.
- 🍏 Provides guidance for different types of incidents.
- 🍏 Easily understandable
- 🍏 Enhances rehearsals and reduces confusion. By following the EOP, everyone knows their role.
- 🍏 Can be constantly updated as roles change or lessons learned affect the plan.

# Sample Emergency Operations Plan (EOP) Outline

## Basic Plan

- Crisis Team, Emergency Contacts
- School Floorplans
- Daily Schedules
- Risk Assessment/Profile
- Demographics

## Concept of Operations

- Staff assignments and responsibilities
- Establishment of ICS
  - Formal Command Structure
  - Allows for easier integration when first responders arrive
  - Establishes specific points of contact

## Logistics, Admin, and Finance

## Functional Annexes

- Evacuation
- Lockdown
- Reunification
- Shelter In Place
- Continuity of Operations (COOP)

## Threat and Hazard Specific Annexes

- Natural Hazards
- Technological Hazards
- Biological Hazards
- Adversarial Incidental and Human Caused

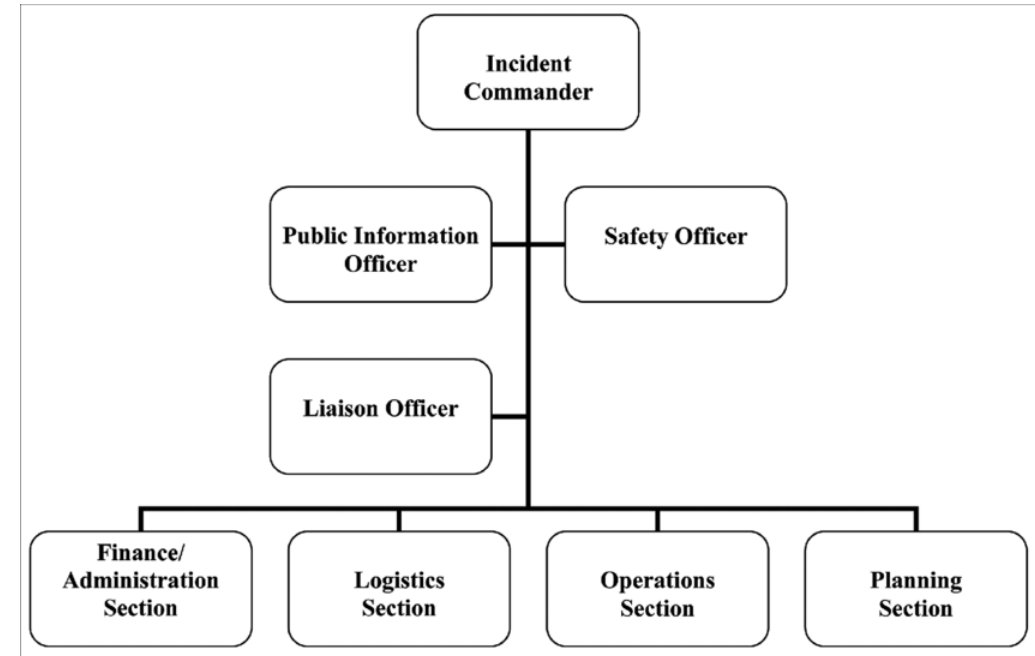
## Custom School Templates, Letters, Forms

- Drill Logs
- Incident Report Form
- Incident Specific Letters

# What is NIMS/ICS?

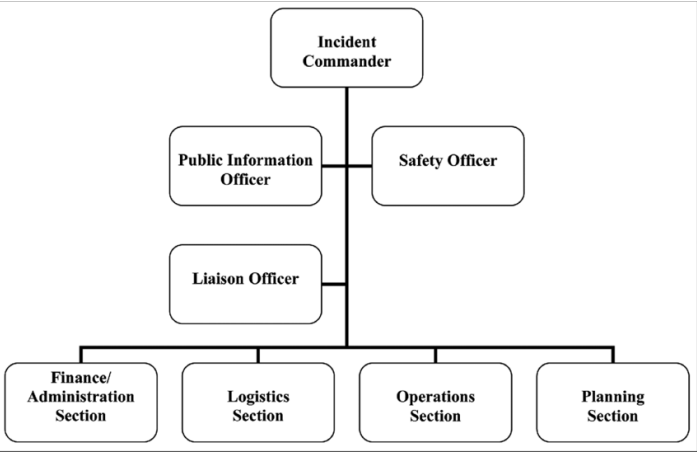
The Incident Command System (ICS) is a standardized, on scene, all-risk incident management concept.

- 🍏 Establishes a Chain of Command
- 🍏 Defines clear roles and responsibilities
- 🍏 Provides span of control



Schools can easily integrate their current crisis response structure into a useable ICS structure with little effort!

# ICS Structure for School Sample



**Incident Commander (IC)**

Coordinates all school-based management response efforts; directs the School Crisis Team/ICS Structure; works with the First Responder Incident Commander; notifies law enforcement and emergency agencies when applicable. Other responsibilities include but are not limited to:

- Assuming overall direction of *all* incident management activities based on procedures outlined in this EOP.
- Taking steps necessary to ensure the safety of students, staff, and other individuals.
- Determining whether to implement incident management protocols established in this EOP (e.g., evacuation, lockdown, shelter-in-place, etc., as described more fully in the annexes).
- Working with and ensuring communication with emergency services personnel. Keeping appropriate personnel informed of the situation.
- Ensuring the proper transfer of command when/if a more qualified incident commander arrives on scene.

**School Information Center/Operations/Deputy IC**

Assists Incident Commander with any information pertaining to the incident.

- Oversees all branches within the Operations Section.
- Collects all information needed for Incident Commander.

**Search and Rescue /Missing Student Team**

**Staff Assignments: Assigned by Director/Incident Commander (unique to each incident)**

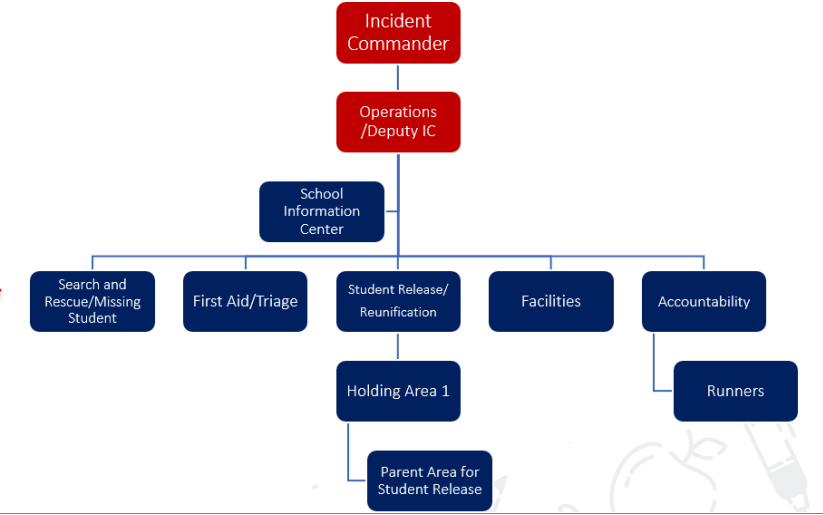
Team members will search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search and Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue/Missing Student Teams are also responsible for:

- Identifying immediate unsafe areas.
- Obtaining injury and missing student reports from teachers.
- If not already done by the Incident Commander, contact Law Enforcement for missing child scenario providing initial details.

**First-Aid/Triage Team**

Provide **triage, treatment, and psychological** first-aid services. First-Aid Teams are responsible for:

- Setting up **first-aid area** for students.
- Assessing and **treating injuries**.
- Notification to IC if student is transported to hospital.
- Accounts for all injured persons at all time
- Accounts for all medications on campus.
- Maintains any medical logs, if applicable.
- Assisting first responders as directed by the Incident Commander.



# Functional Annexes

- 🍏 Functional Annexes provide specific information and direction for a specific emergency function.
- 🍏 Each Functional Annex will describe roles, responsibilities to be carried out during and after an incident or emergency.
- 🍏 These annexes are the basis for all-hazards emergency planning, allowing schools to deal with response generated needs that are common to most incidents or emergencies.
- 🍏 Functional Annexes are often overlooked – this is the core concept of your operations and how they will be implemented during a crisis!
- 🍏 Common Functional Annexes are:
  - Continuity of Operations (COOP)
  - Evacuation
  - Reunification
  - Lockdown
  - Shelter in Place
  - Reverse Evacuation
  - Mental Health and Healing





# Lockdown Sample Annex

- Functional Annexes specify:
  - Purpose
  - Responsibilities
  - Actions to be taken

[REDACTED] Emergency Operations Plan

## Lockdown Procedure Annex

**Purpose**  
Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure involves barricading the door and readying a plan of evacuation or counter tactics should the need arise.

**Responsibilities**

**Level I (YELLOW)**  
Level I Lockdown, or referred to as Yellow, signals that a threat to school staff and students has been identified as nearby but not directly on campus. This may include but is not limited to: Hazardous Materials incident nearby, missing student/person, or an incident or event within the surrounding community that has encouraged personnel to stay indoors (law enforcement search for fugitives, criminal activity in the area). In the event a Level 1 (Yellow) is ordered, the following actions should be taken immediately:

- All exterior doors to the building should be locked immediately.
- Access into the school should be restricted immediately.
- This level of lockdown allows for free movement and continued normal operations within the building; students and staff are in.
- Teachers/staff should put a yellow indicator on all entry and exit points until all clear is given.
- No one is permitted to exit the building or unlock entry/exit points until an "all-clear" is directed by school administration or first responders.

**Level II (ORANGE)**  
Level II Lockdown, or referred to as Orange, signals an immediate threat has been identified inside school buildings or on campus. This may include but is not limited to: Disgruntled employee or parent, a medical emergency requiring one or more student/employee to be treated/transported by first responders, or suspicious package. If a Level II (Orange) lockdown is ordered, the following actions should be taken immediately:

- Students and staff are instructed to proceed to the nearest classroom or office. Staff should lock the doors and instruct students to stay away from windows and doors.

If the threat is perceived as a criminal threat, teachers should do the following:

- Silence all electronics
- Lights, electronics, and other equipment should be turned off
- Record the names of all students present
- Remain in the locked classroom or locked area until further notice.
- No one is permitted to leave the locked classroom or room for any reason.
- Teachers/staff should put an orange indicator on the locked doors until all clear is given.
- School administration or uniformed law enforcement will give the "all-clear" to exit the classroom.

**Level III (RED)**  
Level III, or referred to as Red, signals the school and its students are in imminent life-threatening danger. This may include but is not limited to: Active shooter (one or multiple) inside the school buildings or on campus, terrorism. If a Level III (Red) lockdown is ordered, the following actions should be taken immediately:

[REDACTED]

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[REDACTED] – Emergency Operations Plan

**Teachers:**

- Clear hallways and bathroom by room, usher students into the nearest room if possible.
- Lock ALL doors.
- Barricade the door with any large objects (desks, chairs, shelves) available.
- Record the names of students in your classroom.
- Keep students quiet and calm.
- Turn off all lights, electronics and anything that may make noise.
- No one is allowed outside of the classroom or to unlock doors until the incident commander or uniformed law enforcement give the "all clear."

If the threat makes it into the room/classroom: Teachers and students should utilize methods to distract the intruder from being able to accurately shoot or cause harm, such as throwing objects at the intruder.

**School Incident Commander/Principal**

- Make the following announcement using the school intercom system, two-way radio, telephone and/or megaphone:

*YOUR ATTENTION PLEASE.*

*WE ARE EXPERIENCING EMERGENCY SITUATION - ALL STAFF, STUDENTS AND VISITORS MUST GO INTO LOCKDOWN (INSERT COLOR) IMMEDIATELY.*

*FURTHER INSTRUCTIONS WILL BE GIVEN IN A MANNER AND TIME THAT IS SAFE FOR OUR CAMPUS.*

*ALL STAFF, STUDENTS AND VISITORS MUST GO INTO LOCKDOWN (INSERT COLOR) IMMEDIATELY.*

- Call 9-1-1 or designate a staff member to make the call.
- Hit the red button on the [REDACTED] if issued tactical radio signaling an immediate life-threatening emergency.
  - Identify the name and address of the school and describe the emergency.
  - State the school is locking down.
  - Provide intruder description and weapon(s) if known.
  - Identify the location of the school command post.
- Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify district office.
  - District will notify the bus service to stop all any buses and to be prepared to redirect them to the [REDACTED] Bus Staging Area for student and staff pick up and transport to the district reunification site.

[REDACTED]

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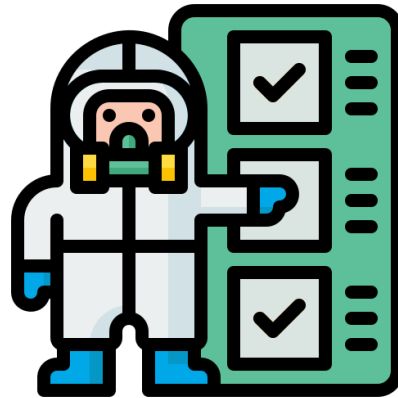
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# Threat and Hazard Specific Annexes

- Often specific to certain schools, communities, and neighborhoods
- Planning measures differ based on these characteristics



Natural Hazards



Technological Hazards



Human Caused Hazards

# How Do I Prioritize Threats and Hazards?

- 🍏 Risk posed by threats and hazards are unique to each campus.
- 🍏 Prioritizing threats and hazards helps in determining what will be addressed in the EOP.
- 🍏 By assessing probability of a threat or hazard and assessing consequences of the threat or hazard, school can easily identify which are critical, high, moderate, or low risk to their campus and surrounding community population.

LIKELIHOOD (probability)	CONSEQUENCES				
How likely is the event to occur at some time in the future. (Linear Scale time specific matrix)	What is the severity of injuries/potential damages/financial impacts (if the risk event occurs)? (logarithmic scale, property industry specific matrix)				
	Insignificant	Minor	Moderate	Major	Catastrophic
	No injuries/first aid No envr. Damage <<\$1,000 Damage	Some first aid required Low envr. Damage <<\$10,000 Damage	External medical Medium Envr. Damage <<\$100,000 Damage	Extensive Injuries High Envr. Damage <<\$1,000,000 Damage	Death or Major Injuries Toxic Envr. Damage >>\$1,000,000 Damage
Almost Certain	<b>MODERATE</b>	<b>HIGH</b>	<b>HIGH</b>	<b>CRITICAL</b>	<b>CRITICAL</b>
Expected in normal circumstances (100%)	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>
Likely -	<b>MODERATE</b>	<b>MODERATE</b>	<b>HIGH</b>	<b>HIGH</b>	<b>CRITICAL</b>
Probably occur in most circumstances (10%)	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>
Possible -	<b>LOW</b>	<b>MODERATE</b>	<b>HIGH</b>	<b>HIGH</b>	<b>CRITICAL</b>
Might occur at some time (1%)	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>
Unlikely-	<b>LOW</b>	<b>MODERATE</b>	<b>MODERATE</b>	<b>HIGH</b>	<b>HIGH</b>
Could occur at some future time (0.1%)	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>
Rare -	<b>LOW</b>	<b>LOW</b>	<b>MODERATE</b>	<b>MODERATE</b>	<b>HIGH</b>
Only in exceptional circumstances	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>	<b>RISK</b>

# Sample Risk Assessment of Threats and Hazards

Threat	Probability	Consequences	Risk
Tornadoes	Likely (10%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Thunderstorms (Hail, Lightning, & Wind)	Almost Certain (100%)	Moderate (External Medical / < \$100,000)	High
Fire	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
HAZMAT Accident	Unlikely (0.1%)	Minor (First Aid / < \$10,000)	Moderate
Power Failure	Possible (1%)	Minor (First Aid / < \$10,000)	Moderate
Water Failure	Possible (1%)	Minor (First Aid / < \$10,000)	Moderate
Foodborne Illness	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High
Infectious Disease	Likely (10%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Cyber Attack (District)	Likely (10%)	Moderate (External Medical / < \$100,000)	High
Active Shooter	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Bomb Threat	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High
Hostage Situation	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High
Transportation/Bus Incident (District)	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Accident	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Weather related incident	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Student violence	Unlikely (0.1%)	Minor (First Aid / < \$10,000)	Moderate
Threats of Violence	Possible (1%)	Moderate (External Medical / < \$100,000)	High
Student	Possible (1%)	Minor (First Aid / < \$10,000)	Moderate
Staff	Unlikely (0.1%)	Moderate (External Medical / < \$100,000)	Moderate
Parents	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High
Domestic Violence or Abuse	Possible (1%)	Catastrophic (Deaths / > \$1,000,000)	Critical
Suicide	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High
Lost child, runaway/fleeing on foot	Possible (1%)	Moderate (External Medical / < \$100,000)	High
Barge Accident	Unlikely (0.1%)	Moderate (External Medical / < \$100,000)	Moderate
Terrorism (District)	Unlikely (0.1%)	Catastrophic (Deaths / > \$1,000,000)	High



# Annual Review and Exercising the EOP

# Annual Review of the EOP

- 🍏 Every plan should be reviewed annually, or, following an emergency/incident or exercise/drill. Things to think about as you refresh your plan:
  - Has risk to your community or campus changed with evolving threats and hazards?
  - Has your infrastructure changed?
  - What enhancements have you made to your campus?
  - Are more local resources available?
- 🍏 Have a simple checklist of each section that requires attention:
  - Update Phone Trees
  - Update Schedules
  - Update Crisis Team
  - Review Functional and Hazard Specific Annexes, redact what is no longer needed, update others as needed.





# Don't Let Plans Sit on Shelves

- 🍏 **EXERCISE, EXERCISE, EXERCISE!**
- 🍏 Simulations of emergency situations, or “exercises” and “drills” are an integral part of school preparedness.
- 🍏 Exercises and Drills offer opportunity to practice courses of action and roles and responsibilities.
- 🍏 Types of Emergency Exercises – Crawl, Walk, Run!
  - Orientations
  - Tabletop Exercises
  - Drills
  - Full Scale Exercises
- 🍏 Benefits of Exercising the EOP
  - Testing new technologies or capabilities
  - Provides opportunities to find gaps or deficiencies
  - Familiarizing staff and students with procedures in a low stress environment
  - Increases confidence of the crisis team AND the whole school community



# Don't Let Plans Sit on Shelves – What Would Your Staff Do? “Dangerous Conformity”



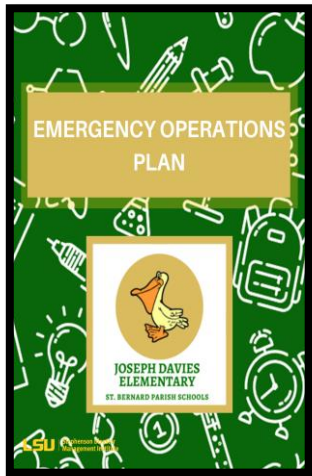
# Take the time to Drill/Exercise

- Faculty/Staff are the first line of defense, and first line of decision making for students in the immediate area.
- Confidence in emergency actions to be taken by staff will provide positive reassurance and calm to those around them – conformity can generate dangerous consequences if appropriate action is not taken!
- Exercises and short drills keep emergency actions fresh, and confidence high.



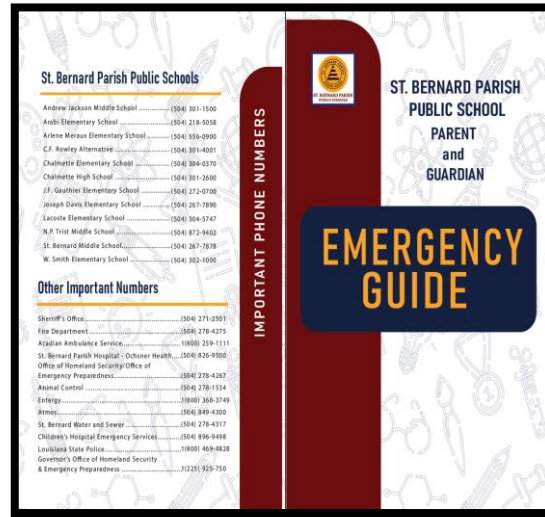
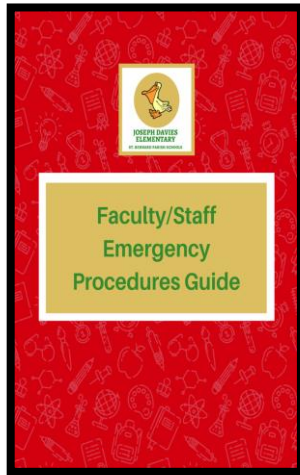


**Be Extra – Prepared!**



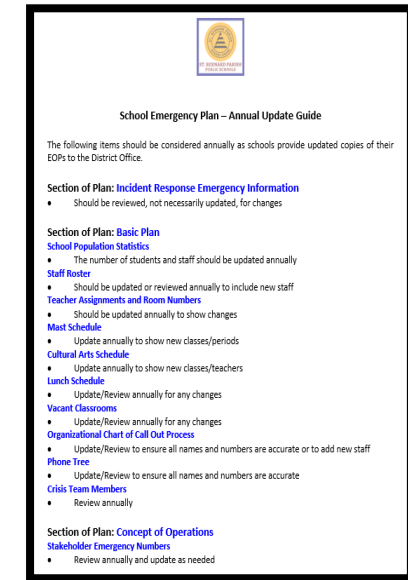
Custom EOP's for each school and the district

## Faculty/Staff Quick Reference Guides for Emergency Procedures



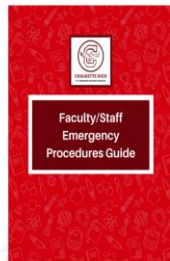
Parent's Emergency Guide

## Annual Update Guide/Checklist



**AGENDA**

- Emergency Procedures Guide Review/Orientation
- Contact Lists/Emergency Numbers
- Hazard Specific Emergency Procedures
- Functional Annex Procedures
- Training and Continuing Education Resources
- Training Staff on Procedure Guide
- Questions

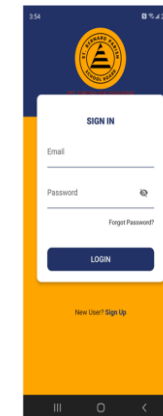



Emergency Procedures Training for Staff

Custom Emergency Classroom Go-Bags



Custom App





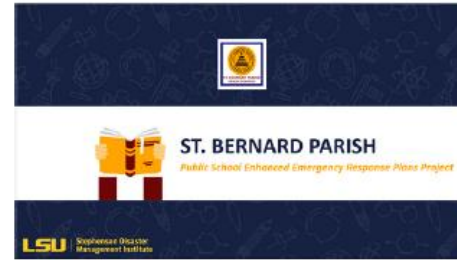
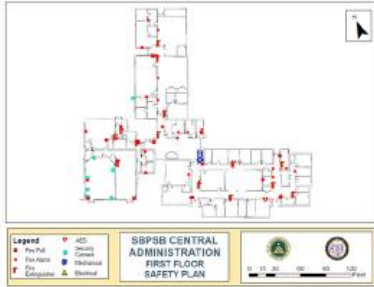
# Louisiana Examples – Best Practices!

# St Bernard Parish School District – A True Whole Community Approach





# St Bernard Parish School District



- April 2018 - September 2018
  - Development of Enhanced School Floor Plans and Tactical Response to Improve School Safety

- November 2021 - February 2021
  - Initial Planning Meetings with District, Review of Current School Emergency Plans for individual campuses.
  - Individual Kick Off Meetings with Schools

- February 2022 - June 2022
  - Additional Meetings with Schools as needed (Zoom)
  - Drafting of Emergency Plans

- July 2023
  - Final Presentation of Planning Project
  - Faculty Staff Trainings on new Emergency Guides
  - Draft Plans to all Schools and District
  - Parish Council Meeting/Whole Community Plan Signing Event



## Plan Approval and Implementation

The District Emergency Operations Plan (EOP) was prepared by the District Office planning team in coordination with the St. Bernard Parish School District to develop, implement, and maintain a viable all-hazards response capability and establishment of a comprehensive approach to providing consistent, effective, and efficient coordination across a spectrum of activities on campus. The EOP is consistent with the local Incident Command Structure (ICS), as established by local law enforcement and other public safety agencies.

This plan applies to all District Office personnel participating in mitigation, preparedness, response, and recovery efforts. The EOP applies to any District Office– sponsored events, on or off campus, and to all public and private District Office sanctioned activities.

The District Office School Principal (or designee) is responsible for plan oversight and coordination with applicable stakeholders. This EOP is based on the all-hazards concept and plans for natural and man-made 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 District Office or district leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions and is effective immediately upon the signing of all signature authorities noted below.

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

Signature

Name: Doris Voitier  
Title: Superintendent

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

Signature

Name: John Rahaim  
Title: St. Bernard Parish OHSEP Director

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

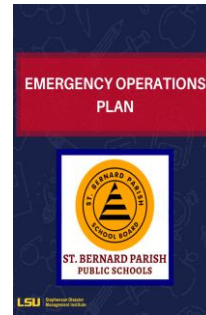
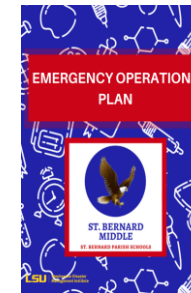
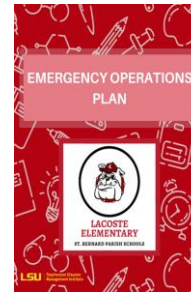
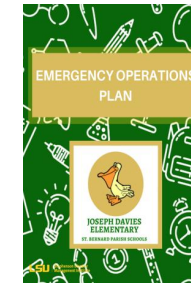
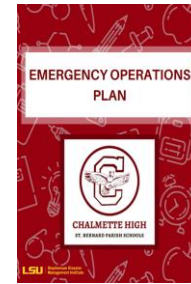
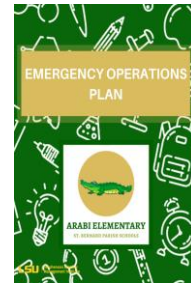
Signature

Name:  
Title: St. Bernard Parish Sheriff's Department

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

Signature

Name:  
Title: St. Bernard Parish Fire Department



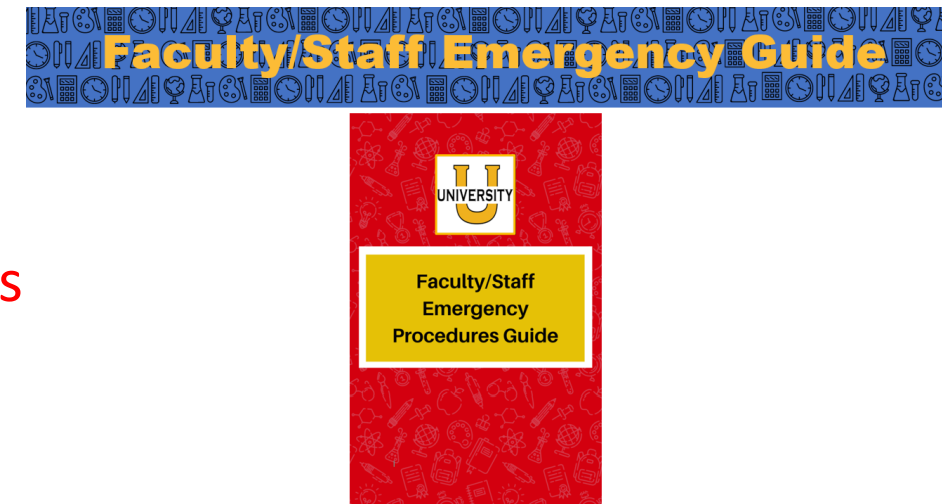
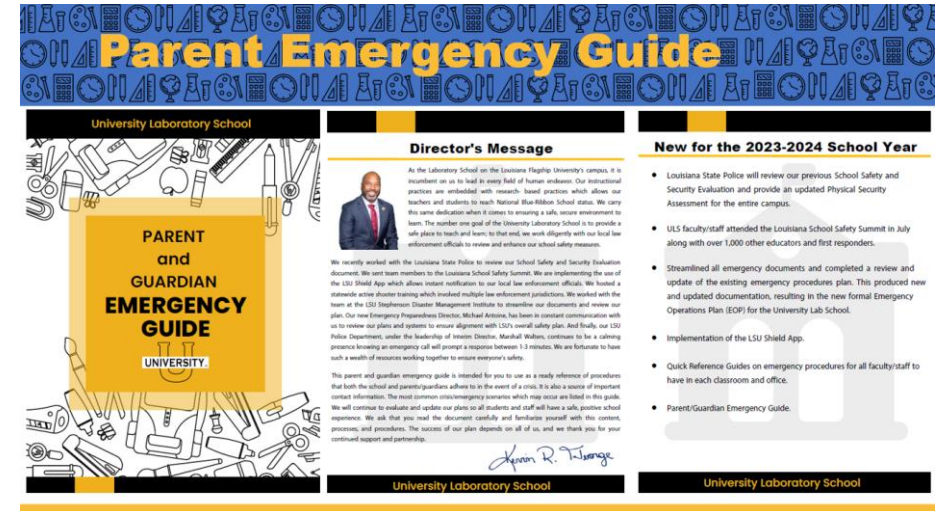
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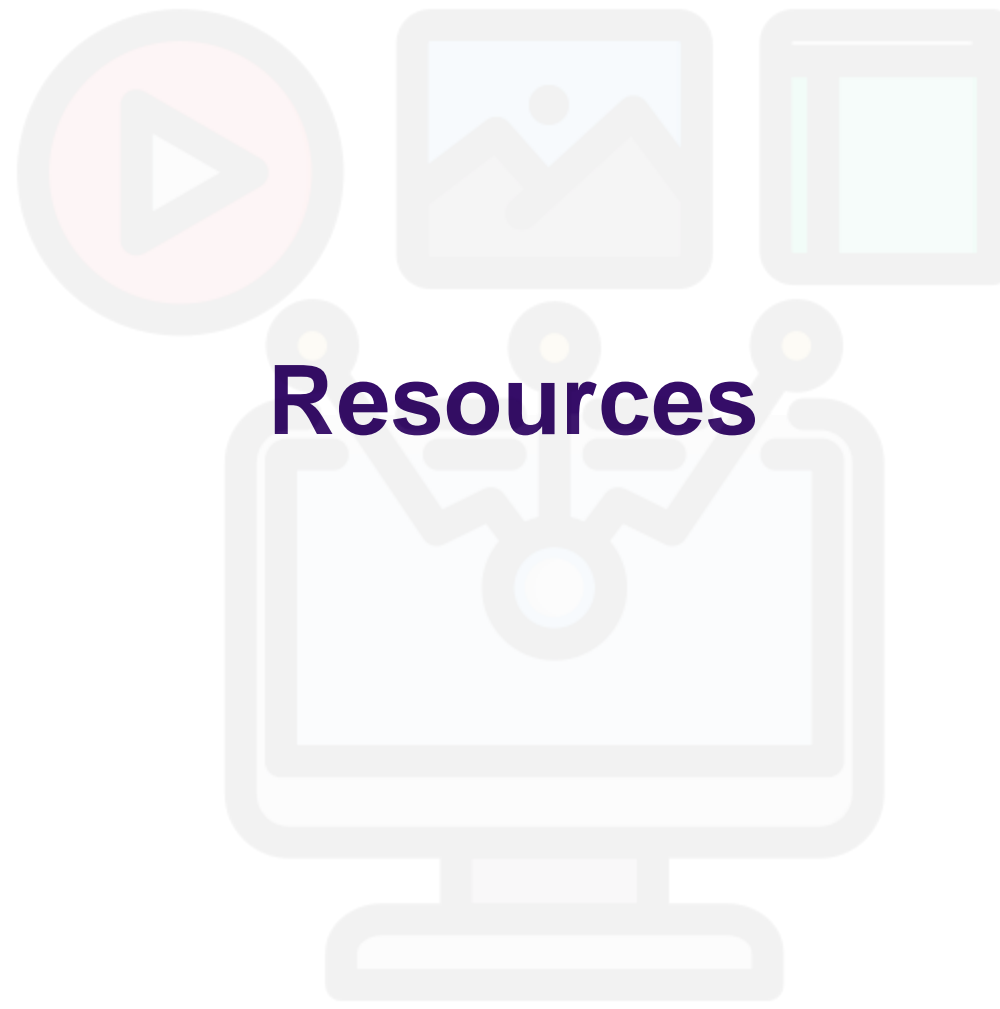


# University Laboratory School

- Enhanced Crisis Plan to formal EOP
  - Threat and Risk Assessment
  - ICS Structure
  - Included appropriate stakeholders (LSU PD, LSP, LSU Emergency Management)
- Creation of Parent Guide for Annual Updates
- Creation of Faculty Staff Guide
  - Trained Staff on new EOP, Guides
- LSP Site Assessment
- Applied for LCSS Grant – Awarded!

Number one reason for success – Director George and his team were invested, committed, and championed the process. This is CRITICAL!





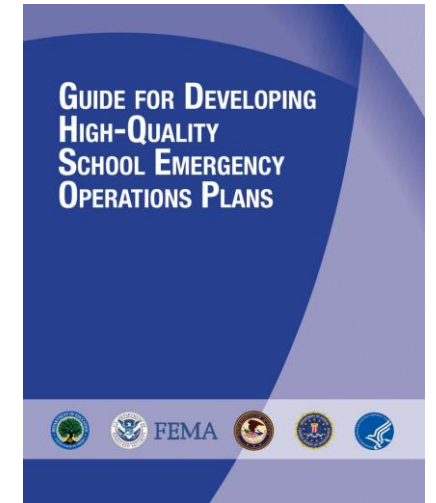
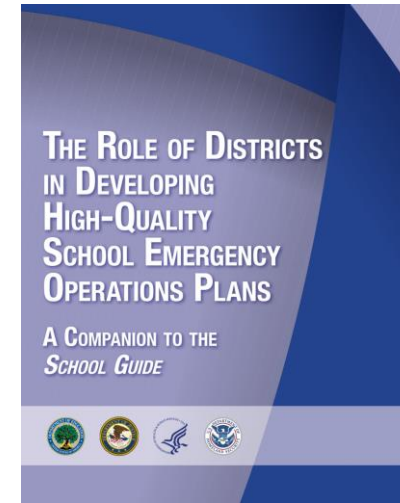
# Resources



# Resources Available to Schools

- Guide for Developing High-Quality School Emergency Operations Plans
- The Role of Districts in Developing High-Quality School Emergency Operations Plans

<https://www.schoolsafety.gov/emergency-planning>



## Mission

Homeland Security starts with Hometown Security. The Louisiana Center for Safe Schools provides school communities and safety partners with quality information and resources by identifying and promoting strategies, practices, and programs supporting safe schools for all as part of the academic mission. The Louisiana Center for Safe Schools aims to create a virtual resource library to connect local stakeholders for emergency preparedness planning, training, execution, recovery, and reporting. After all, education is the key to opportunity and advancement. Likewise, providing safe and secure learning environments is the core foundation of learning and engagement.

<https://lasafeschools.la.gov>



# Questions?

# Thank You!

## Stephenson Disaster Management Institute

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